

Assurance Argument
University of Wisconsin-La Crosse - WI

Review date: 12/2/2019

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

1. The University of Wisconsin-La Crosse (UWL) Select Mission is as follows:

"The University of Wisconsin-La Crosse provides a challenging, dynamic, and diverse learning environment in which the entire university community is fully engaged in supporting student success. Grounded in the liberal arts, UW-L fosters curiosity and life-long learning through collaboration, innovation, and the discovery and dissemination of new knowledge. Acknowledging and respecting the contributions of all, UW-L is a regional academic and cultural center that prepares students to take their place in a constantly changing world community. The university offers undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration. The university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences."

UWL demonstrates its commitment to excellence:

- UWL instructors have been recognized for excellence in teaching at both the departmental and individual levels. At the departmental level, the Mathematics Department (2015) and the Biology Department (2013) were awarded the University of Wisconsin Board of Regents Teaching Excellence Awards. Jennifer Kosiak (Mathematics) received the individual Regent Teaching Excellence Award in 2012. Roger Haro (Biology, 2015), Scott Cooper (Biology, 2014), Víctor M. Macías-González (History, 2013), and Greg Wegner (History, 2011) were each recognized as Wisconsin Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education.
- U.S. News and World Report's 2020 America's Best Regional Universities in the Midwest lists UWL as the state's top and number 3 public university in its category. UWL has been ranked by U.S. News and World Report among the Top 5 Midwest Regional Public Universities in each of the past 19 years.
- UWL is recognized as one of Kiplinger Personal Finance magazine's Top 100 Best Values for

public colleges.

- UWL is consistently ranked among the top for institutions graduating physics majors from a non-doctoral institution ([student research](#)).
- A UWL history project "Hear, Here" received the most prestigious national recognition for preservation and interpretation of state and local history, the Leadership in History Award from the American Association for State and Local History, along with 62 other awardees nationwide in 2016.
- UWL is crucial to the economy of western Wisconsin, with 1,289 professional staff and 700 student employees earning \$72.7 million in wages in FY2019.

UWL was founded in 1909 as the State Normal School, La Crosse, and in 1926, the institution was authorized to award baccalaureate degrees in teaching. In 1927, the name of the institution was changed to State Teachers College, La Crosse. In 1951, after the governing board authorized the nine Wisconsin State Teachers Colleges to establish baccalaureate degree programs in the liberal arts, the institution was renamed Wisconsin State College, La Crosse. Subsequent years saw the evolution of degree programs beyond teacher education; the development of graduate education at the master's level; and the designation of UWL as a university within the Wisconsin State University System in 1964. In 1972, the Wisconsin State University and University of Wisconsin Systems merged into the present University of Wisconsin System, under the direction of the University of Wisconsin Board of Regents. The merger resulted in the name change to the University of Wisconsin-La Crosse (UWL). UWL now offers a professional doctorate in Physical Therapy and a doctorate in Student Affairs Administration and Leadership.

UWL's current Select Mission was revised in 2008-09 and updated in June 2014. In 2015, UWL adopted a [Vision Statement and Values Statement](#) to accompany the Select Mission.

As part of the University of Wisconsin System (UWS), UWL is also guided by [two additional mission statements](#):

- the UWS Mission Statement, which applies to all institutions in the UWS; and,
- the Core Mission of the University Cluster Institutions, which applies to all the comprehensive universities within UWS.

These two mission statements are directed from the Legislature and the UWS Board of Regents; the Select Mission (referenced at the beginning of the passage) is generated by the UWL community. At the core of all the mission statements is The Wisconsin Idea, the principle that the knowledge of the university should be extended to the entire state.

2. UWL's academic programs, student support services, and enrollment profile are consistent with its stated mission.

Academic programs: The mission provides the framework for the university's degree programs, which are housed in three colleges and two schools:

- the [College of Business Administration](#) (CBA), accredited by AACSB international;
- the [College of Arts, Social Sciences, and Humanities](#) (CASSH), which includes departments and programs in the humanities, social sciences, and interdisciplinary studies;
- the [School of Visual and Performing Arts](#) (SVPA), within CASSH, which is comprised of the Departments of Art, Music, and Theatre Arts;
- the [College of Science and Health](#) (CSH), comprised of departments and programs in the

- natural and physical sciences, mathematics and computer science, exercise science, recreation, and in selected allied health professions; and,
- the [School of Education](#), which coordinates teacher education programs within the School and across CASSH and CSH.

UWL offers 102 undergraduate programs to serve the variety of undergraduate academic interests. Undergraduates are required to complete the [General Education program](#) (detailed in CC 3.B.), consistent with UWL's mission which states that UWL is "grounded in the liberal arts." As previously noted, UWL has been recognized as a leader in the opportunities it provides for undergraduates to conduct research with faculty members (detailed in CC 3.B.), consistent with UWL's mission "to foster...discovery and dissemination of new knowledge." In 2018-19, the departments in which the largest number of bachelor's degrees were awarded at UWL were in Biology, Psychology, Exercise and Sport Science, Educational Studies (covering teacher certification for early childhood through early adolescence), and Marketing.

UWL offers 33 [graduate \(31 master's and 2 doctorate\)](#) programs in focused academic areas within the institution. Most of the graduate degrees are linked to University's past as a normal school for teacher education with a special focus on physical education, as well as allied health science graduate programs that evolved from undergraduate programs in those disciplines. UWL offers a Doctorate of Physical Therapy, which evolved from a bachelor's degree program. UWL also offers a cohort-based Master of Education-Professional Development (MEPD) program at sites off-campus for educators and other professionals.

Graduate enrollment has expanded since the 2015-16 school year. This growth is due primarily to the addition of online UW Extended Campus collaborative degree programs and expansion of certificate offerings in the Institute for Professional Studies in Education.

The Office of Extended Learning (formerly Continuing Education and Extension) at UWL offers community enrichment programs including two summer science camps for middle school students and professional development programs for local organizations and businesses. UWLEX also coordinates UWL's participation in UW Extended Campus collaborative degree programs. These programs reinforce the UWL mission to meet the diverse needs of the region.

Student Support Services: A variety of student support services are available to help ensure students' success. These resources are coordinated by collaboration between administrators, faculty, staff, and students. For example:

- [Academic Advising Center](#),
- [Counseling and Testing](#),
- [Multicultural Student Services](#),
- [Residence Life](#),
- [University Centers](#),
- [Recreational Sports](#),
- [ACCESS Center](#), and
- [Murphy Learning Center](#) (detailed in CC 4.A.).

Enrollment Profile: UWL's Carnegie Classification is Very High Undergraduate for enrollment. In fall 2019, [89 percent \(9416 of 10569\) of UWL's students were undergraduate degree-seeking students](#). Ninety-seven percent of incoming students to UWL live in a residence hall on-campus, and one-third of all UWL students live on-campus.

[UWL students have the highest academic profile of all the UWS comprehensive institutions.](#) The typical first-year student enrolling at UWL has a high school class rank at the 77th percentile and an ACT composite score of 25.

UWL students have a [first-to-second year retention rate of 85 percent](#), and a [six-year graduation rate of 70 percent](#). Four-year graduation rates increased in the past ten years, with [44 percent of the incoming first-year class in fall 2014 completing their degrees in four years or less](#), compared to 36 percent of the first-year class that entered in fall 2010.

[Fall 2019 was UWL's largest enrollment to date, at 10,580 students.](#) The enrollment grew significantly in the late-00s, and has increased by 6.4 percent since fall 2010. In recent years, undergraduate enrollment has slowed and graduate enrollment has increased.

3. The response to Criterion 5 will provide more information about UWL's planning and budget process and priorities. Since the review in April 2016, UWL has adopted and implemented a new strategic plan, and [has addressed several other recommendations provided by the 2016 site team](#), which will be discussed throughout the argument.

A significant change within the UW System also occurred since the last review; [on July 2, 2018, the campus known as UW Colleges -- a collective of the 13 two-year campuses across UW System -- was closed](#), and the [individual two-year campuses were created as branch campuses of the four-year campus nearest to them, with UW-Extension becoming part of UW-Madison](#). While UWL did not receive a branch campus in the restructuring, this has changed some dynamics within the UW System, further outlined in CC 5.D.

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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

1./2./3. As noted in the response to CC 1.A., the Select Mission statement of UWL was updated in 2014.

UW System (UWS) requested the 2014 update to the Select Mission statement to comply with s. 36.09(1)(b), Wis. Stats., which states:

"The board, after public hearing at each institution, shall establish for each institution a mission statement delineating specific program responsibilities and types of degrees to be granted."

UWS provided guidance for the revision, and the revision process undertaken locally resulted in the addition of the following paragraph:

"The university offers undergraduate programs and degrees in the arts and humanities, health and sciences, education, and business administration. The university offers graduate programs related to areas of emphasis and strength within the institution, including business administration, education, health, the sciences, and the social sciences."

The addition retains focus on undergraduate education while acknowledging the importance of providing graduate education in areas that complement the institution's capacity.

The [Vision Statement and Values Statement](#) were developed and adopted by the UWL Joint Planning & Budget Committee in March 2015 (CC 5.B. discusses Joint Committees in more depth). The purpose was to align the explicit values of the university with the core values expressed in the strategic plan.

The vision and values statements refer to the long-enduring motto of UWL, *mens corpusque* ("mind and body"), and to the shared viewpoint that our goal is education of the whole person.

The UWL mission, vision, and values statements are posted on the university website, including on the Chancellor and Provost sites, and in the University's [undergraduate](#) and [graduate](#) catalogs.

The four tenets of the UWL Strategic Plan, Sustaining Excellence, align with the four value

statements of the Vision and Values.

In addition to the Select Mission, Vision, and Values adopted at the campus level, [the Core Mission of the University Cluster and the overall UWS mission statement provide guidance to UWL](#). The UWS mission statement is not as specific in its guidance as the Core Mission of the University Cluster, which provides an extensive articulation of the activities expected of each institution within the University Cluster.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

1./2. The [core mission of the University Cluster of the UW System](#) (UWS) and the select mission of UWL specifically address diversity as a value and a goal of the institution.

The Higher Learning Commission site visit team in 2016 wrote

"...Despite the advances cited [regarding diversity at UWL], organizational challenges regarding the University's diversity and inclusion efforts continue."

Revisiting the University's infrastructure around diversity and inclusion emerged as a theme in the strategic planning process, and as part of that effort, UWL developed a Division of Diversity and Inclusion (D&I). The Vice Chancellor for D&I (formerly the Associate Dean for Diversity and Inclusion within the Division of Student Affairs) reports directly to the Chancellor and serves as a member of the Cabinet. [The units reporting to the Vice Chancellor for Diversity and Inclusion can be seen on the university organizational chart.](#)

D&I gathers input from many diversity-focused organizations representing students, faculty, staff, and administrators across campus. In addition to those indicated [here](#), the [Institute for Social Justice \(ISJ\)](#) Advisory Committee, [Women of Color Collective](#), [Title IX Advisory Board](#), and TRANS* Task Force all work with D&I on diversity and inclusion topics across campus.

The Diversity Organization Coalition is a student organization with representatives from [diversity organizations](#). Approximately 250 students each year participate in diversity student organizations.

[UWL also has a Joint Multicultural Affairs Committee](#). Joint committees are part of the explicit shared governance structure of the University (see CC 5.B.). In the 2018-19 school year, among several other recommendations, [JMAC reviewed and recommended adoption of a diversity training module through Everfi/Lawroom for all UWL employees](#). This training was implemented in the 2019-20 school year. JMAC also recommended revisiting the committee bylaws in 2019-20 due to the creation of the Division of Diversity & Inclusion.

The Inclusive Excellence [philosophy and framework](#), adopted in 2009 by UWS, still guides UWL's diversity and inclusion efforts. UWL focuses on three core components of Inclusive Excellence: increasing compositional diversity, closing equity gaps, and creating inclusive campus climates.

The following points illustrate some of the campus's activities and outcomes related to diversity and inclusion:

Compositional Diversity

- [In fall 2010, 7.3 percent of UWL's students were U.S. students of color and by fall 2019, 10.2 percent of UWL's students were U.S. students of color.](#) The Admissions staff includes four staff members with specific responsibilities for recruiting students from diverse backgrounds, including domestic multicultural students and international students. The School of Education has a staff member responsible for the recruitment of students of color into education majors and assisting in the retention of those students in the education majors.
- The University Affirmative Action Officer meets with each Search and Screen Committee for faculty and staff positions to discuss how to attract a diverse pool of applicants and to raise awareness of how conscious and unconscious bias might contribute to applicant review processes. The Office of Affirmative Action [publishes an annual report](#) comparing the racial, ethnic, and gender diversity of UWL faculty to the national workforce and staff to the regional workforce. [In fall 2018, 13.5 percent of faculty were faculty of color, and the percentage of employees of color overall \(including all faculty\) was 10.9 percent.](#)

Closing Equity Gaps

- UWL and UWS monitor the progress in closing [retention and graduation](#) gaps between underrepresented minority students and majority students. [Achievement gap metrics](#) are included in the UWS dashboard that is viewed by the BOR and the Wisconsin Legislature, and the number of Pell-eligible and underrepresented minority students enrolled at the individual campuses is factored into the UWS outcomes-based funding model.
- The [Office of Multicultural Student Services \(OMSS\)](#) provides extensive support to students of color at UWL, including a financial retention specialist to assist students in navigating the college finance process; pre-college programming, and the summer bridge program Academic Success Institute (ASI). ASI enrolls 15 to 20 students each year, and the students complete five to eight college credits in the summer and participate in required programming during their first year. 75 percent of students participating in ASI were retained to a second year (based on summer 2016-2018).
- Through the strategic planning process, UWL developed and implemented an [Equity Liaison program](#). Equity Liaisons help build awareness of their individual unit's role in UWL's mission to provide an equitable and inclusive educational and workplace environment. The work of Equity Liaisons is supported by a steering committee and includes data resources that disaggregate various metrics by race/ethnicity, gender, and first-generation in college status.

Creating Inclusive Climates

- [The ACCESS Center](#) supports students with disabilities, and served 744 students in 2018-19, double the number served in 2013-14.
- The [Research and Resource Center for Campus Climate](#) supports the principles of social justice through multiple programs on campus. In addition to its long-running Awareness Through Performance program for students, in the 2018-19 school year Campus Climate staff created and piloted RISE UP: Racial (& Intersecting) Identity Symposium for Equitable University Progress, an intensive week-long program focused on racial justice for UWL employees.
- The [Hate Response Team \(HRT\)](#), formed in 2005, offers an [online confidential reporting system](#) for members of the UWL community to use to report hate/bias incidents. The HRT follows protocols for response depending on the environment in which a hate bias incident is reported ([classroom](#) or [outside of class](#)) and issues an [annual report](#) including [action steps](#) to increase campus awareness and education about hate/bias. [As is the troubling reality at college campuses across the country, reports for hate/bias have increased in recent years, with 256](#)

[reports made on 223 incidents at UWL in the 2018-19 school year.](#)

- Campus Climate coordinates *Teach-Ins* during the school year that focus on contemporary issues in equity and social justice, topics which are often spurred by recent events. Some topics have included the state of hate and bias on the UWL campus, immigration, and toxic masculinity, and white supremacy.
- Faculty Senate, Academic Staff Council, University Staff Council, and Student Association have endorsed an Indigenous Land Recognition Policy, including the statement that is posted inside the Student Union:
 - *"We would like to recognize that the University of Wisconsin-La Crosse occupies the land of the Ho-Chunk people. Please take a moment to celebrate and honor this ancestral Ho-Chunk land, and the sacred lands of all indigenous peoples."*
- The Pride Center fosters a safe environment for LGBTQ+ faculty, staff, and students and provides educational programming and outreach. In 2018-19, the PRIDE Center outreached to over 8,000 people through 31 panels at UWL and in the community, 37 on-campus workshops, and several off-campus workshops. Pride Center staff are also called upon to provide resources and support for incoming students and families.

Campus Climate Surveys are an important tool for UWL to gauge the effectiveness of diversity efforts and continue to make improvements. UWL conducted a university-wide [Campus Climate Survey in 2018](#). Previous campus climate surveys were conducted in 2004, 2008, and 2013.

UWL endeavors to bring four or more scholars/artists of color to campus each year, with the primary goal of significant interaction with students, faculty, and staff by the visiting scholar/artist ([fall 2019 scholar](#)).

The Institute for Social Justice (ISJ) is now in its fifth year and has hosted a week-long conference on social justice research, teaching, and advocacy (Social Justice Week) every April since 2016. [SJW 2019 brought four nationally-recognized speakers to La Crosse and was attended by over 1800 participants](#). In Summer 2019 the ISJ, which was initially supported by the College of Arts, Social Sciences, and Humanities (CASSH), moved to the new Division of Diversity and Inclusion to act as the "academic arm" of an otherwise student affairs-oriented division at UWL. In Summer 2019 it also hosted the first Summer Inclusive Teaching Institute, a grant-funded initiative to support six faculty members in redesigning their courses around inclusive teaching practices, addressing two action items in the *Achieving Excellence through Equity & Diversity* and *Transformational Education* pillars of the strategic plan. The mission of the ISJ is to create and support a community of scholars committed to social justice research; to engage and mentor students who are interested in pursuing social justice research and/or careers in social justice fields; and to form partnerships with social justice organizations in the La Crosse community.

UWL offers grant opportunities to faculty and staff to support internationalization. International Program Development Fund (IPDF) Grants facilitate development of faculty and staff-led programs or faculty exchanges and International Scholarship Grants (ISG) support research and other scholarly projects that are international in scope.

Additional detail about the inclusion of diversity and diverse perspectives in the education experience of UWL students is included in the response to CC 3.B. UWL has also implemented various retention and graduation efforts focused specifically on low-income students and students of color; these are addressed in detail in the response to CC 4.C.

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1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

1./2./3. UWL is a public, not-for-profit institution. Thus, the University is explicitly charged with obligations to serve the public good and for educational responsibilities to take primacy over financial returns. [In FY17, the most recent available for comparison, 50 percent of UWL's core expenses were for instruction.](#)

Here are some examples of UWL's ongoing engagement with external constituencies:

[La Crosse Reads](#), a grassroots community reading program, now in its third year. Initially supported by a National Endowment for the Arts Big Read grant, the project continues to bring the community together to read and discuss works that address pressing social issues, reflect on the connections between reading literature and advocating for social justice, engage under-served populations with opportunities for increased literacy, and build lasting community partnerships.

River Studies Center. La Crosse is within the unglaciated "Driftless Area" and part of the Upper Mississippi River National Wildlife and Fish Refuge. The River Studies Center (RSC), created in 1972, focuses on research and informational programs pertinent to the Upper Mississippi River and its related resources. [The center has extensive interdisciplinary partnerships](#) with several state and federal agencies and with other universities, including the U.S. Geological Survey, Wisconsin Department of Natural Resources, Minnesota Pollution Control Agency, National Park Service, University of Wisconsin-Madison, and U.S. Environmental Protection Agency. The RSC recently opened a new suite of faculty/student research laboratories in new Prairie Springs Science Center. Being the UW campus closest to the Nation's Great River, the Mississippi, UWL and the RSC have played a significant roles in developing the new [Freshwater Collaborative \(FWC\) of Wisconsin](#). The FWC is a UW System initiative that will "fill the global, regional, and local demand for a water-focused workforce through the explicit structuring of curriculum, training, and workplace experience."

Mississippi Valley Archaeology Center (MVAC). UWL is one of only 12 universities in the United States to offer an undergraduate major in Archaeological Studies. Since 1982, MVAC has been involved in research, preservation, and education about the archaeological resources of the Upper Mississippi River region. The center contracts with the U.S. Department of Transportation, U.S. Department of Agriculture, U.S. Department of the Interior, and Wisconsin Department of Transportation to ensure that land is explored prior to disruption and development. MVAC's

educational outreach activities include over a hundred presentations to K-12 students and other groups each year, public lectures, the annual Artifact Show, [a public field school](#), and youth classes.

Extended Learning. The Core Mission of the University Cluster institutions in the UW System states that universities in the cluster shall *"promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity."* In 2017-18, CEE offered 111 professional development workshops and conferences serving 3,118 adults, and 20 pre-college programs serving 2,627 youth. CEE offered 42 non-credit programs in 2017-18, most with co-sponsors or partners. CEE offered 69 credit courses in 2017-18 in which 685 students enrolled; 61 of these courses were offered through contracts with school districts, CESA #4 and other professional organizations.

La Crosse Medical Health Science Consortium. The Health Science Center remains a cornerstone of UWL's commitment to working with the local community. As one of five founding partners in the La Crosse Medical Health Science Consortium, UW-La Crosse works with Western Technical College, Viterbo University, Gundersen Health System, Mayo Clinic Health System, the La Crosse School District and the La Crosse County Health Department in collaboration to improve population health, enhance health science education, and strengthen the healthcare workforce.

Small Business Development Center (SBDC). Over 446 business owners and prospective business owners from seven counties of Western Wisconsin received business counseling services through SBDC in 2014-15. Of these, 319 met individually with SBDC advisors as they worked through their business decisions. Seventeen new businesses were created and over \$1.9 million in loans or equity were reported for business starts or expansions. The SBDC earned the 2012 Small Business Development Center Service Excellence Award for the Midwest region and for Wisconsin. As the Midwest regional winner, the center ranked the highest among centers in Region 5 of the Small Business Administration. SBDC works in partnership with the U.S. Small Business Administration and UW-Extension.

Upward Bound. A U.S. Department of Education TRiO funded program, Upward Bound at UWL provides 95 high school students from underrepresented backgrounds tutoring, leadership workshops, test preparation, and college application support throughout high school (including summers).

Age-Friendly University. In 2018, UWL was designated as an Age-Friendly University -- the first university in the state to attain the designation. The Age-Friendly University (AFU) initiative is an international effort led by Dublin City University to highlight the role higher education can play in responding to the challenges and opportunities associated with an aging population.

Center on Disability Health and Adapted Physical Activity. Founded in 1972 and affiliated with the Department of Exercise and Sport Science, the Center consists of a wide array of on-campus and community-based program to conduct a variety of quality physical activity/education programs serving children, youth, and adults with disabilities. [UWL Occupational Therapy and Physical Therapy also participate in GoBabyGo! to provide early mobility to children with cognitive or physical disabilities.](#)

Tourism Research Institute. An interdisciplinary institute led by the Department of Recreation Management and Therapeutic Recreation, the Tourism Research Institute provides support to local organizations looking to make [research-based decisions](#) about how they can engage in the tourism economy, which had a \$21.6 billion impact on Wisconsin's economy in 2018.

Since the 2016 review, Increasing Community Engagement was identified as a pillar of the UWL Strategic Plan. As part of the university's ongoing work surrounding this plan, the institution created a new position called the [Community Engagement Coordinator, who began her role in August 2019](#). The position is designed to help UWL manage community relations efforts across the campus. The coordinator works to expand the community's awareness of UWL's programs and services, strengthen partnerships currently in place, and cultivate new opportunities and relationships with community, civic and business groups.

UWL annually collects information from across campus regarding the number of external partnerships in which the university community is engaged. In 2014-15, UWL students, faculty, and staff participated in over 5,900 interactions with external organizations as part of 2,508 partnerships with businesses and other community organizations. UWL also gathered data in 2017 and 2019 regarding the number of hours faculty and staff contributed to community engagement activities. [Over 62,000 hours of community service were recorded by faculty and staff with nearly 700 partners from January 2017 to December 2018](#).

On the 2017 National Survey of Student Engagement (NSSE), [75% of UWL seniors responded that some, most, or all of their courses included a community-based project, 13 percentage points higher than other UW System Comprehensives](#).

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

As outlined in [s.36.09, Wis. Stats.](#), UWL's governing board is the University of Wisconsin System (UWS) Board of Regents (BOR). In addition to state and federal laws, state statutes, BOR policies, and UWL policies regulate the financial, academic, personnel, and auxiliary functions of the institution. The BOR establishes and maintains an extensive set of policies related to the conduct of students, faculty, and staff within the UWS. These policies are available on the UWS [website](#).

(Note: The State of Wisconsin, UWS, and UWL fiscal year operates from July 1 to June 30.)

Financial: UWL affirms its commitment to financial integrity through several financial reporting and auditing processes. The Wisconsin Legislative Audit Bureau (LAB), a nonpartisan service agency of the Legislative Branch, serves as the auditor for the activities in the Executive Branch state agencies. UWS is a major enterprise fund of the State of Wisconsin and the financial statements of UWS are discretely presented in the proprietary fund financial statements of the State of Wisconsin's Comprehensive Annual Financial Report (CAFR) ([2017](#), [2018](#)). The Wisconsin State Controller's Office in the Department of Administration publishes the CAFR for each state fiscal year. The report is prepared on a Generally Accepted Accounting Principles (GAAP) basis. The adoption of GAAP by the State of Wisconsin for financial reporting purposes serves to present the State's financial position in a business-like manner. GAAP reporting accurately measures financial operations, fully discloses financial position, provides an externally accepted presentation, and provides information for financial managers. The State of Wisconsin CAFR has received a Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) each year since state fiscal year 1996.

The UWS Office of Finance also makes available the UWS Annual Financial Report ([2017](#), [2018](#)) and the individual campus financial statements, including UWL's statement ([2017](#), [2018](#)).

Nonstatutory language in the 2017-19 State of Wisconsin biennial budget [required UWS to hire an external auditor to conduct a financial statement audit of UWS and render an opinion for FY18 and FY19. The external auditor provided an unmodified opinion on the FY18 financial report.](#)

[Under s. 13.94\(1\)\(t\), Wis. Stats., LAB also assessed selected aspects of UWS's financial management and financial operations for FY18.](#)

As a condition of receiving federal funds, state agencies must meet the audit requirements of the

federal Single Audit Act of 1984, as amended, and of federal Office of Management and Budget (OMB) Circular A-133. The Single Audit Act requires there to be one audit of federal grant programs. LAB performs the State of Wisconsin's Single Audit (2018), which includes UWS's federal funds.

In addition to external auditors, UWS has an Office of Internal Audit that operates [under an Internal Audit Charter that was recently updated at the October 2019 BOR Audit Committee meeting](#). The BOR Audit Committee has responsibility of all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics. The UWS Chief Audit Executive reports directly to the Audit Committee and to the UWS President.

UWS implemented a Waste, Fraud and Abuse Hotline in May 2015. The Hotline provides tangible support for the University code of conduct by giving employees and other stakeholders a mechanism for reporting concerns.

The UWS Office of Internal Audit proposes an annual plan based on internal and external considerations. The audit plan includes operational audits, financial audits, and continuous monitoring. The annual audit plan (FY20) includes continuous monitoring/auditing of certain higher risk financial areas. Purchasing card expenditures, Shop@UW (internal ecommerce site), travel and expense reimbursements and payroll are areas most often selected for continuous auditing. Auditors use a risk-based approach to identify purchasing card, Shop@UW, or travel expenditures that may not be allowable. The continuous auditing of payroll consists of a systematic approach to identifying conditions or trends that warrant further review or investigation.

In the HLC Institutional Update 2018-19, UWL's total composite financial indicator score was 2.41 for FY18, "Above the Zone" per HLC Financial Indicator guidelines.

Academic: [Committees of the Faculty Senate](#) guide the academic policies of the institution. The [Academic Policies and Standards](#) committee is responsible for "formulating and reviewing local policies and standards concerning admissions, advising, retention, advanced standing, probation, dismissal, readmission, the grading system, and graduation honors for undergraduate students" (year end report 2018-19); and the [Graduate Council](#) fills the same role for graduate education (year end report 2018-19). The agendas, minutes, and reports for these committees are all available on the Faculty Senate webpage. (More detail about shared governance at UWL will be provided in the response to CC 5.B.)

Academic policies are posted in the [Undergraduate](#) and [Graduate](#) catalogs.

The response to CC 2.E. details UWL's compliance with policies that ensure the integrity of research and scholarly practice by UWL faculty, staff, and students; the [policies are posted on the public UWL website](#).

[UWL uses LawRoom/EverFi to deliver essential compliance training to employees; these trainings include modules on FERPA, sexual harassment/sexual misconduct, and data security and privacy](#). New employees must complete these trainings within 30 days of their start date at UWL, and continuing staff review the training at a regularly scheduled interval.

Athletics hosts annually an [NCAA compliance seminar](#) for UWL academic affairs and student affairs leadership so they understand and comply with the University's responsibilities as an NCAA institution.

UWL reports its campus operational data directly to UWS through the [Central Data Request](#) (CDR). The CDR is used by UWS to respond to the U.S. Department of Education on behalf of the institution, and the CDR provides information about campus operations going back to the 1973-74 school year. This provides an additional level of assurance about campus data integrity and reporting processes, as the data is reviewed by local UWL staff and UWS staff prior to being confirmed and used for IPEDS submissions.

Personnel: Per UWS University Personnel System (UPS) policies, UWL follows [merit-based recruitment, selection, and hiring processes](#) designed to ensure [equal employment opportunity](#) to all qualified individuals within all areas of employment across UWS institutions. UWL considers affirmative action principles and inclusive excellence in all employee recruitments to ensure that equal employment opportunity, diversity, and affirmative action goals are addressed. As noted in CC 1.C., the Affirmative Action Officer meets with each Search and Screen committee for faculty and staff positions and [provides resources for facilitating inclusive search processes](#). Individuals participating in UWL's hiring processes are provided [planning and procedure documents](#) that outline the responsibilities of the committee members and the policies by which committee members are expected to abide.

[UPS](#) and [BOR](#) policies include a code of ethics based on Wisconsin law to which all UWS employees, including UWL employees, must adhere. These codes are designed to prevent conflicts between an employee's private interests and public responsibilities (conflict of interest). Some employees (typically faculty and academic staff) must report annually, in writing, their involvement in outside activities. Notice of the filing requirement is emailed to each employee and must be signed by the employee and their supervisor. As noted in the policy, conflict of interest policies extend to the members of the BOR. [Workplace conduct expectations](#) also include direction for UWS employees to act according to the highest ethical and professional standards of conduct.

UWL employees have [grievance procedures](#) available to follow when they have an unresolved dispute concerning their terms or conditions of employment. Employees are apprised of the opportunity to grieve a decision when they receive an action letter, such as reprimand, suspension, or termination. The process varies depending on an employee's status as a member of the faculty or instructional academic staff; non-instructional academic staff; or university staff.

Employees are notified of the terms and conditions of employment at the time of appointment ([faculty](#); [academic staff](#); [university staff](#)). Each appointment letter includes details of the appointment; notice of personnel rules and/or guidelines; a link to the employee handbook; and performance evaluation documentation.

The Office of Equity & Affirmative Action provides support for UWL's commitment to a fair and equitable campus community, also outlined in CC 1.C. This office guides campus implementation of [policies and procedures](#) regarding discrimination, discriminatory harassment, retaliation, and related issues.

Office staff are campus coordinators for Title IX, Americans with Disabilities Act (ADA) and Equal Employment Opportunity. The Office of Equity & Affirmative Action collaborates with the Office of Human Resources on issues related to equitable recruitment practices, policy development and implementation, and investigations of discriminatory conduct. The Director of Equity & Affirmative Action works closely with the Student Life Violence Prevention Specialist on implementation of [policies and procedures](#) regarding sexual harassment, sexual assault, and other forms of gender violence. The Student Life Violence Prevention Specialist also provides confidential advocacy and

support for victims of sexual assault, sexual harassment, relationship violence, and stalking. As noted above, employees and supervisors complete sexual harassment/misconduct training through Everfi/LawRoom.

There has been increased attention in fall 2019 given to UWL's Title IX processes following student concerns raised on social media. The [Title IX team developed a resource page](#) and the resource was shared by the [Chancellor via email with the campus in October 2019](#).

UWL complies with Wisconsin Open Meetings Law and Public Records Law. The entities subject to Open Meetings law [post their meetings](#) through the UWL website which is available to the public. UWL's records custodian responds to [requests for public records](#) on behalf of UWL. UWS General Counsel provides guidance and oversight to campuses for compliance with these requirements.

UWL faculty and staff rights and responsibilities are outlined in the [UWL Employee Handbook](#). Notice of the updated handbook was emailed to employees in November 2015 and employees were required to acknowledge receipt of the handbook. Academic department bylaws also provide information about workplace expectations, promotion, and retention procedures for faculty and instructional academic staff.

UWL students have access to the [Eagle Eye Student Handbook](#), which provides information about academic and non-academic misconduct, student rights under FERPA, and other topics. The Student Handbook includes information about the Institutional Complaint Process, adopted as a result of a monitoring report issued following the April 2016 reaffirmation visit. The Vice Chancellor for Student Affairs, in compliance with the Clery Act, [notifies the campus annually](#) about the publication of the [campus security report](#). The report is available online and in the Office of Student Life.

UWL [filed a monitoring report](#) on Institutional Records of Student Complaints in December 2016, and [the monitoring report was accepted](#). Since that time, UWL has adopted Maxient, a case management system. Use of the system has expanded beyond student conduct, and now the Hate/Bias Incident Report (see CC 1.C.), [Title IX matters](#) that involve employees, and [Institutional Records of Student Complaints](#) are all managed through that software platform. Reporting forms are completed through the UWL website, and routed to the appropriate office and staff person.

Auxiliary: UWS policies also provide guidance on financial management of auxiliary enterprises. UWS Administrative Policies [314](#) and [316](#) provide the definition of an auxiliary operation, which adheres to Wisconsin state statutes and National Association of College and University Business Officers (NACUBO) definitions for auxiliary enterprises and provides for external reporting to the U.S. Department of Education and the Wisconsin Legislature on the fund balances. Additional information is provided in CC 3.D. and CC 5.C. regarding the shared governance process that is undertaken to allocate resources collected through segregated fees, room and board fees, textbook rental, and parking and user fees, which fund the segregated fee and auxiliary units on campus. UWS annually presents a [Program Revenue Fund Balances Report](#) with [campus-level detail](#) to the BOR.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

UWL is part of the University of Wisconsin System (UWS) and is governed by the UWS Board of Regents (BOR). This is clearly articulated in the catalogs and reflected on the university's organizational chart. The importance of shared governance at UWL is demonstrated on the [organizational chart](#), as the Faculty Senate, Academic Staff Council, University Staff Council, and Student Association are linked directly to the Chancellor. The Faculty Senate has an office space in the primary administrative building on campus. The chair of Faculty Senate is reassigned from half of their teaching load and the Senate has a 0.5 FTE University Staff member to facilitate completion of Senate business.

UWL's external communications are coordinated through the office of University Communications, which include News & Marketing, Web/Interactive Communications, and Creative Services. University Communications works with members of the campus community to:

- develop [university-wide alumni pieces](#) including a semiannual magazine, monthly e-newsletters, and semiannual college alumni newsletters;
- publish the [Campus Connection](#) each week of the academic year, an electronic compilation of weekly news stories as well as messages about upcoming campus events, meetings, and campus kudos to faculty, staff, and students;
- manage the University's website and social media presence; and
- provide an updated integrated marketing guide and brand toolkit for campus users.

[UWL reports annual accountability metrics through UWS](#). The metrics reflect UWS's strategic priorities or are required by state legislation (see [s.36.65, Wis. Stats.](#)). UWS uploads the data for publication from UWL data submitted through the Central Data Request (referenced in CC 2.A.), and UWL provides supplemental information to the UWS dashboard through its UWL Values website.

All students, both domestic and international students, are recruited and admitted for study at UWL through the Admissions Office. The Admissions Office follows the [American Association of Collegiate Registrars and Admissions Counselors \(AACRAO\) statements for ethics and practice](#) as they relate to recruitment and admission of students to UWL.

Academic Programs: A complete list of UWL's academic programs can be found both on the university website and in the [undergraduate](#) and [graduate](#) catalogs. UWS publishes all UWS institution programs of study on the University of Wisconsin Higher Education Location Program (HELP) website, a program that assists with outreach and coordination of resources across all campuses in the UWS.

Requirements: Requirements for admission to UWL for both [undergraduate](#) and [graduate](#) programs can be found in the respective catalogs and on the Admissions website.

Faculty and Staff: The [faculty and staff roster](#) is updated annually and published in the university catalog. The roster includes the academic credentials earned by faculty, instructional academic staff, and noninstructional academic staff employed at UWL.

Costs to Students: UWL has a [comprehensive cost to attend website](#). The website includes a drop-down menu option where students can select their upcoming year or term of attendance, and links to financial resources for students. All offices that publish cost to attend information on their sites link to this common site in their disclosures so that information is consistent. Billing reminders are emailed to students at their university email address prior to the beginning of the semester and again two weeks after classes begin.

Both the Admissions website and the Financial Aid website provide information about annual cost of attendance; the dining website includes information about meal plan costs; and the residence life website includes information about room rates. The Financial Aid website maintains a consolidated [Consumer Information page](#) with required disclosures for students related to Title IV Financial Aid.

Control: The UWS BOR has primary responsibility for governance of the system ([s.36.09, Wis. Stats.](#)). This is also stated in the Undergraduate and Graduate catalog.

Accreditation Relationships: Accreditation relationships are listed clearly in the [undergraduate](#) and [graduate](#) catalogs under the heading of Accreditation.

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

1./2. As noted in CC 2.A., the Governing Board of the University of Wisconsin System (UWS), to which UWL belongs, is the 18-member University of Wisconsin Board of Regents (BOR). Sixteen members of the BOR are appointed by the Governor, subject to confirmation by the Wisconsin Senate. [From the BOR website:](#)

"Of these 16 members, 14 serve staggered, seven-year terms and two are ex-officio members. The two ex officio members are the state superintendent of public instruction and the president or designee of the Wisconsin Technical College System Board. Two UW System students are appointed to the Board for two-year terms; one of the two is a non-traditional student."

Under s. 36.09(1), Wis. Stats., the BOR:

"shall enact policies and promulgate rules for governing the system, plan for the future needs of the state for university education, ensure the diversity of quality undergraduate programs while preserving the strength of the state's graduate training and research centers and promote the widest degree of institutional autonomy within the controlling limits of system-wide policies and priorities established by the board."

BOR responsibilities enumerated in [ch. 36, Wis. Stats.](#), include:

- appointing a president for the UWS and a chancellor for each institution (s. 36.09(1)(e));
- allocating funds and adopting budgets (2020) for the respective UWS institutions (s. 36.09(1)(h));
- establishing policies for admission for enrollment to UWS institutions (s. 36.11(3));
- maintaining a "computer-based" credit transfer system between UWS institutions (s. 36.11(3));
- conferring degrees and diplomas (s. 36.11(7));
- setting tuition rates for students (s. 36.27(1));
- establishing rules and procedures to grant sabbatical leave to faculty (s. 36.11(17));
- reporting to the Legislature each year on each campus's approach to educating incoming students about sexual assault and sexual harassment (s. 36.11(22)); and,
- directing each institution to establish policies and procedures to protect students from

discrimination (s. 36.12(2)).

The BOR also approves new degree programs; grants faculty tenure appointments (based on tenure processes adopted at the campus level); and approves building projects at the individual campuses.

Central administration (UW System) assists the BOR and President of the UWS with policy implementation and development. UWS staff coordinate regular meetings with the Chancellors; the Provosts; Chief Financial Officers; and others to provide information updates and solicit feedback on proposed policy changes from the campus-level perspective.

3. [Regent Policy Document \(RPD\) 2-2](#) details the Statement of Expectations for BOR Members. Board members are expected to, among other duties:

- be well-informed about the UWS, including the "special mission and character" of each UWS institution;
- actively participate in the work of the BOR and represent the "public interest in general and not the interest of any particular constituency"; and
- [adhere to the standards of conduct for public officials as set forth in the Wisconsin Code of Ethics for Public Officials and Employees.](#)

The Ethics Code also applies to UWL employees, and the [State of Wisconsin Ethics Commission](#) administers and enforces Wisconsin's Code of Ethics for Public Officials.

The BOR also adopted RPD 2-4, [an Ethics and Conflict of Interest Policy for the UWS BOR](#), in February 2018. This policy provides additional, explicit guidance to BOR members on what constitutes a conflict of interest and the actions they should take when a conflict exists.

In summary, public officials and employees should not use their public position for private benefit, including offering or providing influence in exchange for campaign contributions.

4. Day-to-day management of each institution is delegated from the BOR to the institution's chancellor. Chapter 36, Wis. Stats., states,

"The [Board of Regents] shall delegate to each chancellor the necessary authority for the administration and operation of the institution within the policies and guidelines established by the board" (s.36.09(1)(f)), and;

"The chancellors shall be the executive heads of their respective faculties and institutions..." (s.36.09(3)).

2015 Wisconsin Act 55 (the 2015-17 State of Wisconsin biennial budget) made significant changes to Chapter 36, Wis. Stats., the statute governing operations in the UWS. Prior to adoption of Act 55, s. 36.09(4), Wis. Stats., [stated](#):

*"The faculty of each institution, subject to the responsibilities and powers of the board, the [UW System] president, and the chancellor of such institution, shall be vested with responsibility for the immediate governance of such institution and shall actively participate in institutional policy development. **As such, the faculty shall have the primary responsibility for academic and educational activities and faculty personnel matters.**"*

[Section 36.09\(4\), Wis. Stats.](#), now states:

"The faculty of each institution, subject to the responsibilities and powers of the board, the [UW System] president, and the chancellor of such institution, shall have the primary responsibility for advising the chancellor regarding academic and educational activities and faculty personnel matters."

The new language also clarifies its intent of the term "subject to" in certain provisions of the statute, indicating the intent is "[*subordinate to the responsibilities and powers*](#)".

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2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

The pursuit of truth remains at the heart of the stated mission of the UW System (UWS):

"Basic to every purpose of the system is the search for truth" (s. 36.01(2), Wis. Stats.).

Since the 2016 site visit, the UWS BOR has adopted [RPD 4-21](#), the purpose of which is to *"communicate the Board of Regents' commitment to academic freedom and freedom of expression, and expectations for those who violate these freedoms."*

This RPD outlines a commitment to freedom of expression, and also provides guidance for the suspension and possible expulsion of students found to have "engaged in violent or other disorderly conduct that materially and substantially disrupted the free expression of others."

As a public institution, UWL's regulation of speech is subject to constitutional (both Federal and Wisconsin) limitations on the infringement of free speech. In addition, [UWL's local policies must be compatible with RPD 4-21](#). This includes a [requirement to inform new first-year and transfer students](#) of "freedom of expression consistent with this policy" and to provide notice annually of this policy to all enrolled students and employees.

Locally, the Chancellor's website features a collection of resources related to [Civil Discourse and Free Speech](#). In addition to this website, an informational pamphlet and a video presentation on freedom of expression are also provided to new students as a resource in compliance with RPD 4-21. This website provides the University's statements on freedom of expression and inclusion, classroom discourse, and prohibited conduct related to these topics.

The Faculty Senate adopted a statement regarding Academic Freedom in January 2016, and the [undergraduate](#) and [graduate](#) catalogs of UWL include a statement in support of freedom of thought and expression.

Academic freedom is explicitly included among the considerations for which a candidate for promotion in [faculty](#) or [instructional academic staff](#) may appeal a negative decision that occurs in the process of application for promotion.

A new UWL joint committee for the 2019-20 school year, the [Joint Committee on Free Speech Promotion](#), will be charged with creating an event or events to help the campus recognize national Free Speech Week.

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

1. The UWL Office of Research & Sponsored Programs (ORSP), in partnership with the Divisions of Administration & Finance, Academic Affairs, and Student Affairs, provides oversight and support services to ensure the integrity of research and scholarly practice by faculty, staff, and students.

The Associate Vice Chancellor for Academic Affairs provides administrative oversight for the [Institutional Review Board](#) (IRB) for the Protection of Human Subjects; the process is supported by a 0.25 FTE IRB Coordinator and 0.65 FTE IRB program assistant.

Research involving the use of animals must comply with the university's Institutional Animal Care & Use Committee (IACUC) policy, [which is fully accredited](#) by the Association for Assessment & Accreditation of Laboratory Animal Care (AALAC) International. IACUC implementation and enforcement is overseen by a 0.50 FTE IACUC Coordinator and Animal Facility Manager.

To further assure research integrity, [UWL also has policies](#) governing federal lobbying, nepotism, harassment & assault reporting, subrecipient risk assessment & monitoring, and intellectual property. ORSP oversees compliance with federal Responsible Conduct of Research (RCR) regulations and supports online training modules for faculty and students subject to RCR regulations. Research and teaching involving biohazardous materials or materials subject to Dual Use Research of Concern (DURC) regulations is overseen by the [Institutional Biosafety Committee](#) (IBC); IBC administrative support is provided by the Environmental Health & Safety Office.

The Environmental Health & Safety office also assures [chemical and physical safety](#) within university scholarship. To ensure transparency in federally sponsored scholarship, the Associate Vice Chancellor for Academic Affairs provides oversight of the [financial conflict of interest \(FCOI\)](#) policy, procedures, and institutional committee; FCOI training and disclosures by faculty and staff are coordinated by ORSP. The Provost oversees the process for reporting and investigating potential scientific misconduct, which is addressed in the [Scientific Misconduct in Research](#) policy.

ORSP reaches out to new faculty via email when they arrive on campus and the office maintains an ongoing educational presence via the monthly [grant newsletter](#) that is distributed to all campus faculty and staff via email. ORSP communicates one-on-one with individuals applying for extramural funding to assist them through the application process and to maintain compliance with applicable policies and regulations.

2. The librarians at Murphy Library are [available to assist](#) students, faculty, and staff through several

modes of communication, including in-person at the Reference Desk, through appointments, on the phone, and via electronic methods including text, email, and internet chat. During the school year, librarians are available to respond to the campus community at the reference desk or via phone, email, chat or text for a total of 30 hours per week. One-on-one appointments are available from 8am until 4:30pm on weekdays, upon request.

Librarians at Murphy Library compile [guides](#) to assist students, faculty, and staff in obtaining information on specific academic subjects as well as topics of importance to scholarship and research. Guides include specific topics related to citing sources; copyright; and plagiarism. Ethical use of information issues is also mentioned in other guides as well. Students can also use research assistance tools and can connect with librarians through the modes described above to ask for assistance about citations or copyright.

Murphy Library, in its classroom information literacy program, teaches students about the importance of referencing sources and respecting copyright. Students in Communicating Effectively (CST 110), a required general education course for all UWL undergraduates, complete a series of five online tutorials and quizzes on using Murphy Library and its databases as part of their work in the class. [The online tutorials](#) are available on the Murphy Library website.

The Access Services Librarian in Murphy Library is available for consultation with faculty and staff concerning copyright and fair use of resources in the classroom. Copyright and fair use has been a recurring topic presented by Murphy Library staff through faculty and staff [seminars](#) provided by the Center for Advancing Teaching and Learning (CATL). Murphy Library has also created a [guide](#) to communicate with faculty members about changes in scholarly communications and Open Access scholarship.

Murphy Library annually hosts a "[Banned Books Read Out](#)" during national Banned Books Week to bring attention to intellectual freedom and the dangers of censorship.

3. Policies on academic honesty and integrity are reinforced in classroom training and materials. The Student Life Office facilitates awareness around the topic of academic honesty and integrity for both faculty and students through a variety of means.

Faculty awareness and education begins each academic year with an email containing a link to the [Academic Misconduct Guide](#), providing faculty with the protocol for incidents of academic misconduct. This guide is also available on the Student Life website under the student conduct, academic misconduct resources section. The Student Life Office offers individual consultation with faculty regarding academic honesty and integrity. The plagiarism detection software Turnitin is also available for instructors to use through the learning management system.

[Chapter UWS 14, Wis. Adm. Code](#), outlines student academic disciplinary procedures. The UWL [Student Handbook](#) incorporates this information for students. Additional information is provided through statements on course syllabi, which are included as part of the syllabi construction handout provided to faculty by Academic Affairs; dedicated resources on the Murphy Library website; and a poster series campaign. The Student Handbook is accessible online and includes detailed information regarding the procedures related to student academic misconduct. CST 110, a required course for graduation for all UWL students, includes a plagiarism tutorial that explains the concept of plagiarism by providing examples, as well as directing students to campus resources that are available to assist them in avoiding academic misconduct, such as the Writing Center. "Academic integrity matters. Earn your degree." is the tagline being used in the poster series campaign. [The](#)

[campaign posters](#) are present in spaces that have high student traffic, such as residence halls, academic buildings, the Student Center, and the Recreational Eagle Center.

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

There is no argument.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

1. UWL degree candidates must complete the degree requirements set forth in the [Undergraduate Catalog](#) and [Graduate Catalog](#). Each degree has its own requirements. The processes for ensuring that courses and programs are current are established by the Faculty Senate and carried out by academic departments. Faculty Senate policies [state that it is the responsibility of academic departments](#) to continually assess their courses to recommend and implement suitable revisions and to keep current on and develop new ways of teaching and learning in the discipline.

UWL has a comprehensive process for curriculum review. All curriculum changes, additions and deletions are approved by [one or more Faculty Senate committees](#): Academic Planning Committee, Undergraduate Curriculum Committee, Graduate Curriculum Committee, and/or General Education Committee. These committees are provided coordination and support from the Office of Records and Registration (Registrar) and have the primary responsibility for review and approval of new curricula or changes of curricula for students in the various academic programs.

Course proposals follow a process outlined [here](#). The originating department first reviews the proposal, followed by the college Dean's Office, the college curriculum committee (when appropriate), and the Director of the School of Education, if it affects any of the teacher education programs. In the case of new programs or new degrees ([process here](#)), the Faculty Senate Academic Planning Committee is also involved in the review and approval of the proposal.

UWL students demonstrate learning gains in their degree programs, evidencing levels of performance that are appropriate for the degree awarded. At the undergraduate level, [UWL participated in the Collegiate Learning Assessment \(CLA\) in 2010-11](#). Results for UWL generated a value-added score of 1.59, placing the University at a level above 96 percent of other schools that administered the CLA, demonstrating substantial learning gains for students earning a bachelor's degree from UWL. UWL is administering the CLA+ in fall 2019, after UW System discontinued support for this assessment project across the system due to divestment from the Voluntary System

for Accountability (VSA).

97 percent of UWL undergraduate degree earners in 2017-18 were employed, continuing education, engaged in military service, or participating in a volunteer program. Passage rates on licensure exams are another measure of student learning and currency in the program.

- UWL physician assistant program graduates have a [100 percent first-time pass rate](#) on the PANCE (Physician Assistant National Certifying Exam).
- [UWL physical therapy program graduates since 2012 have posted a 100 percent first-time pass rate on the NPTE \(National Physical Therapy Exam\), with the exception of 2018, when it was 98 percent.](#)
- [UWL Athletic Training program graduates have a 97 percent first-time pass rate on the Board of Certification \(BOC\) exam; the national rate is 78 percent.](#)

Externally accredited programs are kept current in their disciplines through external review processes that generally include current practitioners in the field. Several departments have admission requirements that necessitate a certain level of performance by students in order to be accepted into the major or program. Some examples of admission requirements into UWL majors/programs include the [College of Business Administration](#), [Teacher Education programs](#), and [Radiation Therapy](#) program (among others).

All academic programs, regardless of modality or location, participate in the Academic Program Review (APR) process. APR is structured at either the department level or free-standing program level; for example, if one major within the department is externally accredited. All programs are reviewed at least once within a seven-year time frame. The APR process is detailed in CC 4.A.

2. [Each program at UWL establishes student learning outcomes](#) (SLOs). The program SLOs are published on the university's assessment website through Institutional Research. The SLOs are different depending on the level of degree awarded. Departments currently assess student learning on a triennial cycle. Assessment of student learning is discussed in detail in the response to CC 4.B.

The faculty of the university review curricular proposals through the [Undergraduate Curriculum Committee](#) and [Graduate Curriculum Committee](#) to ensure the learning goals are appropriate for the level of degree and the resources of department or program are able to support student achievement of stated goals.

3. In accordance with a recommendation from the HLC site visit team in April 2016, [Faculty Senate adopted a syllabi policy in April 2017](#). Syllabi templates for both [undergraduate](#) and [graduate](#) courses are accessible online for instructors to use, and the undergraduate template includes [instructions to delineate learning goals for graduate students](#) if the course is a slash course. The delineation of learning goals resulted from a recommendation made by the 2016 site team for UWL to clarify its slash course policy ([linked here](#)).

In [October 2019 the Faculty Senate](#) approved additional syllabi language related to student concerns, complaints, and grievances, which connects with the Institutional Records of Student Complaints process discussed in CC 2.A.

All courses and programs follow established review and approval processes, regardless of location or modality of course delivery. Consortial degree programs are also reviewed through the same procedure as degree programs where all content is offered by UWL. UWL does not currently have

contractual arrangements where the other partner is delivering 25 percent or more of the curriculum.

Online education at UWL is supported through the Center for Advancing Teaching and Learning (CATL) and the Director of Online Education. UWL has funds available to support instructors who are interested in developing online courses. [Faculty and staff are required to successfully complete the Online Instructor Training, facilitated by an instructional designer, if they want to apply for funds to develop an online course.](#) The Director of Online Education and the instructional design team typically review the funded courses using the [online course evaluation guidelines](#) prior to the online course being offered to students. UWL also participates in the Online Learning Consortium (OLC) Quality Scorecard to evaluate the administration of online programs.

UWL dual credit (now called concurrent enrollment) courses comply with [UW System policies on dual credit](#) and the [faculty qualifications policy](#). (*Note: the name change of dual credit to concurrent enrollment across UWS is relatively new; thus, policies referring to dual credit apply to concurrent enrollment.*)

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3.B - Core Component 3.B

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

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

Argument

1. [Three mission statements guide UWL](#) and at least one component of each explicitly states the institution's role as a comprehensive university based in the liberal arts.

- The University of Wisconsin System (UWS) Mission includes "developing in students heightened intellectual, cultural, and humane sensitivities; scientific, professional, and technological expertise; and a sense of value and purpose."
- The Core Mission of the University Cluster of the UWS includes the idea that each institution will "offer a core of liberal studies that supports university degrees in the arts, letters and sciences."
- Finally, the Select Mission of the University states that UWL is "grounded in the liberal arts" and "prepares students to take their place in a constantly changing world community."

The [General Education \(GE\) program](#) - directed by the Faculty Senate's General Education Committee (GEC) and assessed in partnership with the Faculty Senate's General Education Assessment Committee (GEAC) - demonstrates the university's commitment to the liberal arts and develops a foundation of skills and knowledge students need for more advanced learning. GE courses utilize the expertise of the faculty from across the institution who are trained in the relevant disciplines included in the program.

The GE program includes required coursework in both:

[fundamental skills](#)

- Category 1: tools for skilled communication (speech and writing); and
- Category 2: tools for structured analysis and communication (mathematics and modern

languages).

and [liberal studies](#); a survey of essential areas of academic inquiry:

- Category 3: multicultural perspectives
- Category 4: global understanding
- Category 5: natural sciences
- Category 6: social sciences
- Category 7: humanistic studies
- Category 8: aesthetic appreciation
- Category 9: personal well-being

[New students entering in fall 2020 will be required to complete a first-year seminar.](#)

All undergraduates who complete a degree from UWL complete the GE program; students who transfer to UWL must demonstrate completion of equivalent coursework, and the GE program serves as the basis for the UWL Associate Degree. The GEC is the oversight body for the Associate Degree curriculum.

[Students must also complete two writing emphasis courses or complete a major that has a writing-in-the-major program.](#)

2. The purpose and content of the UWL GE program are articulated in the undergraduate catalog. The GE program consists of two major components: [Fundamental Skills](#), including literacy, mathematics, logical systems, and modern languages; and [Liberal Studies](#), referring to the development of understanding and appreciation for societal issues through inquiry-based teaching. As noted above, within the two components there are nine broad categories of courses from which students choose to meet the requirements of the program.

[The GE program is based on a framework developed by UWL and adopted in 1990.](#)

In 2013-14, the GEC developed revised [Student Learning Outcomes \(SLOs\)](#) for the GE program, which were [approved by Faculty Senate in spring 2014](#). The new SLOs correspond closely to the [UWS's Shared Learning Goals](#), adopted by the UWS Board of Regents in December 2008, and the [Essential Learning Outcomes](#) developed by the Liberal Education and America's Promise (LEAP) program of the Association of American Colleges and Universities (AAC&U).

In addition to the UWS Shared Learning Goals, UWL includes student understanding of [aesthetic perspectives and meaning](#) as a learning outcome of the GE program. This inclusion was based in UWL's tradition of shared governance and faculty control of the curriculum for the GE program. The SLOs for the GE program encompass broad knowledge and intellectual concepts (human cultures and the natural world, aesthetic perspectives and meaning) and develop skills (critical and creative thinking, effective communication) and attitudes (interaction in intercultural contexts and individual, social, and environmental responsibility) the institution believes should be possessed by every college graduate.

Review and possible revision of the UWL GE program is a component of the 2017-2020 strategic plan. [Two significant changes have been made to the program as of this writing: the addition of first-year seminar for all incoming first-year students and transfer students with fewer than 30 credits, beginning in fall 2020, and a reduction in overall credits in the program from 48 to 42.](#) In fall 2019,

after nearly two years of work, [the second draft on a revised GE curriculum proposal](#) was presented to campus, with the goal of a final draft before Faculty Senate in the 2019-20 school year. Additional information on a proposed update to GE assessment is discussed in CC 4.B.

3. Undergraduate students are provided opportunities to collect, analyze, and communicate information; master modes of inquiry or creative work; and develop skills adaptable to changing environments through the GE program and through specific work in their major.

Collect, analyze, and communicate information: [Students are required to complete the College Writing and Communicating Effectively requirement prior to earning 60 university credits.](#) Students are also required to refine their writing skills through completing either the Writing in the Major program or Writing Emphasis courses.

Master modes of inquiry or creative work: The GE program exposes students to a variety of modes of inquiry or creative work. [For example, in addition to the speech and writing requirements, all students must complete a history course, at least one mathematics course, a natural laboratory science course, two courses in arts appreciation, and one course in health and well-being.](#) In this way, all UWL undergraduates are exposed to ways of thinking outside the discipline of their selected major.

Course-embedded assessments are used to assess student learning in the GE program (described in CC 4.B.). [From 2015 to 2019, 83 percent of student works assessed were rated competent or above.](#)

Beyond the GE program, participation in undergraduate research or creative projects is an area of emphasis for UWL students. These undergraduate research opportunities help students develop a more sophisticated understanding of intellectual inquiry and creative work.

[56 percent of UWL seniors on the 2017 NSSE](#) reported participating in a culminating senior experience, designed to provide the opportunity for undergraduate students to synthesize what they've learned and apply it in a new context or to answer a new question. [These seniors also reported that their experience at UWL has contributed to their ability to think critically and work effectively with others at a statistically higher rate than comparison groups.](#)

Students take the skills and attitudes gained from a UWL education into the workforce and further education opportunities. [In 2017-18, 526 UWL students participated in internships coordinated through the UWL Career Services Cooperative Education and Internship Program,](#) and [62 percent of seniors](#) reported participating in an internship, clinical placement, or other experiential learning on the 2017 NSSE, a rate 9 to 13 percentage points higher than comparison groups.

Graduate programs at UWL are professional preparation programs and coursework focuses on communicating information, developing modes of inquiry, and teaching the skills needed to succeed in the profession for which the student is preparing through graduate study. In addition to coursework that focuses on critical thinking, the majority of graduate programs have a mandatory capstone research project or extensive field experience that gives students an opportunity to apply their coursework to real world issues in their fields of study. While the capstone experience varies from program to program, they include theses, major projects, internships, and clinical experiences.

4. As noted in the response to CC 1.C., diversity and inclusion is a stated value of UWL. The GE program guide states: *"An essential goal of general education is to improve students' understanding of and sensitivity to cultural diversity in the United States."* [The GE program has an intercultural](#)

[*SLO, where students complete at least one course in minority cultures or multiracial women's studies.*](#) This requirement also extends to undergraduate transfer students.

A faculty member serves in a half-time position within the Center for Advancing Teaching and Learning (CATL) as Inclusive Excellence Coordinator. In this role, the coordinator focuses on training for faculty to [help reduce equity gaps between white students and students of color](#); improve the classroom climate for all students; and add diversity to course content.

Encouraging students to participate in international experiences is another component of diversity education at UWL. 381 students participated in an educational experience abroad in 2018-19, and [19 percent of seniors reported studying abroad on the 2017 NSSE](#).

5. UWL is committed to the core of its mission: teaching and learning. The pursuit of research and artistic endeavors is integral to the classroom experience of our students.

UWL has a particular focus on undergraduate research as part of its undergraduate experience. Participating in undergraduate research is recognized as a [high-impact practice for student success](#) by the AAC&U LEAP initiative. [30 percent of UWL seniors in 2017](#) reported conducting research with a faculty member, a significantly higher percentage than the participation rates at our peer institutions. In FY19, \$222,916 was awarded for undergraduate research, and students successfully completed 7,233 undergraduate courses with a research component.

The Eagle Apprenticeship program ([microbiology](#), [biochemistry](#) examples) matches incoming first-year students with faculty mentors to introduce the students to the concept of undergraduate research. Of the over [300 College of Science and Health \(CSH\) Dean's Distinguished Fellows](#), 130 have earned advanced degrees; 59 have earned a medical or other doctoral degree.

[In 2018-19, the UWL grants office recorded \\$4.2 million dollars in awards for grants and sponsored research contracts by UWL faculty and staff. This is inclusive of 128 total awards \(92 non-federal and 36 federal\).](#)

Faculty are reviewed for promotion and tenure, in part, based on the scope and quality of their scholarly work. Here are a few specific examples of research and scholarship projects by UWL faculty:

- A collaborative research project between School of Education and Communication Studies faculty resulted in the [first-ever presentation at National Conference of Undergraduate Research by a teacher education student](#).
- Through a [National Science Foundation Research Experience for Teachers grant](#), two Biology faculty and five K-12 teachers traveled to Belize to study bioluminescent ostracods. The K-12 teachers shared their experiences with their students via Skype.
- Dr. Rob McGaff, Chemistry, earned the [Innovator of the Year Award from WiSys Technology Foundation](#).
- UWL has received two [Research Experiences for Undergraduates awards](#) from the National Science Foundation since 2016; both opportunities are designed to provide interdisciplinary approaches to solving ecological problems, bringing together faculty from Mathematics and Statistics and Biology.
- [Dr. Adam Hoffer received a \\$400,000 Wisconsin Initiative for Economic Research grant](#) to increase people's exposure to economics both at UWL and in the La Crosse Community.

As a regional cultural center, UWL provides students, staff and the community experiences in art,

communication, music, and theatre. In 2014, the School of Arts and Communication (now the School of Visual and Performing Arts) hosted the first UWL Creative Imperatives which brought together UWL students, faculty and distinguished guests to lead workshops, perform, lecture and stimulate thought and creativity. [The 2019 program featured 35 events that were free and open to the public.](#)

Cultural opportunities provided by the three departments within the School of Visual and Performing Arts include:

- [The University Art Gallery](#), which offered eight shows in the 2018-19 school year, and student artists in the Department of Art exhibit their work at various on- and off-campus venues. ([Feature on visiting artist, fall 2017.](#))
- Faculty and students in the Department of Music present more than 30 concerts or recitals each semester. ([Seojung Dance, fall 2017](#))
- In addition to the 10-15 senior shows and master classes, the Department of Theatre Arts annually offers five main stage ([example 26 Pebbles](#)) and two studio productions.

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3.C - Core Component 3.C

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

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

Argument

1. [In Fall 2018, UWL employed 625 faculty and instructional academic staff, and 76 percent of UWL full-time faculty are tenured or tenure-track; 82 percent of full-time instructors possess a terminal degree in their discipline.](#) The student-to-faculty ratio at UWL is 19:1, slightly higher than the UWL performance peer group of 17:1 ([fall 2017 data from IPEDS](#)).

[Faculty at UWL is defined to include tenure and tenure-track faculty, instructional academic staff, and academic librarians.](#) The established teaching workload is [12 contact hours each semester for faculty members](#) and [15-16 contact hours each semester for instructional academic staff](#).

Within UWL, the faculty directly, or indirectly through the Faculty Senate, as stated in the [Faculty Senate Articles of Faculty Organization](#), have full and final responsibility for determination of curriculum, requirements for graduation, and the system of grading. [Standing committees of the Faculty Senate](#) assist in carrying out these responsibilities:

- The Academic Policies and Standards Committee formulates and reviews policies and standards concerning the grading system, graduation honors, probation, and dismissal for undergraduate students. While individual faculty members determine the grading scale in their own classes, the grading system is posted in the catalogs for both undergraduates and graduate students.
- The Graduate Council formulates and reviews all academic policy related to graduate students.
- The Academic Planning Committee reviews proposals for all new academic programs, including emphases, concentrations, minors, majors, graduate and special programs and reviews all requests for deletion or suspension of academic programs.
- The General Education Committee reviews and approves proposals for curricular changes in general education and has oversight responsibility for the Associate Degree requirements.

- The Graduate and Undergraduate Curriculum Committees review and approve proposals for curricular and course changes from academic departments.

[The faculty are responsible for developing procedures for faculty recruitment](#), consistent with applicable federal and state laws. An academic department is responsible for the hiring of instructional staff, and as part of the search and screen process, establishes required qualifications, including type of degree, for each position.

The involvement of faculty in the assessment of student learning is detailed in the response to CC 4.B. Faculty are expected to conduct assessment of their courses, and they participate actively in college committees and General Education Assessment.

2. Instructors who teach courses on behalf of UWL are required to be appropriately qualified, whenever or wherever the instruction is provided. [Per UW System guidelines](#), the determination of appropriate definitions and qualifications for the faculty and instructional academic staff ranks rests with the institution's faculty and chancellor. Concurrent enrollment (formerly named dual credit) instructors are expected to meet the faculty qualifications standard (see CC 4.A.). The consortial programs in which UWL participates are with other UW System schools or are coordinated by UW Extended Campus, so the overarching personnel guidelines remain consistent between campuses.

All instructors are required to provide official transcripts at the time of appointment. [Tenured and tenure-track faculty are required to possess a terminal degree in their discipline](#). Those who have completed the necessary coursework for the doctorate but who have not completed their dissertation (ABD) are hired as instructional academic staff until such time as the degree is conferred. [Instructional academic staff must have an advanced degree](#), and 25 percent of UW-L's IAS possess a doctoral degree.

In some cases, the credentialing required for faculty and instructional academic staff is determined by program-specific accreditation guidelines. Furthermore, faculty who teach UWL graduate courses, chair a graduate student committee, or serve as a member of a graduate committee and/or supervise graduate student work must be granted [graduate faculty status](#).

New faculty and instructional academic staff are invited to participate in an [orientation prior to the start of the fall semester](#). This orientation covers topics of specific interest to new instructors, including FERPA and accessing resources in the student information system; course management and syllabi construction; course management and instructional technologies; resources from the Center for Advancing Teaching and Learning; and a "Q&A" panel with instructors who have successfully completed their first year on campus.

3./4. As noted previously, [s. UWS 3.02, Wis. Adm. Code](#), delegates to the faculty of each campus in the UW System the responsibility for determining procedures for the recruitment of faculty members. The search and screen process ensures that when instructors begin at UWL they are current in their disciplines and adept at teaching. [Faculty members are hired through a search and screen committee process that includes members of the department; the Search and Screen planning procedures outline the committee roles and responsibilities, as well as the roles and responsibilities of faculty and administrators in the process.](#)

Departmental bylaws serve as a faculty member's guide regarding specific faculty responsibilities of teaching, scholarship and service, [merit evaluation](#), and [faculty personnel review](#) as it relates to retention, promotion, and tenure. The college offices review and approve departmental bylaws which

are expected to be kept current in accordance with the [departmental bylaw template](#).

In compliance with BOR policy adopted in March 2016, [Faculty Senate adopted a post-tenure review policy](#) that is included by reference in the departmental bylaw template.

Promotion guides for both [faculty](#) and [IAS](#) outline the process and criteria by which each group is evaluated for promotion. The Provost's website provides [additional resources](#) for candidates to review, including successful portfolios. Faculty promotion decisions are made by the Joint Promotion Committee, comprised of tenured full professors and academic administrators; instructional academic staff promotion decisions are made by the IAS Promotion committee.

Faculty members use an electronic portfolio (Digital Measures) to record their activities in teaching, scholarship, and service.

[Remaining current in the discipline and adept at teaching is a responsibility of the faculty member](#). Each full-time position at the university has funds allocated to support professional development, including travel to conferences, technology needs, and book acquisitions.

Additional dollars to support professional development are available through a number of peer reviewed grant programs; for example,

- [Faculty Research Grants](#) support scholarly efforts to advance knowledge, increase skills, and improve understanding in the academic disciplines;
- [Faculty Development Grants](#) support teaching innovations, including equipment, materials, or travel to conferences;
- [Curricular Redesign Grants](#) support groups of instructors to develop or redesign and implement curricula and teaching practices in academic programs; and
- a new program, [Faculty Research Award for Extraordinary Service](#), acknowledges the additional service obligations of equity and diversity work.

A complete list of grants is available on the UWL website and instructors are informed of the opportunities regularly via a monthly grants newsletter.

The Center for Advancing Teaching and Learning (CATL) hosts the UWL Conference on Teaching and Learning each fall ([2017](#), [2018](#)) and offers approximately 30 workshops and webinars annually. Over 150 UWL instructors have participated in the Lesson Study teaching improvement activity in which instructors jointly plan, teach, observe, and refine class lessons. CATL coordinates a three-week [Online Instructor Training: Introduction to Online Learning](#) session for UWL faculty and staff members interested in learning how to design, deliver, and facilitate online courses.

UWL instructors are eligible for UW System grants to support their professional development, including the [Wisconsin Teaching Fellows and Scholars Program](#) which supports instructors in the the Scholarship of Teaching and Learning.

UWL also supports [sabbatical leaves](#) by faculty to pursue an intensive study or creative endeavor in order to become more effective teachers and scholars and to enhance their services to the University.

5. Instructors are accessible for student inquiry through office hours, email, the learning management system, and other electronic tools. Policies for office hours are determined by departmental bylaws. [Faculty list their office hours on their course syllabi](#), on their university webpage, and can list their office hours on their official university profile accessible through the public directory on the UWL

website. Office hours may be in person or online. Each instructor has a university email account where students may contact them.

6. [Section UWS 10.02, Wis. Adm. Code, directs each campus to establish a recruitment procedure for academic staff.](#) Recruitment procedures must adhere to Board of Regents policy and state and federal laws.

Staff members providing student support are hired through a [search and screen process](#) that includes supervisors and colleagues. Human Resource guidelines outline the expectations for inclusion in a position posting. The supervisor of the hiring unit typically develops the initial job description for the posting, and through these collaborative processes arrives at a job description that meets the needs of the unit and seeks to hire an individual who is appropriately qualified and trained for working in the student support service role. Salary ranges for positions are outlined by UW System guidelines and established prior to the start of the search process. The Affirmative Action Officer and the Human Resources offices are consulted with and participate in the hiring process for each position.

[Employee performance reviews are conducted annually and the staff member and supervisor review the position description to ensure alignment with the work undertaken by the employee and the position description.](#) Annual employee performance reviews include plans for professional development each year agreed upon by the employee and the supervisor. Non-instructional academic staff may participate [in a career progression process](#) at specific points of their employment.

Professional staff who work with students have opportunities to pursue professional development activities. [The Academic Staff Council facilitates the Professional Development Grant](#) application process, which includes a list of activities that can and cannot be funded through this program. Individual departments generally budget for professional development support of academic staff, which allows academic staff the opportunity to attend professional conferences, workshops, and specialized training. University Staff Council has also implemented a [Professional Development Grant for employees within these title groups](#).

[Human Resources sponsors an Administrative Support Workshop at the beginning of each school year](#) for University Staff who provide clerical services to departments. UWL also offers campus-wide professional development opportunities such as [Employee Enrichment Day](#).

Administrative appointments, such as vice chancellors and other positions with wide campus visibility, utilize the open search process adopted by UWL. The chancellor determines which administrative positions will utilize this process. Shared governance groups nominate individuals to represent them in these search processes.

The UW System is currently engaging in a [Title and Total Compensation study](#) to create concise and consistent job titles across UW System campuses; market-informed title and compensation structures; and a framework for long-term career development in the UW System.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

1. UWL is a residential campus with very high undergraduate enrollment, which guides the deployment of student support. In addition, UWL has two differential tuition programs (detailed in CC 5.C.). These programs contribute to UWL's ability to accomplish many aspects of its mission, including supporting students. The Academic Initiatives (AI) tuition differential, adopted in 2003-04 and reaffirmed by a student vote to double the fee in 2009, [supports the areas of advising, diversity, internationalization, research, tutoring, and Murphy Library, among others](#). The Student Senate [Academic Initiatives Differential Allocation Committee](#) is responsible for recommending budget allocations for programs funded through the AI tuition differential. The AI tuition differential has been frozen since FY13 due to the resident undergraduate tuition freeze.

Multiple programs receive some portion of funding through the AI tuition differential. In addition, the [Growth, Quality, & Access \(GQA\) tuition differential program](#), implemented in fall 2008, also contributes resources to direct student support services. This tuition differential has also been frozen as a result of the undergraduate resident tuition freeze.

UWL employs a Veterans' Educational Benefits Coordinator in the Records Office. This individual assists servicemembers and their families in accessing their benefits and is also a resource for students who are transitioning from the military to school and civilian life. UWL has a Veterans Center in the Student Union, providing a space for veterans and their families to connect and build relationships.

AI differential tuition also supports a portion of the [The ACCESS Center](#) (formerly Disability Resource Services). The ACCESS Center provides support services for students with disabilities. ACCESS advisers work with each student served to develop an individualized plan of accommodations according to the student's needs. The advisers also liaise between the student and other offices on campus as the need arises. Services and academic accommodations include, but are not necessarily limited to, alternative test-taking, pre-registration opportunities, and reduced course loads.

The Academic Advising Center (AAC), also supported through tuition differentials, is discussed in CC 3.D.3.

UWL has invested resources in the [Murphy Learning Center](#) (MLC), the [Writing Center](#), and the [Public Speaking Center](#) to provide tutoring and academic support for students. Students incorporated the Murphy Learning Center into AI funding beginning in FY10. UWL invested \$450,000 in FY09 to renovate 3450 square feet on the 2nd floor of Murphy Library for the MLC. This space provides open, collaborative areas, as well as rooms and technology for tutoring sessions. The MLC, Writing Center, and Public Speaking Center are led by faculty members who work with trained peer tutors to provide support to students.

UWL has several TRiO programs on campus; among them is [Student Support Services](#) which offers academic, personal, career, and financial advising and support services for 350 students each year from eligible low-income, first-generation, and underrepresented backgrounds. SSS employs a mathematics specialist who coordinates peer tutoring specifically for SSS students.

The Office of New Student and Family Programs (formerly First Year Experience) fosters relationships between new students, connects students with campus resources, and provides a foundation for success in the classroom, on campus, and in the surrounding community. 53 current students serve as Eagle Guides who each lead a group of incoming students. During new student orientation, these guides facilitate topic-driven meetings with students in support of their success. The NSFP collaborates with Admissions on the START program for new students ([first year](#) and [transfer](#)); coordinates fall and spring semester family weekends; and created a new Parent Advisory Board to liaise with the Vice Chancellor for Student Affairs.

Some offices that are key partners in keeping UWL students healthy and on track to their academic and personal goals include:

- *Counseling & Testing Center (CTC)*: CTC offers free and confidential counseling services, as well as academic skills development, to currently enrolled UWL students ([utilization rates](#) and [growth in services](#)). The CTC is accredited by the International Association of Counseling Services, Inc. (IACS).
- *Student Health Center (SHC)*: SHC also provides clinic services, laboratory testing, radiology, and dedicated psychiatry services ([utilization rates](#)).
- *Recreational Sports*: Rec Sports provide employment and leadership opportunities for over 250 students annually in positions including planning and implementing programs, repairing equipment, and officiating for intramural activities. [Graduating student employees report that working for Rec Sports helped them develop leadership, conflict resolution, self-confidence, and time management, among other skills. Over 7900 students used the REC in 2017-18.](#)
- *Violence Prevention*: The Violence Prevention Specialist provides free and confidential advocacy and support to students, faculty, and staff who are victims of sexual assault, sexual harassment, relationship violence, and stalking ([programming and utilization](#)).
- *Wellness and Health Advocacy (WHA)*: WHA provides culturally competent health education, health promotion programming, alcohol and other drug education, and community engagement opportunities that promote health and well-being across all dimensions of students' life experience. [Peer Health Advocates through the WHA facilitate a variety of health programming around campus.](#)
- *Advocacy and Empowerment (AE)*: AE supports UWL students in distress ([utilization rates](#)). Case management in the Student Life Office includes one-time appointments with students and more intensive student services, including multiple meetings and follow-ups.

- *Campus Assessment, Response and Evaluation (CARE) team*: The CARE team contributes to the maintenance of a safe campus environment by providing a supportive multidisciplinary team approach to the assessment, intervention, and [prevention of situations](#) that may pose a physical or psychological threat to the safety and well-being of the university community.

Several of the offices noted above receive support from both AI differential tuition and through GQ&A allocated positions.

The contributions to student development made by Residence Life and University Centers are outlined in CC 3.E.

2. Academic preparation of incoming students is reviewed in the admission process to ensure that students are prepared for the rigors of college work at UWL. [Incoming first-year students to UWL are encouraged to exceed the college preparatory recommendations set by the UW System. Transfer students must typically demonstrate a 2.5 GPA or better in their previous college courses.](#) An exception to this statement is if the student qualifies for admission under the UW System Guaranteed Transfer Policy. [Application for admission to graduate programs are reviewed by graduate faculty to ensure that students are prepared for study in the specific discipline.](#)

[Incoming first-year students participate in START in June.](#) This one-day event invites students and families to learn more about the campus and the support systems in place on campus to help students be successful (academically, socially, financially, and emotionally). Students meet with an adviser to discuss majors, select courses, and register for their first semester. Transfer START was implemented in March 2017 to provide a tailored orientation activity for transfer students.

New first-year students are required to take the [Wisconsin Placement Test](#) in order to help determine appropriate course placements in math, English, and modern languages. Students are given a copy of their ACT or SAT and Wisconsin Placement Test scores along with a listing of courses in math, English, and modern languages the student would be eligible to enroll in based on their test scores. These documents are used in the advising sessions to determine appropriate placement in courses.

UWL's summer bridge program, [Academic Success Institute \(ASI\)](#), serves 15-20 students from low-income and underrepresented backgrounds each year. ASI-eligible students are identified through the admission process and are students who have high school records that indicate they can be successful in college but who may have experienced barriers in their background. ASI students complete three UWL courses as a cohort the summer before their first year and they continue as a cohort in the fall in the first-year course UWL 100.

[FastTrack](#), through the UWL Mathematics and Statistics Department, is a hybrid summer mathematics enhancement program where incoming freshmen develop their mathematical skills online for six weeks before meeting on campus for a one-week campus stay. The goal of the program is for students placed into non-credit bearing mathematics courses (through the Wisconsin Placement Test) to increase their skills in order to place into a higher mathematics class in the fall of their first year.

The Department of English implemented co-remediation in fall 2018 to address the developmental writing needs of students who formerly placed into Fundamentals of Composition (non-credit bearing English).

3. Every UWL student is assigned an academic adviser. Students with a declared major are typically

assigned a faculty adviser, and students who are undeclared in the Colleges of Science and Health and Arts, Social Sciences, and Humanities are assigned a staff member of the AAC as an academic adviser.

UWL continues to evaluate and improve its academic advising. Several changes were made to advising through the quality initiative "Firm Footing"; as a follow up, UWL selected the NSSE Academic Advising module during the 2017 NSSE administration. [First-year students continued to report dissatisfaction with advising](#), even with the efforts made through "Firm Footing", and a retention decline to 83% with the fall 2016 motivated continued revisions to the advising experience for students.

UWL explored the options for expanding professional advising services for students, and additional resources were directed to the Academic Advising Center (AAC) to hire more advisers utilizing [Outcomes-Based Funding](#). In fall 2018, several departments participated in the "professional advising pilot", where first-year students who were previously assigned a faculty member as an adviser were instead advised in the AAC, with a planned transition to a faculty adviser in spring, following course registration for the upcoming fall term. UWL administered the NSSE advising module in spring 2019 to evaluate first-year student satisfaction with advising, and initial results indicate increased first-year student satisfaction with advising but no significant increase in first-to-second year retention. UWL is also implementing EAB Navigate in fall 2019.

UWL also created a [Pre-Health Student Resource Center](#) to serve the more than 2,000 UWL undergrads who indicate a pre-professional track in the health sciences each year. In September 2019, over 500 students attended pre-health mass advising sessions held over two evenings. The center includes a coordinator with expertise in health professions, and two advisors specific to pre-health fields such as Occupational Therapy, Physical Therapy, Physician Assistant, and MD/DO.

College deans' offices provide advising support for students. Transfer students can meet with an Academic Services Director in their respective college/school to discuss course registration choices and how courses will transfer to UWL. Academic Services Directors also work with students who are returning from academic probation, approve off-campus courses for transfer credit, and ensure accuracy of student's Advisement Reports (reports that show progress toward degree).

Several support offices have staff members who are co-listed as advisers with the student's academic adviser. For example, international students have an adviser from the Office of International Education and Engagement who can assist with questions related to enrollment requirements for international students. Additional offices providing advising services include The ACCESS Center for students with documented disabilities; Student Support Services for first-generation/low-income students, and the Office of Multicultural Student Services for U.S. students of color.

In 2015-16, Faculty Senate adopted a policy of requiring students on academic probation or academic warning to meet with their adviser prior to registering for classes in the upcoming semester. Students on probation after their first fall semester are also assigned an AAC advisor for the spring semester.

4. [The primary campus library is Murphy Library, which held 546,294 physical materials and 1,030,483 digital/electronic materials at the end of FY18](#). The Library's instruction program reaches over 5,700 students each year and utilizes information literacy standards and frameworks developed by the Association of College & Research Libraries. Murphy Library offers a range of individual and collaborative study spaces. The first floor is designated as an information learning commons area where users actively engage and collaborate. Study rooms are available for individual and group

study on the other two floors, both of which have designated quiet spaces. The Library is the largest student open use computer lab on campus with a total of 106 computers accessible to students (97 PC, 9 Apple) with printers on all three floors. Users can reserve a room equipped with SmartBoard technology, plus check out laptops, iPads, digital video cameras, digital voice recorders and other peripherals. The Library also manages the Murphy Library Learning Center (MLC), which offers campus students free tutoring services for a variety of disciplines, subject areas, and courses. Additionally, there is special emphasis on public speaking and writing (Public Speaking and Writing Centers housed within).

The Institute for Campus Excellence space within Murphy Library provides a technology-enabled set of spaces for professional development and training. The School of Education Collaborative Learning Studio provides a modern space for UWL faculty to teach future and current preK-12 educators.

Information Technology Services (ITS) within the Division of Administration and Finance provides comprehensive information technology services to the campus community. Technology support for teaching and learning is reflected in the over 200 technology-enabled learning spaces on campus, and UWL allocates \$224,000 annually to maintain existing classroom technologies. ITS is a collaborator in all renovation and construction projects where access to technology is a required component of the end product, with the technology budget embedded in the overall project budget. Campus faculty and staff are provided a desktop or laptop computer when they begin employment, and these machines are replaced on a five-year cycle with warranted service available during the life cycle of the machine. UWL has a 10 gigabit network and a full on-campus internal and external wireless internet presence.

The College of Science and Health (CSH) maintains well-equipped teaching laboratories:

- 36 teaching and 23 research laboratories in the Prairie Springs Science Center to support Biology, Chemistry & Biochemistry, Geography & Earth Science, Microbiology, and Physics;
- three laboratories in Wing Technology Center to support Computer Science programs;
- 12 laboratories in the Health Science Center to support Nuclear Medicine Technology, Occupational Therapy, Physician Assistant, Physical Therapy, Radiation Therapy, and Therapeutic Recreation programs; and,
- four laboratories along with standard facilities (e.g., gymnasiums, strength and conditioning center, field house, and pool) in Mitchell Hall to support Athletic Training, Exercise Science, and Physical Education programs as well as faculty research laboratories to enhance student learning experiences via hands-on and undergraduate/graduate research activities.

Laboratory managers and technicians provide support for the laboratories and maintain instruments in the laboratories.

CSH students must often participate in internships or clinical experiences. Sites include hospitals/clinics, long-term care facilities, state and federal agencies, schools, community organizations, and businesses. Graduate allied health programs have contracts with over 500 health care facilities across the nation, while undergraduate programs typically place students at internship/clinical sites within a 300 mile radius of campus.

Affiliation agreements are developed with each site identifying the practice area that will best meet the needs of the students during their clinical experience. Each program has an internship/clinical education coordinator that regularly evaluates the program's internship/clinical sites, provides feedback to the sites, and adjusts affiliation agreements as needed. Programmatic accrediting

agencies have approved all internship/clinical practice sites associated with the college's professional accredited programs during their most recent site visits.

The College of Arts, Social Sciences, and Humanities (CASSH) provides specialized facilities and equipment to support the delivery of curriculum in Archaeology, Art, Communication Studies (Broadcasting), Music, and Theatre Arts.

Archaeology/Anthropology utilizes traditional classroom spaces as well as a specialized teaching space that allows students to work with artifacts collected in the field. There are two specialized instructional spaces for Archaeology that include display cabinets with life-size human and primate skeletons and drawers used to store artifacts such as ceramics and other evidence of human civilization collected through excavation. Regular archaeology courses meet in these spaces as well as groups participating in field school instruction. The University also supports space for the Mississippi Valley Archaeology Center (MVAC), highlighted in CC 1.D.

The Department of Communication Studies (CST) houses studio space for television and radio programming. The space will be maintained by CST when it is transformed into a computer classroom and mediated instructional lab in 2020. The department also supports a university-wide Public Speaking Center (housed in Murphy Library) which is equipped with cameras for recording speeches as well as space for one-on-one consultations and instruction.

Instruction in Art, Music, and Theatre Arts occurs in the Center for the Arts (CFA) and Wing Technology Center (Broadcasting and Photography). The CFA was built in 1974. The lobby of the CFA was remodeled in summer 2015. Since 2015, the lobby of CFA and the [Annett Recital Hall have both undergone remodeling](#), and the CFA entrance has been renovated to include an ADA-compliant elevator.

Studio space for Art is provided for Blacksmithing, Ceramics (including indoor and outdoor kilns), Graphic Design (one designated 16 station computer classroom), Metalsmithing, Painting, Photography (digital lab, film and print processing lab, studio lighting space), Printmaking, and Sculpture. Each of these studios requires specialized equipment particular to the studio area and faculty are required to maintain their own studios and equipment. The department has a designated classroom for teaching art appreciation and/or art history and gallery spaces, including a university gallery, a student gallery, and an open dialogue space (for student work) outside the university gallery.

There are needs for upgraded safety equipment in some art studios (ventilation hoods) and there is a need for an additional dedicated Graphics Design classroom to address increased student demand for the Graphics Design and Digital Media Studies minors.

The Department of Music has a variety of studio spaces for instruction, including a keyboard lab, a listening lab, a recital hall (approximately 200 seats), and rehearsal spaces that accommodate the large instrumental and choral ensembles.

Additional space is needed to support current teaching in Music. The accrediting body for the Music department, the National Association for Schools of Music (NASM), requires that large music ensembles perform in appropriate venues a specified number of times per year. There is currently no stage on campus that will accommodate the orchestra or concert choirs, and UWL must rent space at a local, private university for rehearsals and performances for these ensembles. This rental cost is approximately \$15,000 annually.

The Department of Theatre Arts provides instruction and public performances in two theatres, namely the Toland Theatre (seats approximately 400) and the Frederick Theatre (seats 100). Instruction for scenic design takes place in Toland. Instruction for sound and lighting is facilitated through the use of a theatre sound booth and a teaching lab on the third floor of the CFA. Costume design and make-up design occur in specialized teaching spaces in the CFA.

The College of Business Administration must affirm that it is supported by continuing resources, including appropriate infrastructure, in order to maintain AACSB accreditation. The CBA is anticipating having many of its needs met in a comprehensive way with the \$26 million renovation of Wittich Hall to house the college. CBA will have specialized software and computing environments in Wimberly Hall, including the CBA Student Finance Lab, as well as specialized classrooms for active learning. Laboratory space in Wing Technology Center to support the Information Systems department is also provided.

The School of Education, Professional and Continuing Education (EPC) partners each year with school districts, PK-12 schools, childcare entities, and hundreds of teachers who engage teacher education majors (“teacher candidates”) in a variety of clinical field, internship, and student teaching experiences. EPC clinical programs immerse students in hands-on, authentic classroom experiences that are foundational to their professional growth and development. UWL teacher candidates assist schools in providing technology integration strategies, intervention support, classroom instruction in all content areas, tutoring, and mentoring locally (within a 50 mile radius of UWL), as well as through the pre-student teaching Milwaukee Urban Experience program (Milwaukee area schools), UW-Milwaukee Guest Student Teaching and Internship Programs (Milwaukee Public Schools), Wisconsin Improvement Program (statewide competitive internships), across the country through Arizona-Fowler School District, and internationally through Educators Abroad (ten-week student teaching quarter abroad). Future teachers are typically placed at ~100 partner institutions each year.

Departments maintain specialized collections appropriate to their educational offerings; for example, insect collections for teaching entomology and bird mounts for ornithology. Additional public display space is needed to share these collections with members of the UWL community and public.

5. Murphy Library provides extensive instructional support to students in the effective use of research and information sources. The hours and modes through which librarians at Murphy Library can be reached are described in CC 2.E. Murphy librarians are members of the UWL Faculty and all participate in the instruction program. Murphy Library gate count for FY19 reached almost 407,222, a slight increase of 836 visits from the previous year.

Librarians met with over 5,100 students in about 215 classroom instruction sessions (including 21 in the brand-new Curriculum Center space) over the year, and individually assisted UWL students, faculty, staff, and members of the community with their information research efforts more than 3,500 recorded times. Murphy Library has one instructional lab with individual desktop computers and a projector for the purpose of teaching classes.

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3.E - Core Component 3.E

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

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

Argument

1. UWL fulfills the claims it makes for an enriched educational environment for its students. On the 2017 National Survey of Student Engagement (NSSE), UWL seniors reported that the University has a highly supportive campus environment: [78 percent of UWL seniors reported that UWL provides support to help students succeed academically, 75 percent reported that UWL emphasizes using learning support services, and 77 percent reported that UWL provides support for their overall well-being.](#) All the responses in the category resulted in a statistically significantly higher scale score for UWL on the Supportive Environment Engagement Indicator within the NSSE when compared to other similar public master's institutions.

As a predominantly undergraduate, residential institution, Residence Life is typically the first point of contact for students' engagement in campus and community life. 97 percent of first-year students live in a residence hall on campus; and one third of all UWL students live on campus. Students participate in their residence hall through Core Leadership Teams, and the Student Embassy, the governing body for all residence hall students, serves in an advisory capacity to the Office of Residence Life. Students are employed in the residence halls in various capacities, including as resident assistants, front desk coordinators, desk assistants, and assistant housekeepers.

UWL provides different on-campus living options for its students within the ten residence hall buildings. Reuter Hall is an apartment-style building for upper-class, graduate, and international students. [Gender inclusive housing](#) is supported in Reuter Hall, Eagle Hall, Sanford Hall and Laux Hall. Residence Life continues to develop strategies to expand [high-impact practices in the halls](#), including themed living communities.

Residence Life collaborates with student peer educators through the [SEEDs \(Student Educating and Embracing Diversity\) Program](#) to engage residents in programming focused on [diversity, inclusion, and acceptance](#). Creating a culture of social justice and inclusion is a priority for Residence Life.

Residence Life uses various assessment tools to help understand the experience of students living in the residence halls. These assessment tools are used to implement change and provide training for staff. [The Skyfactor Resident Assessment is sent to all students living in the residence halls each fall term.](#) The Resident Assessment measures student satisfaction with various aspects of residence life, including feelings of community, contribution to academics, and satisfaction with programming in the halls.

[Results from the survey are shared during professional and student staff training, as well as with the](#)

[residents in each hall](#). Data from the previous year is used by hall directors to create and develop their community development model for the year. Adjustments are made to their community development models in the spring based on feedback provided in the fall. The survey is also used to gather information about services outside Residence Life, such as Dining Services. Results specific to those areas are shared with the appropriate director.

During 2018-19, the Divisions of Student Affairs, Academic Affairs, and Diversity & Inclusion developed a six-week engagement initiative to support student involvement, engagement, and retention of first-year students. The initiative consisted of over 50 programs and events which included academic, cultural, social and athletic events. [Over 90 percent of first-year students reported attending three or more campus events outside of class since the start of the academic year.](#)

[University Centers](#) offers a wide range of involvement and engagement opportunities for students including student organizations, Leadership & Involvement Center, Fraternity and Sorority Life, Campus Activities Board and Student Association.

During the 2018-19 year, UWL had 220 registered student organizations. They include special interest, pre-professional, and academic and service oriented student organizations that are active on campus and in the community. These student organizations reported 3,818 service hours and a total of 1,657 events held as of March 2019. Student organizations were also active in philanthropy; for example, [Fraternity & Sorority Life has raised \\$11,000 for various charities during 2018-19 and in 2017-2018 they raised over \\$32,000 for charities.](#) UWL also has 9 spiritual organizations with approximately 523 members.

The Campus Activities Board (CAB) contributes to the educational experience of UWL students by providing on-campus cultural, educational, and entertaining events. During fall semester, CAB sponsored 58 different events.

The Leadership and Involvement Center coordinates participation in offerings designed by [LeaderShape® Inc.](#), a non-profit that offers premier leadership development programs for young adults. Since the first UWL LeaderShape® Institute™ in March 2014, 360 UWL students have participated in this week-long program for leadership development. [30 students participated in an ElectHer session that encourages female students to run for student and public offices.](#)

UWL participates in "Ugetconnected" in partnership with the United Way of the Coulee Region, Western Technical College, and Viterbo University. Ugetconnected connects students seeking volunteer opportunities with local agencies across seven counties looking for help. In fall 2018, 314 UWL students volunteered with 51 community agencies.

UWL is an NCAA Division III institution with 21 teams and over 550 student-athletes participating each year. [For sixteen years, UWL student-athletes have earned the highest GPA among Wisconsin Intercollegiate Athletic Conference \(WIAC\) schools \(comprised of the UW System comprehensive institutions\).](#)

2. As detailed in CC 3.C., participating in research is an important component of the student experience at UWL. Community engagement is also detailed in CC 1.D. and 3.C., through the examples of community outreach made by our faculty, staff, and students.

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3.S - Criterion 3 - Summary

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

Summary

There is no argument.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

1. The [Undergraduate Academic Program Review](#) and [Graduate Academic Program Review](#) committees of the Faculty Senate are charged with the “audit and review” of UWL’s academic programs. The APR Committees maintain and update procedures and criteria used to review academic programs and schedules and conducts, in consultation with the Provost, the review of UWL’s academic programs.

[Each academic program participates in APR at regular intervals.](#) The review [process](#) and [timeline](#) involves specific actions with defined deadlines that various units need to complete over a three-year period.

Faculty Senate and the Provost’s Office assembled an APR task force in spring 2015 to review UWL’s APR process for both accredited and graduate programs. This task force assessed the current APR guidelines to determine if they met the needs for all programs, including graduate and externally accredited programs. The task force identified where the program review process could be

improved; a major recommendation was to develop two Academic Program Review (APR) committees, one for Undergraduate programs (UAPR), and one for Graduate Programs (GAPR). This structure mirrors that of curriculum review and approval, which have separate committees for Undergraduate and Graduate education. [The recommendations of the task force were adopted by Faculty Senate in May 2015](#), and the Graduate APR committee was implemented in the 2016-17 school year.

The content of a self-study varies depending on if a program is an [undergraduate program](#), a [graduate program](#), a [free-standing minor](#), [collaborative degree \(consortial arrangement\) with another UWS institution](#), or is a [newly-implemented program](#). Programs without external accreditation participate in the APR process, which includes an external review, every seven years, and externally accredited programs participate the year following their accreditation review but do not undergo an additional external review as part of the internal APR process. Free-standing minor programs go through an abbreviated process every seven years, and new programs are reviewed five years after implementation. [The APR committee may request a three-year review to address concerns if any are identified during the APR process](#).

External consultants for APR are selected by the Dean in consultation with the department chair. The external consultant writes a report that is provided to the Dean and Department. The program writes a response to the external consultant's findings. The Dean reviews the documentation, and provides a letter regarding the findings and response. These external review documents are included with the APR file that is reviewed by the APR committee.

The APR Committee reviews the full APR report, provides constructive feedback to the program, and submits a written report to the Faculty Senate which is subsequently shared with the Provost.

The Associate Vice Chancellor of Academic Affairs (AVCAA) is a consultant for both UAPR and GAPR, monitoring the schedule of programs in review, hosting an information session annually for department chairs and program directors, and meeting individually with chairs and directors preparing for or responding to an APR report. The AVCAA is also the campus' liaison for program planning and review to UWS, providing consistency between system and campus needs.

The APR Committee has continued to focus on assessment of student learning within the program review. [A majority of program reviews since 2013 have received comments related to program assessment](#), including emphasis of the improvements made by programs in their assessment efforts. The APR committee has recommended a three-year review to address program assessment in nine of the reviews completed in that time frame. The committee provided specific suggestions to the programs for steps to take to improve their program assessment process. APR committee leadership actively participates in discussions related to overall university assessment activities, including potential changes to the university's overall program assessment process (see CC 4.B. for detail).

UWL submits to UW System an [annual institutional program review summary for programs that underwent review in the past year](#). UW System uses this information in an annual report presented to the Board of Regents Education Committee.

2./3. UWL evaluates all credit it transcripts and has policies in place for assuring the quality of the credit it accepts in transfer.

Undergraduate and graduate curriculum committees [review all proposals for new courses for credit](#) and significant revisions of courses already available at UWL.

UWL follows UW System [undergraduate transfer policies](#) in determining how undergraduate credit will transfer to UWL from other post-secondary institutions, and UW System policies expressly endorse the [Joint Statement on the Transfer and Award of Credit](#). The transfer student website provides information to prospective students about the types of credit that are generally considered transferrable to UWL. Most transfer credit is evaluated by the Admissions Office, but credit for re-entry students is evaluated in the Records Office. Department chairs and Deans' offices are consulted for review of course materials when an appropriate equivalent does not already exist for the course.

UWL follows the UW System [principle of accommodations](#), whereby institutions recognize general education/liberal arts requirements in terms of broad academic areas, as well as specific courses. Credits that satisfy general education requirements at the sending institutions are generally applied in the same category at UWL but are reviewed for departmental/dean level approval when appropriate.

UWL participates in the UW System's Transfer Information System (TIS), an online tool to search course equivalencies between UW System and Wisconsin Technical College System (WTCS) institutions. The UWL admissions office provides transfer guides for institutions outside the UW System and WTCS from which UWL often receives requests for transfer credit. UWS is currently implementing an external software, Transferology from CollegeSource, which will provide more credit transfer information to prospective students.

International applicants or those with credit from international universities must submit official transcripts and certified English translations if the transcripts are issued in a different language. The Admissions Office, in consultation with the appropriate academic departments, will evaluate the coursework and prepare a transfer credit report. [This is disclosed on the Admissions website.](#)

UWL grants college credit for appropriate Advanced Placement, International Baccalaureate, and CLEP scores in accordance with the UW System transfer policy and American Council on Education (ACE) guidance where appropriate. UWL departments determine the courses within their departments that will be equivalent for credit. [Military credit is considered in accordance with ACE guidelines](#), and UWL [accepts all credit recommendations in compliance with s. 36.31\(4\), Wis. Stats.](#)

[The UWL undergraduate catalog outlines local transfer credit policies](#), including how transfer credit is reflected on a student's transcript; the transfer of "D" credits; the availability of department credit by examination; and the process by which students can earn retroactive credit for foreign language(s) and/or mathematics.

[Transfer policies for graduate credit are published in the graduate catalog.](#) Graduate program directors have discretion in evaluating proposed transfer credits and determining if graduate courses taken at other institutions may apply to a student's program of study at UWL.

4. [Standing committees of the faculty](#) evaluate proposals for new [courses](#) and [programs](#) with respect to rigor, content, and available support. "Available support" includes the availability of qualified staff, learning resources and facilities, and necessary financial commitments from the appropriate administrative departments. Committees that are involved in the evaluation of new programs and courses include the Academic Planning Committee (APC), the Undergraduate Curriculum Committee (UCC), and the Graduate Curriculum Committee (GCC). In addition, the General Education Committee (GEC) evaluates new courses proposed to the GE Program. Each of these four committees has nine faculty members, includes the Registrar as an administrative consultant, and often appoints a recorder from the Records Office.

These committees maintain approval authority on a continuing basis, requiring reconsideration in the case of significant changes in programs, or in assigned credit or instructional patterns for courses in all categories, including concurrent enrollment (dual credit) courses. There are not formal requirements for departments to bring existing courses back for individual review on a regular basis.

Decisions made by these faculty committees form the basis of all administrative program and course approvals, whether for new courses or in regular review cycles. Minutes of the committees are maintained by the Faculty Senate Office, and are available for a decade or more on the Faculty Senate webpages.

Prerequisites for courses

Prerequisites for courses are determined by each individual department based on course content knowledge, a student's major or minor and/or department admission requirements. Typically, a department has a curriculum committee introduce and review the prerequisite and then the entire department approves the prerequisite. Once a department determines prerequisites for a course, it must obtain the college Dean's approval and then the university Undergraduate or Graduate Curriculum committee's approval. Upon approval, the prerequisite is explicitly stated and included in the undergraduate or graduate course catalogs.

All prerequisites are enforced electronically through the Student Information System (WINGS). Students are not able to register for courses for which they do not meet the prerequisite. At the end of each term, the Records Office manually removes students from courses for which they have registered in the upcoming term if they failed the prerequisite in the prior term.

Rigor of courses and expectations for student learning

The institution maintains authority over the expectations for student learning in courses. It is [Faculty Senate policy](#) that an academic department's primary function is to teach its discipline(s) and the members of the department are responsible for delivering relevant content and assessing student learning. Instructors are expected to provide student learning outcomes on their syllabi. [The Faculty Senate Policy on Syllabi outlines expectations for common content to be included on course syllabi](#). Student learning outcomes are regularly assessed at the course, major, and program levels (see CC 4.B.).

The retention standards for [undergraduate](#) and [graduate](#) students are published in the respective catalogs.

[Academic departments are responsible for continuous review of courses and curriculum to develop and implement changes.](#) The rigor of new courses is examined by the department, college dean's office, and the university's Undergraduate or Graduate Curriculum committees. [Proposal and adoption of new courses and changes to existing courses are managed electronically.](#) All new courses are developed by faculty members who are experts in the particular discipline. Course documentation is completed and reviewed by the department chair and college dean prior to review by the curriculum committee(s). Course proposals must include the course description and prerequisites, learning objectives, course outline, instructional methods, principal activities, assessment methods, and justification for offering the course. Department chair and Dean approval indicates to the committees that qualified staff, adequate demand, and adequate facilities, equipment, and materials exist to support the proposal.

The Records Office maintains a [repository](#) of curriculum change processes and policy documents on their website. This includes the [course numbering policy](#), and "slash" course policies on [numbering and procedures](#) and [distinction between the levels](#) of undergraduate/graduate. The [University Component Type and Contact Hours policies](#) are embedded in this curriculum change document. Course prerequisite policies are also listed in the [undergraduate](#) and [graduate](#) catalogs.

[The Undergraduate Catalog details the requirements for earning a baccalaureate degree at UWL](#), and the [Graduate Catalog includes the requirements for earning a graduate degree](#).

Access to learning resources

Learning resources that are available to UWL students take many forms. The accessibility of faculty as a learning resource includes their availability for office hours (see CC 3.C.5) and their willingness to serve as mentors; in particular, for undergraduate research (see CC 3.B.5). The quality of learning resources is overseen by standing committees of the faculty, or by joint committees that include faculty, students, and administrators.

Murphy Library is the primary campus library and source of physical and electronic learning resources. The Director of Murphy Library reports to the Provost and is a member of the Deans' Council. In response to the 2014 LibQUAL+ survey, [60 percent of undergraduates reported using resources on library premises at least weekly](#). The library is open 107 hours in a typical week, seven hours more than the libraries in the UWL peer performance group. The academic librarians are members of the faculty as noted in CC 3.C.; thus, they are members of faculty committees, and faculty from all the colleges/schools and Murphy Library collaborate as members of the [Library Committee of the Faculty Senate](#).

Murphy Library houses the Murphy Learning Center, which provides free tutoring services to UWL students, and The ACCESS Center for students with disabilities (see CC 3.D.). The Access Center staff work in consultation with the Individuals with Disabilities Advocacy Committee (IDAC), a joint committee of faculty, students, and staff.

UWL undergraduate students pay a segregated fee each semester for Textbook Rental. Undergraduates can then pick up most required texts for their courses from the bookstore without an additional charge. This service is coordinated through the Division of Administration and Finance in collaboration with the [Textbook Rental Services Policy Oversight Committee](#) ([textbook policies](#)).

The [Academic Technology Committee](#) reports to the Senate on technology-related issues as they affect instruction, research, and service. In addition to the transition to Canvas (details below), some issues of importance in recent years include adoption of multi-factor authentication to access campus computer systems, and additional support of Mac computers/operating systems.

UWL transitioned to Canvas as its learning management system in 2019, replacing Desire2Learn. The LMS is used by UWL faculty and instructional staff and allows “anytime, anywhere” access to course-related files, electronic dropboxes for assignments, online quizzes and tests, email, and grades. It can be used to enhance face-to-face courses, or to administer courses entirely online. Canvas is managed by UWL's Center for Advancing Teaching and Learning (CATL).

Faculty qualifications for all programs

As discussed in Criterion 3, all instructors at UWL are appropriately qualified, including those in concurrent enrollment (dual credit) and consortial programs. UWL does not currently have contractual programs in which the partner delivers 25 percent or more of the curriculum. [Faculty Senate reviewed and adopted its policy in accordance with the Commission's Faculty Qualifications Expectations document](#). Dual credit courses are also included in this faculty qualifications document, and [dual credit courses are expected to follow UW System policy and procedure on this matter](#).

5. Accreditations maintained by UWL are listed in the [undergraduate](#) and [graduate](#) catalogs. All teacher education programs are certified by the Wisconsin Department of Public Instruction. The accreditations list is reviewed annually by the Provost's Staff and members of the Deans' Council.

6. UWL publishes an annual first destination report that provides insight on the employment and continuing education activities of graduates in their first year after graduation. UWL follows the National Association of Colleges and Employers (NACE) [guidelines for collecting first-destination](#) information for undergraduates. Information is gathered through a variety of resources including directly surveying graduating seniors at pre-commencement events and in individual appointments with Career Services staff members. Graduates are periodically surveyed via email for six months following their graduation. In accordance with NACE guidelines, first destination information is also gathered through a review of the graduates' social media sites, such as LinkedIn. [For the 2017-18 graduating class](#), the knowledge rate was 69% and found that 97% of UWL undergraduate degree earners were continuing education, employed, or participating in a volunteer program. UWL is currently exploring additional data streams for gathering longitudinal information on graduates through a contract with Equifax and UWS. Specific program outcomes (i.e., passage rates on certification exams) are published on program websites and are highlighted in CC 3.A.

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4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

1./2./3. Learning goals for UWL students are guided by the [learning outcomes articulated in the General Education \(GE\) program](#) and the specific [learning goals for each program](#) (articulated on the university assessment website).

Overview of Assessment Activities at UWL

Faculty are responsible for assessment of student learning within the curriculum.

GE assessment of student learning is conducted by the Faculty Senate's [General Education Assessment](#) committee (GEAC), which reports to the [General Education Committee](#) (GEC). Learning outcomes for the GE program align with [UWS's Shared Learning Goals and the Essential Learning Outcomes of the AAC&U LEAP program](#).

Academic program assessment of student learning is conducted by the faculty who teach within those programs. Some academic programs or colleges have assessment requirements through program specific external accrediting agencies or, in the case of program leading to teacher licensure, the Wisconsin Department of Public Instruction.

The [University Program Assessment Committee of the Faculty Senate](#), a cross-disciplinary committee of faculty from CASSH and CSH, reviews program assessment plans and reports to provide recommendations for continued improvement of student learning assessment. Program assessment findings are integrated in the seven-year cycle of Academic Program Review, also a committee of the Faculty Senate.

University-wide assessment of student learning includes the National Survey of Student Engagement (NSSE), most recently conducted in [spring 2017](#) and next scheduled for spring 2020. All UWS institutions participate in the NSSE, and [UWL results are compared to other UW System schools for accountability purposes to the Board of Regents, the Legislature, and the public](#).

UWL most recently participated in the Collegiate Learning Assessment (CLA+) in fall 2019 (testing will complete just after this argument is submitted). Results are forthcoming, and 2011 results placed UWL in the 96th percentile for learning gains for senior students.

Co-curricular assessment is conducted by various units in Academic Affairs, Diversity & Inclusion, and Student Affairs. CC 3.D. and 3.E. include some specific examples of co-curricular assessment being used to improve student learning in those programs. [Institutional Research, Assessment, and Planning compiled data from various co-curricular units](#), and some examples from this effort include:

- *It Make\$ Cents!* (IMC!), a financial literacy program through the Office of Financial Aid, found that graduating seniors who participated in IMC! programming reported learning how to budget from participating in the program, and then following that budget more frequently or always.
- Office of Campus Climate surveyed students who attended Awareness Through Performance (see CC 1.C.) to understand their growth around the three stated learning outcomes of the program; results are being analyzed for themes and ideas for improving the performances.
- Office of Academic Advising and Career Services has developed learning outcomes for students who receive services through their office, and specific programs and services provided by the office identify the SLO that is being addressed, the assessment method, and the results of the assessment. The information is used to inform staff and improve future programming.

General Education Assessment Process

[The GEC and GEAC work together to improve the overall GE program as well as assessment of student learning in the program.](#)

All courses offered in the GE program must be assessed once during a biennial assessment cycle. GEAC conducts an assessment planning survey of academic departments each biennium to identify the courses that will be offered and assessed in that upcoming cycle. Each course being offered must identify which of the GE SLOs it will be assessing in that cycle. There are three components of the assessment cycle, identified here in a completed plan from the 2015-16 assessment cycle:

- the assessment plan ([task and rubric](#));
- the [assessment findings](#) and [operational plan](#) (action steps); and,
- the [status report](#) (update on actions).

[GEAC](#) synthesizes and evaluates the assessment findings, operational plans, and status reports and provides this information to [GEC](#). In 2018-19, GEC and GEAC jointly reviewed the timeline and expectations of assessment of courses within GE and proposed changes to bring the timing of reporting into the school year and build in additional time for courses to revise assessment plans, in particular for courses offered in fall semester, and align the deadlines for status reports and assessment plans ([proposed new model](#)).

[In summer 2019, as part of the UWL strategic planning process, a workgroup assembled of volunteers from the Assessment Advisory Board, convened by the Special Assistant to the Provost for Strategic Planning, met to review and propose procedural changes to the programmatic assessment of GE at UWL.](#) The need for this group arose as GE revisions (referenced in CC 3.B.) were focused largely to that point on curricular reforms but not on the underlying assessment of the current or future program. As of this writing, the report's recommendations are making their way through shared governance processes, with charges to both [GEC](#) and [GEAC](#) for the 2019-20 school year.

Program Assessment Process

UWL has modified its program assessment process since the reaccreditation visit in April 2016.

Findings from a spring 2015 working group convened by the Provost resulted in several changes; a major change was the creation of the [University Program Assessment Committee \(UPAC\)](#). [UPAC is a faculty committee comprised of representatives from CSH and CASSH](#) that provide detailed [program assessment feedback](#) to non-accredited programs (accredited programs can request exemption from the UPAC process based on the requirements they meet for external accreditation).

Programs are reviewed in two cohorts on a three-year cycle. [In the first cycle, UPAC reviewed the assessment findings and action steps of 42 programs, with 21 programs \(50%\) rated as "process in development", 14 programs as "well-developed" \(33%\), and 3 programs \(7%\) as a "model for others"](#).

UPAC was an ad-hoc committee until 2018-19, [when Faculty Senate voted to make it a standing committee](#).

Some academic entities at UWL have assessment outside the UPAC process, usually due to external requirements from accreditors or state agencies.

CBA: CBA is externally accredited by the Association to Advance Collegiate Schools of Business (AACSB). The Assurance of Learning Committee, comprised of faculty and administrators within CBA, guides the assessment of CBA outcomes. [CBA completes an assessment report on an annual basis](#). The Assurance of Learning Committee ensures that each outcome is assessed regularly in the core curriculum, compiles and distributes data from assessment efforts, hosts college-wide annual retreats for the review of data, and facilitates professional development to promote curricular improvement. Assessment of undergraduate learning in CBA is guided by the [college assessment plan](#), with significant focus placed on the results of regular assessments in the undergraduate capstone course ([MGT 449](#)). Students in even-numbered years also complete the ETS Field Test in Business.

Each program in CBA must meet the learning outcomes adopted by the college. *Competency in the major* is also a college outcome, making the [program learning outcomes](#) important in both external and internal review processes. [CBA uses a rubric to evaluate departmental assessment information](#) provided in TaskStream, with the Assurance of Learning Committee providing oversight and feedback on the department plans and results.

CBA demonstrates its commitment to a culture of assessment in some of the following ways:

- Publishing the overall [undergraduate curriculum map](#) on the website. Course-specific data that feeds into the outcomes is available in a password-protected format for instructors and administrators within the college.
- [Use of common rubrics \(samples\)](#) for evaluating course-embedded assessments to facilitate common learning experiences for students. The rubrics are patterned after the AAC&U VALUE rubrics.
- Establishing goals that at least 70 percent of undergraduates should *meet expectations* for all learning outcomes
- Facilitating an annual college-wide retreat to address curricular changes and assessment results.

SOE: The School of Education has designed a Comprehensive Assessment System (CAS) in order to meet licensing standards established by the Wisconsin Department of Public Instruction (DPI). The CAS monitors: [field and student teaching evaluations](#) (based on Interstate Teacher Assessment and

Support Consortium [*InTASC*] Teaching Standards); test scores (i.e., FoRT); GPA; student perception surveys (e.g., [Program Evaluation Survey](#), [Student Teaching and Field Experience Survey](#)); edTPA summary reports; and annual reports prepared by the chair/program director for each program housed in the SOE. These evaluations and assessments are compiled in the Continuous Review Annual Report.

Each component of the CAS is assessed and reviewed by the Dean of the SOE, as well as the SOE's DPI liaison. Each year, the liaison meets with SOE constituents to discuss various successes and challenges addressed by the Dean and those highlighted in the [Continuous Review Annual Report](#) (contains assessment data from the CAS). This report is submitted one month prior to the scheduled visit. The Continuous Review Annual Report meets SOE's requirement for biennial assessment.

Library: The Library adopted the [Framework for Information Literacy for Higher Education](#) developed by the Association of College & Research Libraries as its student learning outcomes for graduates of UWL. The Library's core activities of information literacy instruction and teaching in the UW Extended Campus MS in Information Technology Management, supplemented by on-demand reference and consultation services, form the foundation of its teaching and learning program. Because the Library is considered an academic department, [it has an assessment committee like other academic departments would also have](#), with responsibility for developing and assessing student learning outcomes.

The Library measures student learning both directly and indirectly. Routine indirect measures include faculty and student evaluations of information literacy instruction sessions for their effectiveness in teaching students information literacy. Select direct measures of student learning are periodically employed in the classroom and regularly employed in an online learning environment, most notably in the CST 110 courses, where students complete information literacy e-learning modules and take associated quizzes.

Quantitative and qualitative regular, standalone assessment of spaces, resources, and services are also take place annually. Additionally, the Murphy Library Director and Chair of the Library Department work with the Faculty Senate Library Committee on assessment and review of library programs.

4. As outlined above, UWL instructors are substantively involved in student learning outcomes assessment. Since the site team visit in April 2016, UWL has continued working to improve assessment of student learning outcomes, in particular at the program level and in GE.

As noted previously, the basis for many changes in assessment of student learning at UWL in recent years originated from the [recommendations of a working group](#) charged by the Provost's Office in spring 2015 to review UWL's program assessment process. In addition to the creation of UPAC, the annual [Assessment Commons](#) event, [first held in January 2016](#), is a forum for faculty and staff to share and collaborate on methods to measure and improve student learning across campus.

UPAC identified [Archaeology & Anthropology](#), [Global Cultures & Languages](#), and [Sociology & Criminal Justice](#) as programs that were "models for others"; their reports are provided here as evidence of using assessment data to improve student learning.

[In Spring 2016 the Provost's Office implemented a grant program to support program assessment activities.](#) These program assessment awards were intended to support evidence-informed improvement of teaching and learning in majors and concentrations ([example final reports from](#)

[grant awardees](#)).

UWL utilizes the [NILOA Transparency Framework](#) as a guide to consider how results of student learning outcomes assessment can be made more visible and have implemented the framework on the University Assessment website.

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4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. UWL posts strong retention, persistence, and completion rates for its students. Among UW System Comprehensive institutions, UWL demonstrates the [highest first-to-second year retention rate for first-time, full-time students](#) and the highest [four-year](#) and [six-year](#) graduation rate for first-time, full-time students.

UW System uses campus-identified peer institutions to compare retention and graduation rates on the UW System Accountability Dashboard. [UWL had revised its list of peer and aspirant institutions in Fall 2013 and provided the list of 15 peer institutions for comparative use on the interactive dashboard.](#) [UWL's overall retention and graduation rates are similar to those of its identified peer institutions.](#)

As part of the UWL strategic plan, [we have identified 90% as our retention goal for first year students, and 80% as our retention goal for transfer students.](#) Furthermore, as part of the [Navigate \(EAB Student Success Collaborative\) implementation](#), UWL has increased its graduation goals to a 45% four-year graduation rate and a 73% six-year graduation rate, and these goals will be developed into a dashboard.

In 2014-15, the Office of Graduate Studies and the Office of Institutional Research collaborated to begin tracking completion rates for UWL graduate programs. [The published rates on the Fact Book](#) are in relationship to the seven-year completion window identified in the Graduate Catalog. However, each graduate program at UWL has different standards of time within which a student is expected to complete their degree. Individual graduate programs often track these completions according to external accreditation standards. Several of the programs operate in a cohort model and students enter and complete their degrees within relatively limited time frames; for example, [the graduate program in Clinical Exercise Physiology is designed to be completed in 15 months.](#)

2./4. UWL is still, by most metrics, a traditionally-aged, primarily residential campus. The IPEDS definitions calculating retention and graduation rates based on first-time, full-time students are still appropriate for use at UWL. The UW System provides annual [retention and graduation reports](#) to the institution that compare these benchmarks at UWL to those at other UW System institutions. UWL also participates in the [Student Achievement Measure](#), which provides the institution additional information about persistence and completion even when students leave the institution.

While the University posts a strong overall retention rate for its first to second year students, the needs of specific subpopulations within the student population continue to be assessed in order to ensure each student has the opportunity to persist and graduate.

UWL participated from [2016-2018 in Re-Imagining the First Year of College through AASCU](#), a project aimed at ensuring success for all students, particularly those who have historically been underserved by higher education. A survey of retention programs and review of campus data led us to the decision to revamp UWL 100, previously an extended orientation course, into a course focused on belongingness in college and mindset. We also recognized through this review that, while we have many support programs available (see below), we did not have an experience that could reach all first-generation college students at UWL, who comprise about one-third of the incoming class each fall semester. The decision was taken to pre-enroll first-generation students in the redesigned UWL 100 course. Research found significant benefit to the first-generation students [who completed the course](#).

Because about half of UWL's students of color are also first-generation students, we hope that the focus on first-generation students in UWL 100 will help in closing the graduation gap for White students and students of Color, which [was 16 percent when averaged across the first-time, full-time cohorts entering the University in fall 2010, 2011, and 2012](#).

Several additional programs are designed to address achievement and graduation gaps for underrepresented students:

- [First Year Research Exposure \(FYRE\)](#), which prepares underrepresented students for success in the gateway courses required for entrance into STEM majors at UW-La Crosse. Twelve students participate as a cohort in these introductory courses and are mentored by faculty, senior STEM students, and a graduate assistant. [FYRE received the Wisconsin State Council on Affirmative Action's 2018 Program Achievement Award.](#)
- [Eagle Mentoring Program \(EMP\) for sophomores](#). In EMP, 10 to 12 high-achieving students are paired with peer and faculty mentors to develop greater familiarity with their programs of study, prepare to participate in advanced undergraduate research, acquire important professional skills, and prepare to explore graduate and professional study. 27 of 32 students from the EMP cohorts beginning in 2014-16 were retained to their junior year or graduated.
- [McNair Scholars](#), a federal TRiO program for juniors and seniors designed to increase the number of underrepresented students pursuing graduate degrees. Each year, the McNair Scholars program provides 28 participants with opportunities to engage in undergraduate research and graduate school preparation. McNair has maintained a 100 percent graduation rate for program participants since its inception in 2009, and typically 60 percent or more of the McNair students enroll in graduate school immediately after completing their undergraduate degree.
- The [Lawton Minority Undergraduate Grant Program \(s.36.34, Wis. Stats.\)](#) provides grants for eligible students within the UW System. The intent of the program is to increase the retention and degree attainment of underrepresented students within the UW System. Each UW

institution, including UWL, [designs its own implementation of the Lawton Grant program](#) within eligibility guidelines.

- Each academic year approximately 350 high school students from urban areas in Wisconsin and Minnesota participate in 10 multicultural visit days at UWL. UWL provides transportation and meals for these students who may not have the opportunity otherwise to visit campus.
- The [Multicultural Validation Program \(MVP\)](#) is a leadership and scholarship program that connects incoming multicultural first-year students with program advisors and peer mentors, and encourages active participation in their residence hall.

In addition to local data collection through the student information system (WINGS), UWL data is provided to UW System through the [Central Data Request \(CDR\)](#) (see CC 2.A.). CDR data fields are designed to align with IPEDS guidelines and UW System guidelines, where appropriate. Staff at each campus review and submit data to UW System. UW System uses CDR data to respond to IPEDS surveys on behalf of the campus. UWL staff compare locally-generated files to CDR data in order to ensure data submitted is correct and complete, and local staff are provided the opportunity to review IPEDS data prior to submission. As a result, UWL's data is reviewed multiple times by staff at various levels - within UWL functional offices, institutional research, and by UW System staff. At the local level, only individuals with specific functional need are able to enter and modify data in the student information system.

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

There is no argument.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

1. UWL ensures that it meets its fiscal and human resources needs and maintains appropriate physical and technological infrastructure to deliver quality education to its students.

Fiscal and Human Resources

As a public institution, UWL receives a portion of its funding from the State of Wisconsin's allocation to the UW System (UWS). The primary source of state funding is General Purpose Revenue (GPR), which reflects the legislative appropriation from state tax dollars. The GPR appropriation and tuition collected from all UWS campuses are reallocated to the UW institutions by an established formula.

The state appropriates GPR to the UWS Board of Regents (BOR); the BOR through the UWS leadership determines the distribution of the appropriated dollars. The distribution is determined by a historical fee allocation developed at the time of the merger of the Wisconsin State Universities and the University of Wisconsin in the early 1970s. [The composition of this appropriation has been reconsidered at different points but remains as it was in the 1970s; in general, UWL receives 4.16 percent of the appropriation. UWL ranks 10th out of 11 comprehensive institutions for allocations distributed from GPR to the UWS institutions on a per FTE basis.](#)

In keeping with trends for state-supported higher education across the country, direct state support to

UW System has declined in the last two decades. In 2002, state resources comprised 35 percent of UWL's overall budget. [In FY19, state sources comprised 14 percent of UWL's overall budget, a slight improvement from 12 percent in FY16 and FY17. UWL's funding from state sources declined by 25 percent from FY15 to FY16 due to a historic cut to UWS state appropriations.](#)

The state froze undergraduate resident tuition beginning in the 2013-14 school year, and the freeze continues through the 2020-21 school year, with discussions of continuing the freeze into the 2021-23 biennium. UWL has implemented other strategies, including increasing undergraduate nonresident tuition, increasing graduate student tuition, increasing first-year class enrollment, and focusing on retention of current students to meet institutional needs.

[\\$26.25 million in performance funding for UWS – referred to in Wisconsin as outcomes-based funding – was implemented in the 2017-19 biennial budget](#) and an additional \$45 million as a supplemental appropriation in the 2019-21 biennial budget. The result to UWL is \$2.1 million dollars in outcomes-based funding to UWL annually; however, with the ongoing undergraduate resident tuition freeze, these dollars are generally allocated to cover ongoing costs.

[The all funds budget for UWL in FY19 is \\$227 million](#), and 54 percent of UWL's budget is held by Academic Affairs, which funds the colleges, schools, and academic support areas including the Library, Admissions, Records and Registration, and Financial Aid. (See here for [FY18 expenditures compared to the FY18 budget.](#))

UWS Administration produces the Annual Financial Report ([2017](#), [2018](#)) that outlines the financial standing of all campuses (UWL specific [2017](#), [2018](#)).

UWL had 1,169 FTE staff in fall 2018; 520 were instructional FTE, and 75 percent of UWL full-time instructors are tenured/tenure-track.

Physical and Technological Infrastructure

The [UWL Master Plan](#), adopted in July 2005, guides the physical infrastructure development on campus. This plan establishes a framework to prepare for future needs of the physical campus setting in order to meet the institution's goals. This plan was based on a collaborative process that involved campus administration, faculty, staff, students and community members.

Recent completed or initiated building projects ([current campus map](#)) include:

- Prairie Springs Science Center, opened in fall 2018, added 36 instructional and 23 research labs for faculty and students in UWL's largest college, the College of Science and Health.
- The Student Union opened in January 2017 and is LEED Gold certified. The 205,000 square foot student center is nearly 60 percent larger than the building it replaced; Cartwright Center, opened in 1958.
- Centennial Hall, a 189,000 square foot academic building at the center of campus, opened in fall 2011.
- Eagle Hall, a 220,000 square foot 750-bed residence hall, also opened in fall 2011. Eagle Hall was initially designed as a 500-bed hall to replace residence halls demolished for Centennial Hall construction, but campus demand for housing continually exceeds supply, resulting in the decision to convert all rooms in Eagle Hall to triples.
- A parking ramp with 1,000 spaces and a police services building that provides replacement as well as new parking capacity for the campus; it also replaces office space that must be relocated

for additional building projects.

UWL completed and planned capital projects from 2008 to 2025 are listed [here](#).

UWS building projects are typically not funded through the same process as the university's operating budget; they are recommended through the Governor's biennial state building program. In the case of projects funded by student fees (such as the new Student Union), those are first voted on by students at the campus level.

Information Technology Services (ITS) within the Division of Administration and Finance provides campus-wide leadership and service for comprehensive information technology services. ITS is led by the Chief Information Officer/Assistant Vice Chancellor, who reports directly to the Vice Chancellor for Administration and Finance. [The ITS work plan for 2018-19 outlines many of the goals for the unit.](#)

In addition to the services detailed in CC 3.D.4., ITS provides virtual desktop access and virtual private network access that improves security of university data and access to campus resources for faculty, staff, and students. UWL transitioned to Canvas as its learning management system in summer 2019.

ITS manages 76 software applications deployed across campus to meet University needs. These include the campus Oracle student information system; TaskStream for assessment; Qualtrics survey software; Office 365; and Google Apps for education.

The primary point of contact with ITS for faculty, staff, and students is through the Eagle Help Desk, which answers basic questions including password resets, responses to "how to" questions, and hardware diagnostics, or they will route callers with more complex requests to the appropriate ITS division through the Help Desk ticketing system. Approximately 94 percent of problem tickets are responded to within one hour of initial contact.

The UWS's Common Systems Review Group (CSRG) oversees information technology systems and/or software used by all or most of the fifteen institutions in the UWS. Each UW institution has a representative on CSRG: Chief Academic Officer, Chief Business Officer or Chief Information Officer. The CSRG has a portfolio of seven major common systems. Common Systems includes the Oracle Human Resources software; the shared financial system; and the learning management system (Canvas), among other products/activities. CSRG evaluates how ongoing applications fit together to offer the best value for the investment and how large cross-institutional IT projects might enable the UWS to achieve its goals.

UWL's Web presence and social media strategy is coordinated and supported by the University Communications (UComm) team within the Division of Advancement. UWL has implemented enterprise Web content management software to coordinate the University's web presence. Generation of university web content is still decentralized. These efforts are supported by representatives of the campus community through the Web Advisory Committee. The UComm team also offers internal customer service to campus Web editors, now numbering approximately 250, by way of a client-liaison model. "Customer service" in this context refers generally to training, consultation, and troubleshooting. The UWL website receives approximately 19.8 million annual pageviews.

2. The UWL Budget Office follows [guidelines from the UWS](#) in assigning program costs to ensure

that resources are allocated in compliance with UWS policies, IPEDS definitions, and NACUBO guidelines.

According to IPEDS data, [50 percent of UWL's core expenses were for instruction, one percentage point below the peer performance median, and 8 percent were for institutional support, well below the peer performance median of 15 percent.](#) The "institutional support" category is used by UWS on the Accountability Dashboard to measure how much institutions are spending on administrative expenses.

As previously noted, institutions within the UWS are allocated funding based on an established percentage. UWS has the discretion to alter this allocation; for example, when the proposed cut to the UWS was reduced for the 2015-17 biennial budget, the percentage restored to UWL was just over 3 percent of the restoration, when UWL is typically allocated 4.23 percent of any addition or reduction in state support.

3. As noted in CC 1.A., [UWL is guided by the mission statement of the UWS, the Core Mission Statement of the University Cluster, and the Select Mission Statement of the institution.](#) Goals within these statements focus on education of undergraduate students with selected graduate programs that match with the strengths of the institution. The Academic Initiatives (AI) differential tuition and Growth, Quality, and Access (GQ&A) differential tuition provide resources to support the goals enumerated in the mission statement. As noted in CC 3.D., AI directly [supports resources](#) in advising, student life, diversity, internationalization, and undergraduate and graduate research opportunities. GQ&A differential tuition [directly supports](#) over 170 faculty and staff FTE. [Only undergraduate students pay GQ&A tuition and all students pay AI tuition.](#) New graduate programs are expected to be self-supporting – that is, the revenue they bring in supports the costs of operating the program. New graduate programs must include a five-year projection of enrollments, revenues, and costs when going through the program authorization process.

4. The response to CC 3.C. details the recruitment, retention, and promotion processes for faculty and staff and also discusses some of the training and professional development opportunities available to UWL employees.

Training for new employees on their specific job responsibilities is conducted within the unit and typically directed by the supervisor. Training is available for new supervisors, including on how to conduct performance appraisals. Many university-wide training opportunities are now conducted electronically; for example, FERPA training and Title IX training. New faculty and IAS participate in orientation prior to the start of the fall semester. ITS also consults with faculty and staff to assist with questions about campus technology resources.

5. UWL budgeting procedures are completed in accordance with UWS policies and requirements. The UWS budget is commonly referred to as the "Redbook." UWL is required to submit its official Redbook budget to UWS annually and UWS reviews the submission to ensure that it is aligned with the budget allocated to the institution by fund type and category. UWS then officially publishes the approved Redbook budget each year for public record. The Redbook is published on the University of Wisconsin System Budget & Planning website.

Each unit on campus is assigned a budget planner to [review and plan](#) the upcoming year's budget and help the unit director allocate and manage resources to budget categories.

UWL uses incremental budgeting and works to ensure that individual units fully utilize resources and

are not consistently in deficit or left with excess revenue at the completion of the fiscal year. The Budget Office reviews departmental cash balances to ensure that departments are utilizing their resources. Program revenue balances are reported annually to the BOR (2017, 2018). All accounts over a specific threshold need to have a spending plan to bring their fund balances down to the appropriate reserve percentage. [At UWL the allowable reserve percentage is 10% of the expenditures.](#)

UWL updated its [deficit account policy in 2015](#) to provide further clarification to units on their responsibility to manage their accounts and financials, and on the process for internal loans at fiscal year end. This also clarifies that there will be monthly reporting with each unit and justifications/narratives for any deficits will be kept on file for future reference.

Department/program budget documentation is included in Academic Program Review documentation (see CC 4.A).

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5.B - Core Component 5.B

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

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

Argument

1. As noted in CC 2.C., the governing board for UWL is the University of Wisconsin System (UWS) Board of Regents (BOR).

The BOR has standing committees with specific charges as outlined in the BOR bylaws. [The list of standing committees](#) includes the membership of each committee, and the [Board Bylaws establish the duties and responsibilities for each committee](#).

The standing committees review and deliberate specific agendas at each BOR meeting and bring matters before the full BOR for consideration and adoption when necessary or as matters of consent from the full BOR.

Each UWS institution hosts a BOR meeting every three to four years. The host campus provides a longer update to the BOR on current successes and opportunities, and UWL last hosted the BOR in December 2018. BOR meetings are webstreamed live and the proceedings (outside closed session) are archived on the website. BOR meeting materials and minutes are also posted on the website. Individual institutions are invited to present on initiatives or issues of interest to the BOR.

UWL provides accountability reporting to the BOR and Legislature as described in CC 2.B.

2. The [University](#) is led by Chancellor Joe Gow, and the Chancellor's Cabinet is comprised of the Vice Chancellors for Academic Affairs (Provost), Administration and Finance, Student Affairs, Diversity & Inclusion, and Advancement; and the Director of Affirmative Action. Chancellor Gow began his role at UWL in February 2007 and is currently the longest-serving chancellor in the UWS.

UWL faculty, staff, and students participate in institutional governance through the Academic Staff Council, University Staff Council, Faculty Senate, and Student Association.

Members of the UWL community are apprised in various ways of their ability to participate in shared governance processes. The "Organization and Operations" section of the [departmental bylaws](#) template refers members to the UWL shared governance bylaws and policies related to faculty and staff. Bylaws may also give examples of service activities in which department members participate,

and participating in shared governance is one type of service activity. Individuals represented by the University Staff Council, Academic Staff Council, and Student Association receive email invitations to participate in elections, to nominate themselves or colleagues for committees (including University Joint Committees), to participate in search-and-screen committees and open forums for administrative candidates, as well as notifications of committee activities through printed newsletters, video updates, and regularly scheduled meetings.

Academic Staff Council: The 11-member [Academic Staff Council](#) represents general academic support professional staff, and does not include faculty, university (formerly classified) staff, limited term employees, employees-in-training, or student assistants.

University Staff Council: The 13 member [University Staff Council](#) represents members of the university staff. University Staff Council is the newest shared governance organization, started in 2009 as the Classified Staff Advisory Council.

Faculty Senate: The Faculty Senate is comprised of 24 members with specific representation from the colleges and schools outlined in the [Articles of Faculty Organization](#). The Faculty Senate represents the tenured and tenure track faculty, instructional academic staff, and academic librarians.

Student Association: The 35 member [Student Senate](#) is the representative body for the [Student Association](#), which includes all students enrolled at UWL and represents the student perspective in the shared governance structure.

[Joint Committees](#) provide an additional venue for shared governance and collaborative effort. UWL Joint Committees were first organized in spring 1996. UWL currently has five joint committees: Environmental Sustainability, Legislative & Regents' Committee, Multicultural Affairs, Planning & Budget, and Free Speech Promotion. Joint committees typically have representatives from each of the four governance groups, as well as administrators and staff as ex-officio members where appropriate.

The Chancellor addresses the UWL community prior to the beginning of the fall and spring semesters. There are opportunities for question and answer sessions at these events. He also holds two open forums each semester. Faculty, staff, and students can make appointments to meet with members of the Academic Affairs leadership, and the Academic Affairs office also holds office hours at least twice each semester. The colleges/schools host meetings or professional development events ahead of the start of the fall and spring semesters.

2015 Wisconsin Act 55, signed into law in July 2015, made changes to shared governance on UW System campuses. The new language transitions the faculty, academic staff, and students to having primary responsibility for [advising the chancellor](#) regarding matters related to academic and personnel matters. [New language also states](#) that faculty in STEM fields should be "adequately represented" in the shared governance structure. (University staff were not enumerated in prior or current statute.) [This is a contrast to previous language that delegated responsibility for many of these functions to the faculty/staff in those roles.](#)

3. Through the university's shared governance structure, administration, faculty, staff and students participate in setting academic requirements, policies, and processes. There are six Faculty Senate committees charged with oversight of curriculum and academic policy: Academic Planning Committee (APC), Committee on Academic Policies and Standards (CAPS), General Education Committee (GEC), Graduate Council (GC), Graduate Curriculum Committee (GCC), and Undergraduate Curriculum Committee (UCC). Each of these committees elects a chair and recorder.

Each committee has representation from the faculty, staff, students, and administration as outlined in the bylaws of the committee, and each committee meets on a regular basis during the academic year while class is in session. UWL uses [curriculum inventory management \(CIM\) software](#) to manage changes in curriculum and academic policy and to help ensure accuracy of academic program, course, and policy information in the university catalogs.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

1. Despite significant and continued declines in contributions to the UW System (UWS) in the state budget, UWL invests its resources in teaching, learning, and student success. [54 percent](#) of UWL's budget is dedicated to the Division of Academic Affairs.

Through the mid-2000s, UWL's planning process was conducted through its Growth, Quality, and Access (GQ&A) undergraduate tuition plan. The plan was first introduced through the legislative process for the 2007-2009 biennium, and [it was eventually successful when approved by the UWS Board of Regents \(BOR\) in December 2007.](#)

The GQ&A plan had three primary goals:

1. Allow more Wisconsin residents access to UWL in order to attain a college degree by growing the undergraduate enrollment of the University by at least 500 additional students over the next three to five years [2008-2013].
2. Hiring at least 75 additional faculty and 20 additional staff over the next five years [2008-2013].
3. Ensuring that cost is not a barrier for students, particularly those from Wisconsin's lower and middle income families by increasing need-based financial aid to students from lower and middle income families.

The GQ&A plan generates financial resources to allow the institution to focus on the core of its mission: educating undergraduate students. Although, the bulk of tuition dollars collected at UWS institutions are returned to UWS for collection and redistribution through the "tuition pool," tuition differentials - like GQ&A tuition dollars and AI tuition dollars - are retained at the institution and directly support faculty and staff salaries, supplies, and expenses.

The student-to-faculty ratio remained at 19:1 in fall 2019 despite the significant cut imposed on UW System in the 2015-17 biennial budget and the accompanying eight years of frozen undergraduate resident tuition.

UWL undertook a strategic planning process beginning in January 2016; [the process is detailed in the monitoring report submitted to the Commission on this topic in December 2018](#) (please use the bookmarks within the document to navigate). The monitoring report outlines the various ways internal and external constituencies were consulted in the process, the pillars of the plan, and the [accomplishments associated with the plan](#), named *Sustaining Excellence*. Ongoing work for 2019-20 includes

- onboarding a new [Community Engagement Coordinator](#) (discussed in CC 1.D.);
- sharing completed proposals for General Education reform (detailed in [CC 3.B.](#) and [CC 4.B.](#));
- [adopting findings from the ACE Internationalization Lab](#);
- and, developing a long-term plan for leadership of the strategic planning function at UWL.

Updates to campus [regarding the plan's progress were sent at regular intervals](#) during the implementation phase and are now sent as needed ([January 2019](#)).

[The strategic planning website includes the identified metrics used to track the plan and the goals and actions associated with the metrics.](#) This dashboard will be updated in spring semester of each year and a report provided back to Joint Planning & Budget (JPB) with updates.

2. Assessment of student learning and evaluation of operations at the program level are specifically linked in the Academic Program Review process and explained in CC 4.A. and CC 4.B. The [GQ&A instructional position request guidelines](#) also indicate that Deans are to provide context to the request to either fill a current vacancy or request a new position by considering the department's functioning in terms of programmatic assessment, Academic Program Review, and "general compliance with college and university expectations." [GQ&A budget and expenditure guidelines outline the policies that apply to GQ&A positions.](#)

3. The governing body at UWL with primary responsibility for review and consultation on budget and planning decisions is the JP&B Committee. JP&B [bylaws](#) outline the composition of the committee and the duties of the committee. JP&B members include representatives from each of the four governance groups outlined in CC 5.B. JP&B is the governance group that oversees the strategic plan.

[Students are consulted on decisions made at UWL; in particular those with effects on tuition and fee levels.](#) For example, when GQ&A was under consideration, students participated in a referendum to determine if the program would be adopted, as the students were going to pay the additional tuition for the program. 81 percent of the students voted affirmatively for the program. 81 percent of students also voted affirmatively to increase the academic initiatives differential tuition.

The Student Association has two committees providing oversight of fees collected from student tuition and fees: the [Academic Initiatives Differential Allocation Committee \(AIDAC\)](#) recommends budget allocations for programs funded through Academic Initiatives differential tuition, and the [Segregated University Fee Allocation Committee \(SUFAC\)](#) recommends how segregated university fees should be distributed among eligible activities and programs.

In addition to the on-campus committees that participate in shared governance at UWL, UWL has committees that include external audiences. The Chancellor's Community Council is comprised of 160 area business leaders, legislators, UWL alumni and supporters, and meets three times annually. UWL administrators and staff provide updates about UWL activities and seek feedback from community members on their ideas for UWL. The Chancellor invites legislators, BOR members, and

identified community members to attend the All-University Address in both fall and spring semesters. The CBA has a formal Board of Visitors, and other programs with external accreditation include practitioners to provide formal and informal feedback where necessary and appropriate.

4. UWL is increasingly reliant on tuition revenue, both from the adoption of GQ&A and the decline in state budget appropriations. UWL has invested GQ&A resources [in faculty and staff positions](#) to address areas of demand in academics and areas where student needs have increased as the student population has grown larger. UWL has generated adequate reserves to support these personnel commitments if enrollment declines or other unforeseen circumstances arise.

[Over the past decade, compensation for State of Wisconsin employees has not increased, and in some years, it effectively decreased.](#) Thus, compensation of faculty and staff was identified as a key metric in the Sustaining Excellence Strategic Plan, and [UWL invested \\$7.2 million in faculty and staff compensation from FY12-FY18](#). Sources for compensation adjustments can be from additional tuition revenue because of enrollment growth, or when UW System returns base dollars to the campuses that are not allocated for specific purposes. Faculty Senate, its Promotion, Tenure, and Salary (PTS) committee, and administration work together to develop the methodology for compensation adjustments for faculty; CUPA (College and University Professional Association) data with shared governance review determine compensation approaches for NIAS; and adjustments for university staff were determined by personnel policies for the State of Wisconsin. The policy for future adjustments for university staff has yet to be determined; UWL continues to review title series within the university staff job family for market comparisons and same titles within UW System to determine if adjustments are needed in a particular title series.

[In FY19, 35.4 percent of UWL employees received a merit, market, or equity base adjustment to their salary, the second-highest among all UWS comprehensive institutions.](#) When considering faculty only, [this percentage increased to 69 percent](#), the highest among all UWS comprehensive institutions.

As the cost burden for higher education has shifted from state appropriations to the individual student, UWL has worked to develop additional resources to support students. [From 2012 to 2019, UWL engaged in a \\$15 million *Share the La Crosse Experience* campaign for scholarships.](#) The goal was to increase the endowment from \$15 million to \$25 million and increase scholarship awards by \$500,000 annually to a total of one million dollars. Scholarship campaign priorities are unrestricted need-based and merit-based scholarships open to students in all years of their education, and some donors have given for field-specific scholarships. Through March 2019, the campaign raised \$16.3 million for scholarships; annual scholarship awards total \$1.2 million; and the endowment sits at \$26 million, all exceeding the initial campaign goals.

Along with the shift of cost to the individual student and their family, elected officials from both parties have expressed concerns about the cost of college to that student. [Along with the freeze in resident undergraduate tuition, UWL has worked to contain costs in the segregated fees paid by students for services including housing, dining, and textbook rental.](#) The Budget Office has worked with auxiliary units to maintain a 1.5% or less increase in segregated fees each year over the last five years, with the exception of student-approved increases to fund the new Student Union (\$230 increase annually) and REC expansion (\$7 increase annually).

In addition, members of the Wisconsin Legislature expressed concerns about the size of the reserve balances held by UWS administration and UWS institutions resulted in passage of a state law requiring UWS to develop a methodology for calculation of program revenue balances. The [BOR Fund Balance Policy uses 12 percent as a general threshold](#) above which campuses need to report to

the BOR and receive BOR approval for the expenditure plan (FY18, FY19 report). [UWL has created its own reserve policy](#) to guide the institution's compliance with the BOR policy.

5. As noted in CC 3.D., UWL supports investment in technological infrastructure and integration of new technologies in teaching and learning.

[UWL offers online degree programs](#), several of which are in partnership with other institutions in the UWS. These collaborative degree programs allow individual UWS campuses to contribute courses in which they have expertise, while benefiting from expertise available at other UWS campuses.

UWL remains a traditional, primarily undergraduate campus. In addition to those listed in CC 5.A., UWL students approved a referendum to add space to the current Recreational Eagle Center (REC). In fall 2014, students also approved a referendum to build a new multipurpose fieldhouse. The project was approved by the BOR but the State Building Commission deferred the request to a future biennium. The fieldhouse project provides additional classrooms, recreation space, and an updated space for the UWL gymnastics program that was relocated from Wittich Hall for the CBA renovation. Additional building projects are discussed in CC 5.A. and CC 5.D.

IRAP began an educational campaign on campus in 2018-19 related to the predicted decline in the number of traditional college-aged students predicted to begin across the United States in 2025, with significant impacts to the Upper Midwest. [This presentation was viewed at JPB, Provost's Council, and various college/departments meetings across UWL.](#)

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

1. Year-end unit reports are collected and published on the university's website ([Academic Affairs](#), [Diversity & Inclusion](#), [Student Affairs](#)). Year-end reports are used to evaluate operations within the respective divisions and consider resource adjustments or unit alignments as necessary.

The committees of the Faculty Senate file reports at the end of the school year. The content of these reports are used to develop charges for the following year's Faculty Senate committees in order to continue momentum on making changes to improve the University.

[UWL reports annually to UW System \(UWS\) and the Wisconsin Legislature](#) through its Accountability Report. As noted in CC 5.C., [UWL has adopted metrics to track for its strategic plan](#), which will be updated and reviewed each spring with JPB.

2. As outlined in the response to CC 5.C., since the last comprehensive review in April 2016, UWL has adopted and implemented a strategic plan focused on four pillars identified by the campus as key to UWL maintaining excellence: [transformational education, community engagement; equity and diversity; and investing in its faculty and staff](#).

The challenges facing UWL are not dissimilar from those facing universities across the United States, including shifting demographics (an initial campus conversation is discussed in CC 5.C.) and declines in international student enrollments, [which have declined by 70 percent since fall 2010](#). These issues notwithstanding, UWL is in a better position than many institutions, with significant investments in personnel and facilities over the past decade designed to increase capacity and deliver a high-quality education to its students. A next step to address these upcoming challenges is the implementation of a [Long-Term Enrollment Task Force](#) that will gather data and present scenarios related to these upcoming challenges to inform the next round of strategic planning at UWL.

The state political environment and its relationship to higher education continues to challenge UWS and the universities within the system. Some campuses within the system have experienced enrollment shocks in the past five years, and [UWS undertook a plan to restructure the UW Colleges from a singular entity to branch campuses of individual four-year campuses](#). UWL did not receive a branch campus, but the restructuring has and will continue to affect enrollment pipelines for transfer students as the individual four-year campuses seek to retain their branch campus students.

Furthermore, in March 2019, for the first time in at least 48 years, the State Building Commission did not forward a recommendation for building projects to the Wisconsin Joint Finance Committee (JFC), resulting in individual UW System campuses to lobbying for inclusion of their project in the final JFC recommendation to the Legislature. In the past, UW System could be fairly certain of

building projects being approved through the State Building Commission, and the process was crafted in a year-over-year plan, with individual campus desires more balanced to the overall needs of the System. UWL was at the top of the list in the original proposal to receive permission to bond for the second phase of Prairie Springs Science Center, and in the end, UWL's building was not included in the JFC budget. We have been assured of our project's inclusion in the 2021-23 biennial budget, but the change illustrates challenges with planning under shifting circumstances.

[Compensation for faculty and staff is an identified priority of the UWL strategic plan](#), and as the undergraduate resident tuition freeze continues and UWS budget requests to "fund the freeze" for compensation are turned down by the Legislature, it places more pressure on the campuses to meet their individual commitments when pay plans are adopted.

Securing private gifts to fund university priorities is a necessity in the current environment. Since the last writing, the university has received two gifts of \$2 million or more: one for [Prairie Springs Science Center](#) and one from the [Menard Family Midwest Initiative for Economic Engagement and Research](#). UWL, in partnership with its institutionally-related foundation, will be completing a scholarship-only campaign on December 31, 2019 (see CC 5.C.). That campaign should finish about \$3 million over its original goal of \$15 million. In addition, both entities have already initiated the planning process for the next capital campaign, which will likely be comprehensive in nature. The plan includes a feasibility study in early 2020 with the quiet phase of the campaign already underway.

UWL has a strong demand for housing. [While living in campus housing for the first two years on campus \(with special exceptions\) is a BOR policy](#), UWL has exempted sophomores from the requirement because of the significant demand for housing. UWL has undertaken a multi-year renovation project of the residence halls (exceptions Eagle Hall and Reuter Hall) to update electrical wiring, install fire sprinkler systems, and remodel outdated community bathrooms. UWL has been seeking authorization to construct a new residence hall since the 2015-17 biennium, and while it has been supported by the BOR, the State of Wisconsin is not supporting residence hall construction.

[On October 25, 2019, UW System President Ray Cross announced his intention to retire from his role where he has served since February 2014](#). This change, along with new Regents being appointed by Democratic Governor Tony Evers as the terms of Regents appointed by Republican Governor Scott Walker expire, will also shape the direction of UW System and its campuses going into the 2020s. [While UWL has individual campus representation on the search committee through its Provost, concerns have been expressed about the composition of the committee](#), as it does not include faculty, staff, or students.

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5.S - Criterion 5 - Summary

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

Summary

There is no argument.

Sources

There are no sources.