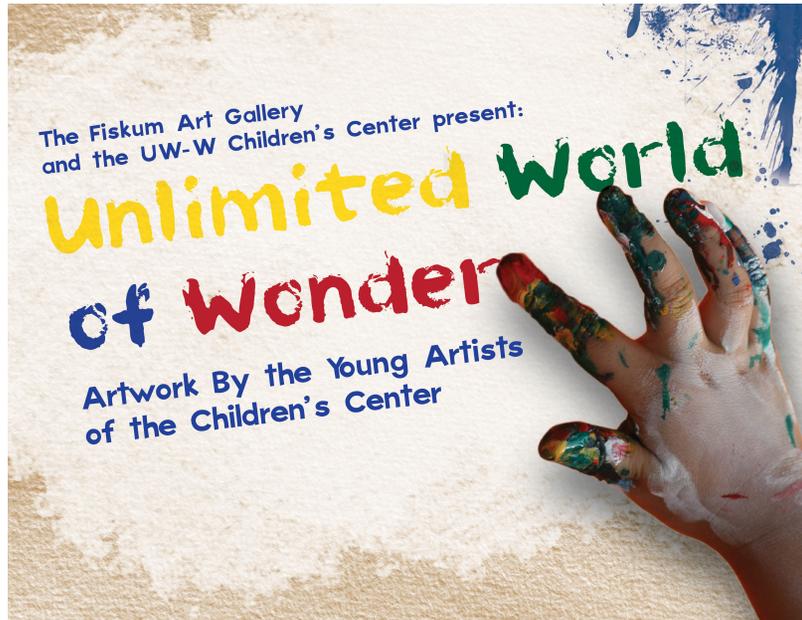


# The University of Wisconsin - Whitewater

Division of Student Affairs Annual Report (2010 - 2011)



## The “Meaning Making” Mission of the University

### Learning Across the University

As a Division, Student Affairs identified two primary goals for the 2010 - 2011 academic year: (1) “meaning making” — discovering how students make meaning of their learning across the University; and (2) “cultivating depth” — understanding more fully the work of colleagues both within Student Affairs and outside of it.

As a first step in understanding the meaning making of UW-Whitewater students, we conducted a Division-wide assessment project entitled, *Learning Across the University: Capturing the Student Voice*.

Twenty-one staff and ninety-six students engaged in year-long conversations to capture students’ reflections on their learning and ways students connect learning to their lives. While results of this study will be shared with campus colleagues in the coming months, I would like to share participants’ comments and observations about the *process* — the sustained conversations among students and staff about learning, life, and purpose.

#### *The Desire for Public and Private Reflection.*

Students uniformly expressed that their participation in the project provided an uncommon campus experience: getting to know others through guided conversation and reflection on one’s learning, one’s personhood, and the task of finding meaning and purpose in life.

The following student quote reflects a sentiment shared by most participants: “There are few people and places on campus where I talk about my experience as a whole.” Moreover, students identified the development of a safe environment and relationship with others as key ingredients that promoted deep reflection of self.

#### *Multiple Dimensions of Self and Learning.*

The Student Voice project also suggests that the domains of meaning making — spiritual, cognitive, social, sensory, emotional — increase in power as multiple domains are infused into the learning experience.

We also learned that both the Residential Life program, *Boxes and Walls*, and students’ general “exposure to diverse peers” appeared to be the two experiences that led to a high degree of meaning making related to diversity. Both of these activities were described as having multiple meaning making domains and thus made the experience more significant for students.

### Creating Conversations for Holistic Student Development

From literature on holistic student development to the findings from our study on *Capturing the Student Voice*, one thing becomes clear: students’ inner life is not to be separated from their outer life.

In the meaning making process, students resonate to the passions of faculty and staff, and thus become co-learners with them. Consequently, it’s all-the-more important that we (faculty and staff) allow ourselves to be whole persons in our roles — expressing our own cognitive, intra-personal, and interpersonal dimensions in our relationships with students.

If the mission of the university focuses on the primacy of student learning and development, then the activity of “meaning making” must be a priority. We will continue to emphasize our co-learning journey with students, faculty and staff in 2011-2012.

Thomas R. Rios  
Vice Chancellor for Student Affairs

## Interrupting Our Way of Being

We travel through life in familiar ways: routine patterns of interactions, schedules, and obligations. But every once in awhile, we meet someone or experience something that stops us; someone or something that interrupts our way of being. These interruptions force us to view ourselves and our world through new lenses.

In our University, people are doing great work. Many of these individuals never call attention to themselves. To find and learn deeply about them and their work requires time, effort, and most importantly, a desire to do so.

Thus, we stepped outside the grooves of our traditional interaction patterns, and sought out individuals who were influencing the lives of students. From a professor who prompts diversity learning by having students examine “self and one’s own culture” before moving externally to learn about the “other,” to a staff member who connects domestic and international students for authentic relationships, our University has many people who are touching lives.

In our search for these people, we asked students for the names of individuals who had an impact on their lives and why. After hearing students’ stories, we discovered one recurring theme: individuals who touched students’ lives reduced the distance between themselves and others. More simply, they didn’t allow their position, title, or status to get in the way of relationship.

By contacting these individuals for a coffee and chat, many were surprised at our desire to learn more about them and their work. No agenda. No desire to pilfer their work. Just the desire to know and learn. And, a desire to amplify their work so that others may be touched as well.

However, amplification didn’t necessarily mean “scaling up” their work; it meant shedding a little more light to their efforts, and connecting them and their work to others. The Book of Proverbs tell us that “As iron sharpens iron, so one person sharpens another.”

Everyone exhorts us to collaborate – Student Affairs with Academic Affairs, faculty from one discipline with faculty from another, university with local community, and so forth. But most successful collaborations aren’t the product of exhortations; they’re the product of relationship.

And, here’s a simple truth that we re-discovered: trust requires a relationship. And it’s in relationship building and amplifying the work of others that we learn from and develop the deepest connections with others.

This approach gets at the heart of the human condition – a desire for authentic, trust-based relationships. It interrupts a focus on Total-Quality-Management-

type outcomes, and focuses on the human hunger for meaning, purpose in life, and the desire to make a difference. Moreover, this approach allows us to champion others — to represent others’ interests — to increase our worldview and to bridge multiple agendas.

We wonder if a focus on building these kinds of relationships have lessened in importance on campuses today. In an increasingly complex, technologically connected, higher education culture, we see evidence of a desire for the simplicity of human connection. Moreover, we have observed that seeking the good in others and giving without expectation run counter to traditional organizational life.

In her thoughtful article, *On the Impossibility of Internationalizing Our Students by Adding International or Global Materials to a Large Number of Courses: A Thought Experiment*, Marion L. Lundy Dobbert describes how achieving many of our learning goals for students can only be accomplished by changing our interaction patterns with others — in other words, interrupting our way of being. Although Dobbert’s article focuses on helping students to become “internationalized,” her words speak to examining our interaction patterns to amplify the work of each other and to bridge multiple agendas on campus:

Culture is not a thing; it is a process. Only people who form an interactive social group can have a culture. Culture may be seen only in patterns of continuous social interchange. Thus internationalization can only occur by changing interaction patterns within the university.

Creating a genuine globalized and internationalized university requires that a large number of individuals, including the teaching faculty, the administration, the teaching assistants, and the students change drastically and build new patterns of interaction. That is to say that we must build a new university culture with patterns very different than those we have now.

We should all strive to acquire/improve upon social and behavioral patterns that initiate new processes in our lives and those of our students. In this way, we may be indeed interrupt our way of being toward a common goal — the learning, growth and development of both our students and ourselves.

Thomas R. Rios  
Vice Chancellor for Student Affairs

Brent L. Bilodeau  
Assistant Vice Chancellor for Student Affairs

## Cultivating Depth — Understanding Liberal Learning

### **Liberal Education and America's Promise (LEAP)**

UW-Whitewater adopted the American Association of Colleges & Universities goals for liberal education — commonly referred to as LEAP. To better understand LEAP's relationship to the work of Student Affairs, staff assessed ways that departments already contribute to LEAP, and began to build staff capacity for conducting assessment while aligning efforts within departments. While not exhaustive, the following examples relate to LEAP initiatives:

#### **Children's Center**

Staff continued their journey towards a child initiated curriculum inspired by the schools of Reggio Emilia Italy and implemented through the Project Approach. Teachers followed the children's interest by investigating topics that were meaningful to the children's everyday world. Teachers also continued to develop Documentation Panels that "Made the Learning Visible."

#### **The University Center (UC)**

The UC's objective is to help student employees understand the current and future value of their liberal education. This will be accomplished by incorporating the Essential Learning Outcomes (ELO's), Principles of Excellence (PoE) and High Impact Practices (HIPs) of LEAP into UC processes and daily operations. Staff will work to help students link classroom learning to the jobs they perform in the UC and to the skills employers seek from college graduates. To meet this objective, the UC will educate all staff members on the LEAP components and the personal roles they have in contributing to the liberal education of UW-Whitewater students.

#### **Recreation Sports and Facilities**

Staff will develop standardized job descriptions and learning outcomes for Field Study positions and Internships. In particular, they will create 4 – 6 Internships/Field Study experiences in Wheelchair Recreation & Athletics, Intramurals, Club Sports, Special Events/Administration, Aquatics, or Fitness.

#### **Office of Residence Life**

The Residential Education staff completed a year-long process to develop measurable and attainable learning outcomes for all facets of Residential Education. This process included staff, faculty and students. To accomplish this, staff have been trained on the core components of LEAP and have been introduced to several student development theories — such as self-authorship. Staff and students identified the following desired learning outcomes: engagement, pursuit of civic knowledge, increased global and intercultural knowledge, ethical reasoning, skills for lifelong learning, professional/personal integrity and regional engagement.

#### **The University Bookstore**

Students who are successful in Bookstore employment often remain employed for multiple years and many are promoted to positions of greater responsibility. Full-time staff will continue to support preparation of student employees for success in work and life by helping them to develop necessary life skills — including professional work ethic, effective communication with customers, teamwork, individual problem-solving, time and task management, and opportunities to engage in critical and creative thinking.

#### **Center for Students with Disabilities (CSD)**

Staff engaged in a year-long reading/learning group focused on the concept of "self-authorship." As a result, CSD has identified 3 LEAP learning outcomes to incorporate and measure throughout services and programming: Personal Responsibility, Effective Communication, and Problem Solving.

#### **Dean of Students Office**

Staff focus will be on insuring that students who have violated university policies understand the impact of their choices and behavior on the campus community. Staff will discuss impact on community during initial meeting with each student, measure impact through focused questions on assessment forms, and develop/implement proactive educational campaign related to citizenship and knowledge of behavioral expectations for UW-W students.

#### **Career and Leadership Development (CLD)**

Staff identified six departmental learning outcomes, and during the upcoming year assessment will focus on one desired outcome: Practical Competencies. This entails students' learning as a result of their participation in CLD high-impact programs. Focusing assessment efforts will allow staff to develop capacity to assess student learning through direct and indirect methods.

#### **University Health and Counseling Services (UHCS)**

The UHCS LEAP Committee continued to meet throughout the year. This group created an inservice for all UHCS employees that resulted in increasing staff members understanding of the principles of LEAP and increasing awareness of how UHCS services fit within the LEAP framework. UHCS is currently working on identifying specific outcomes for the 2011 - 2012 year.

#### **UW-W Dining Services in Partnership with Chartwells**

Staff identified a disparity between expectations of employers and graduates entering the job market. Thus, staff will create opportunities for students to better prepare themselves for careers while working within UW-W Dining Services. This will manifest itself in the recruiting, hiring, orientation, continuous training, leadership involvement, and mentoring of students.

# ENGAGEMENT

**9,984** Students involved in formal Co-curricular Programs

**4,504** Students involved in Community Service

**5,798** Student memberships in Recreation Sports

**2,493** Student employees on Campus

**977** Students in formal Leadership Programs

**1** Student is all that's needed to make a Difference at UW-Whitewater

UHCS continues its involvement in the Working for Whitewater's Wellness (W<sup>3</sup>) coalition — which seeks to promote physical, mental, spiritual and social wellness within the context of connecting with one's community by individual and community attention to eating wisely, activity, purpose and social connection. Formed by four founding members (UW-W, City of Whitewater, Whitewater Unified School District, and Fort Health Care), the W<sup>3</sup> has had numerous successes over the past year including:

- Receiving a Coalition Planning Grant of \$9,000
- Developing a Website and Facebook page
- Organizing the 5K Taste Trot and the Fit Kid Shuffle as a part of the Taste of Whitewater celebration
- Implementing the first annual Family Challenge Week
- Piloting the inaugural Whitewater Walks program
- Receiving an AmeriCorps VISTA Grant

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The Bookstore partnered with Athletics in selling UW-W merchandise at Perkins Stadium during home football games — with shared proceeds going to football program. Sales at Perkins Stadium increased 49% in Fall 2010 as compared to Fall 2009. The Bookstore also provided several options of apparel and gifts for the Football, Wheelchair Basketball and Rugby national championships.

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Recreation Sports hosted the first ever WIRSA State Intramural Basketball Tournament that featured 18 teams, 14 officials, and 25 committee members from 9 different institutions in Wisconsin, Illinois, and Iowa. They also hosted the Midwest Junior Regional Wheelchair Basketball Tournament — the largest Junior Tournament in the country.

# DIVERSITY

*[At] The Southern Poverty Law Center, I learned so much, but I also went from a tourist to a person who was constantly reflecting on my experiences. They showed a video of people who sacrificed their lives to help ALL people. It made me think — when was the last time I helped a person?*

Participant in The Legacy of Civil Rights Spring Break Trip

The Legacy of Civil Rights Spring Break Trip was a Student and Academic Affairs initiative that allowed students, staff and faculty to learn about the Civil Rights Movement through exploring museums, birth places, landmarks, and march routes related to the movement. They heard the voices of Dr. Reverend Graetz, Joanne Bland and Reverend Frederick Reese who were equally a part of the movement and spoke on behalf of numerous others not mentioned in today's history. Participants felt the pain of lives lost and made connections to their role and responsibility in supporting civil rights for all. They also learned from peers' lived experiences of injustice, racism, bigotry and pain through debriefing and reflecting on each day's events. One student stated, "This trip was extraordinary! An emotional and educational experience that I couldn't have imagined."

Boxes and Walls, a program sponsored by Residence Life, attracted over 700 people. The program, delivered by 168 student volunteers and 26 professional staff, depicts real-life scenarios often encountered by people from African-American, Latino/Latina, disabled, GLBT, gender, and socio-economic status backgrounds. Boxes and Walls encourages students to tear down walls and throw away boxes that hold stereotypes.

Twenty-four able-bodied teams participated in Wheelchair Intramural Basketball. As a result of their participation, many students reported that they took initiatives beyond their involvement in the sport: they either befriended a student with physical disabilities, or attended social or cultural events related to individuals with disabilities.

CSD was awarded an Inclusive Excellence grant for Science Field Experience in Yellowstone National Park. This summer was the first time that students with mobility impairments fully participated in this annual field trip. Faculty and staff spent months planning, researching, and preparing. Students used a portable, roll-out walkway to traverse the terrain, and participated in field discussions, learned GPS and mapping techniques, studied wild animals, and observed geothermal features.

Residence Life sponsored 115 diversity-related programs. Examples include Safe Zone Certification Training, "Relax, we are all the same on the inside" (Race program), "He Said, She Said, We All Said" (gender program), "Uh, Oh, Guess who is moving into the Neighborhood" (GLBT program), and "Diversity 101." The Diversity Advocates (DAs) trained and certified 102 students — double the number from the prior school year. The DAs also created a cross-cultural communication program with an international focus.

The University Center, under the guidance of Kim Adams, partnered with Rick Daniels to help with arrangements, logistics and finances to sponsor a large group of students to travel to the Association of College Unions International (ACUI) conference in Chicago, IL. Rick addressed the conference with his educational session "Tap Dancing Without Shoes," which profiles the history of stepping and the impact on fraternity and sorority life. The students hosted a "step show" as the conference entertainment but also included a step education workshop for conference attendees. This educational opportunity stemmed from Rick's article, under the same name, which was published in the November issue of the ACUI Bulletin.

Dialogue on the Human Perspective is an interactive, experiential program. Facilitators are practicum students in the Counselor Education Program — along with staff from UHCS. The program revolves around students' lived experiences and the student as the EXPERT. Ground rules are created to set the tone for the difficult dialogue, and students debrief in small groups allowing all to share their voice in a safe space. One student stated that he learned "more than race" — "I got to see things from a very different perspective . . . things that pertain to the human condition."

*Amazement. I couldn't believe what just happened and how people are impacted every day due to their race, gender, origin, sexuality, disability, etc. It was very eye opening and a great experience.*

Boxes and Walls Participant

# TIDBITS

Recreation Sports, in collaboration with HPRC and Residence Life, submitted a proposal for the creation of a Learning Community entitled “Wellness and Sport.” The proposal was accepted and will be implemented for the 2012-13 academic year.

The Children’s Center advanced their fundraising by connecting with Dennis Kopf’s marketing class — in which students identify a cause and deploy their marketing skills to raise funds.

Students gathered information and spread the word through various groups to raise over \$1,100 selling coffee. In addition to raising money and awareness for needs of the Center, students also raised money and awareness for Sister Maria Rosa’s Coffee Company which raises funds for a Honduran orphanage.

Children Center families also joined in fundraising and service efforts. Every classroom invited families in to be experts on topics of investigation, and read to the children and shared their families’ traditions. Families also worked together and raised \$2,500 towards the Outdoor Learning Environment Fund by selling candles.

The Dean of Students Office (DOS) developed a comprehensive education/prevention program related to alcohol and drug use that:

- establishes effective relationships with campus stakeholders to serve as project partners
- takes advantage of UW System resources
- is based on research and best practices in higher education

The DOS worked with UHCS Wellness Staff to create a Peer Education Group (HOPE). They recruited members, developed a constitution, achieved student organization status, and sent several members to BACCHUS training.

The DOS also utilized national best practices to redevelop curriculum for the Alcohol Awareness Workshop (for 2<sup>nd</sup> time offenders).

To develop a Social Marketing Campaign to be unveiled for the upcoming academic year, DOS partnered with the AODA Coalition, with staff from MMR, University Police, Career & Leadership Development, Institutional Research and Residence Life.

UHCS continues to experience an increase of utilization related to mental health conditions. The number of appointments seen in Counseling Services has increased 38% over the past six years. The number of emergency sessions has increased by 161% in the past six years. The number of Health Services appointments related to depression and anxiety has increased by over 54% in the same time period.

The University Bookstore increased sales of used textbooks by 46% in Fall 2010 as compared to Fall 2009, and 27% Spring 2011 compared to Spring 2010. Used textbooks in Spring 2011 increased to 32% of all textbook sales. The Bookstore sponsored two buy-back periods and returned \$71,517 to students in 7,233 transactions. This is an increase of 18% from the previous year. Both initiatives represent a substantial savings to UW-Whitewater students.

UW-W Dining Services teamed with UWW TV and senior Electronic Media students Jason Nichols and Stephen Johnson to create commercial spots to be used on the web, at Perkins Stadium, and on their networked messaging systems.

## NATIONAL CHAMPIONS:

The Men’s Wheelchair Basketball Team won their 9th National Championship in Arlington, TX in March, 2011. The team finished with a 22-1 record.

The Men’s Rugby Club won the National Championship in Pittsburgh, PA, in April 2011 and finished 20-0. This is the first National Championship in their 25 plus year history.

## NATIONAL RUNNER UP:

The Women’s Wheelchair Basketball Team finished 2<sup>nd</sup> nationally after competing in the National Championship in Arlington, TX. This was accomplished in only their 3<sup>rd</sup> year of existence as a Team.

# Division Staff

This annual report does not represent all the Division of Student Affairs considerable achievements and contributions to our University. Please review individual department websites to learn more. Below are the names of our colleagues throughout the Division.

## **The University Center**

Kim Adams  
Karl Ashenfelter  
Bob Barry  
Tony Brown  
John Clark  
Jennifer Clauer  
Jay Craggs  
Lynn Cunningham  
Anne Dennis  
Thomas Federer  
Steven Garbe  
James Goutcher  
Alan Goytowski  
Dave Halbach  
CynDee Hoffmann  
Rhonda Jones  
Rita Karolczak  
Jeanne Lessard  
Wayne Lewiston  
Helen Masters  
Michael O'Connor  
Andrea Payton  
Tom Pellizzi  
Tommy Rindahl  
Dawn Simons  
Eloise Simons  
Katherine Shanahan  
Thomas Stanek  
Russell Stone  
Achim Tauch

## **Recreation Sports and Facilities**

John Betz  
Beth Bonuso  
Denise Ehren  
James Friel  
Gary Harms

Greg Henschel  
Charles Huhn  
Jen Kaina  
Therese Kennedy  
Jeremy Lade  
Lance Leipold  
Dan Price  
John Vodenlich

## **Dean of Students Office**

Megan Knudson  
Mary Beth Mackin  
Michael Rule

## **Career & Leadership Development**

Jan Bilgen  
Brian Bredeson  
Ron Buchholz  
Kim Clarksen  
Kathleen Craney  
Shedrick Daniels  
Melissa Grosso  
Chris Hollar  
Laura Jacobs  
Diane Joy  
Frank Lanko  
Eunice Lehner  
Margaret O'Leary  
JoEllen Shelton

## **University Health & Counseling Services**

Katherine Banna  
Forrest Bright  
Karen Brueggeman  
Mary Lou Castle  
Judith Ciasto  
Elizabeth Falk

Lois Gray  
Laura Hayne  
Gwen Hering  
Rich Jazdzewski  
Leah Jurgens  
Linda Lamont  
Michael Lenser  
Jill Mallin  
Matthew Mallin  
Linda Meisner  
Cynthia Millian  
Sharon Mueller  
Stephen Naymick  
Charlene Oakley  
Germaine Olm  
Sue Powell  
Donene Rowe  
James Sauer  
Katie Sheffield  
Ruth Swisher

## **Center for Students with Disabilities**

Pam Albert  
Nancy Amacher  
Patty Beran  
Graciela Colin-Dealca  
Karen Fisher  
Kristin Henry  
Kristin Hoffmann  
Jodi Landowski  
Linda Lonning  
Eric Mueller  
Elizabeth Watson  
Connie Wiersma

## **University Bookstore**

Elizabeth Bogie  
Jane Crouch

Mark Fillner  
Elaine Hackett  
Terri Meinel  
Jarolyn Moore  
Barbara Young

## **Children's Center**

Elizabeth Backes  
Ann Lamb  
Peggy Lean  
Holly McFaul  
Anna Steinke

## **Residence Life**

Michael Annessi  
Frank Bartlett  
Elizabeth Bartos  
Luis Benevoglianti  
Paul Bennett  
Jerry Beschta  
Art Bice  
Shirley Bladon  
Brandon Blakely  
Trelana Daniel  
Tonya Davis  
Mary Duesterbeck  
Sharon Dvorak  
Chad Easton  
Jeff Eysnogle  
Maria Glorioso  
Lindsay Gustin  
Kevan Hayden  
Curt Hoffer  
Alan Hosely  
Patti Huth  
Brian Johnston  
Alyssa Jones  
Mary Kaster  
Carie Kendrick

Lloyd Knoepfel  
Jeffrey Kohlmeyer  
Ray Korpela  
Amada Krier  
William Kuehl  
Mike Lindholm  
Kaela Lindquist  
Heather Long  
Dean Look  
Rae Mackovic  
Frank Manthey  
Greg Marti  
Robert Mathison  
Mary June Mauser  
Jim Mead  
Bruce Meisner  
Phil Merhemic  
Emily Miethke  
Sh'Nita Mitchell  
Tim Moffett  
Randy Olp  
Joel Olson  
Patt Partoll  
Rajen Patel  
Gary Patrick  
Krista Paul  
Ken Powers  
Patrick Prescott  
Brian Quass  
Steven Risley  
Tammy Rufener  
Chuck Schroeder  
David Skelton  
Leroy Slagle  
Ellie Slowey  
Ann Smith  
Ross Sprague  
Ted Stadinger  
Whitney Supianoski  
Terrence Tumbarello

Brenda Warren  
Sharon Wisch  
John Witte  
Bill Zwarycz

## **UW-W Dining Services**

Jim Allen  
Sean Applewhite  
Frank Barnett  
Zack Blaies  
Ron Braenne  
Gloria DeMoe  
Kerry Doll  
Rachel Fillebrown  
Jason Goldschmidt  
Jon Gordon  
Brenda Hinspater  
Tom Hinspater  
Nicole Kejo  
Ben Leikness  
Stephanie Mankowski  
Chris McClain  
Ross Nelezen  
Jennifer Pope  
Ruth Steadman  
Ann Wick

## **Office of the Vice Chancellor for Student Affairs**

Brent Bilodeau  
Jeanne Rithamel  
Tom Rios