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Project Overview

Abstract

The University of Wisconsin-Whitewater’s new Chancellor, Martha Saunders, asked facilitators from ID Group to conduct a week-long series of campus summits. The objective of this project was to engage the UW-W community in a pre-strategic planning dialogue of the strengths of the university. This process was based on the assumption that individuals and organizations are most effective when moving in the direction of their hopes and dreams. Analysis of the data generated during the four-day summit produced two prominent themes, *a university without borders* and a *family of learners*, and eight energy fields strongly supported by participants: diversity, international focus, community, integrated learning, personal and collective success, external resources, accessibility, and making a difference.

The themes will provide a strong focus and position for strategic planning.

Purpose of the Study

The study aimed to familiarize the new chancellor with the sentiments and interests of campus members; to assure the new chancellor that the current strategic goals were, in fact, supported by the campus; and to provide a framework for a revised strategic plan in anticipation of the upcoming accreditation visit of the Higher Learning Commission.

Method

During the week of September 19, 2005, Chancellor Saunders hosted 7 campus summits. Each meeting lasted three hours and included between 30 and 50 representatives from the faculty, staff, student body, alumni and community. Participation was open to all.

Facilitators from ID Group of Florida utilized their Branding from the Core™ process which is based on the concept of Appreciative Inquiry.
What is Appreciative Inquiry?

Appreciative Inquiry, a concept and approach conceived and described in the work of Dr. David Cooperrider and his colleagues at Case Western School of Organization Behavior, is a world view, a paradigm of thought and understanding that holds organizations to be affirmative systems created by humankind as solutions to problems. It is a theory, a mindset, and an approach to analysis that leads to organizational learning and creativity.

Used in place of the traditional problem solving approach—finding what is wrong and forging solutions to fix the problems—Appreciative Inquiry seeks what is "right" in an organization. Organizations working within this paradigm are reporting amazing transformations including renewed commitment and energy of the workforce, as well as innovative, creative images of the future that become the driving force for the organization.

The key to the successful use of Appreciative Inquiry is in helping people realize that we can be limited and constrained by our inability to see larger, more expansive realities that are often right under our noses. It is no longer news that we simply don't see what doesn't fit into our concept of what is real and true. Appreciative Inquiry is about freeing ourselves to explore beyond what we already know and understand.

The foundational philosophy upon which Appreciative Inquiry is built is not new. History is full of courageous people who have held up creative and generative visions of the future. This capacity for hope moves us forward as individuals, as organizations, as communities.

Appreciative Inquiry as a Research Methodology

The objective of the UWW stakeholder dialogue is to uncover basic themes reflecting the stakeholders' views of the strengths of the University, as well as their hopes for its future. These emergent themes will be used by the leadership of UWW as a framework for a second stage of the strategic planning process.

The research phase of this project engages UWW stakeholders in mini AI summits designed to create conversations about the strengths and potential of the University. The mini summits occurred over a four-day period and included a cross section of over 200 stakeholders. The data gathered during the summits were coded for emergent themes and distilled into a report of our findings presented in this report.

Questions explored during the summits

One-on-one Questions:
1. I’d like to learn about your beginnings at UWW…
   - When did you start at UWW?
   - What attracted you to UWW?
   - What keeps you here?

2. Since you joined UWW, you have probably experienced some ups and downs, some high points and some low points. Today, I would like you to reflect for a moment on a high point - a time that you felt most alive, most engaged, or most proud to be a part of UWW.
   - Please tell me the story.
   - What made it a high point?
   - How did it make you feel?
3. What do you value most about yourself? What strengths do you bring to UWW?

4. What do you value most about UWW? What is the single most important thing that this university has contributed to your life?

5. Our organization will work best when everyone thinks, acts, and feels like an owner. Take a moment and describe a UWW situation in which you personally felt a sense of ownership, passion, and accountability.

Group Questions:
If we become a winning organization, we'll have students we want, an outstanding community faculty, a proud staff, strong alumni, and community support.

Let's talk about some of the best qualities of UWW and some of your hopes for the future.

1. One of the strengths of UWW - and one of the things that sets it apart from other universities - is the fact that we are _______________.
   - What are some of the university's best qualities?
   - How can we best take advantage of these strengths?

2. Considering all of the things we've talked about today, what do you think makes this place work? How does it benefit

3. If you could transform this university and/or its delivery system with three wishes, what three things would you wish for - in order of priority - to heighten its overall vitality?

4. Image opening a newspaper one day and seeing a front page, lead story about UWW being named among the best universities in the nation. What does the story say about UWW? How is it portrayed? What did the university do to get there?

5. Imagine you fall asleep tonight and wake up to discover the year is 2010. When you wake up you discover that UWW is everything you ever dreamed it could be. It is your dream-come-true university…no limits. Describe what students, professors, staff, alumni, and the community experience.

Exercises
1. Write a provocative proposition.

2. Create a summary statement that encapsulates your thoughts/feelings, group discussions, and hopes for UWW - that captures your provocative proposition. Create a collage reflecting this vision.

Findings
Actual participant responses can be found in the Appendices of this report. Analysis of the process yielded two prominent themes and eight energy fields strongly supported by participants. A “dream story” reflects the participants’ vision for the institution in the year 2015.
Throughout the process, the concept of a university without borders surfaced frequently. For example, participants expressed hopes for reduced barriers between the university and the community; between students and faculty; between departments and colleges; and between students and the real world.

The concept of family also emerged in every summit. Participants shared a genuine care for each other and said that the size and traditions of the university contributed to a tight-knit campus community. Phrases such as, “We're family,” or “It feels like family,” were common. This sense of family came up as a reason people are attracted to and stay at the University.

These two key themes led to the following positioning statement:

The University of Wisconsin-Whitewater is

A family of learners.

A university without borders.
The concept of a family of learners, a university without borders will come to life in its fullest when a host of other smaller yet critical forces (emergent themes) reach their full potential. We’ve chosen to call these forces (emergent themes) “energy fields” because, again, they are what will ultimately give life to a family of learners, a university without borders.

We have identified eight energy fields that serve as the heart and soul – the core – of the University of Wisconsin-Whitewater. In learning about these energy fields from summit participants, we came to realize a few important factors. First, in order to reach our ultimate vision – a university without borders – ALL of these fields must be set in motion at the same time, working together and in a balanced manner. They must also be open to attracting new forces as the school grows and evolves. Finally, although flexible and ever changing, these fields must have structure.

Here are the eight energy fields that will give life to a family of learners, a university without borders:

1. Diversity
   • Value all, respect each other
   • Celebrate differences
   • Seek and respect multiple perspectives
   • Show acceptance
   • Provide a forum for discussion and debate
   • Be open to different ideas
   • Challenge assumptions

2. International Focus
   • Engage with other cultures
   • Exchange ideas freely
   • Provide opportunities for students, staff, and faculty to travel abroad
   • Encourage foreign exchange
   • Attract international students
   • Teach international experiences
   • Partner with other countries

3. Community
   • Integration into local community
   • Collaboration across departments
   • Everyone is a valuable part of the whole
   • Sharing of values
   • Respect for culture and history of the institution
   • Responsibility to others
   • Connected
4. Integrated Learning
   • Blending of theory and practice
   • Strong faculty
   • Opportunities for research for faculty and students, including undergraduate
   • Strong relationships with business community
   • Focus on teaching
   • Exposure to other universities
   • Stronger internships

5. Personal and Collective Success
   • Balance personal and professional lives
   • Adequate pay and recognition
   • Retention and graduation rate
   • Students become productive part of society

6. Earned Resources
   • Endowment
   • Scholarships
   • Alumni giving
   • Faculty contributions
   • Grants

7. Accessibility
   • First generation students
   • Disabled students
   • Students to professors
   • Leadership

8. Making a Difference
   • Purpose
     • Everyone who comes here becomes a part of something bigger
   • Student, community, faculty level
   • Hurricane Katrina
   • Tsunami
   • 9/11 counseling
   • Community service
Stories engage listeners in a journey of imagination. Here the University of Wisconsin-Whitewater dream story reflects the details and the emotion of what summit participants envision for the institution in the year 2015. The story serves as the North Star pulling the campus community in the direction of their hopes and dreams.

Note: This dream story is written as if it is a speech delivered by Chancellor Saunders to incoming freshmen in the year 2015:

**University of Wisconsin-Whitewater Dream Story - 2015**

**A Visionary Tale**

Welcome to the University of Wisconsin-Whitewater’s freshman convocation 2015. If the spirit of this campus in anticipation of your arrival is any indication, the 2015-2016 academic year will be the best ever—raising the bar of excellence not only for this campus but also for colleges across the nation.

Last year, *US News and World Report* honored us as the number one regional university in the Midwest. Our future success is limited only by our imaginations. Over the past ten years, we have truly become a regional treasure with a national presence—a university without borders—a family of learners. And now, you are a part of our family.

You were chosen for admission through a thoughtful process by the UW-Whitewater selection committee because you have demonstrated a hunger for achievement as demonstrated through your academic performance or specialized field of endeavor. Some of you are 6th generation Whitewater legacy students whose parents and grandparents have given us our greatest honor—their trust to provide you with the essential skill to learn. While you are here, you will study. You will work hard. You will graduate from this university. More importantly, you will leave here changed for the better—here’s how.

Look up and down the row where you are seated and expect to see at least three people who are not like you...perhaps a racial/ethnic difference or a significant difference in physical ability. Upon admission here, you pledged to truly learn from other perspectives. Now's your chance. Challenge assumptions. Value differences. Have a ready understanding of multiple perspectives. Much of the learning process comes from just sitting and talking with people with different approaches to life. Do that every day.

You will graduate with a heightened awareness of the world and you will gain this awareness either through study abroad or focused course work in your major. You will be conversant in a second or third language.

During your time here you will build connections with the local community, your professional community and with each other. You will have an articulate and deeply personal understanding of citizenship. Many of you will stay in Whitewater and start businesses.
All of you will experience some form of hands-on learning embedded in much of your course work. Some of this will be in the form of original research as undergraduates, some through internships, some through service learning activities. You will get to know and will remember the names of your teachers and this administration. (By the way: It may interest you to know we have a very diverse faculty who have earned their degrees from universities in every state in the union and six of the world’s continents. They have mastered the blending of theory and practice. Listen to them. They will change you for the better.)

You will refine your sense of purpose in the world. You will learn to balance your personal and professional life and be prepared to set financial, physical, social, family, spiritual, professional, and intellectual goals.

You have proved yourself worthy of admission—we plan to keep you here. There are sufficient scholarships and grants available to sustain your studies and plenty of jobs in the community with competitive wages. (FYI: 50% of the scholarships are funded by the alumni.)

As we have planned our programming, we have been mindful of access. Access for first generation students. Access for students with disabilities. Access through technology.

As you begin this first day of the rest of your learning career, this I know is true: You will leave here with an appreciation for the limitless aspects of learning. You will have no regrets for having chosen the UW-Whitewater, and you will change the world.

Good luck freshman class of 2015. Thank you.
Conclusion
The UW-Whitewater campus has begun to answer the question, “What is Possible?” This report sheds light on the process and provides an overview of ideas, emergent themes and dreams of participants. In order to reach the ultimate vision, all identified fields need to be set in motion in a balanced manner. As the school grows and evolves, new forces will emerge. Careful strategic planning will ensure success.
APPENDIX: QUESTIONS
During each session, participants were asked to write three provocative propositions – three statements that capture their hopes and dreams for the future of the University. These may be used for developing a tactics plan. Here’s what they had to say:

Response:
- Maintain small college atmosphere
- Financial aid opportunity for all students
- Campus where diversity doesn’t need to be a word
- A campus where all students succeed
- Time, freedom, and resources to do our best to provide innovative programs
- Deciding to start
- Living our values
- Whitewater: Diversified:
  - Diversified
  - Opportunity
  - Recreation wonderland (outdoors, sports/athletics)
  - High Tech Corridor
  - Innovation and entrepreneurial spirit
  - World-class Athletics
  - Service to the community and world
- Everyone is valued for the contributions they make and see themselves as a part of the bigger whole
- Institutional traditions support student success
- Embraces a community of engaged learners
- Best little value in the Midwest
- Research – leading the way
- Teaching – student centered
- Solvent – coffers growing
- Alumni emptying bank accounts to help
- New donors knocking at the door
- Scholarships for all
- All departments find opportunities to expand cooperative ventures
- Students may come for degree but get a “real” education in a variety of areas
- Exposure to diversity helps them become successful
- Leading to record-breaking endowment gifts
- All students who start college at UWW finish here
- Five billion dollar endowment from former students
- One hundred percent funded to accomplish goals
- Security: equal treatment/value of all members of the UWW family (regardless of classification)
- Students graduate, find employment, and contribute to a better global community
- Visionary, creative, modern, progressive leadership
- All ideas and perspectives are valued
- UWW will become recognized worldwide for its support of student and faculty exploration and discovery
- UWW will be thoroughly integrated with the community in support of cultural and intellectual life
- UWW is the national leader in interdisciplinary entrepreneurship education, which is a vehicle for diverse constituency involvement – involving urban and rural areas, different ages and nationalities, businesses of all sizes, alums, and people of different economic background.

APPENDIX A:
PROVOCATIVE PROPOSITIONS
• UWW is leading supporter of scholarship for life – life experience contributes to entrepreneurship goal.
• First choice of every high school graduate in state of Wisconsin
• All students contribute to campus life
• Undergraduate research project leads to Nobel prize
• First among Midwest regional universities
• The recent investment in new facilities (business, science, etc.), its attraction of a world class (ethnically and geographically diverse) faculty, and the establishment of higher admission standards is drawing ethnically and geographically diverse students in record numbers at UWW. UWW is now ranked number one among regional Mid-western colleges. Valedictorians from high schools across the state of Wisconsin are choosing UWW first and the University is faced with having to turn away interested and talented freshmen in record numbers.
• Administrative and faculty support services work to promote and facilitate teaching and research
  - Risk-management
  - Financial services/grant administration
  - Assessment/audit review/accreditation
• The teaching load and salary are nationally competitive
  - A three-course load for all colleges
  - Clear, uniform, and transparent guidelines for salary increases
• The academic and scholarly mission of the University is evident in campus life:
  - No text book rental
  - Higher caliber students as evidenced by GPA and ACT scores
  - High school guidance counselors highly recommend UWW
  - Campus is full of life and facilities are open
  - Relocate bookstore to University campus
• Largest endowment
• One hundred percent graduation and employment rate
• Award-winning faculty, students (Nobel Peace, cure cancer, outstanding humanitarian award)
• A place where we connect with one another, with the community, and with the world
• Webs of connection
• Webs of diversity
• Webs of collaboration
• Corner the market of finding the perfect (set of methods) that leads every student and alumnus to succeed and be happy
• Become a destination university for faculty, staff, and students
• Make UWW and the town the place to be and stay
• Totally free University
• Students form action groups and begin to transform local, state, and national communities
• UWW fully funds students living for one semester in another culture
• Credentials for Entering Students Called “excellent” by Governor
• Patent from Professor Yields 1.5 Billion to UWW Foundation and Former Student Team
• Campus Wins Design Award from National Urban Planning Association
• Dr. Samaranayake Wins Fields Medal
• Warhawk Residential Seminars Feature Three MacArthur Prize Winners and Two Heads of State
• Marsalis Places Second in UWW Competition
• Known throughout the world as the accessible university for students with disabilities
• Four equally strong colleges that support the region and attract national attention
• Connected to the region…Milwaukee, Chicago, Madison…through light rail
• Top 10: Graduation rate and alumni giving
• Learning without borders
  - Deconstruct the barriers and boundaries of learning
    (i.e. in-class/out-of-class, time, resources, etc.)
  - Learning is seen as limitless and as the essential skill
• Separate ourselves from the UWW system and function as a charter institution, free from the limitations
  imposed by the State of Wisconsin and free from the dependence on state tax revenues
• Retain everyone
• Graduate everyone in four years
• Graduates are productive members of society
• Graduates don’t forget us
• UWW leads the nation in building a community of engaged learners with real-world experience
• Engaged learners get a broad education with real-world experiences
• State recognizes the importance of higher education and funds it appropriately to support innovation
• Build a community where everyone has equal access and respect
• UWW: Best of the best
• Recognized as number one student destination
• Whitewater community closely tied to campus initiatives
• UWW recognized as number one in students engagement and success
• Individual and collective success
• Enter as students, exit as professionals (capstone, integrative experience)
• UWW has no end
• Students pointlessly pursue knowledge
• Library shelves are empty
• Cynicism among faculty staff absent
• Janitors abandon brooms and invade classes (students do cleaning themselves)
• UWW helps more students reach their potential
• UWW: A campus without borders
• Students, faculty, staff, and alumni work together to inspire graduation rates of Milwaukee public schools
• UWW students and faculty team to develop a cure for AIDS and cancer
• UWW campus without borders
• UWW raises level of mediocrity: UWW tops nation in value-added
• Go far, stay close
• Campus and community spirit ranks UWW as the best mid-size university in the nation:
  - drawing on the wisdom of the community members
  - internships in the community
  - campus opportunities for community members
• What if:
  - We really put students first?
  - We really raised standards?
  - We really expected students to study?
  - We really expected quality teaching and rewarded teachers for excellent instruction?
  - We really made a commitment to enhancing the quality of student learning and experience?
  - We required students to read, discuss, get involved, do community service, and demonstrate learning?

PROVOCATIVE PROPOSITIONS
(continued)
- We required faculty to demonstrate student learning?
  - UW community: Build a strong learning community that involves the city and a diverse body of student in terms of disability, ethnicity, race, etc.
  - Stretch ourselves = Deliberately attract students from around the UW and the world
  - A community of life-long learners
  - Retain optimism through ongoing dialogue in which all voices are valued
  - Students are attracted by tangibles and leave with intangibles
  - We have the freedom, time, and resources to do our best
  - Dartmouth model of Trimesters (Fall, spring, summer/ Faculty have 9-month schedule)
  - Ethnically-diverse Campus by any means necessary
  - Unlimited position authority.
  - Unlimited Resources
  - Learning and Growing
  - Cultivating
  - People closest to curriculum should make the decisions re: class size and delivery
  - Earn the resources necessary to allow us to retain our student-focused mission
  - To become a better University. We need to enhance our environment and earn resources necessary to allow us to retain our student-focused mission, our emphasis on high quality instruction and our caring community.
  - UW Whitewater: Come, complete, contribute
  - Adequate resources
  - Maximizes potential of students, faculty, staff so everyone finishes the job they came here to do. Graduate, Research, Develop rewarding careers, teach.
  - In 2010 UW-W is a learning community where students grow through both classroom and life experiences.
  - In 2010 UW-W is in partnership with the surrounding communities, fully integrating the academic community into the cultural fabric of the region.
  - In 2010 UW-W achieves 100% retention rate.
  - UW-W is a place with: Large endowments, Flexible programs w/technical support, Every student w/ opportunities for international experience, Opportunity for all.
  - Our dream university would provide every student, faculty and staff with opportunities to expand their knowledge through research, international experience and internships
  - This would be provided by removing any and all barriers; financial, time personnel or human—Support!!
  - Technology would be provided at the highest levels.
  - In 2010 University teaches quality education, promotes responsibility as adult in community to express opinions and debate different thoughts, encourages individual and collective exploration of learning interests, promotes an environment for healthy living and exchange of intellectual ideas (smoke free, alcohol free, cell phone free) allows students to set their pace of learning, has multi-cultural exchange of ideas.
  - In the year 2010 UW-Whitewater is known by standards to : embrace and engage in learning. Be recognized nationally by students for students as an exciting place to learn.
  - Faculty and staff at UW-Whitewater are satisfied and proud of their pay.
  - Leveling of the Bureaucracy
  - Smaller Liberal Arts Colleges as our model (EauClaire) vs. UW-Madison as our model.
  - More flexible, more organic curriculum
  - International Campus
  - UW-Whitewater graduates are well-rounded students.
• UW-Whitewater students are high quality and can think. Students not spoon-fed.
• UW-Whitewater has an honest governance system where faculty serve students and not be forced to be on committees that accomplish restrictions and paperwork.
• Treating all students and colleges equitably
• A better understanding of and cohesiveness between academic and student affairs.
• Engage in a collaborative effort at all levels to redefine, re-energize our message/mission/package that we offer
• Best Value for education. 1st rate academic education
• Get everyone going the same direction.
• Provides linkage to the world
• Linguistically and culturally diverse
• Academic excellence
• All students arrive motivated to succeed; they have a clear focus and goals
• National and international internships are available to all students
• Representing teamwork at all levels
• Strong sense of community
• Great place to go to school and work
• 100 percent graduation and retention rate
• Number one Midwest Regional University in U.S. News and World Report
• A University of town (UWWW is the heart)
• $100 million endowment to bring in best students and faculty (scholarship and diversity)
• 15 students to class
• Faculty all contribute financially
• 75 percent alumni giving
• Mature landscape…looks and feels like old school, but has wireless communications, has gathering spaces
• Largest endowment
• Number one for accessibility
• Residence halls are full and air-conditioned
• More summer school students and conferences
• Respect for environment and each other
• One hundred percent graduation and retention rate
• State-of-the-art facilities
• Free cell phones and parking
• Development of the library
• Whitewater centered in the community and reaching out
• Community
• Healthy lifestyles
• Professional and personal growth
• Fostering excellence with a family touch
• The “rapids program” at Whitewater (liberal arts)
• UW-W is a premiere institution centered on student development and driven by academic success
• UW-W is a place where we dare to dream the dreams that transform the world
• UW-W is a national treasure with a distinct international presence
• We are connected with one another, the community, and the world
• Unlimited possibilities for all
• First choice of the best for a definitive experience
UWW in 2010
Will be a model of excellence
Where dreams start;
They never end.

Students will understand
That learning is life-long
That being of service to others
Will only make them strong.

The faculty and staff
Will respect one another
Teaching and learning
Helping students discover.

Finances will never
Be of such concern
That our students will have to work
Rather than learn

Students will hear
From many strong voices
That the best path is
Making responsible life choices
Our pride is always
When students graduate
That percentage will be
Close to 98!
UW-W woke one day to find
The time had changed much
The year now was 2010 and this is what was found here

Smaller classes were the norm
With lots of innovation
Students bubbled with the
Joy of being in this location.

Critical thinking leads the
Way to educational endeavors
And money never blocks the way for those who apply the effort.

Alumni come from everywhere
To make a strong connection
Downtown thrives with businesses that serve up other
Than liquor.

Many voices can be heard
With a global perspective
Even when we don’t agree
There is a desire to listen

Planning sessions hear the words
Of a large community
We will even reach the
Point of making something happen.

Whitewater is home to some
But not as many as could be
Love the place where we all work
Enough to want to live here.
Toward the end of each session, participants were asked to create a collage communicating their hopes and dreams. The headlines are specifics that can be used in the development of tactical planning. The marketing department may discover some very strong concepts embedded in these headlines that will be useful in positioning the University in both the internal and external markets. Here are the headlines and phrases from those creations:

Response:

**National recognition for UW-W in record-breaking endowment gifts led by students due to the opportunities they received at UW**

- Number one Award-winning
- Raises standards
- Dreams
- So much to do downtown
- Hispanic Chamber of Commerce
- Scholarship Winners
- Record fund-raising effort
- UWW soars above the rest

**UWW = Students, Faculty Alumni, Community, and Staff**

- Students: diverse, driven, loyal, studious,
- Faculty: teaching and research balance, harmonious equilibrium in work and family lives
- Alumni: Accessible, giving, loyal
- Community: Conjoined, loyal
- Staff: Valued and Valuable; True gems on campus

Everyone is valued for the contributions they make and sees themselves as part of a bigger whole. Embraces a community of learners. Institutional traditions support student success.

- Hitting the Jackpot
- The last work: Kindness
- A List
- Discover
- Up close and personal
- When you walk in, it's alive. It's a fun and happy place to be
- Dare to dream

**A melting Pot Culture**

- Best College
- Serving you from yesterday to today
- Donate to Hurricane Relief
- Get ready to explore
- Culture

---

**APPENDIX B:**

**HEADLINES/PHRASES FROM COLLAGES**
Best of the US
• Bright ideas
• Hands on
• Latino Arts supplies sights and sounds for Hispanic Heritage Month
• Mission Accomplished
• Peace of Mind
• Sense of Worth
• Respect
• Sense of Self
• Involvement
• Traditions

Best of college
• I’m getting a lot of things out of college
• A whole new meaning
• Look around you, the difference is…
• Designed to fit the student body

The Destination of your Imagination
• Best of College
• Flexibility
• Balance
• Resources
• Freedom
• Bring out your Fortune
• Take a Chance
• Global
• Top-of-the-peak
• Just Imagine
• So Close …So cool

We’re all in this Together

With what she learns here, she’ll be able to carry her own weight for the rest of her life
• Oh, I wish
• A team effort
• Hit your target
• Experience
• Timeless forever
• Find yourself
• Exceptional
• Easy to locate –convenient

UWW celebrates $1 billion in assets
• New age space technology
• Just me and 216,949 friends
• A-list
• Designed to fit the student body
• Master-multi-tasker
• Up close and personal

Award-winning
• Loyalty, connection, support, athletics
• Improve
• Planning
• Modern
• Enough money

We know why you really came to town
• Discovery
• A-List
• Master-multi-tasker
• The Future is in your hands
• Distance Learning
• Bringing People together
• Be your best. Today. And tomorrow

Come visit us
• Accommodations
• Up close and personal
• I'm getting a lot of things out of college. Debt just isn't one of them.
• Awesome
• We believe
• Cool city
• Community
• Any way you slice it we're unique
• Accommodations
• Challenge
• Historical/Exceptional
• Works Hard-plays hard

HEADLINES/PHRASES FROM COLLAGES
(continued)
Why People Come to and Stay at the University of Wisconsin-Whitewater

Response:
Although people come to the University for a wide variety of reasons, here are the leading responses we heard (grouped by category):

• Location
• Family/family ties
• Community
• Career
• Campus/University Setting
• Reputation of the college/University of Wisconsin system
• Potential
• Students
• Education: Teaching, learning, researching
• Relationships/People
• Access to students with disabilities
• College Characteristics (i.e. progressive, fun, exciting, innovative, flexible)

APPENDIX C:
WHY PEOPLE COME & STAY
One question we asked participants was:

“Since you joined UWW, you have probably experienced some ups and downs, some high points and some low points. Today, I would like you to reflect for a moment on a high point – a time that you felt most alive, most engaged, or most proud to be a part of UWW. Tell me the story.”

Here are just a few of the powerful examples we heard:

Response:
- Tsunami relief: UW-W provided service across the globe
- Churchill Debate: UW-W stood firm; proved the college values the real exchange of ideas
- Event honoring “Willie” who led wrestling at UW-W for 36 years: the event motivated and humbled the new coach
- College dance festival: Competed among top-notch schools and was recognized…joy to watch students and see their glory
- The Black Hole: A professor shared how one of his students had a question that he couldn’t answer…but went on a relentless pursuit to solve. He felt great about getting the information and filling the “black hole” for a student
- Student Body: A student shared the elation/pride in being chosen to serve the school in the way of student government
- Differential tuition: Initiated by students…benefited all
- Welcome Back: An international professor could not get back in the country while awaiting a VISA…his students rallied around him and offered support to get him back
- Feedback: Hearing students recount their positive experiences at the University
- Field Training Day: A student idea that led to a hands-on success story
- National Conferences: Collaboration, pride, recognition involved
- Caught off Guard: A professor was delighted when a student asked to participate in research…unsolicited
- An Unearthly Discovery: During a hall renovation, a science professor discovered a box of rocks collected by the college’s first scientist
- Volleyball Game: Welcoming injured player…reception by fans, teammates and opponents…and announcing her as a player (even though she didn’t play)
Throughout our summits, we uncovered the many strengths that make the University of Wisconsin-Whitewater great. The top 10 strengths that surfaced were:

Response:

1. **Student-centered**
   - Personalized attention/interaction with professors
   - International exposure
   - Undergraduate research programs
   - Involvement outside of class
   - Real-life learning
   - Lots of classes taught by professors
   - Focus on teaching
   - Small classes

2. **Great environment to live and work**
   - Community
   - Sense of family
   - Proximity to Madison and other cities
   - Beautiful campus
   - Facilities

3. **Unique and strong academic programs/departments (i.e. athletics, business, etc.)**
   - Leaders in several disciplines

4. **Dedicated, hard-working, quality faculty**

5. **Staff excellence**

6. **Accessibility**

7. **Inclusive**

8. **Diverse**

9. **Collegiality/Relationships/Connections**

10. **Great Value**
A question that we explored with some groups (depending on time) was simply:

“Considering all of the things we’ve talked about today, what do you think makes this place work?”

Here is what we heard:

Response:

- Willingness of faculty/staff
  (dedicated, hard working, committed)
- Banning together in face of adversity
- Sense of community
- Respect
- Cooperation; willingness to help each other
- Kindness
- Informal network
- Understanding
- Sense that everyone is valued
- Good supportive infrastructure
- History of overcoming challenges
- Support
- Good sense of identity and why we’re here
- Care for students
- Deliver instruction in a variety of ways
- Administrators: risk-takers
- Use strengths to attract students/faculty
- Commitment to what we do despite diversity
- Good technology
- Work with community (i.e. school outreach)

- Common goals
- Integration of faculty and staff
- Program support
- Allow people to pursue their strengths
- Receptive students
- Put education first; student focused
- Stress out-of-class experiences (balance)
- National recognition
- Faculty passionate about their fields; discipline-oriented groups
- Openness to alternative ideas
- Mid-western work ethic
- The people
  (Warm people in a cold place)
- Compromise
- Civility
- Freshman orientation
- Good planning
- Library
- Innovative outlook
- Can do attitude

APPENDIX F:
WHAT MAKES THIS PLACE WORK?
One of the questions we asked participants was:

“If you could transform this university and/or its delivery system with three wishes, what three things would you wish for – in order of priority – to heighten its overall vitality?”

Here are some common (broad) wishes we heard:

Response:

• Cross-disciplinary work/relationships/learning
• Community involvement/service
• Eliminate drinking epidemic on campus
• Reduce government involvement/no legislative oversight
• Fair, equitable pay scale with annual increases
• More time; lighter and equitable teaching loads
• Totally endowed university
• Shared mindset; common vision
• Tuition support…or no tuition at all
• Dartmouth model
• Trust
• Greater resources to fulfill mission
• Improved facilities
• Student-focused; students at the heart of every decision
• Strengthen town/gown connections
• International opportunities for all; global exposure
• Greater recognition
• Balance: work/life; teaching/researching; classroom/real world learning
• Reduce bureaucracy
• True academic community
• Sense of place
• Transparency/accountability
• Strong, marketed identity
• Improved retention and graduation rates
What Facilitators Thought and Experienced

Each time we facilitate a Branding from the CoreSM session, we discover new things. Our learning never ends and our ideas continuously evolve. However, our University of Wisconsin-Whitewater sessions reminded us that one thing never changes: the process is as important as, if not more important than, the outcome. The minute we engage people, change begins. And, engaged participants were.

During each of our seven sessions, we witnessed a tremendous level of excitement and commitment. Participants were no doubt hopeful and want to see this university realize its full potential. They were overwhelmingly positive and appreciated having a voice.

We sensed a great deal of optimism. Faculty and staff alike view the introduction of a new chancellor as an opportunity to leave the past in the past and create a better, more viable, and collaborative future. They are hungry for more and are a willing community.

Participants were extremely grateful to be in a room with their peers – many of whom they had never met. It was a chance to appreciate others and what they do, to share their personal stories, and to move in the direction of collaboration.

While each session was different, the ideas that emerged at each of them were greatly the same. One key theme that we perhaps least expected was every group’s desire for the reach beyond the campus to engage in learning at a local, regional, national, and international level. This came up time and time again.

Another recurrent theme was a longing for a sense of place. Faculty and staff feel a sense of family here. They truly want the University of Wisconsin-Whitewater to become an educational and recreational wonderland that is part of a vibrant community (Whitewater) — a place where people want to live, work, and visit.

Of course, this is just the beginning. Many other rich ideas emerged. But, again, let us emphasize the value we saw in hosting these sessions. People were engaged, interactive, and ready to move this university to the next level. Let’s make it happen.