

Chapter One

Criterion #1: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

The University of Wisconsin-Whitewater (UW-W) is responsible for defining and fulfilling a mission that supports the [Mission of the University of Wisconsin System](#) (UW System). UW-W's mission documents, including its Core Values and Select Mission, articulate the campus's commitment to optimizing student learning, promoting diversity, effectively serving its many internal and external constituencies, and behaving with integrity.

The mission documents, recently evaluated and revised through an open, collaborative, shared governance process, are the starting point for the University's strategic and budget decisions, and play a central role in program review processes. The University has mechanisms in place to ensure consistency in the administration and implementation of its Core Values, Mission, Goals, and Objectives.

Core Component 1a:

The organization's mission documents are clear and articulate publicly the organization's commitments.

Overview

UW System oversees two doctoral institutions, 11 comprehensive institutions known as the University Cluster, and 13 two-year Colleges. UW-W is one of 11 UW System comprehensive institutions that grant undergraduate and select graduate degrees. In this role, the campus's mission is referred to as the Select Mission of the University of Wisconsin-Whitewater.

The University's Select Mission reflects a commitment to the pursuit of knowledge and understanding of its academic programs. This document articulates the institution's commitment to the development of the individual through academic and co-curricular activities, and clearly states its dedication to scholarly activities, service,

diversity, a global perspective, and integrity. The Mission Statement is readily accessible to all persons who are part of the community within and to those individuals off campus who have an interest in the University.

The evidence presented in this section will describe the processes by which the Core Values, Mission Statement, and Strategic Plan have evolved, how the documents reflect the University's commitment to fulfilling the Core Values and Select Mission through strategic planning, and the extent to which these documents are made available to interested parties. Three sets of evidence support this statement:

Evidence 1a-1: The institution has adopted mission documents that clearly and broadly define its purposes, intentions, and commitments.

Evidence 1a-2: The mission documents underscore the institution's commitment to high academic standards that are supported by the policies and practices of the institution.

Evidence 1a-3: The institution makes the mission documents available to the public, particularly to prospective and enrolled students.

Evidence 1a-1: The institution has adopted mission documents that clearly and broadly define its purposes, intentions, and commitments.

H. Gaylon Greenhill was Chancellor in 1996 when the University's Strategic Plan, introduced in 1991, underwent revision. The revised Strategic Plan provided the framework for institutional governance and planning under Chancellor Greenhill's administration. Following Chancellor Greenhill's retirement, John Miller was appointed Chancellor effective fall 1999. Chancellor Miller de-emphasized the [1996 Plan](#), opting to work with the Strategic Planning and Budget Committee (SPBC) in establishing [38 University Goals](#) and monitoring progress in their attainment.

Beginning in 2000, the campus, led by the SPBC, worked to identify the institution's core values. The process led to the development of a four-part package of nested mission documents: the [University's Core Values, Select Mission, Objectives, and Goals](#).

The University's Core Values is the broadest and most general of the mission documents and embodies the purpose, traditions and heritage of the University. They are the "heart of the institution." The five values, developed through analysis of campus documents and dialogues with the campus community, are as follows:

- Commitment to the pursuit of knowledge and understanding
- Development of the individual
- Personal and professional integrity
- Commitment to serve
- Commitment to develop a sense of community, respect for diversity, and global perspectives

The Select Mission, printed on the inside cover of this self-study, identifies specific charges for which the University is responsible. The Mission Statement, also revised in 2004-05, is the only one of the four mission documents subject to approval by the Regents. Due to the regulatory process constraints associated with changes to the Mission Statement, the University elects to state it in broad and enduring terms.

The institution defined its objectives as a “commitment to achieve broadly quantifiable outcomes and results consistent with the organization’s mission.” Goals were defined as “measures to be taken to achieve specific outcomes and results in pursuit of objectives.” Goals were set in 1999 through a process involving the SPBC and the Chancellor, the Provost, and their respective staffs. They were revised in 2003-04 by the SPBC.

The Chancellor monitored progress toward the goals. At the start of the 2002 and 2004 fall semesters, the Chancellor issued [Report Cards](#) to the campus on the progress toward meeting its goals.

Following Chancellor Miller’s resignation in 2005, UW-W welcomed Chancellor Martha Saunders as the institution’s 14th Chancellor on August 1st. During the fall 2005 semester, Dr. Saunders proposed a return to a more conventional strategic plan, and gathered feedback from the campus and the community as part of a pre-strategic planning process.

Thus, as illustrated in Fig. 1.1, the University’s current mission documents have evolved from a Strategic Plan that was in place in 1996, through a set of Institutional Goals, toward a new Strategic Plan under development by the SPBC.

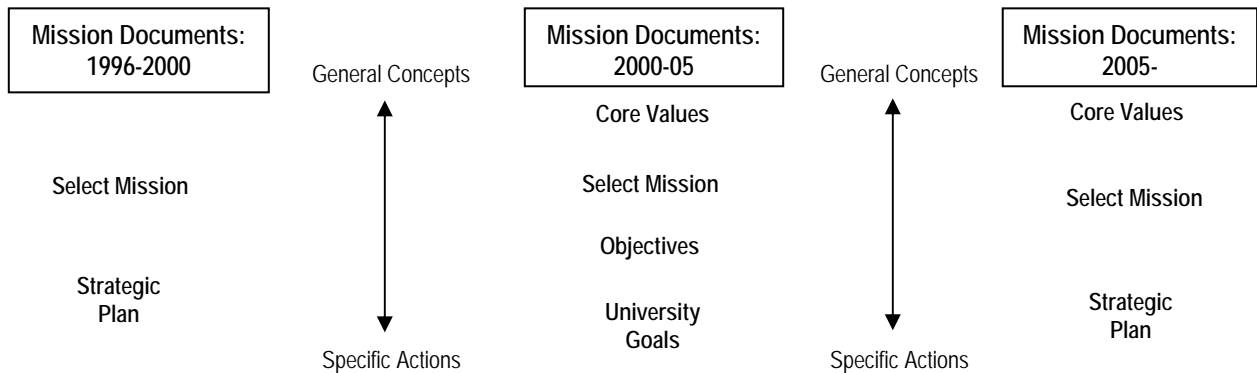


Figure 1.1: *Evolution in Institutional Mission Documents*

Evidence 1a-2: The mission documents underscore a commitment to high academic standards that are supported by the policies and practices of the institution.

UW-W strives to maintain and improve the educational experience of its students through rigorous admission standards and the application and evaluation of academic standards. The University employs a number of policies and practices to monitor continually admission standards and to support high academic standards.

Admission Standards:

- Incoming students are subject to admission standards, including a ranking in the top 40 percent of their high school class.
- Freshman and sophomore students are required to take designated general education coursework that includes critical thinking and skill development.

- Entrance into professional programs and colleges is subject to a minimum cumulative grade point average beyond University requirements. Currently, the required grade point average is 2.8 for the College of Business & Economics and 2.75 for the College of Education.
- Continued enrollment in professional programs and colleges is subject to the maintenance of grade point averages beyond the University requirement.
- The School of Graduate Studies has minimum admission standards and has comprehensive learning outcomes relevant to all master's-level students.

Academic standards:

- Professional programs and colleges have appropriate levels of accreditation. For example, the College of Business & Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB) and the National Council for Accreditation of Teacher Education (NCATE) accredits academic programs in the College of Education.
- The Office of Institutional Research (IR) annually surveys freshmen and seniors in order to benchmark the performance of UW-W students against their peers through the National Survey of Student Engagement.
- Sufficient discrepancies have been noted under areas described as diversity, expectations, and mental activities that the Faculty Senate asked the Provost to appoint an ad hoc committee to review the implications of these discrepancies. A [summary report](#) completed by this ad hoc group asked Colleges and departments to address discrepancies.
- Faculty and academic staff are subject to periodic review to ensure currency within the discipline and classroom performance through annual or biennial pre-tenure reviews and post-tenure reviews.

The articulation and application of these standards and procedures are central to the University's ability to fulfill its mission in ways that ensure academic quality.

Evidence 1a-3: The institution makes the mission documents available to the public, particularly to prospective and enrolled students.

UW-W is proud of its Core Values and Select Mission and strives to inform its constituencies of these and accompanying documents. To this end, all reviews and revisions of the Core Values and Select Mission are a public process as described later in this chapter.

The University's Mission Statement is easily accessed through the campus's homepage and numerous other web pages, including the Provost's Office, the Admissions Office, the Student Affairs Office, and the School of Graduate Studies & Continuing Education. The Mission Statement is displayed in entryways of high-traffic buildings: Williams Center, University Center, Baker Hall, Visitor Center, University Library, and Chancellor's Office. It is also included in informational mailings from the Admissions Office, and, an abbreviated form, along with the Core Values, appears on all admission materials. The Mission Statement is printed in the *Undergraduate Catalog*, is clearly evident in the online *Graduate Catalog*, and appears in the *Schedule of Classes* prepared each semester.

The Core Values of the Mission are used frequently as a tool to discuss the broader purposes of the internal and external publics. For example, the Core Values are presented and discussed during the new student orientation Preview sessions, the New Student Seminar, and during Convocation. The Summer/Fall 2005 edition of the

Whitewater Alumni & Friends magazine devoted a 21-page feature to the Core Values. Each of the five values was illustrated in a short story that demonstrated how students, faculty and staff exemplify that particular value. The magazine was widely distributed internally and mailed to 65,000 external constituencies.

Conclusion

UW-W has adopted a package of mission documents, including a set of Core Values and the Select Mission, which define the mission of the University. The Core Values and Mission, in particular, reflect elements of the Strategic Plan that was in place in 1996. While the Institutional Goals functioned as a de facto strategic plan between 2000 and 2005, their phrasing and the Report Card format for evaluating progress in attaining each goal limited their perception as an integrated strategic plan for the University. The new Strategic Plan, framed by the Core Values and Mission Statement, will reflect a more traditional approach to the strategic planning process.

The University's Select Mission adequately defines the institution's internal and external constituencies and includes a commitment to high academic standards. The Objectives and Goals contain a number of measures related to maintaining high admission and academic standards, and improving the quality of education.

The institution's Select Mission and accompanying documents are readily accessible to its constituencies. A number of different venues are used to share the Mission Statement with newly enrolled and prospective students, and the University's Core Values and Mission can be found on many of the web pages of the academic and co-curricular units.

Core Component 1b:

In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

Overview

UW-W embraces diversity among its students and its faculty and staff, and strives to be representative of the differences in heritage, gender, age, and abilities of the region it serves. Principles in support of diversity and inclusion, broadly defined, are infused throughout its undergraduate and graduate programming, co-curricular activities, and outreach services.

Two sets of evidence support the statement that the University not only recognizes the importance of diversity in its mission but also provides administrative support for diversity-based programs and services:

Evidence 1b-1: The institution addresses the importance of diversity in its mission documents.

Evidence 1b-2: The institution has established administrative structures and provides programming and support services to fulfill diversity-relevant portions of its mission.

Evidence 1b-1: The institution addresses the importance of diversity in its mission documents.

UW System delineates the importance of diversity through a charge to all campuses to: “serve the needs of women, minority, disadvantaged, disabled, and non-traditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.”

The importance of diversity at UW-W is stated in the institution’s Select Mission: “To create and maintain a positive and inviting environment for multicultural students, students with disabilities, and nontraditional students, and provide support services and programs for them.” This commitment to diversity is implicit in the core values of development of the individual and personal and professional integrity. It is explicitly stated in the fifth core value: “Commitment to develop a sense of community, respect for diversity, and global perspectives.”

Evidence 1b-2: The institution has established administrative structures and provides programming and support services to fulfill diversity-relevant portions of its mission.

To ensure that the University achieves its diversity-related goals, the institution devotes human, fiscal and physical resources, and has developed a variety of policies and programs to ensure that diversity issues remain central in day-to-day affairs. These include positions and committees assigned with specific responsibilities as well as programs and services for students.

Administrative Structures

- The Office of Human Resources & Diversity is charged with administration of the University’s affirmative action policies in all hiring decisions.
- The Assistant to the Chancellor for Affirmative Action is administratively accountable to the Chancellor but reports to the Director of Human Resources & Diversity. This person is responsible for ensuring that all units comply with the University’s [equal opportunity and affirmative action policies](#), which are contained in the *University Handbook*.
- The [Equal Opportunity Committee](#)’s members represent the campus constituencies and governance structures. They advise the Chancellor, Provost, and the Assistant to the Chancellor for Affirmative Action on the affirmative action and equal opportunity responsibilities of the institution in all aspects of employment and student life.
- The [Chancellor’s Committee on Disabilities](#) is an administrative committee charged with working with the Chancellor on “resolving problems and/or concerns that are brought to the attention of the committee.”
- The [International Education Committee](#) is an administrative committee that advises the Director of International Education & Programs on issues and programs related to international student exchanges, faculty exchanges, and faculty-led travel-study courses. The Director of International Education & Programs reports to the Provost.
- The [Diversity Committee](#) is charged with evaluating courses that qualify as “diversity courses.” UW System policies specify that all undergraduate students must complete one three-unit diversity course prior to graduation. This committee functioned as an ad hoc committee until 2003, when it became a standing committee of the faculty.

Support for Student Programming and Services

The University has more than [50 programs, services, and organizations](#) that support diversity. These include co-curricular programs (e.g., [Multicultural Education Center](#)), student organizations (e.g., Black Student Union, Latino Student Programs, [Southeast Asian Organization](#), Jewish Student Organization, Muslim-American Student Organization, [Native American Cultural Awareness Program](#), etc.), and student committees (e.g., [Cultural Affairs Committee](#)). Selected examples include the following:

- The [Minority Business Program](#) provides advising assistance and academic support to minority undergraduate majors in business.
- The [Minority Teachers Preparation Program](#) assists and encourages minority students in pursuing degrees in education.
- UW-W has a special designation within the UW System to assist students with disabilities, as noted in the mission documents. Through the Universal Design program, the institution provides barrier-free access to all campus buildings, including residence hall accommodations.
- The [Center for Students with Disabilities](#) (CSD) offers a range of services for students with disabilities, including rehabilitation, technology support, transportation, physical therapy, and academic assistance. CSD was recognized in 1999 as one of seven Exemplary Programs by the National Association of Student Personnel Administrators. UW-W was also described as one of the nation's best public universities for individuals with disabilities in the July 2005 issue of *New Mobility*.
- [Project ASSIST](#) (Adult Services Support Instructional Survival Tactics) offers comprehensive academic support to UW-W students with learning disabilities and is based on the philosophy that application of specific, well-tested strategies can teach students to become independent, successful learners.
- [Academic Support Services](#) provides pre-college initiatives, remedial courses in math and academic survival skills, and assistance through the Tutorial Center. Students rely on its programs, services, and advising to monitor their academic progress.
- The [King-Chavez Scholars Program](#) and the [McNair Scholars Program](#) target motivated multicultural and first-generation college students who seek an intellectually challenging learning environment. [University Honors](#) and [Undergraduate Research Programs](#) are also available for these students.
- The [Office of International Education & Programs](#) is the institution's clearinghouse for information on short-term, semester-long, or year-long study abroad programs for students.

Conclusion

UW-W's mission documents articulate the importance of diversity. The institution has worked to fulfill this portion of its Mission Statement through offices that ensure that the University complies with affirmative action policies, committees that bring diversity-related issues and concerns to the attention of the administration, and student support services and programs. UW-W continues its national leadership status in serving students with disabilities.

While the University has worked hard to ensure adequate support for diversity-related initiatives, a number of external issues are taxing efforts to retain these initiatives at their current levels. Decreases in financial aid, reductions in funding sources, and post- 9/11 regulations are particularly challenging.

Base reductions in student financial aid, coupled with policies that extend financial aid programs to private institutions in the region, have resulted in decreased funds available for multicultural and first-generation students. Decreases in financial aid, combined with recent tuition increases, have meant that fewer students with family incomes in the bottom quintile have attended college in the past five years. Cost-cutting has also resulted in fewer high school students being able to attend summer camps on campus; these camps serve as both support services and recruitment tools for multicultural students.

In the past, Division of Vocational Rehabilitation (DVR) funding paid for a wide range of state- and federally-mandated services for students with disabilities. CSD budgets are being stretched thin in trying to maintain support for mandated services in light of decreasing levels of DVR funding.

Complicated post- 9/11 visa regulations (e.g., SEVIS) have resulted in fewer applications from international students. At the same time, some UW-W students who have expressed interest in study abroad programs have been reluctant to travel overseas due to international political events.

Although faced with challenges that are largely external, the University continues to support its commitment to the Core Values and Mission Statement regarding diversity.

Core Component 1c: Understanding of and support for the mission pervade the organization.

Overview

The UW System mandates that each campus formulate a Select Mission that defines its operations in broad terms consistent with the UW System's Mission Statement. UW-W's Select Mission guides the University's governance, planning, and decision-making process.

The University's Core Values and Select Mission provide the foundation for the individual missions of its academic, non-academic and co-curricular units, which specify the role that each will play in assisting the institution to fulfill its broader Mission.

Mission-driven planning and budgeting methods are incorporated into the quality assurance processes. The Mission's role in planning is highly visible in required annual reports, the comprehensive five-year Audit & Review (A&R) for academic programs, and Office Performance Review (OPR) process for non-instructional programs.

Support for this statement is substantiated through four sets of evidence:

Evidence 1c-1: The institution evaluates and, when appropriate, revises mission documents through an open, collaborative, and public process.

Evidence 1c-2: Institutional planning and budgeting decisions are driven by the University's Mission.

Evidence 1c-3: The missions of the institution's academic and non-academic units are clearly articulated and congruent with the broader Mission of the University.

Evidence 1c-4: The institution's internal review systems assure that academic and non-academic units function effectively in fulfilling the University's Mission.

Evidence 1c-1: The institution evaluates and, when appropriate, revises mission documents through an open, collaborative, and public process.

UW-W revisits its mission documents as changing circumstances warrant. The most recent revision to the Mission Statement began in April 2000. Then-Chancellor Miller set as the most important goal for the institution: "Define a set of core values and apply them across the curriculum and all aspects of student and faculty life."

The Provost and the Assistant Chancellor for Student Affairs worked with the SPBC in developing a set of core values. Between 2000 and 2002, the SPBC sought input from the Whitewater Student Government (WSG), the Faculty Senate, the Academic Staff Assembly (ASA), and various advisory groups in developing a set of five core values. The SPBC solicited additional comments from the University community, alumni, and external community members through publications in the *UW-W Reporter* (faculty and staff newsletter), *Royal Purple* (student newspaper) and the UW-W website. In addition, focus groups of students, classified staff, academic staff, and faculty yielded additional comments and input. This collaborative process resulted in the current version of the University's Core Values.

In November 2002, the SPBC requested that the WSG, the Faculty Senate, and the ASA review and comment on the then-current Select Mission and Goals in light of the University's new Core Values. Utilizing the input from these governing bodies and others, the SPBC developed proposed revisions to the Select Mission, Objectives and Goals, and solicited comments on the mission documents from all members of the University's faculty, staff and other advisory groups. After further refinement, the Core Values, Select Mission, and Objectives were forwarded to the WSG, the Faculty Senate, and the ASA for final review and approval. Student Affairs leaders led a review of the documents by the Parents' Advisory Board.

In August 2004, the University forwarded the proposed revised Select Mission to the UW System. As required by the process, UW-W held an open forum for the purpose of soliciting comments on the proposed changes to the Select Mission in December 2004. Approximately 100 faculty, staff, students, alumni, and community members attended the forum, led by Regent Jesus Salas. After receiving comments on the proposed Select Mission, the Regents approved the revised Mission Statement at their February 2005 meeting.

In her first address to the University after becoming Chancellor, Dr. Saunders announced in August 2005 that she would begin a process through which she would secure feedback prior to developing a new Strategic Plan for the University.

First, campus constituencies completed an online survey. A series of eight two-hour campus summits were then held. At each summit, participants worked in small groups to identify the University's strengths, and to construct a collage that represented each group's future "vision" for UW-W. Results of the survey and feedback from the summits were collected and summarized; results were reported in a Town Meeting that Chancellor Saunders conducted in November 2005. A [summary of the findings](#) was also made available online. Following the Town Meeting, Dr. Saunders charged the SPBC with crafting a Strategic Plan based on five components from the Core Values and Select Mission: programs & learning; research & professional development; diversity; regional service; and professional & personal integrity. The result has been an open process with active participation from faculty, staff, students, and community members in the formation of a new Strategic Plan.

Thus, revisions to the University's mission documents have been conducted through a process that is open, collaborative, and public. Opportunities for input have been provided at all stages in the process.

Evidence 1c-2: Institutional planning and budgeting decisions are driven by the University's Mission.

UW-W, like most public higher education institutions, is faced with declining levels of tax support. In the UW System, institutions have traditionally received the majority of their operating budgets from General Purpose Revenue (GPR) funds comprised of state tax appropriations and tuition revenues. While the dollar amounts have increased, the percentage of state support to UW System has continued to decline.

As the state has faced the last several biennia with structural budget deficits, the University's tax-based support has been cut by more than \$6 million, necessitating reductions and changes in the array of programs and services offered. Significant internal base reallocations have also been required to maintain the services and staffing that support the instructional mission for an enrollment that has gradually increased during this same time period. The reductions, combined with double-digit tuition increases, mean that tuition now funds more than 50% of the operating budget.

Implementation of these budget reductions has been a deliberative and inclusive process with opportunities for input from all constituencies across the campus. Meetings with governance and student groups, as well as open forum sessions, were held to allow input into the decision-making process. The SPBC also adopted a set of recommendations, "[Guiding Principles for Budget Cuts.](#)" The recommendations were consistent with the Core Values, Select Mission, Objectives, and Goals, and affirmed the overall goal of maintaining and enhancing excellence in education. Guiding principles included:

- Take a long-term view, considering the overall good of the institution.
- When principles conflict, consider first the long-term impact on the education of students.
- Provide reasonable support for faculty/staff development and retention.
- Take into account impacts on university accreditations.
- Provide appropriate student services and maintain state- and federally-mandated services.
- Distribute cuts reasonably across units/divisions/employee classifications.

- Ensure that our administrative/departmental organizational structures are effectively and efficiently designed to deliver required services and work to our customers, optimizing both cost and effort efficiencies.
- Explore all options that allow for an array of course offerings that will result in a reasonable time to graduation, considering especially class size and accessibility.
- Consolidate programs and services to avoid duplication of services while maintaining service to the constituents.
- Consider outsourcing of services for cost-effectiveness.
- GPR/PR [Program Revenue] shifts must be done while considering the impact on fee rates.
- Continue facility, infrastructure, and asset capital renewal and maintenance, as necessary, with consideration of the health and welfare of the university community and the impact on future capital renewal.
- Encourage revenue enhancement when consistent with Mission and Goals of the university.
- Look for ways of addressing the one-time reduction with one-time funds.

Fig. 1.2 not only summarizes the distribution of the primary GPR operating budget across budgeted activity codes but also shows that the above principles were followed as budget cuts were made. During this period of significantly reduced fiscal resources, funding for instruction and academic support services has increased while funding for student services and research remained constant. On the other hand, funding for institutional support (i.e., administration) and the physical plant have been reduced.

	<i>FY01 % of total Budget</i>	<i>FY02 % of total budget</i>	<i>FY03 % of total budget</i>	<i>FY04 % of total budget</i>	<i>FY05 % total budget</i>
<i>Total Budget</i>	100%	100%	100%	100%	100%
<i>Instruction</i>	58.89%	58.43%	59.11%	60.28%	59.77%
<i>Research</i>	0.23%	0.14%	0.20%	0.21%	0.18%
<i>Public Service</i>	0.35%	0.34%	0.34%	0.35%	0.34%
<i>Academic Support</i>	14.03%	14.72%	14.61%	14.42%	14.74%
<i>Student Services</i>	8.05%	8.09%	8.02%	7.93%	8.15%
<i>Financial Aid</i>	0.04%	0.04%	0.04%	0.04%	0.04%
<i>Auxiliary Enterprises</i>	0.00%	0.00%	0.00%	0.00%	0.00%
<i>Physical Plant</i>	7.68%	7.61%	7.49%	7.01%	7.12%
<i>Institutional Support</i>	10.72%	10.63%	10.20%	9.78%	9.66%

Figure 1.2: *UW-W General Purpose Revenue Budget Expenditure Comparisons*

The reality facing the University is that a progressively larger portion of the operating budget must come from sources other than state tax revenues. Declining state resources mandate that the institution closely examine its priorities in every funding cycle to optimize its investment in those priorities.

Evidence 1c-3: The missions of the institution’s academic and non-academic units are clearly articulated and congruent with the broader Mission of the University.

The organizational chart of the University shows that the following units report directly to the Chancellor: Academic Affairs; Administrative Affairs; Intercollegiate Athletics; Student Affairs; and University Advancement. A review of the websites for each unit or subunit supports the contention that the majority of these units have mission statements, and that the mission statements of the units support the University’s Core Values and Select Mission.

Academic Affairs is comprised of four undergraduate Colleges: [Arts & Communication](#), [Business & Economics](#), [Education](#), and [Letters & Sciences](#); the [School of Graduate Studies & Continuing Education](#); and academic support areas, including: the [University Library](#), International Education & Programs (IEP), University Honors Program (UHP), Admissions, Registrar, Academic Support Services, [Institutional Research \(IR\)](#), [Instructional, Communication & Information Technology \(iCIT\)](#), and the [Academic Advising & Exploration Center \(AAEC\)](#). Many units have adopted mission statements.

The Administrative Affairs Division has a [Division-wide Mission Statement](#). Eight subunits are housed within this Division: [Budget & Finance](#), Contracting, [Facilities Planning & Management](#), [Human Resources & Diversity](#), [Internal Audit](#), [Risk Management & Safety](#), [University Police](#), and [Visitor & Parking Services](#). Those with hyperlinks have their own mission statements.

The [Mission Statement of Student Affairs](#) applies to the 15 subunits that comprise this Division. Mission statements for three subunits are found on their websites ([Center for Students with Disabilities](#), [Residence Life](#), and [University Center](#)). Other units have implied mission statements phrased as philosophies, goals, or what the unit does in order to assist students, including the University Bookstore/Textbook Services, New Student Programs & the First Year Experience, Office of Student Life, and Project ASSIST.

[Intercollegiate Athletics](#) includes its philosophy and mission from a link to the “Athletic Department Info” button on its website.

The University Advancement website is accessed through a link on the Chancellor’s web page. University Advancement does not currently have a mission statement on its website.

As the preceding suggests, each of the academic colleges and many non-instructional or co-curricular divisions have identifiable mission statements with principles and commitments that resonate with the University’s mission documents. Approximately three-quarters of academic departments and graduate programs, and more than half of the non-instructional/co-curricular units, have developed their own mission statements which align with the mission of their college or division specifically and the University generally.

In February 2005, academic and non-academic units completed an exercise in which they were asked to identify how well the Core Values align with what these units perceive to be their purposes. Although academic and non-instructional/co-curricular units' responses differ within specific values, results presented in Fig. 1.3 show a strong commitment across colleges and divisions to each of the stated values.

Core Value	Academic Units	Non-Instructional Unit	Campus Overall
Commitment to the pursuit of knowledge and understanding	28.1	20	24.1
Development of the individual	19.7	21.9	20.8
Personal and professional integrity	17.2	18.0	17.6
Commitment to serve	16	22.9	19.5
Commitment to develop a sense of community, respect for diversity, and global perspective	19.1	17.4	18.0
Importance Total=	100 points	100 points	100 points

Figure 1.3: *Influence of UW-W Core Values on Department/Unit Missions*

Instructions given to respondents: Please evaluate the importance of each core value in terms of how it aligns with the purposes of your department/unit (i.e., take a hypothetical 100 points and distribute them among the five values, with those values that align more closely to the purposes of your department receiving more points).

Thus, a review of the mission statements, philosophy statements, or goals statements of the various units on campus reveals that, in general, units have articulated mission statements, and that these mission statements are consistent with the University's Core Values and Mission. It is likely that many units will review their mission statements as the campus develops and implements the new Strategic Plan.

Evidence 1c-4: The institution's internal review systems assure that academic and non-academic units function effectively in fulfilling the University's Mission.

Annually, one-fifth of all academic programs are reviewed through the [Audit & Review \(A&R\)](#) process. Academic programs complete an [A&R Self-Study Report](#), which is reviewed by the Graduate or Undergraduate A&R Committee. The process culminates with a meeting of the A&R Committee, the Provost, the Dean, and the Department Chair or Graduate Program Coordinator, who discuss specific ways to improve the program. Colleges and departments then use the information from A&R to make changes to courses and programs and to inform annual reports and staffing plans. As a result of recommendations from A&R during the past decade, departments have revised curricula (e.g., Special Education), programs have been eliminated (e.g., Gerontology minor), faculty and staffing patterns have changed (e.g., Safety Studies), and external funding sources have been developed (e.g., History).

UW-Whitewater's integrated processes of A&R, assessment, curricular development, and strategic planning are exemplary. UW System administration selected UW-W's processes to present to the Education Committee of the UW Board of Regents, providing examples of how Regent-mandated audit and review processes help ensure that academic programs on all UW campuses meet the highest quality standards.

Similarly, non-academic units participate in the [Office Performance Review \(OPR\)](#) process, which requires that these programs, in part, consider their objectives over the previous five years and describe how these objectives relate to the Division's and the University's Core Values and Mission. All [OPR Reports](#) are reviewed by a campus evaluation team or an external consultant. A final review takes place, and set of recommendations are approved, in a meeting with the Chancellor's staff.

Both the A&R and OPR processes evaluate a department, program, or unit's success in fulfilling its mission and that of the University. If A&R or OPR finds that a program or unit's mission statement is not aligned with the University's Mission Statement, recommendations are made to bring that program's mission statement into alignment.

Conclusion

The University's Select Mission is a primary factor that must be considered in planning. As shown in this section of the self-study, the institution's strategic priorities and budgeting decisions are influenced by its Core Values and Mission. Given the series of budget cuts to the University in recent years, UW-W is struggling to maintain the level of funding to support all existing programs. A key issue in planning is the extent to which funds will be available to drive any but the most basic strategic priorities.

Development of the mission documents remains an open and collaborative process. Drafts of the Core Values and proposed Mission Statement revisions were circulated to governance and advisory committees on campus for their input. Internal A&R and OPR processes exist to ensure that academic and co-curricular units are working toward fulfilling the Mission. While units will choose to emphasize some aspects of the Mission over others, this difference in emphasis is appropriate and expected. With the approval of the revised University Mission Statement, it is important for the administration to ensure that the entire University community understands the Mission. This will be a challenge, since the Core Values and Mission may be viewed as a long-term guide for the University as programs concentrate on short-term needs due to fiscal restraints.

Finally, not all academic and non-academic units at the institution have their own mission statements. The campus is addressing this concern through the A&R and OPR processes.

Core Component 1d:

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

Overview

Governance and administrative structures are designed to support the fulfillment of the University's Select Mission. The structures may be state-mandated, institutionally-based, or administratively established. External and internal governance structures are

in place to ensure that responsibilities are explicit, and that recommendations or other outcomes are focused on institutional improvement and the maintenance of institutional integrity.

Three sets of evidence are offered in support of this core component:

Evidence 1d-1: The Board of Regents empowers the Chancellor with the necessary authority to fulfill the University's Mission.

Evidence 1d-2: The University's governance structures are inclusive, open, have well-defined responsibilities, and work collaboratively with campus leadership to achieve the institution's Mission.

Evidence 1d-3: Advisory Boards allow internal and external constituents to provide input on ways for the institution to achieve its Mission more effectively.

Evidence 1d-1: The Board of Regents empowers the Chancellor with the necessary authority to fulfill the University's Mission.

The Board of Regents governs UW-W. The Board is authorized under [Chapter 36](#) of the Wisconsin state statutes, and is comprised of 18 members. The Governor of Wisconsin appoints Regents to seven-year terms, with the exception of two student Regents, who are appointed to two-year terms.

The Regents appoint the Chancellor. Regents also set the institution's admission standards, review and approve its budget, and establish the regulatory framework within which the institution operates.

The Regents delegate to the Chancellor the necessary authority for the administration of the institution within UW System policies and guidelines. The Chancellor, in consultation with the faculty, is responsible for the following:

- designing curricula and setting degree requirements;
- determining academic standards and establishing grading systems;
- defining and administering institutional standards for faculty peer evaluation and screening candidates for appointment, promotion and tenure;
- recommending individual merit increases;
- administering associated auxiliary services; and
- administering all funds allocated to or generated by the University.

To achieve these tasks collaboratively, the Chancellor has created and empowered a number of [administrative committees](#). Administrative committees, with wide representation from throughout the campus community, are designed to make decisions that are driven by university-wide priorities and not discipline-specific concerns.

The Provost & Vice Chancellor for Academic Affairs and Associate Vice Chancellor are the de facto heads of the University's faculty and the final authority on all academic matters. The Provost is delegated responsibility for faculty staffing, personnel rules, promotion, performance reviews, and salary plans along with other administrative duties. The Associate Vice Chancellor oversees the curriculum and

chairs the [University Curriculum Committee](#) (UCC) and the Undergraduate and Graduate A&R Committees.

Evidence 1d-2: The University’s governance structures are inclusive, open, have well-defined responsibilities, and work collaboratively with campus leadership to achieve the institution’s Mission.

Three main structures related to governance are the Faculty Senate, Academic Staff Assembly, and Graduate Council. Several structures also ensure active student participation in university governance.

Faculty Governance

The [Constitution of the Faculty](#) and the [Bylaws of the Faculty](#) specify that the faculty, subject to the constraints of state statutes and Regents’ policies, are vested with responsibility for governance of the University. These responsibilities include the determination and implementation of academic programs and educational activities, faculty personnel matters and, with the campus administration, development of institutional policy.

The Faculty Senate serves as the main governance structure for faculty “voice” in University governance. Its membership, functions, and organization are prescribed in the Faculty Constitution. The Faculty Senate normally meets once a month, September through May. Any faculty member may attend its meetings, and any faculty member is allowed to address the Senate. An Executive Committee of the Faculty Senate may act on behalf of the entire body during times when the Faculty Senate does not meet (e.g., summer).

In addition to the Faculty Senate, 22 faculty committees, with representatives from across all four colleges, work to address faculty responsibilities. All faculty committees except the Organization Committee and the Elections Committee report to the Faculty Senate. The Chancellor often asks the Senate or its Executive Committee to recommend faculty members for appointment to administrative committees. The [University Handbook](#) lists the faculty committees and their duties.

Academic Staff Governance

Academic staff serve the University in instructional and non-instructional fixed-term appointments. Instructional academic staff teach courses, and non-instructional academic staff have leadership responsibilities in various academic and co-curricular units on campus (e.g., Residence Life, Student Affairs, Recreational Sports, Budget & Finance).

The [Constitution of the Academic Staff](#) and the [Bylaws of Academic Staff](#) specify that, through their elected governance body, the academic staff members of UW-W are organized for the purpose of participation in the governance of the University and to represent their interests. Wisconsin statutes mandate that academic staff be active participants in the governance and policy development of the institution, and that they assume primary responsibility for the formulation and review of all policies and procedures concerning academic staff members, including personnel matters.

The Academic Staff Assembly (ASA) serves as the main governance structure for academic staff “voice” in University governance. Twelve academic staff members are elected to serve on this body. Meetings are normally held biweekly, September through May. All academic staff committees report to this body. The Chancellor often asks the ASA to recommend academic staff members for appointment to administrative committees. A complete list of academic staff responsibilities and list of committees can be found in the *University Handbook*.

Graduate School Governance

According to the *University Handbook*, “The Graduate Council shall serve as the executive committee of the Graduate Faculty. It shall receive, consider and take final action on all graduate matters including curriculum, administration and executive action but excluding amendments to the Constitution.” The [Graduate Council](#) is an administrative committee. Membership is comprised of a faculty representative from all departments offering a graduate course, a student representative from each college, and the Provost and the Dean of the School of Graduate Studies & Continuing Education, both of whom serve as ex-officio members.

Two standing committees report to the Graduate Council: the Graduate A&R Committee and the Committee of Exceptions to Graduate Policy. Ad hoc committees may be designated as needed.

Student Governance

Chapter 36 of the Wisconsin state statutes grants students the right to participate in University governance, as well as the responsibility to select and maintain the student groups participating in governance. Students have primary responsibility for the formulation and review of policies concerning student life, services, and interests, and in consultation with the Chancellor, also have the responsibility for the disposition of that portion of student fees allocated to the support of campus student activities. Student governance is largely comprised of the [Whitewater Student Government](#) (WSG), the [Residence Hall Association](#) (RHA), the Deans’ Advisory Councils, and the [Segregated University Fee Allocation Committee](#) (SUFAC).

Whitewater Student Government is an elective body representing all students enrolled in the University. It coordinates its activities directly with the Chancellor, and is limited only by the authority and responsibilities specifically allocated to the Chancellor and faculty. Students elect the President and Vice-President of WSG annually.

The WSG Senate is the legislative branch of WSG. Twenty-one senators are elected from and by the student body, with one appointment made each from the four undergraduate colleges, for a total of 25 student Senators. WSG holds weekly meetings during the academic year, and WSG meetings are open to all students.

The Residence Hall Association is charged with the responsibility for policies related to students residing in campus housing units. All students residing in the residence halls are general members. The Assembly and Executive Committee serve as voting members of RHA.

Each of the four colleges houses a Dean's Advisory Council comprised of elected representatives from recognized student organizations in that college. These Councils work with the respective Deans on matters related to academics and other issues affecting students within the colleges. The Councils report to WSG. Student representatives on the Deans' Advisory Councils serve on a number of administrative and faculty committees.

The Segregated University Fee Allocation Committee (SUFAC) allocates students' segregated fees to campus organizations, in consultation with the Chancellor and approval by the Regents. This nine-member Committee is comprised of four student representatives from the Deans' Councils (one from each College), two student representatives from RHA, two students from WSG, and two non-student ex-officio members. According to its website, SUFAC provides "substantial support for campus student activities." SUFAC is housed in the Center for Student Involvement & Leadership in the Student Affairs Division.

Students have been active participants in University governance. They have passed a number of initiatives to support retention, including a tuition surcharge to support the Academic Advising & Exploration Center. Students also voted to assess themselves a fee to pay for a major renovation to the University Center. Largely supported by student fees, the UC is widely used by all members of the University community.

Evidence 1d-3: Advisory Boards allow internal and external constituents to provide input on ways for the institution to achieve its Mission more effectively.

Advisory Boards

University-level service units and committees generally have advisory boards with membership representative of the greater University community. The Learning, Enhancement, Assessment, and Research Network (LEARN) Center, for instance, uses a faculty advisory board to "serve as a conduit to the colleges... and to give direction to short- and long-term programs designed to help faculty and staff develop as teachers and scholars." The Leadership Center, dedicated to promoting student leadership development and student involvement in the campus community, uses a board comprised of student representatives from RHA, WSG, Multicultural Education Center, Adult Resource Center, and Women's Center, in addition to one faculty and one academic staff member who serve as advisors to student organizations. The University Police Advisory Committee, which advises the Director of University Police Services (Chief of Police), has representation from classified staff, unclassified staff, and students.

University-wide committees, including A&R, are in place to provide feedback to academic programs on a regular basis. In addition, many academic programs have established mechanisms for feedback from external constituencies as well. These advisory boards may be college-wide or program-specific. The Colleges of Arts & Communication and Business & Economics have established college-level advisory boards. The College of Letters & Sciences relies on feedback from two advisory boards, and boards in the College of Education are department-specific. Several programs in the College of Business & Economics and Letters & Sciences have established their own departmental advisory boards in addition to the College-wide

advisory board. These advisory boards typically enhance visibility and connections between academic units and external constituencies, and assist in academic assessment initiatives. For example, School Business Management (SBM) faculty regularly receive “real-world” insights on keeping the curriculum current from SBM Advisory Board members such as the Assistant Superintendent for Finance or Assistant Superintendents of area school districts. Based on feedback from their advisory board, the Occupational & Environmental Safety & Health Department successfully implemented a new emphasis in construction safety. See Appendix D for a list of colleges and academic programs that have created and use external advisory boards.

Conclusion

Governance at UW-W is largely defined by state statutes, the Regents, and UW System. The Regents appoint the University’s Chancellor, who functions as the representative to the campus and is empowered to oversee the affairs of the campus. Wisconsin statutes and UW-W policies specify faculty, academic staff, and student roles in the governance of the University. Internal and external advisory boards also provide feedback to support the institution’s Mission for program quality.

Core Component 1e: The organization upholds and protects its integrity.

Overview

As might be expected of a 138-year-old state university of 10,500 students and nearly 1,050 faculty, staff and classified employees, UW-W has developed processes and procedures that permit the University to carry out its Mission with integrity. These processes and procedures are based on the University’s Core Values, the principle of shared governance, and open communication across its constituencies. Consistency in administration and implementation is maintained through UW System regulations and University procedures, including its shared governance committee structure.

Three sets of evidence confirm the institution’s fulfillment of this core component:

Evidence 1e-1: The State of Wisconsin and UW System delineate standards for open and honest operation and have procedures for assuring adherence.

Evidence 1e-2: The institution’s administrative units comply with campus, UW System, state, and federal laws and regulations relevant to its Mission and operation.

Evidence 1e-3: The UW System and the University have proven policies and procedures for fairly, objectively, and quickly addressing complaints, grievances, and appeals in a timely manner.

Evidence 1e-1: The State of Wisconsin and the UW System delineate standards for open and honest operation and have procedures for assuring adherence.

State Statutes & Legislation

As a state institution, UW-W adheres to Wisconsin state statutes regarding [open meetings](#) and open records. Chapter 19.81 of Wisconsin Statutes states: “To implement and ensure the public policy herein expressed, all meetings of all state and

local governmental bodies shall be publicly held in places reasonably accessible to members of the public and shall be open to all citizens at all times unless otherwise expressly provided by law.” [Wisconsin’s Open Records Law](#), initially enacted into law in 1981, was revised in 2003. Chapter 19.31 states, in part: “[S]s. 19.32 to 19.37 shall be construed in every instance with a presumption of complete public access, consistent with the conduct of governmental business. The denial of public access generally is contrary to the public interest, and only in an exceptional case may access be denied.”

The University adheres to these policies through posting notification of meetings, annual reviews of faculty, and posting of agendas and minutes of meetings online. Written notification of dates, times, and locations of annual reviews of faculty are sent to News & Publications, and are posted in prominent places in buildings on campus. Agendas of meetings of University committees, such as the University Curriculum Committee, Faculty Senate and Graduate Council, are posted online at least one week in advance of the meeting. Minutes of these meetings are also available online. Course evaluations are available to the public in departmental offices. The Director of News & Publications serves as the University’s “point person” for Freedom of Information requests. The Registrar’s Office is responsible for inquiries regarding the Family Educational Rights & Privacy Act (FERPA).

UW System

Chapter 36 of the Wisconsin state statutes includes sections defining appropriate codes of conduct for Regents, Chancellors, university employees, and students. It includes expanded statements about appropriate behavior in specific contexts, including conflicts of interest; reporting harassment and discrimination claims; investigating discrimination claims against students, staff and faculty; use of animals for research purposes, etc.

[Wisconsin Administrative Code](#) regulations, set forth by the Regents, define behavioral expectations and codes of ethical conduct for faculty, academic staff, other university employees, and students. The document also includes protocols for faculty and academic staff dismissal, termination, and layoff because of financial or budget exigency.

In addition, UW System requires that faculty and staff report their involvement in [outside activities](#) annually, including any financial remuneration they may receive from involvement in these activities. Additional annual ethics reports are required of all Chancellors, Provosts, and selected other university administrators.

[Intellectual property rights](#) at UW-W are governed by UW System policies, which cover in detail issues related to computer software, copyrightable instructional materials, and patents.

Assistance in ensuring adherence to policies, statutes and regulations is provided by the UW System Office of General Counsel, which provides legal advice and representation to the University, serves as liaison to state government offices and agencies, including the Wisconsin Department of Justice, and provides information and training on legal issues to University administrators and staff.

Institutional Regulations

The principal document governing the operations of UW-W is the *University Handbook*. Beyond sections on shared governance structures, the *University Handbook* sets forth the rights, responsibilities, and codes of expected conduct for employees and students.

Research Protocols

The institution publicly shares and adheres to federal and UW System guidelines for faculty, staff, or student research involving human subjects. Research projects involving human subjects require review by the Institutional Review Board for the Protection of Human Subjects (IRB). The University's *IRB Guide* contains information regarding federal and UW System regulations as well as guidelines to assist researchers in preparing submissions for IRB review.

UW-W recognizes the scientific and ethical responsibility for the humane care and use of animals involved in research and education and enjoins all individuals involved to the highest standards of care and consideration. The [Institutional Animal Care & Use Committee](#) (IACUC) assures that all research activities involving animals meet the ethical and legal requirements for humane care and use set by the Office of Laboratory Animal Welfare and the Public Health Service.

Designated faculty and staff also assume responsibility for safety in the classroom when working with chemicals or other products that might pose risks. The Art, Chemistry, and Theatre/Dance Departments, for example, have designated faculty to monitor the safety of students in their classes and labs when working with potentially hazardous materials.

Evidence 1e-2: The institution's administrative units comply with campus, UW System, state, and federal laws and regulations relevant to its Mission and operation.

The *University Handbook* serves as a primary resource governing faculty, staff and students at UW-W. In addition, many offices on campus have developed regulations specific to their duties and responsibilities. Examples include Admissions, Financial Aid, Financial Operations, Purchasing, Registrar, Risk Management & Safety, and University Police Services.

Admissions

As the primary marketer of the University to incoming college students, the [Admissions Office](#) is charged with publicizing the University's expectation of academic preparedness. These expectations are specified for prospective students in the form of guidelines for admission as a new freshman and as a transfer student. [Graduate admissions](#) are processed separately through the School of Graduate Studies.

The admission standards for freshman, transfer, and graduate students are a function of UW System policies, University policies, and expectations set forth by the Regents. The Admissions Office verifies that admitted students have academic portfolios that

satisfy the standards. The School of Graduate Studies verifies the admission credentials of all applicants for post-baccalaureate degree programs.

Financial Aid

The [Financial Aid Office](#) is committed to equal treatment of all students and follows a written Financial Aid policy when awarding aid to students. A Professional Judgment Committee writes policies to deal with exceptional cases, as recommended by federal law. Reviews are done periodically to ensure compliance with NCAA Division III rules for student athletes and [UW-W Satisfactory Academic Progression Policies](#) for all students.

The integrity of financial aid programs is maintained by following the guidelines set forth by the National Association of Student Financial Aid Administrators. The Financial Aid Office follows federal guidelines mandated in the Federal Register, as outlined in the *Student Financial Aid Handbook*. State statutes and the Wisconsin Higher Educational Aids Board dictate state funding regulations. Annual federal reports, Fiscal Operations Report & Application to Participate, along with state reporting and Central Data Request insure checks and balances are in place for auditing. The Financial Aid office is audited by the state of Wisconsin Legislative Audit Bureau, in accordance with the Office of Management & Budget Circular A-133.

Financial Operations

The UW-W budget is subject to the annual review and approval of the Regents, and is subject to audit on a number of levels. Certain operations of the institution are subject to internal audit processes, while other operations, such as accounting for tuition and payroll, are subject to internal and UW System audits.

All operations of the University may be periodically reviewed by UW System's external auditor, the Legislative Audit Bureau of the State of Wisconsin. External audit reports are publicly available.

Purchasing

Purchasing and contracting at UW-W are delegated by UW System. The institution agrees that all purchases will be made in accordance with the [State Procurement Manual](#), state statutes Chapter 16, and all other applicable policies governing sound purchasing practices. The University has adopted a set of principles governing contracting that uphold the Mission and integrity of the University.

Registrar

The Registrar's Office registers students, maintains academic records, issues transcripts, and provides certification for veterans' benefits. This office maintains and issues the *Schedule of Classes*, the *Undergraduate Catalog* and *Graduate Catalog*, and the *Academic Calendar*. The Registrar's office also serves as a gatekeeper in providing access and releasing student education records to internal and external constituencies, including FERPA.

Risk Management & Safety

The institution has established and follows a set of federal best practices to ensure the safety and protections of workers, products, and the environment exposed to biohazards. These policies and procedures are overseen by the Environmental Health, Risk Management, Safety & Loss Control Office, a unit in the Division of Administrative Affairs.

University Police Services

University Police Services is responsible for the day-to-day safety of all persons on campus through law enforcement. As required by law, this unit issues an *Annual Security Report and Policy Statement*, detailing campus crime statistics, including the number of arrests and/or disciplinary referrals. The *Report* is available online. In addition, University Police Services submits data on arrests and/or disciplinary referrals to the student newspaper, *Royal Purple*, which publishes them on a regular basis.

Evidence 1e-3: The UW System and the University have proven policies and procedures for fairly, objectively, and quickly addressing complaints, grievances, and appeals in a timely manner.

In conjunction with UW System, the University has a number of policies and procedures for addressing an array of academic and non-academic problems. Figure 1.4 demonstrates that while some policies are rarely invoked, others are used regularly in order to address complaints, grievances, and appeals. It also suggests that complaints, grievances and appeals are addressed expeditiously.

Alleged violations of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Wisconsin Statute, s.36.12 are handled by the Assistant to the Chancellor for Affirmative Action. The act, amendment and statute specifically prohibit discrimination based on a student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital or parental status. The grievance procedure is outlined in detail in the <i>University Handbook</i> .		
Example	# Filed Annually	Time to Resolve
hiring decisions	0-1	2 Weeks
<i>Policy on Sexual Harassment</i> defines sexual harassment and provides procedures for reporting and enforcement		
Example	# Filed Annually	Time to Resolve
student to student	5	2 Weeks
employee to student, employee to employee	4 in 4 Years	1-6 Months
<i>Student Academic Disciplinary Procedures, UWS Chapter 14</i> , addresses the University's responsibilities to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. These procedures cover the act of academic dishonesty, disciplinary process, and appeal		
Example	# Filed Annually	Time to Resolve
plagiarism	75	1-2 Weeks
<i>Student Nonacademic Disciplinary Procedures, UWS Chapter 17</i> , addresses the University's intent to provide an environment safe from violence and free of harassment, fraud, theft, disruption and intimidation		
Example	# Filed Annually	Time to Resolve
theft	300	1-2 Weeks

<i>Conduct on University Lands, UWS Chapter 18</i> , addresses a range of authorities bestowed on the University directed at providing a safe and regulated University environment		
Example	# Filed Annually	Time to Resolve
vandalism, alcoholic beverages, etc.	1,300	5 Days
<i>Registrar's Appeal for Extenuating Circumstances</i> provides students with a process to seek redress from policies administered by the Office of the Registrar		
Example	# Filed Annually	Time to Resolve
appeal "course repeat policy"	300	1 Day
Requests for <i>exception to graduate policy</i> articulated in the policy section of the <i>Graduate Catalog</i>		
Example	# Filed Annually	Time to Resolve
seek readmission to program	10	1 Day
<i>Grade Appeals</i> follow a formal procedure. Procedure published in the <i>University Handbook</i> and <i>Grad & Undergrad Catalogues</i>		
Example	# Filed Annually	Time to Resolve
"deserved a better grade"	60-80 (95% settled in dept.)	90% in 1-4 Weeks
<i>Parking Citation Appeals</i> , provide procedures for appeal of parking violations		
Example	# Filed Annually	Time to Resolve
dispute over parking ticket	200	4 Weeks
The University maintains a formal complaint procedure—all complaints are investigated		
Example	# Filed Annually	Time to Resolve
complaint against University Police	2	5 Days

Figure 1.4: *Summary of Complaints, Grievances and Appeals Processes and Resolution Time*

Incoming students are introduced to a [Student Guide to Solving Problems](#), which offers students a quick reference and timeline for addressing problems centered on academics, grade appeals, sexual harassment, and discrimination.

Conclusion

The examples of evidence offered in support of this core component are representative of a host of policies and procedures that ensure consistency and fairness as the University carries out its Mission.

Unfortunately, the bureaucratic nature of a university means that some policies will be perceived as cumbersome or incomplete. For instance, in addressing faculty complaints and grievances, the institution must grant due process to balance the protected rights of both the complainant and the accused, which lengthens the time necessary for resolution of the complaint or grievance.

Mission and Integrity at UW-Whitewater: Conclusions Relevant to the Four Cross-Cutting Themes

UW-W as a Future-Oriented Organization

Strength: Revision of the Select Mission and the development of Core Values and Organizational Objectives facilitate institutional planning.

During the review period, the campus enriched its mission documents by developing a set of Core Values, revising its Select Mission, and identifying a set of Organizational Objectives that have helped link the Mission to the Institutional Goals. These steps have made the purposes and priorities of the institution clearer to its internal and external stakeholders, and have facilitated mission-driven planning. Efforts to revise the institution's Strategic Plan, initiated in December of 2005, use the Organizational Objectives as a framework.

In fall 2005, the University held a series of campus-wide meetings with the purpose of capturing the "hopes and dreams" of internal and external stakeholders. The emergent themes will aid in the development of a vision statement in early 2006.

Strength: Institutional decisions are mission-driven.

In the face of recent state budget cuts to the UW System, the institution used its mission documents to develop a set of principles that guided budget reduction decisions. The importance of student learning manifested in the mission documents is evident in these guiding principles.

The institution's internal review processes require that programs describe how their actions and performance align with and support the fulfillment of the institution's Select Mission. Both academic and non-instructional programs receive feedback based, in part, on their performance in fulfilling the Mission.

UW-W as a Learning-Focused Organization

Strength: Mission documents underscore the centrality of learning.

The institution's Core Values, Select Mission, Objectives and Institutional Goals all address the importance of learning. From a broad "commitment to the pursuit of knowledge and understanding" articulated as a first core value, to the specific institutional goal of continuing to "refine and assess student learning outcomes... in order to evaluate program effectiveness based on those outcomes," the University emphasizes its primary purpose.

Further, mission documents specify a commitment to providing support for learning, the importance of scholarship and creative activity, and a commitment to providing lifelong learning opportunities for internal and external constituencies.

UW-W as a Connected Organization

Strength: Mission documents are a result of an open and collaborative process with internal and external stakeholders.

The process of developing Core Values, Institutional Objectives, and Institutional Goals, as well as the process of revising its Select Mission, were led by the SPBC, a group with representation from 16 campus constituencies and one community member. The SPBC sought feedback from faculty, staff, and students on campus through administrative and governance structures and open forums. Each phase of the process was transparent, with decisions not only open to scrutiny but inviting discussion.

External stakeholders, including the Parents' Advisory Board, the UW-W Foundation Board, and external advisory groups, were all provided with opportunities to review and provide feedback as mission documents were developed.

UW-W as a Distinctive Organization

Strength and Challenge: The institution is fulfilling its stated commitments to creating and supporting a diverse student body, but faces new challenges in doing so in the years ahead.

The University has been successful in recruiting multicultural students, enrolling more multicultural students than any other comprehensive university within the UW System. It provides an array of academic and social support programs for diverse student populations, including a variety of programs through Academic Support Services and the nationally-recognized Center for Students with Disabilities.

Decreases in student financial aid and reductions in funding for academic support programs for multicultural students, as well as continuing reductions in state appropriations to support the Center for Students with Disabilities, will make this portion of the Mission increasingly difficult to fulfill in the years ahead.

