

Introduction

Overview of the University and the Self-Study Process

The University of Wisconsin-Whitewater (UW-W) was founded in 1868 as a Normal School to train teachers. Since that time, it has progressed to State Teachers College, State College, and State University. In 1972, with the merger of the nine state universities and the former University of Wisconsin, UW-W became a member of the University of Wisconsin System (UW System). The combined enrollment in the UW System makes it the fourth largest system of higher education in the United States.

UW-W has grown to over 10,500 students with more than 1,050 faculty, staff, and administrators. It is now a comprehensive university offering both undergraduate and graduate degrees. Forty-six majors are offered in four undergraduate colleges: Arts & Communication, Business & Economics, Education, and Letters & Sciences. The School of Graduate Studies & Continuing Education oversees 13 graduate degree programs. In addition, approximately 35,000 participants take advantage of Continuing Education, Extension and Summer Session programs, both credit and non-credit, annually. See Appendix A for a more detailed profile of the University.

Located in southeastern Wisconsin approximately 45 miles southeast of Madison, 50 miles southwest of Milwaukee, and 100 miles northwest of Chicago, the 410-acre campus includes 53 academic/auxiliary buildings, a 150-acre nature preserve and arboretum, and 43 acres for baseball, football, soccer, softball, track, and tennis. Noteworthy buildings include the newly remodeled and expanded Upham Hall for the natural sciences, a multipurpose University Center, the 1,350-seat Irvin L. Young Auditorium, the 11,500-seat Perkins Stadium, and the Kachel Fieldhouse, which provides 100,000 square feet of indoor athletics and recreational space.

Institutional Structure and Governance

As established by state statute, the 18-member Board of Regents governs the UW System, including two doctoral-granting and 11 comprehensive universities (including UW-W), a 13-campus two-year College system, and a statewide Extension institution.

The Governor appoints 16 of the Regents to seven-year terms, and two student Regents to two-year terms. The Regents appoint the President of the UW System, the

Chancellors of the 13 universities, and the Chancellor of Extension and two-year Colleges, and the Deans of the 13 two-year colleges. The Regents also set admission standards, determine tuition rates, review and approve university budgets, and establish the regulatory framework within which the individual units operate.

The 14th UW-W Chancellor is Martha Saunders, who took office 1 August 2005. Dr. Saunders oversees the campus and reports to the President of the UW System and the Regents. Reporting directly to the Chancellor are the Provost & Vice Chancellor for Academic Affairs, the Assistant Chancellor for Student Affairs, the Intercollegiate Athletic Director, the Vice Chancellor for Administrative Affairs, and the Assistant Chancellor for University Advancement. The Provost oversees all academic, research, and public service activities and units that support these activities. Those reporting indirectly to the Chancellor include the Assistant to the Chancellor for Affirmative Action & Equal Opportunity, and the Associate Vice Chancellor for Budget & Finance. These reporting relationships are summarized in Fig. 1. For an expanded and more detailed administrative organizational chart see Appendix B.

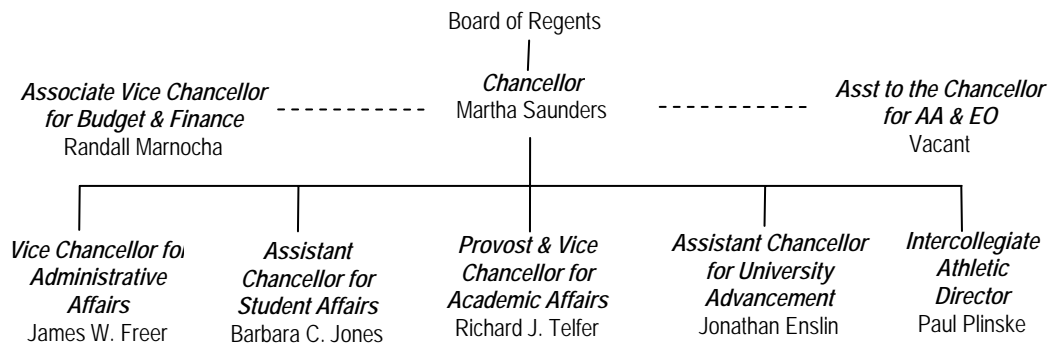


Figure 1: *Administrative Organizational Chart*

In policy and practice, these administrative positions function in a context of shared institutional governance. The 34-member [Whitewater Student Government](#) (WSG) serves as the official representative and legislative body for UW-W students. WSG is a strong voice that represents students through direct contact with University administrators, by serving as voting members on most campus committees, and by making changes through legislation.

The 38 elected members of the [Faculty Senate](#) are principally responsible for determining the institution’s undergraduate programs and educational activities as well as faculty personnel matters. Along with the campus administration, the Senate also develops institutional policy. The 13 elected members of the [Academic Staff Assembly](#) have the primary responsibility for formulating and reviewing all policies and procedures concerning academic staff members, including academic staff personnel matters. The [Graduate Council](#)’s 28 elected graduate faculty and four appointed student representatives legislate all graduate matters including curriculum, policy, and administration. Collectively, these governance structures guarantee that students, faculty and staff have their viewpoints and recommendations considered in campus decision-making.

Significant Developments at UW-Whitewater: 1996-2006

Important changes in personnel, policies, philosophies and practices have taken place during the past decade. A brief overview of major developments follows.

Changes in Upper Administration

During the current review period, seven different individuals have served in the strategic leadership positions of the University. Dr. H. Gaylon Greenhill, the Chancellor during the 1996 review, retired and was replaced by Dr. John Miller in July 1999. Dr. Miller resigned to take another chancellorship, and was replaced in August 2005 by Dr. Martha Saunders.

Dr. Kay Schallenkamp, Provost & Vice Chancellor for Academic Affairs at the time of the 1996 review, resigned in July 1997 to take a university presidency and was replaced on an interim basis by Dr. Larry Davis. Dr. Davis filled the interim position until his July 1998 retirement, when Dr. David Prior replaced him. Dr. Prior, now a President at a state university in Virginia, resigned the position in March 2002, and was replaced by current Provost, Dr. Richard Telfer.

Changes to other upper administrative positions during the review period include Assistant Vice Chancellor for Student Affairs (Dr. Barbara Jones, 2000), Assistant Chancellor for University Advancement (Jonathan Enslin, 2005), and Intercollegiate Athletic Director (Shawn Eichorst, 1999; Dr. Paul Plinske, 2004).

Refinement and Clarification of Strategic Purpose

From 1996 to 2000, UW-W operated under the direction provided by the [1996 Strategic Plan](#), developed by the University's Strategic Planning & Budget Committee (SPBC). In fall 2000, Chancellor Miller proposed that the campus replace the Strategic Plan with a set of [38 University Goals](#), and charged the SPBC with identifying a set of core values that characterized the broader purposes of the campus.

SPBC held campus-wide forums to discuss the Goals, and by fall of 2002, the Goals became part of a biannual [Report Card](#) used to gauge the institution's progress in eight key areas of student success and satisfaction, facilities and community presence, and acquisition and management of funds, among others.

For three years, the SPBC examined campus documents and surveyed the campus community, including governance groups, and came to consensus that five core values lie at the heart of UW-W:

Core Values

- 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

These Core Values were aligned with the University Goals and the [UW-W Select Mission Statement](#). This process suggested a need to modify the Mission Statement. A

collaborative process involving campus governance groups and select external constituencies (e.g., Parents' Advisory Board) concluded with approval of a revised Mission Statement by the Regents in February 2005.

Under Chancellor Saunders' leadership, UW-W will soon be replacing the goal-based planning approach with a more traditional strategic planning model. The SPBC began work on a new strategic plan in December of 2005.

Changes in Promotion and Tenure Standards

During the review period, faculty committees have revised both UW-W's *Rules Governing Faculty Appointments* and the University's standards for promotion and tenure. The revised rules were approved and became operational in 2005, and the revised standards were approved by the Faculty Senate and approved by the Chancellor in March 2005.

With the approvals of these changes, the University has moved from a norm-based process for tenure and promotion to a criteria-based set of standards. Previously, faculty were compared to each other across disciplines in tenure and promotion decisions. The new *Rules* and standards specify that the accomplishments of a candidate for tenure and promotion are to be measured according to departmental, constituency (college), and University criteria.

There is considerable sentiment among faculty that the standards for tenure and promotion have become more stringent over the past 10 years. However, there is also the perception that a criteria-based system removes much ambiguity inherent under the norm-based system.

Accreditations, Awards and Recognitions

During the current review period, nine academic departments/colleges, and two non-instructional programs earned or renewed professional accreditations:

- Association to Advance Collegiate Schools of Business-International (AACSB) (1998)
- American Chemical Society (2003)
- Council on Academic Accreditation in Audiology & Speech-Language Pathology (2004)
- Council for the Accreditation of Counseling & Related Programs (1999)
- Council of Social Work Education (Undergraduate) (2002)
- National Association of Schools of Music (2000)
- National Association of School Psychologists (2004)
- National Association of Schools of Theatre (2003)
- National Council for the Accreditation of Teacher Education (NCATE) (2004)
- National Association for Education of Young Children (2003) (UW-W Children's Center)
- Accreditation Association for Ambulatory Health Care (2004) (University Health & Counseling)

Also, since 1996, a number of academic programs have earned awards or recognition from external agencies or associations:

- In 1997, 2000, and 2003, the Association of Information Technology Professionals ranked *UW-W's Management Computer Systems Program* first among four-year computing degree programs in the United States and Canada—an honor this program has earned seven times since 1984.

- The [Department of Business Education/Computer and Network Administration](#) received the 2003 *Programs of Excellence Award in Business Education* from the National Association for Career and Technical Education—the third time the department has received the award.
- The [National Association of State Boards of Accountancy](#) reported that accounting students from UW-W have appeared more often in the “Top 10” for first-time candidates with the highest passing rates on all parts of the Certified Public Accountancy Examination than students from any other U.S. institution.
- In 1999, the Languages and Literatures Department was the recipient of the [UW System Regents Award for Excellence in Teaching](#).

Student accomplishments have also been widely recognized:

- Nine students have received the Richard G. Gaarder Award for the Outstanding Senior in Music Education since the Wisconsin Music Educators Association established the award in 1988.
- Students in the Theatre/Dance Department have had productions selected for performance at the Regional American College Theatre Festivals in 2000, 2001, and 2003-2006.
- The American Institute of Physics named the UW-W chapter of the Society of Physics Students the nation’s Outstanding Chapter in 2002—the 10th time this society has received the top honor during an 11-year span.
- The student Chemistry Club received national recognition in 2005 by the American Chemical Society for its chapter activities.
- UW-W biology students have won first place awards for research presentations at the National Biology Honor Society Conference in 2000, 2001, 2002, 2003, and 2004.
- UW-W’s student American Marketing Association was selected the Outstanding International Chapter in 2003—and has won the top chapter award more times than any other university in the program’s 25-year history.
- For the 22nd consecutive year, UW-W’s student chapter of the Society for Human Resource Management has received the Superior Merit Award.
- The student chapter of the Institute of Management Accountants won the Gold Award for Outstanding Chapter in 2005. This is the seventh time in its 12-year history that the chapter has won the award—no other chapter has more than five such awards.
- UW-W’s Residence Hall Association (RHA) was named the 2005 School of the Year by the Great Lakes Association of College & University Residence Halls, the highest honor award bestowed by that organization.

Enhanced Programming and Support for New and Returning Students

The University expanded programs to assist first-year and transfer students with their transition to UW-W. The [New Student Seminar](#) (NSS), first offered in 1996, is a one-unit class offered by faculty and staff to help students deal with the challenges of academic and social life in college. Since 2003, the NSS has been supported by the [Peer Mentor](#) program—a program whereby approximately 100 trained upper-class mentors assist new students. The NSS and Peer Mentor programs annually attract more than half of the approximately 1,900 freshmen on campus.

Learning communities provide freshmen an opportunity to connect and collaboratively learn with others who share similar career aspirations. In a fall 2004 pilot offering of a [Live & Learn](#) community, 50 students interested in pursuing a degree in education lived in a shared residence hall community, enrolled in the same courses, and cooperated on interdisciplinary assignments. In fall 2005, this initiative was expanded to include three learning communities containing approximately 90

students. Plans are underway to have as many as nine learning communities active by fall 2006, with more than 200 student participants.

Collectively, these programs, along with the opening of the new [Academic Advising and Exploration Center](#) in 2003, have contributed to steady increases in student satisfaction and have improved freshman-to-sophomore retention.

During the review period, the campus has also increased financial support of its [Undergraduate Research Program](#) (UGR). Annually, 50-75 undergraduate students complete research projects designed in collaboration with faculty members and present their findings at the Undergraduate Research Day. The majority of these projects are supported by the UGR. Additional funding is provided by the URP to defray travel costs for those students interested in presenting their research at the annual National Conference on Undergraduate Research. Approximately 30-40 students participate annually, a figure that makes UW-W one of the largest participants, and which contributed to the campus's being selected to serve as the host site for the national conference in 2002.

Finally, the campus has significantly increased its financial support of its students. The campus and the UW-W Foundation increased their support of scholarships and awards for students from \$167,000 in FY97 to more than \$600,000 in FY05.

Evolution and Innovations in Funding Mechanisms

Like most public universities, UW-W faces challenges that come with receiving a majority of its funding from a state facing uneven tax revenues, structural budget deficits, and shifted fiscal priorities.

In 1996, nearly two-thirds of UW-W's operating budget of approximately \$86 million came from state tax support and student tuition General Purpose Revenue (GPR), allocations made by the state. By 2005, as the top trend line in Fig. 2 reveals, GPR allocations covered less than half of its \$158 million operating budget. The lower

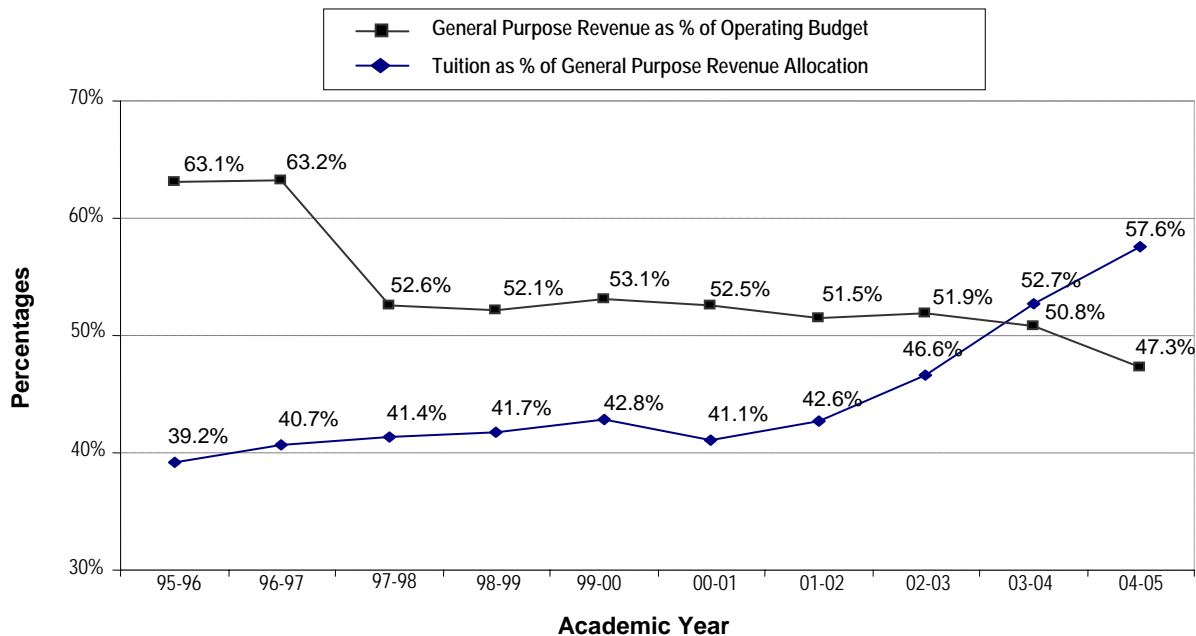


Figure 2: Trends in Funding Sources

trend line in Fig. 2 reflects the state’s increasing reliance on tuition revenue, rather than state tax revenue, in making its GPR allocation.

Like other campuses in the UW System, UW-W has become more entrepreneurial in nature and increasingly relies on fees and tuition revenues to fund its operation. The UW System has approved “[service-based pricing](#),” thus allowing campuses to set tuition according to academic program costs. This has allowed the College of Business & Economics to mount a nationally recognized online master’s of business administration (MBA) program that generates approximately \$2 million in tuition revenue annually. Similarly, a “[differential tuition](#)” charge of an additional 3.5 % to undergraduates, initiated and approved by the WSG, has allowed the campus to provide supplemental advising services to enhance the academic and social experiences at UW-W.

Efforts in University Advancement and Extramural Funding

The campus also increased efforts to secure external funding. In 2000, the [University Advancement Office](#) added four development officers to develop donor and alumni-based relationships within the four colleges. This move has helped increase average annual gift contributions by approximately \$500,000 compared to the preceding five years.

In 1997, the [Office of Research & Sponsored Programs](#) (ORSP) moved from a direct reporting relationship to the Associate Vice Chancellor of Academic Affairs to the School of Graduate Studies & Continuing Education. This reorganization, coupled with key changes in personnel and greater resource support, led to significant increases in submissions and increased extramural awards nearly 300% over the preceding 10 year period.

Fig. 3 chronicles increased gift contributions and extramural awards during the review period.

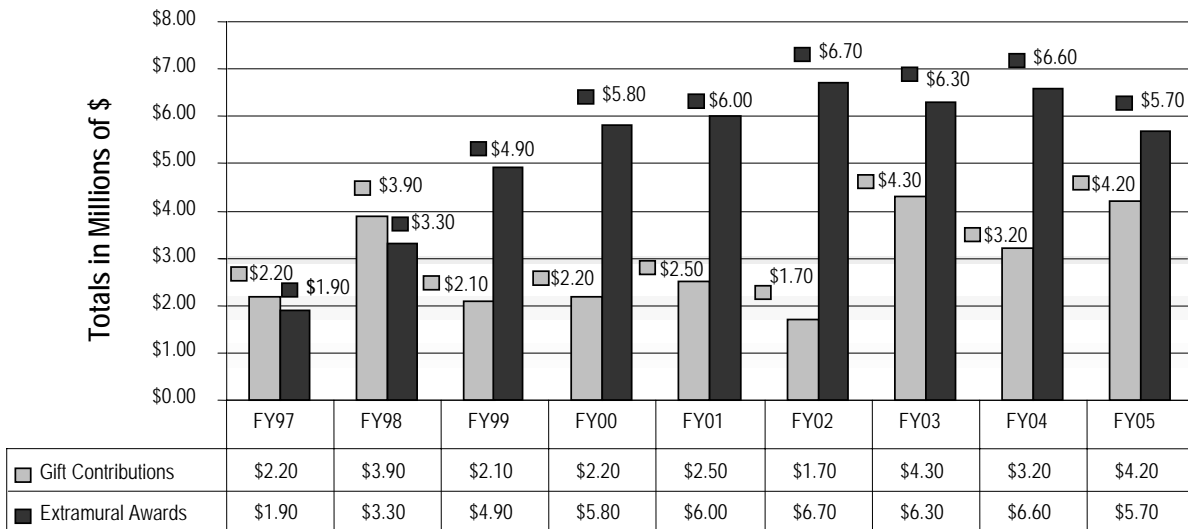


Figure 3: *Gift Contributions and Extramural Awards Since Fiscal Year 1997*

Improvements in Technology Infrastructure and Usage

In 1999, the institution received a five-year, \$1.75 million U.S. Department of Education Title III grant that has allowed it to fund two major technology upgrades.

First, the grant helped the campus transition from an antiquated, home-grown mainframe-based information system of more than 1,000 disparate programs to an integrated PeopleSoft system. This change has provided enhanced web-based service for students and faculty, and improved access to mission-critical institutional data.

Second, the funding allowed the campus to improve its network infrastructure to support technology-based instruction and help launch a sustained institutional effort to train faculty to use technology to enhance instruction and expand online access. Since 2000, 175 faculty and instructional staff have completed intensive two-week training sessions. This training has led, by fall 2005, to more than 525 courses (and more than 900 course sections) that are being supported by online instruction, and nearly 50 undergraduate and graduate courses being offered exclusively online. Since its pilot offering in fall 1998, the nationally recognized [Online MBA program](#) has enrolled nearly 9,000 students, with more than 100 completing degrees exclusively through online courses.

Further, the improved infrastructure has facilitated the [University Library](#)'s electronic delivery of services such as virtual reference assistance and document delivery to desktop. The Library's online resources expanded to 168 electronic reference resources, 15,000 ejournals and more than 18,000 ebooks, providing researchers 24-hour access to this web-based collection.

UW-W is working to expand wireless access, enhance security infrastructure, and deploy, in collaboration with the UW System, a "Shared Query Library" that will permit academic and non-academic units greater access to critical data.

Responses to the 1996 NCA Site Visit Report

Over the past decade, the institution has also taken steps to respond to a "concern" and a series of recommendations articulated in the [Report of a Visit to the University of Wisconsin-Whitewater](#), Whitewater, WI, April 15-17, 1996.

Concern Raised in the 1996 Site Visit Report

"The university is offering and is planning to expand its graduate programs without careful attention to the appropriate distinctions between graduate education and undergraduate education and without adequately considering the academic and fiscal ramifications of expanding such education."

Related Recommendations from the 1996 Site Visit Report

"Existing graduate programs should be carefully reviewed with attention given to issues such as inclusion of scholarship, opportunities for a true graduate experience, elimination of dual-level courses, and faculty loads."

"The mission statement and statement of procedures for handling complaints should be published in the Graduate Bulletin."

In fall 1996, the UW-W Graduate Council (GC) began a series of discussions about the purposes of graduate education and its distinctions from undergraduate education. That November, the GC voted to amend the curricular approval process by requiring that all dual-listed course proposals include a specification of “[Graduate Level Requirements](#).” Because the GC scrutinizes dual-listed proposals and has enacted a policy of eliminating the graduate portion of all dual-listed courses with no graduate enrollment in the preceding four years, the number of dual-listed courses has been reduced from 489 in 1996 to 338 in 2005.

Since the 1996 NCA accreditation visit, each of the 13 graduate programs has twice completed the University’s [Audit & Review](#) (A&R) process, an internal evaluation that identifies programmatic strengths, weaknesses, and recommended improvements. Each of these reviews culminates in a face-to-face meeting among graduate faculty from the program, graduate faculty from across campus who serve on the audit and review team, the academic Dean of the college hosting the program, the Graduate Dean, and the Provost & Vice Chancellor for Academic Affairs. This meeting provides a forum for the issues raised in the concern and recommendations above, including those relevant to teaching load.

In spring 1997, the GC approved a [School of Graduate Studies Mission Statement](#) and five comprehensive learning outcomes—a crucial step to defining the cognitive and functional skills that characterize the “graduate experience” at UW-W. Collectively, the Mission Statement and learning outcomes asserted that the purposes of master’s-level education were conceptually more closely aligned with applied research, advanced professional development, and problem-solving skills, rather than the more traditional emphases on theory-building research, hypothesis testing, and related skill development.

Concordant with this observation, several graduate programs have created “integrative” or “applied research” project options as alternative capstone experiences to the traditional thesis or comprehensive exam. The number of theses submitted to the School of Graduate Studies has declined during the review period, from an average of 15 annually for academic years 1996-2000, to six annually for academic years 2001-2005.

The School of Graduate Studies & Continuing Education has expanded its support of research, regardless of form or purpose. Beyond its continued annual oversight of the campus-wide [Master’s Thesis Award](#)—with the winner competing in the Midwest Association of Graduate Schools’ competition—the School of Graduate Studies offers a \$250 stipend to all master’s theses advisors. In 1999, it also began sponsoring [Graduate Research Grants](#) whereby students could secure up to \$750 to defray costs associated with conducting or presenting the results of an applied or basic research project. To date, 41 graduate research grants have been awarded.

Finally, the [Graduate Catalog](#) now contains the University’s Mission Statement, the School of Graduate Studies Mission Statement, a description of the purposes and processes of graduate-level academic assessment, and a statement of procedures for filing grievances and appeals.

Recommendation from 1996 Site Visit Report

“Although a variety of offices throughout the campus offer students assistance with academic and career advisement, students indicate that the quality of advisement varies widely. The roles and responsibilities of faculty in advisement need further discussion both within and across disciplines and colleges. Advising should be considered in the reward system. The institution should consider expanding the master advisor concept beyond Letters & Sciences to other colleges.”

Four major changes have improved academic advising since 2001. First, in fall 2001, an Advising Council (AC) was initiated to improve communication among advising areas and to work on improvement initiatives. The AC has developed and published a working definition of advising, has begun to assess the quality of advising based on learning outcomes, and is currently working to create better web access to advising services.

In spring 2002, WSG voted to approve a differential tuition assessment each semester of 3.5 percent of the full-time resident rate to fund a multilevel advising model and an integrated freshman experience program. This resulted in the development of the Academic Advising & Exploration Center (AAEC). The AAEC staff was hired and trained in fall 2002, began advising in spring 2003, and took on its full advising load of nearly all freshmen and undeclared students in fall 2003. In addition, 28 University Master Advisors were named (seven from each of the four colleges) to assist with summer registration programs, teach one section of the New Student Seminar, and help with the Early Warning Program. Finally, the Peer Mentor program assigns a junior or senior peer to work with new freshmen at registration sessions during orientation week and throughout the semester.

Recommendation from 1996 Site Visit Report

“It is recommended that the institution increase the investment in professional development opportunities for all university faculty and staff, recognizing the varying development needs of individuals across disciplines and divisions.”

In fall 1998, the University opened the Learning Enhancement, Assessment, and Research Network (LEARN) Center, designed to support faculty and instructional staff in their efforts to develop and refine their skills as teacher/scholars. The Center helps faculty and instructional staff develop individual instructional improvement plans, promotes implementation of academic assessment, and fosters scholarly and creative activity. Since its inception, the [LEARN Center](#) has made more than 4,000 contacts with faculty and instructional staff through workshops and programming and engaged this group in more than 11,000 hours of professional development.

In fall 2004, the University announced its [Professional Development Plan \(PDP\)](#) program, making funds available annually to support the professional development of all UW-W staff members. This \$578,000 reinvestment (67 percent contribution from institutional funds and 33 percent match from college and divisional resources) provides a guaranteed minimum amount—faculty \$1,000, academic staff \$500, and

classified staff \$250—to fund professional development and professional travel opportunities as identified in the employee’s unit-approved PDP.

Recommendation from 1996 Site Visit Report

“Although the University’s commitment to diversity among its student body has been reflected in its recruitment of Afro-American students, there still remains a need to increase efforts in the recruitment, retention, and graduation of Latino students.”

The University has expanded its efforts to recruit and support Latino students and promote campus appreciation of Latino issues in ways consistent with a renewed commitment to diversity and inclusion. Since 1996, Latino Student Programs has extended its on-campus programming (e.g., Latino Heritage Month, Celebration of Cesar Chavez) and expanded off-campus opportunities for students and faculty (e.g., travel study courses throughout Latin America and Europe, exchange program with 26 campuses across Mexico).

Programs such as [Wheels to Whitewater](#) (sponsored by the Admissions Office), Striving for Latino Excellence (sponsored by the student organization Latinos Unidos), and the Latino Institute (sponsored by Academic Support Services) have expanded the campus’s exposure to Latino populations throughout southeastern Wisconsin. Fig. 4 suggests that although room for improvement still exists, such efforts have led to an increase in the number of applications, admissions, and enrollments.

	AY 96-97	AY 97-98	AY 98-99	AY 99-00	AY 00-01	AY 01-02	AY 02-03	AY 03-04	AY 04-05	AY 05-06
Hispanic/Latino Freshman Apps	NA	69	74	101	126	107	117	141	158	161
His/Lat Freshman Admits	49	49	44	63	95	74	86	103	112	111
His/Lat Freshman Enrollment	29	28	29	43	53	44	37	47	54	51
His/Lat 2 nd Year Retention	83%	75%	75%	69%	83%	82%	75%	65%	73%	NA
His/Lat Undergrad & Grad Enrollment	182	184	168	185	192	240	271	271	295	269
Total # of Degrees Completed	24	36	17	27	20	13	25	31	44	NA

Figure 4: *Application, Admission, Enrollment, Retention and Degree Completion Statistics for Hispanic/Latino Population*

Recommendation from 1996 Site Visit Report

“Work should continue with faculty leaders, Chairs and Deans to help all departments recognize the value and centrality of assessment to the teaching-learning enterprise. Assessment plans should receive continued review. Faculty across disciplines and in general education should demonstrate that assessment data are being used for program improvement. Work should continue to bring graduate programs fully into the assessment model.”

The campus has made two significant strides in this area. First, the University has increased the accountability of academic programs in implementing academic assessment efforts. All academic departments are required to include in annual reports to their Deans summaries of academic assessment activities. Further, in summer 1996, the University revised its A&R processes to hold all programs accountable for the implementation of academic assessment programs. All programs must specify program-level student learning outcomes, link the learning outcomes to the curriculum, share and review direct and indirect academic assessment data collected during the review period relative to these outcomes, and identify changes to the program that have resulted from the academic assessment process. Each review culminates in a face-to-face meeting involving faculty from the program, faculty from the A&R committee, the academic Dean of the college hosting the program and the Provost. This review process is required of all majors, minors, and graduate programs every five years, and keeps the academic assessment process public and programs accountable.

Second, with the opening of the LEARN Center, the campus created a central office to promote and support academic assessment at the individual course, departmental, and University-wide levels. With academic assessment the primary responsibility of one of the LEARN Center's two co-directors, the University's faculty, staff, and administrators became more familiar with the purposes, processes, and best practices of academic assessment. Campus-wide, day-long workshops led by Tom Angelo and Barbara Walvoord attracted more than 175 attendees and helped faculty link course and classroom evaluation to student learning outcomes. Through the First Year Program, first-year tenure track faculty explore the importance of academic assessment, and examine where UW-W excels and struggles in its assessment efforts. Through consultations with individual departments and regular lunch hour sessions with department chairs, the LEARN Center has fostered exchanges about the challenges and best practices in department-level assessment.

Recommendation from 1996 Site Visit Report

“The University should continue to support and encourage collaboration between the General Education and Assessment Committees. On-going interdisciplinary dialogue between faculty involved with the General Education core and the World of Ideas course should be encouraged.”

In assuming responsibility for academic assessment across campus, the LEARN Center initially created an Academic Assessment Advisory Board comprised of representatives from each of the four colleges. The creation of the Advisory Board led to the dissolution of the University Assessment Committee. The LEARN Center co-director and members of the Advisory Board met with the [General Education Review Committee](#) (GERC) to discuss current assessment initiatives. Significant progress has been made in assessing general education learning outcomes, and the information has been used to spearhead major revisions to the general education curriculum that are discussed in Chapter Three. There remains, however, uncertainty about the roles that both the LEARN Center and GERC play in collecting, sharing, and using assessment data for programmatic improvement.

The General Education (GE) program is funded chiefly by the College of Letters & Sciences. The college funds a majority of the core courses, provides administrative oversight, and funds summer workshops for faculty teaching the core courses. These summer workshops have provided the opportunity for faculty to explore how their courses can more uniformly address GE outcomes. During the past two summers, these workshops have fostered dialogue between faculty teaching the World of Ideas capstone course and those teaching other courses included among the core courses.

Recommendation from 1996 Site Visit Report

“In regards to search procedures, the University should explore ways to increase faculty ‘ownership’ of the equal opportunity process.”

In January of 2002, then-Chancellor Miller convened an ad hoc Task Force on Diversity, a committee with cross-campus representation from academic, administrative and student populations. Based on the Task Force’s recommendations, two significant changes to the faculty search and screen process have been developed by the Faculty Personnel Rules Committee and approved by the Faculty Senate. These revisions to the search and screen process are designed to directly enhance the equal opportunity process. First, all departments now authorized to recruit a faculty member must form a search committee which, “through its composition and/or procedures...demonstrate[s] the university’s commitment to diversity and provide[s] for faculty and student participation in the recruitment and selection processes.” Further, all faculty search and screen committees must meet with the Assistant to the Chancellor for Equal Opportunity & Affirmative Action to establish guidelines for recruitment procedures and establish cost effective ways to improve the diversity of applicant pools.

Recommendation from 1996 Site Visit Report

“The quality and integrity of the student services must be protected from future financial reductions.”

As Fig. 5 indicates, the student services budget increased during the review period and remained over 13% of the UW-W base budget throughout the review period.

	FY96	FY97	FY98	FY99	FY00	FY01	FY02	FY03	FY04	FY05
Student Services Budget	\$11.4	\$11.8	\$12.2	\$13.0	\$14.4	\$14.5	\$15.8	\$15.7	\$16.5	\$18.2
UW-W Base Budget*	\$86.2	\$86.9	\$91.7	\$98.2	\$101.9	\$105.7	\$111.9	\$116.5	\$118.9	\$128.8
Student Services as % of Base	13.3%	13.6%	13.3%	13.2%	14.1%	13.7%	14.1%	13.4%	13.8%	14.1%

Figure 5: *Student Services as Portion of Total Operating Budget (All dollar figures in millions.)*

*UW-W Base Budget in Fig. 5 excludes dollars from Direct Student Loan Program, which added \$18 million to the base budget in FY 98, an additional \$5.9 million in FY 01, \$1.1 million in FY 02, and \$4.1 million in FY 05.

Recommendation from 1996 Site Visit Report

“The staffing needs of the Career Planning and Placement Office need to be reviewed in accordance with the scope and quality of services.”

In fall 2002, acting upon a recommendation made by an ad hoc Student Retention Committee, Career Services added a new position, a career development specialist. This position was assigned to help first- and second-year “undeclared” students with career exploration and career choice. In spring 2003, Career Services completed an extensive internal and external review of its operations affiliated with the campus’s Office Performance Review process. The joint report filed by the internal and external review teams concluded that “the professional staff of Career Services is fully occupied,” but did not identify a need for additional employees.

In spring 2005, all campuses in the UW System were faced with a mandate to reduce headcount in administrative positions. In an effort to integrate more systematically career planning with co-curricular experiences, Career Services was merged with Leadership Development, eliminating the Director of Career Services position and creating a Director of Career Services & Leadership Development.

Recommendation from 1996 Site Visit Report

“A short and long range plan needs to be developed to address the recommendations of the Gay, Lesbian, and Bi-Sexual Task Force.”

The issues raised in the 1994 report by the Gay, Lesbian, and Bi-Sexual Task Force are currently overseen by the Lesbian, Gay, Bisexual, Transgender, Queer and Allies (LGBTQA) Task Force. The [LGBTQA Task Force Report](#) completed in June 2005 detailed the status of all 45 recommendations and concluded that seven recommendations had been fully addressed, 23 were partially addressed, and 15 remained unaddressed.

The LGBTQA Task Force initiated the completion of a [Campus Climate Survey](#) during AY 2004-05 and, more recently, has become involved in the UW System Inclusivity Initiative.

UW-Whitewater Accreditation History

UW-W received initial accreditation from the North Central Association in 1915 and maintained its affiliation through 1922. Since 1943, the institution has maintained continuous accreditation through decennial reviews, most recently in spring 1996.

Self-Study Process

In May 2004, UW-W began the process of preparing for re-accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools. Provost Richard Telfer appointed John Stone, Interim Dean of the School of Graduate Studies and Continuing Education, to serve as Campus Coordinator of the self-study process and assigned Barbara Monfils, Associate Vice Chancellor for Academic Affairs, to serve as Vice Coordinator.

Potential criterion sub-committee chairs were identified and asked to serve with representatives from constituencies across campus on the Self-Study Steering Committee (S-SSC). Their primary charge was to guide the self-study process and to oversee the development of the self-study document. The S-SSC and the members of each of the sub-committees are listed in Appendix C.

In August 2004 the S-SSC convened for the first time to receive a self-study charge issued by former Chancellor Jack Miller, review its role in the self-study process and adopt five goals to guide the self-study process:

Goals of the 2004-2006 UW-Whitewater Self-Study Process

- Evaluate the extent to which the University’s recently identified “Core Values” and recently revised “Select Mission” permeates its policies, procedures, decision-making and operational activities.
- Develop a detailed profile of the evolution and growth of the institution since its 1996 self-study completed for the North Central Association.
- Identify current and pending challenges that face the University, and initiate organizational mechanisms to address these challenges.
- Affirm the presence of, and further identify, “areas of excellence” within the University.
- Gather information and evidence necessary to evaluate the institution’s ability to meet the Higher Learning Commission’s five Criteria of Accreditation.

Throughout summer 2004, the self-study coordinator worked with chairs to identify and recruit faculty, administrators, staff, and students to serve on criterion committees. The five criterion committees first met in September 2004 to identify, collect, and evaluate evidence relevant to their respective core components. Each academic department and non-instructional unit across the campus was asked to complete a *Self-Study Questionnaire/Report* that inquired about resource adequacy, mission and planning processes, student learning and assessment, relationships with external constituencies, and data-driven conclusions about strengths and weaknesses.

During the 2004-05 academic year, each criterion committee also hosted a campus-wide lunch hour workshop designed to promote the self-study process, overview the new criteria, share preliminary findings, and gather feedback. The six sessions attracted more than 210 attendees.

Each criterion committee was given guidelines for drafting chapters and charged with submitting a draft of its chapter by 1 September 2005. Chapters were reviewed by the S-SSC, redrafted by the coordinators, and then forwarded to a self-study writing team for final copy-editing, reformatting, and to give the collaborative document a more uniform voice. In November 2005, drafts of the self-study report were shared with the campus and feedback was gathered from faculty, staff, and students through the campus’s HLC website and a series of campus-wide workshops.

Structure of the Self-Study Report

The institutional overview and description of the self-study process in the preceding pages are designed to provide context for interpreting the remainder of this report. Each of the first five chapters addresses one of the five criteria: Mission & Integrity;

Preparing for the Future; Student Learning & Effective Teaching; Acquisition, Discovery, & Application of Knowledge; and Engagement & Service.

Each provides a brief overview of what the self-study process revealed about the capacity of the University to meet the criterion, followed by a detailed analysis and interpretation of evidence of the University's ability to meet each core component. Each chapter concludes with a brief analysis of what the evidence suggests about the institution's strengths and challenges relative to the [four cross-cutting themes](#) identified in the Higher Learning Commission's *Handbook of Accreditation* (The Future-Oriented Organization, The Learning-Focused Organization, The Connected Organization, and The Distinctive Organization).

Chapter Six presents evidence supporting the University's change request that would authorize the institution to offer online programs without restriction. It presents evidence outlining the six questions driving the change request process, and concludes with a request that the visiting team recommend in the distance education section of the Statement of Affiliation Status that "No prior Commission approval required to offer online degree programs."

Chapter Seven synthesizes the findings of the previous chapters, again using the four cross-cutting themes to organize a series of strengths and challenges facing the university. The chapter closes with a request for continued accreditation.