

Higher Learning Commission  
**Self-Study Questionnaire/Report for Non-Instructional Units**

Non-Instructional Unit: **Leadership Development**

Individual(s) Completing the Questionnaire/Report: Jan Bilgen & Ron Buchholz

**BACKGROUND INFORMATION**

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).

Leadership Development's mission is to "foster civic engagement". We do this through creating and supporting experiences for our campus community that value: a sense of self-worth, sense of empowerment, respect for others, civic mindedness and commitment to the greater good, and to create a strong sense of social connection and responsibility.

Leadership Development provides different levels of opportunities for students to learn about leadership and incorporate the University's Core Values.

They are:

- Create opportunities to learn about leadership,
- Develop leadership skills and
- Experience & practice leadership personally and with others.

We do this for the purpose of developing, with our graduates a desire to contribute to the public good.

Methodology for attaining our mission is implement by four distinct service centers. The 4 centers are: Adult Resource Center, Leadership Center, Multicultural Education Center and the Women's Center. Campus wide programming efforts are coordinated by staff and a student programming unit called the Student Entertainment & Awareness League (SEAL).

2. Who is/are the constituency/ies you serve, and approximately how many of each constituency do you serve annually? (e.g., students, academic departments, classified staff, etc.)

- General Student Population
- Student Organizations
- Students served in Centers
- Student Employees
- Faculty/Staff
- Event attendees
- Greek Students

3. Overview and evaluate the adequacy of the human, physical, and fiscal resources your department deploys to serve students and meet other programmatic needs by answering the questions below:

**Human Resources**

Evaluate the general adequacy of the human resources (i.e., the # of employees (including student help) and their skills) relative to the unit's ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between "1" (completely inadequate) to "9" (completely satisfies needs).

**7**

In a paragraph or two, discuss why you've assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

We believe that Leadership Development has adequate human resources for the initiatives and programs currently being offered. We know that because we have a staff that is very efficient, knowledgeable and dedicated to the institution and its mission. While we believe the work done is a “9”, we did not score it a 9 because of the significant amount of work done “overtime” at non-traditional hours that salaried employees complete. Additionally, we feel the world and needs of the students we serve is in constant change. That change requires development of new services and programs that the current staffing model is barely able to meet.

From a student employment perspective, we believe that we are efficiently utilizing both hourly and salaried student employees modalities to contribute to the Unit’s goals. These employees are not only the “legs” of our organization but the heart as well. They are another stakeholder that we attempt to accomplish our mission through their development of skill and increasing their responsibilities.

### Physical Resources

Evaluate the general adequacy of the physical resources (e.g., office and storage space, supporting technology, other equipment) allocated to the unit relative to the unit’s ability to serve the constituencies identified above and achieve other programmatic goals. Do this by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

**7**

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

We know that some of the physical resources available to Leadership Development are well above average. The Leadership Center and programmatic spaces for SEAL very much meet our needs. One significant disadvantage we have is that our Centers are not located together and are not all in similar facilities. The Adult Resource, Women’s and Multicultural Education Centers don’t function as well as they might if they were adjacent or in the same building. This issue is being addressed in the proposed Addition to the University Center slated to be complete in 2007.

### Fiscal Resources

While recognizing that every unit would benefit from a larger budget, evaluate the general adequacy of fiscal resources allocated to the unit to serve its constituencies and achieve other programmatic goals by assigning a number between “1” (completely inadequate) to “9” (completely satisfies needs).

**8**

In a paragraph or two, discuss why you’ve assigned the score you have. Include, in particular, a discussion of unique strengths as well as important needs not being met or opportunities not being explored because of limitations.

Due to a fairly recent split from the University Center, Leadership Development was able to establish a zero based budget that meets the current needs of the unit (3 budget cycles ago). Due to staff vacancies since that time, there has been a great deal of flexibility in our budgets. With the completion of 2 searches in 2005, the utilization of the budgets should stabilize. As with any other unit, as new initiatives present themselves the unit will have to re-prioritize as well as find extramural funding to create a 360 degree fiscal resource model.

4. In a paragraph or two, overview significant changes made in your unit since 1996 (i.e., the last North Central Association Accreditation Visit). (e.g., re-organized, key staff changes, change in purposes, etc.)

There has been a great deal of change and evolution since the 1996 accreditation visit. Leadership Development, then Campus Activities & Programs then Center for Student Involvement & Leadership (1999) was part of the University Center. As a unit it was responsible for University Center functions of programming, training and services. Since 2002 Leadership Development, as an independent unit has reported to the Office of Student Life.

During that time to date the following developments occurred:

- Community Service Programming Board added and modified
- Additional Campus Wide Event Planning (Family Day, Fall Fest, NCUR, etc)
- Several Grant Programs awarded and completed

- Graduate Assistant Staffing Model implemented and modified
- Programming board redesign and renaming (UCAB to CenterNet to SEAL)
- Refining of campus definition of leadership
- Creation of Clearinghouse of regional community service opportunities
- Unit Website Development
- Commitment to collaborative programs defined
- Increase in full time professional employee FTE from 3 to 6
- Student Organization Computer Lab created
- Revised Student Organization training method that was modified and adapted by UW System.
- Addition of America Reads and Adopt-a-School programs
- Fulltime advisement of Student Government moved to office advising model
- Offering of Cultural Identity Workshops
- Collaboration with Intercollegiate athletics
- Creation and administration of the Integrated Programming Team

In another paragraph or two, describe why these changes occurred.

These changes occurred to better meet the needs of students and the University community based upon needs assessment and professional knowledge. Creating an independent unit in 2002 was initiated by Student Affairs leadership in order to elevate the level of campus influence the programs and services from the unit would have.

**MISSION & PLANNING**

5. In a paragraph or two, describing any significant projects/initiatives that your unit is planning or currently has underway, but has not yet completed.

The entire unit is currently under review as part of the OPR process. Initiatives currently under development:

- Campus wide involvement model definition and design
- Greek life re-development
- Student Involvement portfolio

6. Below are five “core values” the University identifies as central to its purposes and operation. Please evaluate the importance of each core value in terms of how each aligns with the purposes of your 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 unit receiving more points).

Core Value	Importance (100 points)
Commitment to the pursuit of knowledge and understanding	20
Development of the individual	20
Personal and professional integrity	10
Commitment to serve	20
Commitment to develop a sense of community, respect for diversity, and global perspectives	30
<b>Total=</b>	<b>100 points</b>

7. Each and every academic and non-academic unit engages in planning for the future. Review the list of variables below and evaluate the extent to which each of the following influences decision-making behind the planning process for your unit (i.e., take a hypothetical 100 points and distribute them among the planning variables listed below, with those variables playing the larger role in your unit's planning efforts receiving more points)

Planning Variables	Importance (100 points)
The mission of the university or the unit	25
Academic assessment data/information relevant to student performance against learning outcomes	10
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	10
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	5
Campus trends (e.g., changes in university-initiated needs and demands)	10
Technology trends (e.g., technology developments that affect delivery of service)	5

Professional trends (e.g., changes evident at other universities/colleges)	5
Available human resources (e.g., # of employees, talents, etc.) within the unit	10
Available financial resources (e.g., budget, available and accessible \$)	10
Available physical resources (e.g., space, existing technology, etc.)	10
Other:	
<b>Total=</b>	<b>100 points</b>

8. Does your unit have a mission statement?

Yes  No

If you answered "yes," ["Fostering Civic Engagement"](http://www.uww.edu/LeaderDev)  
<http://www.uww.edu/LeaderDev>

If you answered "yes," please describe how, if at all, this mission statement plays a role in your unit's planning and/or decision-making.

The mission statement was created so it would serve as a very simple "magnetic north" for all that we do on a daily basis. The question of "does this foster civic engagement?" is asked in decision-making processes from budget allocation to new initiative undertaking.

#### OPERATION AND PERFORMANCE

9. What are the major or measurable objectives of the unit?

SEAL Learning Outcomes  
 Provide campus programming through SEAL  
 Provide recognition, education and advisement for Student Organizations

10. What outcome measures (i.e., data, information) provide evidence that your unit's objectives are being met?

- a. Pre and Post experience self assessment evaluations
- b. SEAL Event evaluations (date, time, place, attendance, feasibility, etc)
- c. Attendance at sponsored events
- d. Number of active student organizations
- e. Leadership Development Annual reports

11. Related to question #10, does the unit regularly collect data/information to evaluate how effectively it serves its constituency(ies)? (This might include surveys of constituencies.)

Yes  No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Leadership Development Annual Report Data (2000 – 2004)
- UW-Whitewater Goals 19 & 21 Report for 2003-04
- Greek Standards Reports from 2002 - 2004
- Community Service Report from 2003 – 2004
- Diversity Audit 2001-2002
- Weekend Activity Reports January 2004, and 2005
- SEAL Attendance figures 2003 - 2004, Fall 2004

12. In a paragraph or two, describe specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in the preceding questions. Please be specific.

In general data collected is used to support staff awareness and knowledge of community trends in needs and services. They also have allowed us to set number specific goals and track our success. The only change in the recent past is that we have been able to benchmark and measure the rate of success in goal achievement. This comparison wasn't intentionally done prior to 2002 in a way that encompassed all aspects of Leadership Development activities and services.

13. Please provide a list of services, if any, that your unit provides for constituencies that are external to the university.
  - We provide a clearinghouse (web based) listing for community service agencies
  - We administer the America Reads program for Whitewater
  - We administer the Adopt-a-School program for the Whitewater School District
  - We provide Leadership Education and facilitation to regionally located school districts
  
14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).
  - American Red Cross (National)
  - Association for the Prevention of Family Violence (Elkhorn)
  - Chamber of Commerce/Whitewater Tourism Council
  - City of Whitewater – Parks, Recreation and Forestry
  - City of Whitewater – Police Department
  - Easter Seal Society (Milwaukee)
  - Gifted and Talented- High Schools (Jefferson and Walworth Counties)
  - Goodwill Industries (Waukesha)
  - Share Our Culture (Miami, New York)
  - St Coletta's (Jefferson)
  - Hunger Task Force (Milwaukee)
  - La Causa Family Resource Center (Milwaukee)
  - Lakeview, Washington & Lincoln Elementary Schools (Whitewater)
  - Linden Grove Senior Center (Waukesha)
  - Mulberry Glen Nursing Home (Whitewater)
  - PADA (Jefferson)
  - Porchlgiht Community Center (Madison)
  - Ronald McDonald House (Madison)
  - St. Vincent De Paul (Milwaukee)
  - Whitewater Middle and High Schools

**STUDENT LEARNING** (COMPLETE THIS SECTION ONLY IF YOUR UNIT HAS AS PART OF ITS MISSION OR PURPOSES THE DEVELOPMENT OF STUDENTS)

15. If your unit serves students as its primary constituency, does the unit have learning or development-related objectives relevant to its work with students? That is, does your unit expect that students will acquire certain knowledge or skill sets as a direct result of working with your unit or its programming?

Yes  No

If "yes," please list these outcomes/objectives.

For Student Employees and other Leaders:

- Have a better understanding of my personal values and integrity through practicing a group decision-making process
- Personally process my leadership experience and its future applications
- Understand the role and benefits of programming on our campus
- Define Leadership
- An increased competence in developing, marketing, managing and evaluating programs and events
- Establish and nurture partnerships with others on and off campus
- Understanding of the importance of the practicing being a team member and leader

Unique for SEAL:

- Ability to create appealing and accurate marketing materials
- Understanding of contract negotiation and management
- Understanding of and skill in event management
- Understanding of stewardship and the use of resources that can enhance intended outcomes
- Value Life-long learning

16. Does the unit use data/information to evaluate the extent to which these learning or development-related objectives are, or are not being met?

Yes  No

If "yes," please list specific data/information sets that the UW-W Self-Study Committees, and/or the Higher Learning Commission's Visiting Accreditation Team can access to review/consult.

- Pre and Post experience surveys
- Individual, semesterly evaluation with supervisor reports
- Focus Group Reporting
- Self Evaluation (private)
- Event Evaluation and Data

17. What specific changes to the unit's operation or planning, if any, have resulted from the collection and use of the data/information identified in question #15? Please be specific.

- Time frame for event planning modified
- Modification to training priorities and retreat schedules
- Potential outreach/partnership opportunities have been identified
- Re-aligning of fiscal resources

## SELF-EVALUATION

**Strengths**

18. List and prioritize no more than three primary strengths that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these strengths, you may wish to consider: What does your unit do very well? What good things do people say about your unit? How has your unit aided the campus in meeting its mission? In what ways has your unit "gone beyond the call of duty?" After identifying each strength, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

- a. Specific Strength: **Stewardship of Student Resources and Fees**
  - Supporting Evidence: **Year end budget balances, Percentage of fee increase in the last 3 years is low.**
- b. Specific Strength: **Ability of Staff**
  - Supporting Evidence: **Student satisfaction surveys, perceived success of office, ability of staff to embrace change.**
- c. Specific Strength: **Excellent Student Employer**
  - Supporting Evidence: **Retention/graduation rate of employees, employee experience evaluations, low number of non-returning employees**

**Concerns**

19. List and prioritize no more than three primary concerns that have emerged in your unit's efforts to meet its mission, goals, or objectives. To identify these concerns, you may wish to consider: What could be improved? What is done poorly? What do we, as a unit, avoid doing, even though we know it's important?

After identifying each concern, specify supporting evidence that suggests that the statement is true. This may include data/information gathered relevant to unit performance, trend data, information gathered from audits or external agencies visit, etc.

Finally, identify one or more recommended actions to address the area of concern. This may include actions that your unit has already begun, actions being planned, or preliminary thinking about how to address the area of concern.

1. Specific Concern: **Quality of Greek Experience**
  - Supporting Evidence: **Declining involvement, percent of Greek students participating outside their organization, declining academic achievement, increased frequency of conduct issues.**
  - Recommended Actions: **A re-development plan is being created at this time.**
2. Specific Concern: **Campus Awareness of Involvement - specifically definition and integration**
  - Supporting Evidence: **There is no campus definition and many silos of involvements are located across campus without any formal connectivity.**
  - Recommended Actions: **Continue to define involvement and create connective relationships with other units.**
3. Specific Concern: **Stewardship of Student Fees**

- Supporting Evidence: [State budget cuts causing shifting of GPR expenses to PR and Fees, travel freezes.](#)
- Recommended Actions: [Continue education of Leadership Advisory Board and WSG.](#)