

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

Non-Instructional Unit: University Advancement

Individual(s) Completing the Questionnaire/Report: Jonathan Enslin & Brian Mattmiller

**BACKGROUND INFORMATION**

1. Describe in a paragraph or two what your unit does (i.e., the services it provides).  
The Division of University Advancement includes the Departments of Development, Alumni Relations, News & Publications, PhotoGraphics and Printing Services. Also the unit includes four college-based "advancement" positions, whose primary report is to the Dean of the college, that develop programs at the college levels. The division is responsible for maintaining relationships with external constituents that include donors, alumni, media and the general public.
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.)
  - Approximately 7,000 individuals and organizations donated more than \$3.1 million to the UW-Whitewater Foundation in 2003-04.
  - Over 1,000 alumni attended various events sponsored by the UW-Whitewater Alumni Association in 2003-04.
  - All alumni of record (52,000+) receive publications such as the Whitewater Alumni & Friends magazine as well as a publication sponsored by their college of graduation.
  - More than 1,000 internal faculty and staff are served through regular internal communication
  - More than 4,000 parents of current freshmen and sophomores, who receive twice-annual newsletters
  - More than 40 print and electronic media outlets in the southern Wisconsin region
  - Area legislators, civic and business leaders
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            1-9

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.

By and large, the unit has no major human resource needs that are not currently being met. However, the division could use some additional personnel to enhance programs. These include someone who could promote gifts to benefit the University through estates and charitable trusts. Also, additional support personnel within the Departments of Alumni and Development is needed due to the increased workload associated with the addition of the college advancement officers. News and Publications is currently addressing its one pressing staff need by recruiting for a web communications specialist to steer online publications.

### 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 1-9

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.

The Division's physical resources are adequate. Additional space within the Alumni Center may be necessary in the future giving the potential increase in staffing mentioned above. News and Publications has reorganized office space to create two new work stations for permanent employees. Printing Services will be reorganizing into reduced square footage in the renovated University Center planned for 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).

6 1-9

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.

As mentioned above, additional personnel would bring additional long-term type "planned gifts" to benefit the University. Such gifts oftentimes are the ways that educational institutions such as ours are able to grow endowment to benefit scholarships, faculty development, program enhancement, etc. With no annual budget for operations, the Photographics division has become overly reliant on program revenue to be adequately staffed and cover equipment needs;

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.) The unit added the Departments of PhotoGraphics and Printing Services in 2001. The addition of these departments has led to greater coordination between publication writers, designers and printers. Because of this, our printed materials are of much higher quality that they were previously, without significant increase in cost.

Also, four college-based advancement officer positions were created in 2000 to handle advancement based programs at the college level. These positions primarily report to the college dean and the assistant chancellor of university advancement.

The division has led a significant shift since 2002 to online communications for its internal newsletter and other external publications, leading to more efficiency, reduced costs and in many cases larger audiences.

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

The new departments were added to our unit to enhance the working relationship between the publication writers, designers and printers. The advancement officers were added to start developing donor and alumni based relationships within the colleges. Online publications have been added to meet demand and to complement existing marketing efforts without adding costs.

**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 Department of Development, along with the UW-Whitewater Foundation, are in the midst of securing \$3.5 million for the private portion of the construction of the new building for the College of Business & Economics. As of 12/1/04, just under \$3.1 million has been secured. The Foundation is also working to increase its endowment to the \$15 million level by 2007. As of 9/30/04, the endowment is at approximately \$9.5 million.  
 In spring 2005, News and Publications will conduct an extensive internal survey of campus communications that will look at the informational needs and methods of delivery for faculty, staff and students.
  
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	10
Personal and professional integrity	20
Commitment to serve	25
Commitment to develop a sense of community, respect for diversity, and global perspectives	25
<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	30
Academic assessment data/information relevant to student performance against learning outcomes	0
Other data/information gathered relevant to performance (e.g., Audit & Review feedback)	0
Societal/Cultural trends (e.g., changes in demographics, lifestyles, professions)	10
Campus trends (e.g., changes in university-initiated needs and demands)	20
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 \$)	15
Available physical resources (e.g., space, existing technology, etc.)	5



- Twice-annual legislative and community briefings
- Experts list for media and the public
- Alumni magazines and online newsletter

14. Please list any partnerships your unit has developed with the community (external to the campus, at the local, national, or global-level).

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**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.

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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.

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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.

**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.

1. Specific Strength: The ability to secure donations for high priority projects at the University.
  - Supporting Evidence: The Foundation has had its most successful two-year run in terms of gift income, with just over \$4 million secured in 2002-03 and \$3.1 million in 2003-04. These strong years were lead mostly by donations to the new business building referenced earlier. These amounts can be verified by the Foundation's independent audits.
2. Specific Strength: Keeping the southern Wisconsin region informed of major news and developments at the university, through media relations, niche marketing and alumni communications.
  - Supporting Evidence: Feedback from the 2003-04 alumni communications survey; and collected media relations successes over the past four years.
3. Specific Strength: The Printing Services Department, which used to run at a significant operating loss, is now profitable. The operating surplus has allowed the division to support 1.5 additional employee FTE, and has funded equipment needs within the Division.
  - Supporting Evidence: A review of University financial records would verify the profitability of this department.

### 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: The level of the Foundation's endowment is lower than that of our UW System peers. A strong endowment can provide funding for scholarships and other revenue to support the institution over the long-run.

- Supporting Evidence: Comparison of tax returns show that our endowment continues to lag behind.
  - Recommended Actions: Continued emphasis by the University administration on endowment priorities. Developing an emphasis on planned and deferred giving vehicles that can generate significant endowment gifts. Setting goals and objectives related to these type of gifts.
2. Specific Concern: Providing integrated marketing and promotional materials that help reach two major goals in admissions: 1) greater enrollment from Wisconsin non-residents; 2) greater numbers of students in the top echelon of ACT scores.
- Supporting Evidence: The materials created tend to be generic promotions of the university and are not uniquely tailored for specific markets and goals.
  - Recommended Actions: Working in partnership with new admissions director to review and redefine admissions marketing materials beginning 2005.
3. Specific Concern: The turn over of advancement officers has been significant, which has not allowed the college's giving programs to meet their potential.
- Supporting Evidence: Since the program started in 2000, we have had 8 people occupy the four positions, two of which are vacant.
  - Recommended Actions: The Assistant Chancellor and the deans have to communicate better to establish goals and objectives for these positions. A salary survey should be conducted to determine if these positions are paid appropriately.