

## **Assurance Argument**

# University of Wisconsin-Whitewater - WI

**Review date: 6/8/2020**

## 1 - Mission

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

## Argument

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### 1.A.1

The University of Wisconsin System (UWS) Board of Regents mandates that each institution formulate a Select Mission that defines its operations in broad terms consistent with the University of Wisconsin System's [Mission Statement](#). UW-Whitewater revisits its mission documents as changing circumstances warrant. The most recent revision reflects the restructuring of the University of Wisconsin System (UWS). UW-Whitewater became a receiving institution of the UW-Rock County two-year campus in Janesville, about 35 miles from the main campus in [Whitewater](#). The revision, coordinated by the Office of Academic Affairs, led to the current statement of the Mission, Vision, and Values, effective [September 2018](#). This mission will be scheduled to be read at the UWS Board of Regents meeting, after which it will be subject to public comment before being endorsed by the Board and then forwarded to the Higher Learning Commission.

UW-Whitewater monitors its engagement with the Mission, Vision, and Values through the strategic planning process, which includes annual reporting on its [progress](#).

### 1.A.2

Concordant with its Select Mission, UW-Whitewater offers an array of over fifty associate, baccalaureate, and graduate degree majors, and [119 minors](#). The updated mission statement calls out academic programs in "the arts, business, education, humanities, natural sciences, social sciences, technology, professional, and interdisciplinary programs." The UW System program planning process requires that any newly-proposed degree-granting program specify how it supports UW-Whitewater's Select Mission.

As the institution's enrollment profile reflects, UW-Whitewater serves primarily a residential, traditionally-aged population of full-time students that represent the geographic [region it serves](#). Institutional offices and programs supporting these students have mission statements or operational

philosophies that align closely with the mission: Academic Advising and Exploration Center; Admissions; Campus Tutorial Services; Career and Leadership Development; Financial Aid; First Year Experience; Instructional, Communication & Information Technology; Learning Communities; Office of Global Education; Registrar; University Housing; University Health and Counseling; University Honors Program; University Library; and [Undergraduate Research Program](#). Many of these departments also serve the UW-Whitewater Rock County campus. The Rock County campus also has its own Warhawk Solution Center that serves as a one-stop shop that connects students with resources.

As indicated in the Select Mission, UW-Whitewater strives to demonstrate a “deep commitment to access that inspires us to serve students from diverse backgrounds, experiences, identities, and abilities.” UW-Whitewater enrolls more multicultural students than any other comprehensive university in the UW System. This is accomplished through pre-college programs including the Upward Bound Program and the PreCollege Summer Academic Camps Program. Enrolled students benefit from an array of Student Diversity, Engagement and Success programs, including King/Chavez Scholars, McNair Scholars Program, and Latino Student Programs. The UW-Whitewater at Rock County branch campus serves full- and part-time commuter students from academically diverse [backgrounds](#).

Further, the Center for Students with Disabilities (CSD) supports a growing population of now more than 1000 students annually on both campuses. The retention rate for students with disabilities has remained consistently at 51% over the [past ten years](#). The accommodations, support services, auxiliary aides and programs to support students, faculty, and staff, have earned recognition by the [UW System](#).

All academic and non-academic programs participate in comprehensive review processes that require annual reports and 5-year self-studies to assess how program goals and mission align with the institutional mission. One-fifth of all undergraduate and graduate programs are reviewed annually through the Audit and Review process. Programs describe their contributions toward the Core Values, Mission, and Strategic Plan of UW-Whitewater. Non-academic units demonstrate how their activities relate to institution’s [Core Values and Mission](#) through their Office Planning and Review process every five years.

Finally, enrollment data shows that the UW-Whitewater student profile is consistent with the stated Mission. The 2019 Fall Profile shows that 84% of undergraduates (both campuses combined) and 81% of graduate students are [residents of Wisconsin](#). All student applicants are evaluated for admission through comprehensive review. While the review process does put an emphasis on academic preparation, the admissions team also reviews work experience, motivation, special talents, nontraditional status, veteran status, socioeconomic status, membership of a historically underrepresented racial or ethnic group, and more.

### 1.A.3

Goals, plans and budgets are established to reflect the mission and strategic priorities of at all levels of university work, as represented in the [UW-Whitewater Strategic Plan](#) which extends through 2022. As with state universities across the country, declining state support requires that the institution rely more heavily on tuition and fees, and more significantly, closely examine its strategic priorities in every funding cycle to optimize investment in those priorities.

The [Strategic Planning and Budget Committee \(SPBC\)](#), with membership from 38 constituencies,

sets institutional priorities by developing goals aligned with the Strategic Plan and Mission, and by making final budgeting recommendations to the Chancellor. The Committee monitors institutional progress in achieving strategic goals. The [strategic plans and goal setting](#) of the academic colleges align with the Strategic Plan and Select Mission. These entities explain how their work aligns with the Strategic Goals through an [annual reporting process](#).

Criterion 5.C.1 includes a deeper discussion of the integration of mission and budget.

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## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Argument

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#### 1.B.1

UW-Whitewater's Core Values and Select Mission are easily accessed through [UW-Whitewater's homepage](#). The Mission, Values, and Vision Statement is displayed in entryways of high-traffic buildings: the University Center, Visitor Center, Center of the Arts, Williams Center, Roseman Building, University Library, and the Chancellor's Office. It is also included in informational mailings from the [Admissions Office](#). The Mission Statement appears in both the [Undergraduate and Graduate Catalogs](#). Banners with three key concepts -- "[Inspire. Engage. Transform.](#)" -- are displayed [prominently](#) across both [campuses](#).

The Core Values of the Mission are frequently used as a tool to discuss the institution's broader purposes for the public. The core values and tenets of the strategic plan provide the framework for the Chancellor's annual [State of the University Address](#). The Chancellor refers to the UW-Whitewater mission, values, and vision in many speaking engagements and written communications. The mission is introduced and discussed by the Chancellor at UW-Whitewater Warhawk Premiere Days (for prospective students), and is included in new student orientation programs. Shared values are discussed during university convocation activities. The annual [Whitewater magazine](#), which is mailed to nearly 90,000 alumni and friends of the institution, includes the mission and strategic plan.

#### 1.B.2

The proof of currency of the UW-Whitewater mission documents rests in their centrality in the aforementioned planning and budgeting processes. The SPBC reviews the activities of the university against the mission and the strategic plan and creates annual reports to verify progress toward our [strategic goals](#).

UW-Whitewater's success in fulfilling its mission is manifest in its many awards and accomplishments. The UW-Whitewater online programs received recent [national accolades](#). Ten graduate and undergraduate programs hold specialized accreditation; more detail is presented in section 4.A.5. Faculty have earned national awards for their instruction, [academic advising](#), and advising of [student organizations](#). Student [support services](#) routinely receive national recognition,

and numerous staff have garnered national recognition for their work with [special student populations](#). Students from across the institution repeatedly earn national recognition for [academic accomplishments](#), [student organizations garner national awards](#), and [alums are honored by national and state organizations](#). Faculty earn national recognition for [basic and applied research](#), [secure research funding in federal grant programs](#), and are recognized for [creative activity](#). Students, too, have earned national awards for [research](#) and [entrepreneurship](#).

### 1.B.3

The institution's mission is reflected in the array of programs that attract and serve diverse student populations (including Pathway for Success Program, King/Chavez Program, Summer Business Institute, McNair Program), with many earning high awards such as the State of Wisconsin's Ann Lydecker Educational Diversity Award (2019 Lifetime Achievement Roger Pulliam, 2019 Program Achievement Little Scholars, 2018 Ann Lydecker "STEER," 2016 Program Achievement Research Apprenticeship Program, 2015 Program Achievement [Wheels to Whitewater](#)) or earned the UW System Regents Teaching Awards (2016, Department of Counselor Education and Susan Huss-Lederman; 2019, [Rex Hanger](#)), and the Regent Academic Staff Excellence Award (2017, [Ellen Latorraca](#)). Individual faculty have been recognized for their work with diverse student populations. The institution's active role in discerning and addressing the region's educational, economic development, and cultural needs has earned the prestigious Carnegie Foundation Community [Engagement Classification](#).

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## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Argument

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#### 1.C.1.

UW-Whitewater addresses the importance of equity, diversity and inclusion in its mission documents. [The Mission](#) directs the institution to “be a cultural driver for our region as well as being a community with a deep appreciation for diversity and global perspectives.” UW-Whitewater's second Core Value states, “Diversity and opportunity,” and its centrality is clear in UW-Whitewater's Strategic Goal #3, “We will foster diversity and inclusion.”

UW-Whitewater priorities resonate with the UW System Mission, which charges all institutions 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.”

Statistics about the enrollment patterns of underrepresented minorities and non-underrepresented minorities are compiled by the Office of Institutional Research and Planning (IRP). These data are shared publicly via an interactive dashboard hosted by [IRP](#). Additionally, a Fall Profile is published [annually](#). In Fall 2019, 11.3% of the student body was composed of underrepresented minorities, including 5.3% African American/Black students, while 3.9% of students were Hispanic/Latino, and 1.4% identified with two or more races. Southeast Asian students were 0.8% of the student body, American Indian/Alaskan students made up 0.4% of those studying at UW-Whitewater, and 0.1% of students indicated they were Native Hawaiian/Pacific Islander. Of those students in categories that are not under-represented, 83.9% identified as White/Caucasian, 1.2% stated a heritage of two or more races, 1.8% indicated Asian heritage, and 2.2% were international students.

#### 1.C.2.

UW-Whitewater devotes human, fiscal, and physical resources to achieve its diversity-related goals, and developed numerous policies and programs to ensure that diversity issues are fully integrated in academic, co-curricular, and personnel matters. These include positions and committees with specific responsibilities as well as programs and services for students.

### Administrative Structures

The Office of Equity, Diversity and Inclusion led by the Chief Equity, Diversity and Inclusion Officer (CEDIO), in conjunction with the Office of Human Resources & Diversity, is charged with administration of the University's affirmative action policies, described in the *University Handbook*. As indicated in the University's [Organizational Chart](#), the CEDIO is administratively accountable to

the University and reports to the Chancellor. This person works with the Director of Human Resources to ensure compliance with the university's equal opportunity and affirmative action policies as well as other equity, diversity and inclusion related issues.

The Chancellor's Committee on [Inclusive Excellence](#) focuses on programming for university-wide Inclusive Excellence, and assists the CEDIO. This committee organizes an annual Diversity [Forum](#) to foster university-wide conversations on critical diversity issues each semester. Each academic college has a faculty member who serves as the college Diversity Coordinator (DC). The DCs collaborate with the CEDIO to execute diversity-related activities within the academic colleges, and provide training and support for faculty within the colleges.

- The Inclusive Excellence [Lecturer Program](#) recruits lecturers from underserved groups to improve equity, inclusion and diversity in teaching.
- The Chancellor's Committee on [Disability Concerns](#) works with the Chancellor to resolve concerns that are brought to the committee.
- All new construction and remodeling projects follow the [Policy for Universal Design](#) and social equity.
- The [International Education Committee](#), chaired by the Office of Global Experiences Director, shares information across all university constituencies involved in international education.
- The Chancellor's Committee on [LGBT+ Issues](#) advises the Chancellor, provost, and the CEDIO to ensure the voices of LGBT students and employees are heard on all aspects of employment and student life.
- The [Women's Issues Committee](#), with representatives from a dozen different groups, promotes interest in women's issues.
- The [Diversity Curriculum Committee](#) is a standing faculty committee charged with guiding curricular content and policy decisions relevant to diversity courses. It maintains a catalog of [Diversity Course Requirements](#) and supports more than 70 courses that engage students to "understand and appreciate the cultural diversity of the U.S. and other countries, and live responsibly in an interdependent world."

### **Support for Student Programming and Services**

More than 50 UW-Whitewater programs, services, and organizations support diversity. The institution has been recognized numerous times by the UW System and the State of Wisconsin for excellence in diversity programming. The office of Student Diversity Engagement and Success plans and delivers diversity-related events and oversees a large number of programs and services devoted to attracting and serving multicultural and first-generation college students. These include co-curricular programs and [student organizations](#) such as the [Research Apprenticeship Program](#), [DREAM](#) (Disability Rights, Education, Activism, and Mentoring), the [Black Student Union](#), the [Southeast Asian Organization](#), the [Native American Cultural Awareness Association](#), IMPACT (for LGBT\*), and [Latino Unidos](#). In addition, an undergraduate advisor is appointed to the Black Student Union and Latino Unidos. Consider these examples of programs:

- The [Multicultural Business Program](#) provides advising assistance and academic support to minority undergraduate business majors. The [Future Teachers Program](#) assists and encourages minority students in pursuing degrees in education.
- UW-Whitewater has a special designation within the UW System to assist students with disabilities. 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. [Project ASSIST](#) (Adult Services Support Instructional

Survival Tactics) offers comprehensive academic support to UW-Whitewater students with learning disabilities to help these students become independent, successful learners.

- The [Pathways Program](#) provides developmental courses in math and academic survival skills, as well as tutoring, supplemental instruction, and in-class tutorial services that monitor academic progress.
- The [King-Chavez Scholars Program](#) and the [McNair Scholars Program](#) serve marginalized and first-generation college students who seek an intellectually challenging learning environment.
- The [Diversity Advocate Program](#) trains students to raise awareness and appreciation of diversity throughout the university community.
- The [Adult Student Outreach](#) office supports students and provides counsel for prospective adult students.

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## 1.D - Core Component 1.D

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The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Argument

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#### 1.D.1.

For over 100 years, the [Wisconsin Idea](#) has guided UW-Whitewater and all UW System institutions. The Wisconsin Idea, which declares that the boundaries of the university are the boundaries of the state, is consistently evident in UW-Whitewater's institutional identity and culture, and continues to shape its mission, priorities, and goals.

With the addition of the Rock County campus to the University, the Whitewater campus and the Rock County campus worked together in the Spring of 2018 to revise the [UW-Whitewater Select Mission](#) and the values of UW-Whitewater. The mission prioritizes the institution's commitment to external constituents, claiming, "As engaged global citizens, members of our community make positive contributions to the State of Wisconsin, to our nation and to the world." The UW-Whitewater community also pledges to "bring the knowledge and resources of the university into the communities we serve to solve problems, improve the quality of life, and create a more sustainable society."

UW-Whitewater budgets approximately \$6.4 million annually for "public service" activities which benefit those outside the institution. Regional engagement activities are coordinated by several units, including the School of [Graduate Studies and Continuing Education](#), the Career and [Leadership Development Center](#), [Young Auditorium](#), [Intercollegiate Athletics](#), Science Outreach in the [College of Letters and Sciences](#), and the [College of Business and Economics](#) Outreach Centers. Each is supported by a collaborative team of students, faculty and staff.

UW-Whitewater earned recognition by the Carnegie Foundation for the Advancement of Teaching and achieved the Elective [Community Engagement Classification](#). This recognition is based on key performance indicators established by the College and University Engagement Initiative. For instance:

- Over 27,000 individuals annually attend events at Young Auditorium each year. This presenting venue provides the university and community with the opportunity to attend national touring productions of the highest caliber. The auditorium provides regional engagement through its robust [education](#) and [outreach programming](#). University and community members are welcome to attend and host events in Young Auditorium's 1,350 seat

theatre, the Kachel Center multi-purpose room, the Fern Young Terrace, and the lobby and courtyard.

- In 2019-20, more than 63,000 visits were made to intercollegiate [athletic events](#).
- Thousands of university and community members attend presentations delivered on both campuses. The university coordinates presentations by faculty, staff, and invited experts for Contemporary Issues Lecture Series on the [Whitewater campus](#), and the [Cedar Crest Lecture Series](#) and the [Fairhaven Lecture Series](#) in the community.
- The Career and Leadership Development Center coordinates volunteer activities, matching volunteers to needs on [the campuses](#) and [in the community](#). To celebrate the UW-Whitewater Sesquicentennial in 2018-2019, members and friends of the UW-Whitewater community logged 81,360 community [service hours](#).
- Twelve student teams, totalling 600-700 unique UW-Whitewater students, volunteer each year to visit senior partners once weekly in the [Nursing Home Visitation Program](#), a program that has logged over 260,000 visits since its student-initiated inception in 1975.
- Students volunteer at the [Winther Counseling Center](#), where graduate student counselors-in-training served 65 community clients and 260 UW-Whitewater clients in 2018-2019. Group counseling sessions also served 250 clients from the university and from off-campus.
- UW-Whitewater embraces its service mission for bettering the community, and hosts a [Center for Community-Based Learning \(CCBL\)](#), which coordinates service learning programs, community-based research, and assessment of community engagement. The CCBL also administers a Community-Based Learning Fellows program to develop faculty skills and abilities for creating community-based learning or research opportunities for UW-Whitewater students. In the 2018-2019 academic year, the CCBL hosted breakfast sessions for 80 individuals from UW-Whitewater and the community, and arranged community-based learning activities for 424 students from across departments.
- At the Rock County campus, faculty and students participate in the statewide Wisconsin Science Festival each fall, hosting 300 visitors - mostly families with school-age children for [Super Science Saturday](#). The Rock County community benefits from volunteers from the UW-Whitewater main campus and the Rock campus through Make-A-Difference Day, by hosting community events on the campus, and by supporting K12 education in Rock County through hosted campus visits.
- In 2020, the institution opened a new [Community Engagement Center \(CEC\)](#) in Whitewater, Wisconsin. The [Community Engagement Center Advisory Committee Charter](#) outlines the expectation that the CEC will provide a facility and resources that create opportunities for the University and the community to come together in shared spaces to solve larger community problems.

### **1.D.2.**

UW-Whitewater is governed by the UW System's 18-member Board of Regents. The composition, duties, and authority of the Board are fully described in section 5.B.1. Collectively, the Regents and UW System Administration provide oversight of essential aspects of UW-Whitewater's operation. Activities governed by the Regents or UW System Administration include: academic program planning; evaluation of existing academic programs; reporting on enrollment, graduation and student persistence; reporting on external partnerships; budget development and financial reporting; and facilities planning and development. The UW System and its member institutions review their success in fulfilling their educational responsibilities and report to the citizens of Wisconsin through the UW System Accountability Process. UW-Whitewater data is no longer printed, but is presented annually in the interactive public [UW System Accountability Dashboard](#).

As stated in 1.A.3, UW-Whitewater regularly evaluates its ability to achieve all aspects of its Select Mission - especially its educational responsibilities - in a context of declining state support and an increasing reliance on tuition revenue. Internal program reviews, external accreditations, academic assessment at institutional and program levels, and the success of graduates all provide information that help the institution provide assurance that its primary educational responsibilities are being met.

### **1.D.3.**

There is no more compelling evidence of UW-Whitewater's commitment and capacity to engage with its external constituencies than its recently having earned Carnegie Community Engagement Classification—a designation held by only 361 colleges and universities nationally. The Carnegie Application and supporting materials underscore that outreach and regional engagement at UW-Whitewater are: a clear part of the institutional mission; supported by institutional leadership, appropriate organizational structures and funding; publicly recognized; integrated into faculty hiring and personnel evaluation processes; and systematically assessed for their efficacy and impact.

UW System also requires that each institution track and annually report on partnerships with external organizations. The most recent [UW-Whitewater Data on Partnership Report](#) indicated that in 2018-2019 the institution partnered with:

- 394 organizations or business to host UW-Whitewater student internships;
- 101 organizations hosting student volunteers or engaging in service-learning or community-based research;
- 135 non-UW organizations to support cultural or arts events;
- 154 organizations in providing business development assistance;
- 148 area organizations hosting clinical, legal, or social work placements; and
- 330 PK-12 schools hosting student teachers or practicum students.

Several mutually-beneficial partnerships and agreements have evolved from a close working relationship between UW-Whitewater and the city of Whitewater, and the counties of Rock and Walworth. Most notably, UW-Whitewater, the City of Whitewater, and the Whitewater Community Development Authority jointly created the [Innovation Center](#) at the 130-acre Whitewater [University Technology Park](#). The Park's mission is to create and foster business by closely aligning UW-Whitewater's research and educational talent with the City of Whitewater's resources. Since its 2011 launch, the Innovation Center has worked with hundreds of clients and provided thousands of hours of business consulting services in support of regional economic development.

The Chancellor sits on an advisory board with the Superintendent for the Whitewater School District and the Whitewater [City Manager](#). The committee meets monthly to share information, work together on common initiatives, and to maintain a strong relationship between city, public education, and university education in the city.

UW-Whitewater and Whitewater public safety services partner to provide police and fire protection, sharing personnel and equipment resources as they address public safety issues throughout the greater Whitewater and Rock County communities. The university created the [Critical Incident Stress Debriefing Team \(CISD\)](#) with the Whitewater community in 1997. CISD provides crisis response services for members of both campuses and the surrounding three-county area. The volunteer team consists of 30 members of the University and community who are specifically trained to help individuals cope with the aftermath of a traumatic event.

Additionally, representatives from UW-Whitewater, the City of Whitewater, and the Whitewater School District community have joined to create and promote a comprehensive [Working for Whitewater's Wellness \(W3\) program](#).

Community constituents are involved in many UW-Whitewater decisions and programs. Community members routinely serve on search and screen committees for UW-Whitewater positions, including the Chancellor, athletic director, and athletic coaching positions, and as members of the [Strategic Planning and Budget Committee](#). Currently, over 400 members of the community hold membership on one of the five intercollegiate athletic booster clubs, volunteer to help run athletic events, and volunteer for Irvin L. Young Auditorium programs. Business and community leaders also serve on advisory boards that support the university's colleges and departments, providing input that enhances the ability of UW-Whitewater to understand and serve needs throughout the region.

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## 1.S - Criterion 1 - Summary

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The institution's mission is clear and articulated publicly; it guides the institution's operations.

### Summary

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UW-Whitewater adopted a set of nested mission documents that include Core Values, Select Mission, Strategic Plan, and Strategic Planning Goals. These documents are products of deliberative processes that include input from both campuses, and from the Whitewater and Rock County communities. Collectively, they are the centerpiece of institutional efforts to define priorities and continuously plan, budget, evaluate success, and chronicle accomplishments. To that end, the mission documents position the university to effectively tell its story to the public.

UW-Whitewater's mission documents note the importance of diversity. The institution has worked to fulfill this portion of its Select Mission through structures ensuring compliance with affirmative action policies, bringing diversity-related issues and concerns to the attention of the administration, and developing a wide array of award-winning student-support services and programs. UW-Whitewater also continues its national leadership status in serving students with disabilities. With the addition of the campus of UW-Whitewater at Rock County, the access mission of UW-Whitewater was expanded to serve students with critical academic challenges and barriers to relocating to a residential campus.

Finally, the mission documents are explicit about UW-Whitewater's commitment to serving the public, as evidenced by its recent achievement of the distinguished Carnegie Community Engagement Classification. To accommodate the growing need for shared space to accommodate activities at the nexus of student learning, faculty research, and community development, the institution committed to open a new [Community Engagement Center in Whitewater, Wisconsin](#). UW-Whitewater has been recognized for contributing more than a half billion dollars annually to the [regional community](#).

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## 2 - Integrity: Ethical and Responsible Conduct

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The institution acts with integrity; its conduct is ethical and responsible.

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Argument

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The Mission of [UW-Whitewater](#) is guided by fair and ethical policies and processes as established by the State of Wisconsin, the UW System Board of Regents, the UW System Administration and UW-Whitewater's Administration. A commitment to [integrity](#) is one of UW-Whitewater's six foundational values.

Administrative integrity is ensured through adherence to Wisconsin Administrative Code, Wisconsin Statutes, Board of Regents policies and UW-Whitewater policies. Together these documents serve to provide the framework for a code of ethics for the university's 1,300 employees. As a general rule, university employees are held to a standard which prohibits an employee from using his or her university position to secure private financial gain or other benefits.

[Chapter 36](#) of the Wisconsin Statutes defines the UW System's Mission, responsibilities and standard of conduct. Contained within this chapter are specific guidelines for the [Powers and Duties](#) of the Board, [Anti-discrimination](#) policies, [Conflict of Interests](#), [Accommodation of Religious Beliefs](#), and [Auxiliary operations](#).

All UW System employees are required to comply with the code of ethics applicable to their employment status. These codes are designed to prevent conflicts between an employee's private interests and public responsibilities. Faculty, academic staff and limited appointees with 0.5+ position appointments must complete a [Report on Outside Activities](#) yearly. The [standards for employees who are state public officials](#) are found in Chapter 19 of the Wisconsin Statutes. The [rules for faculty and academic staff](#) are defined in Ch. UWS 8, Wisconsin Administrative Code. The [rules for university staff](#) (formerly called classified staff) are found in Ch. ER-MRS 24, Wisconsin Administrative Code.

Wisconsin Administrative Code and UW System policies define the rules governing use of university resources, competition with the private sector and acceptance of gifts. University resources may only be used to further the mission of the university. Employees of the university, and their immediate family, may not accept items of value from outside vendors or prospective vendors. The university conducts its business fairly and ethically such that it may not use its position as a state agency to unfairly compete with the private sector as evidenced by [Regent Policy 12-1](#).

Chapter 19 of the Wisconsin Statutes provides [guidance for open records requests and open meetings](#)

[requirements](#), custody of public records and personal information practices. Regent policy provides additional guidance for university employees in the area of [university records management](#). Written notification of dates, times, and locations of annual reviews of faculty are sent to University Marketing and Communications and are prominently posted in campus buildings. Agendas of meetings of University committees (e.g., University Curriculum Committee, Faculty Senate, Graduate Council) [are posted online](#) prior to the meetings. Minutes of these meetings are posted online as well. The Office of Administrative Affairs has appointed a compliance employee as the “point person” for [Public Records Requests](#) and Freedom of Information requests.

UW-Whitewater [deals fairly and ethically with its employees and students](#). Regent policies governing [sexual harassment](#), [equal opportunities](#), [racism](#), [gender discrimination](#), [student discrimination](#), [disability discrimination](#), [retaliation](#), [consensual relationships](#) and accommodations provide the high-level framework for campus policies in these areas. [Personnel rules](#) for UW-Whitewater faculty, academic staff and university staff are available through a single webpage. Employment rules have been developed according to employment status. Faculty and academic staff personnel rules are created in accordance with Regent policy and provide guidance on complaints, grievances, dismissal, layoffs and ethics. The 2013-2015 Wisconsin State Budget largely eliminated collective bargaining and provided the UW System with authority to create its own classified personnel system apart from the state civil service personnel system. University Administration and the University Staff Council are developing a detailed set of policies governing the work rules for employees [designated as university staff](#).

UW-Whitewater has demonstrated its commitment to ethical and responsible conduct through a long history of [shared governance](#). This system of [inclusive governance](#) enhances decision-making, with faculty, students and staff establishing committees to better support the university’s mission and goals.

[UW-Whitewater operates ethically and responsibly in its research protocols](#). It 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 [IRB Guide](#) contains information regarding federal and UW System regulations and guidelines to assist researchers in preparing IRB submissions. UW-Whitewater 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.

UW-Whitewater practices fair and ethical policies with respect to the intellectual property rights of researchers. UW-W follows policies promulgated by UW System Administration in the areas of computer [software ownership](#), [copyrightable instructional materials](#), and [patentable activities](#).

The university values its employees and has established a new [Practice Directive and Procedures initiative](#) designed to educate, guide, protect, and empower staff and students with clear resources and best practices. We maintain a robust control, risk, and safety environment through a number of programs and initiatives across campus including our [Audit, Risk, Compliance & Ethics Committee](#), [Reporting Requirements](#), [Waste, Fraud and Abuse resources](#). Additionally, designated faculty and staff assume responsibility for safety in classrooms when working with chemicals or other products that might pose risks. The Art and Design and Chemistry Departments, for example, have designated

academic staff to monitor safety in classes and labs, and to advise on structural issues and the handling of potentially hazardous materials.

UW-W manages its financial operations with integrity. The [university budget](#) is developed to provide campuses' leaders with the transparent resources needed to achieve our strategic goals. The budget is informed by the divisions, colleges, departments and [Strategic Planning and Budgeting Committee](#). It is developed in consultation with the UW System Administration Budget Office, and is reviewed and approved annually by the Regents.

In 2006, UW-W migrated to a more centralized budgeting process that aggregates a significant amount of resources centrally. A portion of departmental carryover is returned to the central funding pool and tuition revenues above the tuition target are held centrally. In 2018, a [Fiscal Practice Directive](#) was instituted that details the process for centralizing funds in alignment with UW System financial policies.

It is the practice at UW-Whitewater to seek student input into key decisions. For example, student input was sought regarding recent COVID-19 related decisions (e.g., changes to the S/NC grading policy).

All financial transactions of the institution comply with standards of the Governmental Accounting Standards Board (GASB). Moreover, transactions are performed in a framework of Regent and UW System financial policies covering a wide range of topics. Additionally, financial transactions are subject to the policies and procedures of the State Controller's Office.

UW-Whitewater's financial operations are subject to audit and review on a number of levels. Certain programs of the institution are subject to [internal review processes](#), while other operations, such as accounting for tuition and payroll, receive both internal and [UW System audits](#). Mission statements for the institution and [System audit offices](#) outline the various activities subject to periodic review.

All university operations may be periodically reviewed by the state's [Legislative Audit Bureau \(LAB\)](#), which is the agency responsible for the federal A-133 audit of financial operations and federal financial aid. The LAB is also used by the state Legislature's audit subcommittee to perform ad-hoc reviews of the UW System. External audit reports which include the UW System are publicly available on the LAB home page.

UW-Whitewater follows a number of policies to ensure effective management of auxiliary operations. Our [reserve transfer policies](#) require Regent approval prior to movement of funds generated by an auxiliary to another operation. Our reserve policy sets standards for reporting the accumulation of funds above prescribed levels and the Board requires a very detailed reporting of auxiliary reserve accumulation and Regent-level approval of those reserve accumulations.

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## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### Argument

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Until 2014, UW-Whitewater participated in the [College Portrait Program](#), a national voluntary system of accountability. Since 2014, we have participated in the UW-System wide [Student Accountability Measure \(SAM\)](#). Data on programs and student success are also available on the [System Dashboard](#), the [Consortium for Student Retention Data Exchange](#), and from several college guidebooks (e.g., College Board, Peterson's Annual Survey of Undergraduate Institutions, Wintergreen Orchard House, ACT Institutional Data Questionnaire). Accreditation information is posted on our [assessment webpage](#). Since 1993, UW-Whitewater has prepared an [annual accountability report](#) for the citizens of Wisconsin, Legislature, and Board of Regents.

We provide students and parents many informative offerings about programs and requirements. A student-focused page is clearly linked to the UW-W home page. This [student landing page](#) contains a wealth of information for current students and future Warhawks. The [Registrar's Office website](#) includes general information in its page. Descriptions of undergraduate degree programs and graduate programs are available on-line, as is a comprehensive list of departments and majors. Additional resources include the [Why UW-Whitewater webpage](#), [Fall Profile](#), and [Warhawk Voices Admissions Viewbook](#). All are available online for prospective students, area high schools, and those interested in learning more about our campuses. The UW System website maintains a link to [2020 Forward](#) which aims to strengthen the educational pipeline and help maximize the number of students who enter and remain in the educational system, including those from underrepresented groups.

UW-Whitewater makes public a variety of information about faculty and staff. General information is available on both campuses' [homepages](#) in [Campus Info](#). We annually publish a [UW-Whitewater Fact Book](#), which includes information on enrollment (pg 17), degrees granted (pg 44), financial aid (page 67), staffing information (pg 57), and the Rock County campus (page 73). Governance bodies maintain information on webpages for the [Faculty Senate](#), [Academic Staff Assembly](#), [University Staff Council](#), and [Whitewater Student Government](#). The web-based [University Handbook](#) has links to policies, university committees, instructional resources, administrative resources and university news and events.

UW-Whitewater's online resources include its [Financial Aid webpage](#), with [links to cost-of attendance information](#), [cost estimator](#), [net price calculator](#) and [information for paying student bills](#). The Registrar's Office provides [detailed cost information](#) by category and provides a [net price calculator](#) to assist students and families in anticipating costs.

The Office of [First Year Experience](#) maintains a number of resources for students and families including information and expectations for visits to the main campus and a resources page with links to information about advising and exploration, placement tests, accommodations for students with disabilities, [learning communities](#), and mentoring programs, as well as helpful tips for first-time

students.

The [Admissions Office](#) is charged with publicizing UW-Whitewater's expectations of academic preparedness, which are provided as guidelines for admission as a new freshman or 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 meeting these standards. The School of Graduate Studies verifies the admission credentials of all applicants for post baccalaureate degree programs.

The Admissions website provides prospective students with a wide variety of information. Students may chat live with a counselor or link to social media sites such as Facebook and Twitter. The Admissions Office travel schedules show when a UW-Whitewater representative will be recruiting in specific areas. Additional links are provided to [Frequently Asked Questions](#), [Residency information](#) and for main-campus tours.

University Marketing and Communications (UMC) is a primary resource for information about the campus and strives to create an environment of transparency for constituencies. As UW-Whitewater's news outlet, UMC manages public meetings notices and archives for stories, videos and photos. UMC hosts our social media activities on Facebook, Twitter, Flickr, Foursquare and YouTube. Hardcopy publications include information on programs, requirements, costs and accreditation to help prospective students, faculty and staff make informed decisions.

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## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Argument

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#### 2.C.1

The deliberations of the UW System [Board of Regents](#) reflect priorities to preserve and enhance UW-Whitewater. The [Regent Bylaws](#) were created pursuant to the authority vested in the Regents by [Chapter 36](#) of the Wisconsin Statutes. A [statement of expectations](#) requires each Regent to make a strong and sustained personal commitment to the role of Regent. Regents must be well-informed about both the UW System's mission and the national higher education environment. Regents meeting agendas are developed by the System Administration Office after conferring with chancellors and other university leadership. Regents must actively contribute to the work of the Board which includes advocating for the University System with the executive and legislative branches of government. Regents are held to a high level of [ethical conduct](#) which prohibits personal agendas from interfering with their duties as Regents.

The 18-member Board of Regents is a deliberately diverse group. Sixteen are appointed by the governor subject to confirmation by the state senate. Of these, 14 serve staggered, seven-year terms; two are UW System students who serve two-year terms. The other two board members are the state superintendent of public instruction and the president or a designee of the Wisconsin Technical College System Board. [Regent biographies](#) are available to the general public through the UW System Administration website.

#### 2.C.2

The Board of Regents reviews and considers reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations. Board meetings are subject to [Wisconsin's open records and open meeting laws](#). External and internal parties are frequently invited to present at Regents meetings. Meetings are open to the public, and webcasts are posted online. Agendas are published on the Regents website a week before each meeting. Supporting materials are available Monday of the week of the next meeting. All Regents materials and webcasts are archived and accessible online by the general public.

The Board of Regents has eight [standing committees](#) which represent major divisions or units at the campus level. Academic issues are reviewed by the Education Committee. Administrative Affairs

issues are dealt with in the Business and Finance Committee, the Audit Committee, and the Capital Planning and Budgeting Committee. Standing Regents committees also include an Executive Committee, a Personnel Matters Review Committee, Committee on Student Discipline and Other Student Appeals, and a committee devoted to exploring research, economic development, and innovation.

### 2.C.3

The Board of Regents preserves its independence from undue influence from donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution. The Board of Regents has primary responsibility for [governance of the University of Wisconsin System](#) as provided for in Wisconsin Statutes s.36.09(1). Each member of the Board must be willing to make a strong and sustained personal commitment as evidenced by the Statement of Expectations for Board Members. Further, Regents are subject to the [General Duties of Public Officials in the State of Wisconsin](#) as required in Chapter 19 of the Wisconsin Statutes. Board members must abstain from participating in discussions where a conflict of interest is found to exist, and they must file timely [annual financial disclosure statements](#). Board members serve without remuneration from the State, University System or other entity. Board members may have reasonable and necessary travel expenditures reimbursed for their participation at board meetings.

### 2.C.4

The Board of Regents delegates day-to-day management of each campus to its administration and expects the faculty to oversee academic matters. The Board empowers the chancellor with the necessary authority to fulfill the University's Mission. Wisconsin State Statute s. [36.09\(3\)\(a\)](#) establishes chancellors as the executive heads of their institutions and gives them the responsibility for administration of Board policies. The chancellor, in consultation with the [faculty](#), is responsible for:

- 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.

The university is organized in four major divisions, Academic Affairs, Administrative Affairs, Student Affairs and University Advancement. Vice chancellors in each area are responsible for the day-to-day management of their divisions.

The provost and executive vice chancellor for academic affairs and associate vice chancellors are the de facto heads of the University's faculty and provide oversight on academic matters. The provost is responsible for faculty staffing, enforcement of personnel rules, promotion, performance reviews, and salary plans along with other administrative duties. The provost's designees chair the [University Curriculum Committee \(UCC\)](#) and oversee the administration of the [Undergraduate and Graduate Audit and Review](#) (academic program review) processes.

The [Constitution of the Faculty](#) specifies 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 [bylaws of the faculty](#) establish the governance structure for the faculty, and the Faculty Senate serves as the main governance body for faculty “voice” in University governance. Its membership, functions, and organization are prescribed in the Faculty Constitution. The Faculty Senate meets once a month, September through May. All faculty are permitted to attend its meetings and address the Senate. A Faculty Senate Executive Committee may act on behalf of the entire body when the Senate does not meet (e.g., summer).

In addition to the Faculty Senate, faculty committees, with representatives from all five colleges, work to address faculty responsibilities. All committees except the Organization Committee and 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.

As the University Handbook states, “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.” Membership of [Graduate Council](#) includes graduate faculty representatives from each graduate program, at-large graduate faculty and student representatives from each academic college, and the provost and dean of the School of Graduate Studies, both of whom serve as ex-officio members. As stipulated in the [Graduate Faculty Constitution](#), two standing committees report to the Graduate Council: the Graduate Audit and Review Committee and the Committee of Exceptions to Graduate Policy. Ad hoc committees are designated as needed.

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## 2.D - Core Component 2.D

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The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

### Argument

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UW-Whitewater's commitment to freedom of expression is guided by the [Wisconsin Idea](#) and the history of the [UW System](#), and is expressed in our [mission and values](#), [personnel rules](#), and various practices and policies that guide teaching, research, service, administration, and governance. Academic and administrative units affirm freedom of expression in numerous policies and procedures: the Whitewater and Rock campus library's [Intellectual Freedom Statement](#) prioritizes expression as a fundamental academic freedom, and the campus [email policy](#) acknowledges the importance of freedom of speech. In Fall 2017, the UW System Board of Regents adopted Regent Policy Document (RPD) [4-21, "Commitment to Academic Freedom and Freedom of Expression."](#) RPD 4-21 reaffirms the UW System Board of Regents' longstanding support of academic freedom and freedom of expression. The policy established that each institution in the UW System has a solemn responsibility not only to promote lively and fearless exploration, deliberation, and debate of ideas, but also to protect those freedoms when others attempt to restrict them. UW-Whitewater adopted and implemented this policy, institutionalizing it by developing the [Freedom of Expression & Use of Campus Facilities/Land](#).

In Fall 2019, the UW System Board of Regents revised and updated Regent Policy Document (RPD) 4-21, "Commitment to Academic Freedom and Freedom of Expression" to give UW institutions authority to address disruptive behavior by students, employees, and visitors using administrative codes [Chapter UWS 17](#) and [Chapter UWS 18](#). [RPD 4-21](#) also charges each chancellor to submit an annual report to UW System. The reports are reviewed annually by the Board of Regents to assess the efforts of each institution to uphold the principles expressed in the policy and to fulfill the Board's Commitment to Academic Freedom and Freedom of Expression. UW-Whitewater submitted its first annual report in 2019, which outlines all efforts and initiatives to support academic freedom and freedom of expression ([2018-19 UWW Annual Questionnaire - Regent Policy Document 4-21, "Commitment to Academic Freedom and Freedom of Expression"](#)).

Both the Whitewater and Rock County campuses adopted and implemented the updated RPD 4-21 policy. Information on freedom of expression consistent with the policy is included in the Windows to Whitewater orientation information given to each new freshman and transfer student. The UW-Whitewater and UW-Rock County student handbook was updated to reflect the changes of the [Freedom of Expression](#) policy to raise awareness and inform the student body population.

The university's policy statement on [Nondiscrimination on the Basis of Disability](#) emphasizes the need to balance valuing and affirming diversity with protecting the freedom of expression, and the university's [Guide for Citizenship](#) stresses the importance of freedom of intellectual inquiry and expression. The [Facilities and Grounds Use Policy](#) provides a process to ensure safe, effective and appropriate use of the university's facilities and lands in support of free expression.

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## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Argument

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#### 2.E.1

UW-Whitewater's administrative, academic, and student affairs units provide oversight and support services to ensure integrity in all areas of research, teaching and service. The [Office of Research and Sponsored Programs\(ORSP\)](#) provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by faculty, staff, and students. ORSP oversees implementation and enforcement of the policies and procedures of the university's [Institutional Review Board \(IRB\)](#) for the Protection of Human Subjects. University employees involved in research are required to comply with IRB [Human Subjects](#) and [Animal Care](#) and Use regulations, and all employees are required to follow [FERPA](#) regulations and participate in [Sexual Harassment](#) training. Each of the colleges supports responsible research and inquiry in their mission and value statements: the [College of Business and Economics \(CoBE\)](#) advances critical thinking, innovative problem-solving, ethical behavior, leadership and a commitment to diversity; the [College of Education and Professional Studies\(CoEPS\)](#) emphasizes leadership grounded in character, integrity, democratic engagement, and global learning; the mission of the [College of Letters and Sciences\(CoLS\)](#) promotes civic responsibility and engagement as well as personal and professional integrity; the [College of Arts and Communication's\(CoAC\)](#) core values are creativity, expression, inquiry, and integrity; and the [College of Integrated Studies](#) encourages and supports students' personal and professional growth to become members of a global community. Students are subject to rules and regulations that promote and enforce responsible behavior. The Student Affairs division requires [integrity training](#) for all student employees, and embraces the values of integrative and continuous learning in its [mission statement](#).

#### 2.E.2.

The University Library provides students on both campuses with instruction, tutorials, and resources to inform and support the ethical and appropriate use of resources. The Andersen Library provided 559 instruction sessions to 9,784 students during the 2018-19 academic year. The total number of students was down slightly from the 2017-18 academic year when 11,337 students had library instruction. The instruction sessions provided resources regarding [correct citation](#). An online tutorial regarding [plagiarism](#) is provided for faculty to include within the course management system. Additional resources are provided to faculty regarding [copyright](#), [works in the public domain](#), and [public performance rights](#). The Library's Information Literacy [Progression Rubric](#) assesses ethical understanding of issues related to accessing information and documenting sources.

### 2.E.3

At the campus level, the Dean of Students office administers and enforces the [Academic Code of Conduct](#), provides training and consultation for faculty and staff, provides education to students regarding academic misconduct through programs and promotional materials, and develops materials used in [New Student Seminar](#) classes to familiarize students with academic integrity expectations and procedures. The [University Handbook](#), the [Student Handbook](#), and the [Undergraduate and Graduate Catalogs](#) all include statements or policies regarding academic misconduct. Students who use testing and note taking services, or are provided accommodations through CSD, must sign agreements to ensure they understand policies and procedures related to misconduct. Faculty and instructional staff across all the colleges are required to include [statements on syllabi](#) related to academic honesty and integrity. Since 2015, as few as 65 cases (in 2015-2016) and as many as 213 cases (in 2018-2019) of academic misconduct were reported to the Dean of Students. Many faculty and instructional staff also now utilize the [Turnitin Suite](#) to monitor plagiarism. More than [134,000 student paper submissions](#) went through Turnitin review from September 2019 to May 2020

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## 2.S - Criterion 2 - Summary

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The institution acts with integrity; its conduct is ethical and responsible.

### Summary

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All faculty, staff, and students of UW-Whitewater are subject to state laws governing the [University of Wisconsin System Administrative Code](#), which define Board of Regent directives related to ethical behavior and professional responsibilities. UW-Whitewater adheres to the UW [System Statement of Principles](#), which acknowledges academic honesty and integrity as foundational educational values, and governs all student disciplinary matters. UW-Whitewater [university staff](#) and [unclassified faculty and staff](#) are guided by UW System codes of ethics, and all employees are subject to [background checks](#) as a condition of employment. The University's [Mission and Values](#) promote ethical behavior and integrity across all campus units, and we encourage and support free and responsible investigation by faculty, staff, and students in an environment [free of bias and harassment](#). University and college mission statements emphasize the importance of intellectual integrity and honesty in the production and dissemination of knowledge, and administrative units and the division of Student Affairs implements and enforces various policies and procedures related to ethical conduct and professional integrity.

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## 3 - Teaching and Learning: Quality, Resources, and Support

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The institution provides high quality education, wherever and however its offerings are delivered.

### 3.A - Core Component 3.A

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The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

### Argument

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#### 3.A.1.

UW-Whitewater is committed to providing high-quality undergraduate and graduate programs that serve the region's needs, offering associate, bachelors, masters, education specialist and one doctoral degree. Currency, relevance, and appropriateness of courses and programs are carefully evaluated when courses and programs are proposed and revised, and they are continually reevaluated during systematic program reviews. All of the academic colleges on the main campus and 40% of individual academic programs regularly receive input from advisory boards composed of alumni, employers, business leaders, community leaders, and/or disciplinary experts. Proposals for new degrees and majors are systematically reviewed by the [UW System Administration](#), circulated for consultation with all UW campuses, and evaluated and approved by the UW System Board of Regents. The method of delivery, relevance of learning outcomes (LOs), and fit with regional economic demand are considered in these reviews. Proposals for new/revised courses and programs are reviewed at all levels of [faculty governance](#). Courses or programs that involve graduate study, general education, diversity, honors, or travel study are also reviewed by committees representing these areas to further evaluate currency and appropriateness of LOs.

Once established, all academic programs enter a five-year cycle of [audit and review](#) that considers factors such as relevance, resources, productivity and continuing alignment with the university mission, values, and strategic plan. Summaries of audit and review [findings and recommendations](#) are forwarded annually to university groups and to the UW System Administration. Individual courses that have not been offered or enrolled for four years, by [policy](#) are deleted from the course catalog unless departments provide an updated course outline and request course continuation. Likewise, programs with low or declining enrollments are evaluated during the audit and review process.

Ten academic programs and one of the five academic colleges hold [specialized](#)

[accreditation](#) involving extensive periodic reviews that include currency and appropriateness of their LOs for higher education. At several points in the review process, academic programs address alignment of their LOs and assessment data with baccalaureate [learning goals](#).

Currency of academic programs has been evaluated using a [Program Array Review Committee](#) that consists of elected faculty representation from all five colleges. An [Academic Plan](#) is being developed to guide future academic program planning. Examples of new programs developed and launched from 2015-2020 include BBA-Business Analytics, MS-Computer Science, Master of Social Work, MSE-Higher Education Leadership, and MS-Instructional Design.

### **3.A.2.**

Learning goals are clearly articulated from the level of the university to individual programs, and they are differentiated across undergraduate and graduate programs. At the university level, the student, staff, and faculty governance groups voted in 2010 to adopt the Essential [Learning Outcomes](#) (ELOs) from the AAC&U *Liberal Education & America's Promise (LEAP)* initiative as the set of LOs that all of our undergraduate students should achieve before graduation. These LOs represent a national consensus on what students should achieve in college, and they also align well with the [Shared Learning Goals](#) adopted for the entire UW System.

The University's Undergraduate and Graduate [Curriculum Handbook](#) requires that all new programs and courses specify student learning outcomes (SLOs). Proposals for new and revised programs are reviewed at all levels of governance to assure that the stated SLOs are clear and appropriate for the intended educational level. During the regular cycle of audit and review, programs must clearly articulate their SLOs and show how they align with university ELOs. College assessment committees also provide feedback to programs on their SLOs.

The School of [Graduate Studies Mission Statement](#) defines the scope of UW-Whitewater graduate programming, emphasizing a practitioner orientation built on foundational knowledge from baccalaureate study. The [Graduate Council](#) ensures that graduate LOs are met by all graduate courses, certificates, and degrees. Faculty from each program review the proposals and question proposers on how their courses and programs fulfill the graduate outcomes. All graduate certificates can be included in earning a degree from UW-Whitewater, so they are given the same scrutiny.

### **3.A.3.**

UW-Whitewater offers courses on the main campus, the branch campus, as well as off-campus in partnership with regional school districts (dual credit programming and MSE-PD program) and in Madison, WI for the MBA program.

UW-Whitewater has consistent processes for program and course approval, instructor approval and quality review for all modalities (including online education) and locations. All courses, whether intended as long-term offerings or one-time only, must undergo review and approval via defined curriculum processes. These processes include review by faculty, department chairs, deans, and the [provost's office](#). Courses cannot be added to the schedule without these approvals. This review includes a determination that all syllabi contain a set of common [mandatory elements](#) including learning goals.

Individual colleges use consistent processes for program, course, and faculty review regardless of modality or location. Some online courses have also undergone additional review using the [Quality](#)

### [Matters benchmarks.](#)

Graduate programs may seek exceptions to permit instructors who are not members of the UW-Whitewater graduate faculty to lead graduate coursework (e.g. school district personnel who teach graduate courses). Each such instructor must be approved by the department's graduate faculty, a college graduate committee where required, the college dean, and finally by the graduate dean. The process [requires a review](#) of vita and rationale for exception based on exceptional qualifications related to the course and their current credentials.

Similarly, instructors teaching dual-enrollment courses must be approved by the relevant academic department and [receive training](#) during the summer prior to offering the course. The instructor also hosts a site visit from a university faculty mentor and provides evidence of student learning. Dual-enrollment instructors are supervised throughout the course by a university [faculty mentor](#). A full description of UW-Whitewater's dual enrollment program is provided in Criterion 4.A.4.

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## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Argument

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#### 3.B.1 & 3.B.2.

A robust liberal education provides a unifying educational foundation for all associate and baccalaureate degree programs at UW-Whitewater. While the [General Education \(GE\)](#) program on the Whitewater campus and the [Associate of Arts and Sciences \(AAS\) program](#) on the Rock campus evolved distinct curricula in different institutional contexts, they nonetheless share common philosophical underpinnings.

Both programs provide breadth of knowledge, skills, and diversity of perspectives to allow students to “actively respond to changing environments, continue to learn and grow, and work cooperatively with people of [diverse backgrounds](#)”. In addition, both the GE and AAS programs were profoundly influenced by the UW System's involvement in AACU's LEAP Initiative, which represented a national consensus about the learning that is essential for all undergraduates in the 21st century global economy. LEAP articulated a contemporary perspective on the purpose, content, and expected learning for all undergraduate programs, providing students with a comprehensive and coherent educational experience. The LEAP [ELOs](#) were adopted as UW-Whitewater's baccalaureate LOs in 2010.

The learning goals and outcomes of both the Whitewater campus [GE program](#) and the Rock [campus AAS program](#) were revised in the last decade to align directly with the LEAP ELOs. These broadly compatible LOs also clearly embody the core values of the [university](#), thus demonstrating the direct connection between the university's mission and the educational purpose of the GE and AAS programs.

All students who begin their degree programs on the Whitewater campus are required to complete a

44-45 credit [GE program](#) encompassing communication and calculation skills, quantitative and technical reasoning, cultural heritages, communities, physical health and well-being, and electives. All students must also complete at least one course focused on U.S. [racial/ethnic diversity](#). Transfer students are assigned [prorated requirements](#) based on the number of credits they have completed at other universities.

The GE program's [core curriculum](#) consists of five unique multidisciplinary courses. Each course brings together materials and perspectives from several disciplines so students are introduced to a common body of knowledge. *World of Ideas* is an upper-level core course designed as a capstone GE experience where students can synthesize and reflect on skills and knowledge gained across their GE studies. Thus, the core curriculum provides a common intellectual experience for UW-Whitewater students while enhancing the integration of the GE program overall.

While the current GE program was developed by the [General Education Review Committee \(GERC\)](#) during the early 1990s, the program has undergone significant revisions in recent years. In 2016, the university adopted new GE learning goals and outcomes ([GELOs](#)) that closely aligned with the university's baccalaureate (LEAP) ELOs. GERC then engaged faculty and staff members from across the institution in the process of reinvigorating the large GE elective course array. Several new [elective categories](#) that closely align with personal/social responsibility and foundations of life-long LOs were added to the more traditional disciplinary groupings. GERC then launched a multi-year process of recertifying all 300+ elective courses to ensure that course-level learning objectives, instructional practices, and assessments are helping students achieve the program-level GELOs. The data collected during recertification will be used to create an electives curricular map and inform further assessment. In recent years, the GE faculty and administrators have also begun to explore ways to reinvigorate the multi-disciplinary core curriculum. For example, a "Core 2.0" LEAP team launched a project in 2019 to shift the focus and pedagogy of the *Historical Perspectives* and *Global Perspectives* core courses from a lecture-based survey model to a more global problems-based, active-learning model centered around collaboration and inquiry.

The AAS degree is the foundational program in the College of Integrated Studies, housed at the Rock County branch campus. As part of the former University of Wisconsin Colleges two-year campuses, that degree served as a universal GE program for transferability to all fourteen campuses in the UW-System. It is accepted by University of Wisconsin institutions as fulfilling university-wide, college, school and GE breadth requirements.

Continuing a process begun in the UW-Colleges, the College of Integrated Studies revised the AAS degree in Spring 2019 to specifically align with both the revised UW System Policy for the [AAS degree](#), and to reflect LEAP principles. The revised degree continues to require LEAP-focused breadth requirements including knowledge of human cultures, critical and creative thinking, and intercultural knowledge and competence. Students also must demonstrate quantitative literacy, and complete a laboratory-science course. In order to grow in their knowledge and application, students must complete a two-semester sequence depth requirement. The AAS degree requires students to complete an ethnic studies course toward their diversity requirement. An addition to the AAS in this revision is that a High Impact Practice experience is required for [degree completion](#).

### **3.B.3.**

UW-Whitewater's AAS [breadth requirements](#), baccalaureate [ELOs](#) and master's institutional [LOs](#) reflect the institutional commitment to students' achievement of the key intellectual and practical skills needed for success in the 21st century.

Students in all degree programs at UW-Whitewater engage in collecting, analyzing, and communicating information in both the GE program and in their major. In first-year composition courses, students are introduced to the process of writing an effective academic research paper. English instructors collaborate with [librarians](#) to ensure that students are building strong information literacy and analytical skills. Similarly, the culminating assignment in COMM 110, the required oral [communication course](#) in the GE program, is a well-researched and effectively argued persuasive speech. The university's writing proficiency in the [major requirement](#) ensures that students continue to hone these skills within their [disciplines](#).

The GE program also provides students with exposure to diverse modes of inquiry across the arts, humanities, and social, natural, and quantitative sciences – especially in the multi-disciplinary [“core” courses](#) and the required laboratory [science courses](#). For example, in the core course [Individual and Society](#) students examine social issues through the disciplinary lenses of sociology, psychology, anthropology, and gender studies. These kinds of experiences help students contextualize knowledge and inquiry, providing a foundation for study within their major and minor fields. As students move through their degree programs, there are numerous opportunities to engage in inquiry and creative work. The scientific disciplines embed hands-on laboratory and/or [field experiences](#) across the curriculum at increasing levels of complexity and independence. In the fine and performing arts, students develop their technical and creative skills in studio and [performance classes](#) and are provided with regular professional assessment and feedback at benchmark points across these programs. Future teachers are immersed in professional modes of inquiry and innovation through methods courses and [field experiences](#). At least 11 different departments across the natural and social sciences embed one or more research [methods courses](#) into the curriculum in order to engage students in integrating and applying disciplinary concepts and skills. The AAS curriculum, the [GE curriculum](#), and the baccalaureate [ELOs](#) aim to provide students with transferable skills and dispositions they will need to thrive in a rapidly changing world. For example:

- Students practice critical and creative thinking and [problem-solving](#) across the GE curriculum, helping them become flexible and innovative thinkers in real-life situations.
- Majors in the humanities and social sciences hone research and [communication skills](#) as preparation for many potential career fields; pre-professional degree programs also emphasize broad preparation.
- All BBA students take the capstone *Administrative Policy* course ([MANAGEMNT 489](#)) which uses case studies to teach the strategic management skills necessary to respond to changing business conditions.
- Beginning in Fall 2020, AAS degree-seekers at UW-Rock County will complete at least one High Impact Practice which may include an ePortfolio, a capstone experience, a community-based learning project, a writing emphasis course, a course focused on diversity, a collaborative learning course, a first-year seminar, an internship, or [undergraduate research](#).
- [Capstone courses](#) in Communication require that students demonstrate skills they can adapt to new situations (e.g., report on an issue of public concern using text, images, and audio-visual elements).

#### **3.B.4.**

UW-Whitewater works actively to promote human and cultural diversity in curricular requirements and offerings, co-curricular opportunities, and staff and student recruitment efforts. A few examples of these efforts include:

Most students at the UW-Whitewater main campus take New Student Seminar, which requires a

diversity learning component and attendance at a diversity learning co-curricular event. In the GE program, students take [The Individual and Society](#) to learn about differences among people and cultures from a social science perspective, and all undergraduates choose an additional course to fulfill a 3-credit [U.S. Racial/Ethnic Diversity](#) requirement. Students in the College of Integrated Studies AAS program take an Ethnic Studies course. Instructors are encouraged to infuse diversity and multiculturalism throughout the curriculum. The College of Business & Economics requires completion of a course with an [international component](#) and *Business and Society* which includes a module on diversity and multiculturalism. UW-Whitewater offers more than twenty undergraduate majors and minors that focus on [multicultural or international](#) topics and at the graduate level offers an [MBA in International Business](#). New curricular offerings recently added include Native American, Asian American, and African American Studies minors in the Race and Ethnic Studies program and an LGBTQ Studies Certificate in the Women's and Gender Studies Department.

In 2018, the University hired our inaugural [Chief Equity, Diversity and Inclusion Officer \(CEDIO\)](#). Our CEDIO in turn hired faculty in each of the academic colleges to serve as Diversity Coordinators. The function of these faculty members is to provide Equity, Diversity and Inclusion (EDI) training and consultation in each of the colleges as well as provide resources and professional development for faculty. In AY20, the college Diversity Coordinators will have funding available through the CEDIO's office to augment EDI initiatives.

From a global perspective lens, the Office of International Students and Scholar Services (housed in the Admissions Office) sponsors the [International Education Alliance Workshop Series](#), which provides faculty and academic staff an opportunity to engage with international education experts and offices at UW-Whitewater. In addition, attendees of at least 4 of the 5 workshops will receive a participation certificate and may be invited to future international activities.

Numerous co-curricular diversity and multicultural opportunities are available for students including programming from the [Office of Student Diversity, Engagement and Success \(SDES\)](#) such as the Global Ambassadors, the International Dinner, and Study Abroad. SDES sponsors the Multicultural [Heritage Lecture Series](#) and the annual Martin Luther King Jr. Commemorative Event. In addition, Career and Leadership Development sponsors professional development with a diversity and inclusion lens for students. The CEDIO along with the [Chancellor's Committee on Inclusive Excellence](#) sponsors the [Diversity Forum](#). These Forums (offered Fall and Spring) are University-wide and are themed with various topics surrounding Equity, Diversity and Inclusion. Since the CEDIO's arrival in the Spring of 2018, the campuses have had discussions/workshops on civil discourse, personal pronoun usage, crucial conversations concerning race and ethnicity, engaging white college men in social justice work and gender equality. The Career and Leadership Development office supervises more than 30 student interns, including [Diversity interns](#) and interns working in the P.B. Poorman Pride Center. In addition to the interns, the Pride Center has trained seven [LGBTQ Peer Educators](#) that make classroom visits as well as presentations to various student groups.

Since the last HLC review, we continue to provide gathering spaces to encourage multicultural engagement, including the [Warhawk Connection Center](#), [P.B. Poorman PRIDE Center](#), and reflective spaces. More than 1300 students participate annually in University Housing's [Boxes and Walls](#), a thought-provoking and interactive diversity awareness program. Each year, the College of Letters & Sciences sponsors a Contemporary Lecture Series that regularly features topics on diversity and inclusion.

Approximately 250 students participate annually in education abroad. Student participation peaked at

331 in 2014-15, but settled to historical norms by 2018-19 with 250 students studying abroad that year. 230 students participated or planned to participate in 2019-20, and applications for Fall 2020 were on pace to bounce back above 250 before COVID-19 canceled programs and deterred applications. The institution maintains thirty exchanges and partnerships with [international universities](#), and it offers 5-10 faculty-led travel-study programs each year. In addition, the College of Education & Professional Studies offers student teaching placements in Jamaica, Sweden, Mexico, and Ecuador.

A variety of programs help UW-Whitewater recruit, mentor, and support diverse students. Programs that support racial and ethnic minorities, lower-income, and other at-risk students include [McNair Scholars](#), [King/Chavez Scholars](#), [Latino Student Program](#), [STEM Boot Camp](#) (for at-risk students pursuing STEM fields), [Summer Business Institute](#), [Multicultural Business Program](#), [Future Teachers Program](#), [Research Apprenticeship Program](#), and our [Supplemental Instruction](#) and student tutoring programs. At the UW-Rock County campus, the federal TRiO program is available to serve students who have two of the following demographic risk factors: low-income, learning or physical disability, or first-generation college student. Several of these programs earned state-wide awards for support of diversity and diverse students.

We are dedicated to recruiting and retaining diverse students, faculty, and staff. Through the Office of Admissions, special efforts are made to recruit and enroll a student body that reflects the rich diversity of our region. The number of students of color and [international students](#) has increased from 12% of undergraduates in 2010 to 17% in 2019. The [Inclusive Excellence Fellowship Program](#) recruits recent PhDs to complete a one to two year teaching fellowship. To assist in these efforts (and other diversity measures), [Inclusive Excellence Committees](#) have been established at the university-level and in all of the colleges.

### **3.B.5.**

[Six value statements](#) were developed by UW-Whitewater's Strategic Planning Committee to accompany the university's mission and vision statements. One of those values is, "*Learning and academic excellence: We engage all members of the campus community in learning, research, scholarship, and creative endeavors through powerful academic and co-curricular experiences in an environment that values academic freedom.*" Engaging graduate and undergraduate students in scholarly and creative work, as well as appropriate corporate-research partnerships, is clearly emphasized.

A strong line of evidence regarding research productivity is the annual [Recognition of Scholarship and Creative Achievements](#) Ceremony. A bibliography of all recognized work, dating back to 1988-89, can be found there. A summary of the recognized work from [2018-2019](#), sorted by Departments and Colleges, is also available.

The Undergraduate Research Program supports a significant portion of our undergraduate students' research endeavors. Participation has increased [dramatically](#) over the last decade, from 73 students in '09-10 to 204 students in '18-19. Similarly, for more than a decade, [Graduate Research Grants](#) have supported master's research projects across the institution.

The [University's Tenure and Promotion Standards](#) also reflect an emphasis on research and creative activity. They state that any candidate for promotion and/or tenure "must achieve a record of professional research, or its creative equivalent, and other professional activity...(including) evidence that the faculty member is in the process of achieving professional recognition in the individual's

discipline through: scholarly publications; professional papers, presentations, exhibitions or performances; artistic achievement; or other scholarly and creative activities.” The promotion and tenure standards from the [College of Education and Professional Studies](#) and a [representative department](#) are attached as examples.

All undergraduate colleges and the School of Graduate Studies and Continuing Education support participation in discipline-appropriate scholarship through research grants and assistantships for students, and professional development funding, research grants, and teaching reassignment programs for faculty and staff.

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## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

### Argument

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#### 3.C.1

UW-Whitewater has a total of 689 instructional faculty (514 full-time, 175 part-time). The fall 2019 student to faculty ratio was 19:1. The university offered a total of 1,539 undergraduate class sections in fall 2019. Student credit hour/full time equivalent for faculty is reported in an annual [productivity study](#).

The UW-Whitewater faculty turnover rate, for instance, in 2018-19 was 7.6%: 13 retired, 12 resigned, and 3 were not renewed.

UW-Whitewater curriculum is the responsibility of the faculty. As described in the [Curriculum Handbook](#), all curriculum proposals are reviewed by elected committees in the academic college, then by faculty on the University Curriculum Committee and Faculty Senate (for undergraduate proposals) or by graduate faculty on the Graduate Council (for graduate proposals). Each curriculum committee meets at least monthly during the academic year.

Many faculty groups are engaged in assessment of [student learning](#), measuring and making strides to improve LOs. At the highest level, with representation from the colleges and other units such as Student Affairs and the library, the [Essential Learning and Assessment Review Committee \(ELARC\)](#) collects data from units and colleges, discusses findings and trends, reports summary information, and sets ongoing goals. The [University Assessment Committee](#) is an elected faculty committee that responds to policies and processes and assists departments with assessment. Each of the five academic colleges has an Assessment Committee that reviews data, reports it, and looks for changes in curriculum and pedagogy to improve student learning. The [General Education Review Committee](#) actively engages in assessment of the GE curriculum. An [Audit and Review](#) process

reviews each academic program (including all majors, minors, and graduate programs) on a five-year cycle. Aside from trend information, curricular development, and faculty composition, the [Audit and Review Committee](#) requests information on assessment data and changes made as a result of student outcomes. Each year the university celebrates an [Assessment Day](#) with workshops on assessment initiatives and a poster session showcasing activities from across the institution. Every academic department involves faculty in assessment of student learning, and there is a sufficient number and continuity of faculty members to participate in assessment leadership work.

### 3.C.2

[Faculty Personnel Rules](#) stipulate that all instructional staff have at least a Master's Degree or comparable qualifications that meet HLC guidelines. For tenure track positions, faculty must have completed terminal degrees. To teach graduate courses, faculty must have terminal degrees and hold Graduate Faculty membership. Any exceptions require approval by relevant graduate faculty and graduate deans. Detailed information regarding processes and requirements for searches is posted on the [Human Resources and Diversity office website](#).

In collaboration with groups outside the university, the [Partners in Education \(PIE\)](#) concurrent enrollment/dual credit program was created in 2012 to provide challenging and rigorous coursework for qualified regional high school students, support college readiness initiatives, and create a new avenue for professional development for participating high school instructors. The PIE program was designed around National Concurrent Enrollment Partnership Standards ([NACEP](#)). The program enrolls 450 students annually. The oversight of instructor credentialing and ongoing relevant professional development meets NACEP standards Faculty 1- Faculty 4.

PIE high school instructors are approved by the UW-Whitewater sponsoring academic department, which reviews instructor applications, transcripts, and resumes to ensure applicants meet requirements for teaching the courses. Several departments require an additional teaching portfolio, classroom visits and interviews [prior to approval](#). All high school instructors have master's degrees and appropriate [teaching experience](#) for their PIE courses. Some PIE approvals are contingent on completion of additional graduate-level coursework. Applicants not meeting these [criteria are denied](#).

Approved PIE instructors must participate in [training](#) by UW-Whitewater faculty in the semester before the concurrent enrollment courses are first offered. UW-Whitewater also offers additional [professional development workshops](#) on assessment and college readiness themes that have emerged from work with in-service PIE teachers. UW-Whitewater faculty liaisons analyze student data from at least one major assignment/assessment in order to ascertain that the same standards are being used in assessment practices as in courses taught by the university. This coaching is also an important part of professional development.

UW-Whitewater also has numerous exchange or consortium agreements with [international schools](#). These agreements are vetted by the Office of Global Experiences, and the curriculum and faculty are reviewed within the appropriate colleges to assure that the quality of education is comparable to that of UW-Whitewater.

### 3.C.3.

The evaluation of instructors at UW-Whitewater is done through a systematic process of review and feedback from students, peers, and administrators. We expect all tenure-track faculty and instructional academic staff to be peer-reviewed at least [once per year](#). We also expect all faculty and

instructional academic staff to provide students the opportunity to complete teaching evaluations for each course.

All probationary faculty and instructional academic staff must have a departmental [face-to-face review](#) each year. Prior to face-to-face reviews, probationary faculty and instructional academic staff must complete a self-reflection of their teaching strengths and weaknesses and identify specific goals to improve their teaching, service and research, where applicable. Tenured faculty must have a departmental post-tenure review at least once every five years. As part of this review they submit any materials they deem relevant to the review criteria.

Departments have [minimum standards](#) of teaching effectiveness, and faculty/staff reappointment decisions are based primarily on their ability to meet these standards. Administrative oversight of this process from faculty review committees and the dean, provost, and chancellor ensure that instructors meet the standards and are given appropriate feedback.

There are additional unique requirements for instructors of certain types of courses, such as online courses. In these, instructors are expected to have special training or course certification, directly tied to expectations of high-quality teaching. For example, in the College of Letters & Sciences and the College of Integrated Studies, all instructors must complete the [Online/Blended Teaching Institute](#), which provides training for instructors of both online and hybrid classes. Meanwhile, the College of Business and Economics requires that all online courses are modeled after the Quality Matters certification requirements.

#### 3.C.4.

The institution assures currency in the discipline and adeptness in teaching at time of hire and throughout instructors' careers. All faculty are evaluated through a review process which includes documentation of teaching, research, and service via the "Purple Book" [portfolio](#), and a parallel process is used to review teaching for [academic staff](#).

The university supports professional development, including pedagogical development, in several ways. The [First Year Program](#) (FYP) is designed to assist first year tenure-track faculty in becoming successful teachers and scholars. In the most recent five-year period, the FYP supported 256 new faculty and provided over \$207,000 of financial assistance for presentations of scholarly/creative activity.

Ongoing support for all instructors is provided through the [Learning Enhancement, Assessment and Research Network \(LEARN\) Center](#). Since fall 2009, LEARN Center programs have had over 5500 contacts with faculty and instructional staff, for almost 14,000 hours of professional development. Specific programs include workshops on instructional issues, a peer [coaching program](#) involving 34 mentee participants with 19 faculty coaches, and 87 [book groups](#) where instructors and other staff meet to discuss readings related to teaching. Over the last three semesters with the new director - a faculty member - setting the LEARN Center programming, participants rated overall quality of the workshops at 9.21 on a 10-point scale (10 indicating "Excellent/Maximum Value"). Participants rated the usefulness of the workshops as 8.97 out of 10. In 2016, the LEARN Center and the Office of Academic Assessment initiated a [Mid-semester Assessment Program](#) for instructors to gather information from their students that could be utilized in that same semester. Since its inception, the program has assisted 67 instructors gather feedback from 129 course sections.

The LEARN Center also supports the scholarship of teaching and learning (SoTL)

through [workshops](#) and a formal [Teaching Scholars Program](#). Since 2009, the Teaching Scholars Program has had 82 participants, providing 2,805 faculty development hours. Support for the integration of technology and pedagogy is provided through the [Learning Technology Center](#) (LTC). Faculty and instructional staff are eligible to participate in UW System teaching development programs through the [Office of Professional and Instructional Development](#), including the Wisconsin Teaching Fellows & Scholars program, which has supported 32 UW-Whitewater participants since 2004. UW-Whitewater provides each participant with a \$4000 stipend plus travel funds for program events (\$1500 per participant).

All instructors may apply for [Professional Development Funds](#) for both scholarship and teaching. These funds are allocated at the institutional level and within academic colleges and may be used for training, conferences, and other forms of professional development. Faculty are also eligible for [sabbatical leave](#) to pursue professional goals in scholarship and/or teaching. UW-Whitewater's [Office of Research and Sponsored Programs](#) supports faculty in writing grants and other research-related efforts. The LEARN Center also sponsors the [Scholar Mentor Program](#) to assist junior-level faculty in developing writing and publication skills, which also contributes to currency within their disciplines. The institution supports teaching innovation through participation in the [LEAP initiative](#) which includes development of projects to improve teaching, learning, and the implementation of high impact educational practices. Since 2011, 964 faculty, staff, and students have participated on over 195 LEAP teams. Instructor efforts to assess LOs and thereby improve teaching are also fostered by the [Office of Academic Assessment](#) through individual consultations, workshops, and presentations.

### 3.C.5.

UW-Whitewater instructors are available for student inquiry in several ways. All instructors of face-to-face classes announce and hold regular in-person office hours each week. Similarly, instructors of online classes hold regular online office hours each week. These hours are posted in [syllabi](#) and scheduled at times when students are reasonably expected to be available. If a student has a class conflict with posted office hours, the instructor is expected to make alternative arrangements. The frequency and length of office hours varies based on the number of credits, course meeting times, and the [College or Department policy](#).

Most instructors provide additional opportunities for student inquiry through [supplemental instruction](#) such as tutorial sessions, help sessions, and/or online communication. The latter is done via the Canvas learning management system and/or through email. Students may post course-related questions in Canvas; the instructor replies privately or in a public discussion forum. Some instructors hold synchronous online office hours and study sessions in the evenings to further accommodate students. Most instructors are committed to responding to student inquiries within [24 hours](#).

All instructors are available for consultation via telephone, and office phone numbers are listed in the online directory. Contact information is also supplied in every course syllabus. Students may also request appointments through the Outlook calendar.

### 3.C.6.

UW-Whitewater has specific position descriptions that include the qualifications, experience and education required (for examples, see [Academic Advising](#), [CLD](#), [Financial Aid](#), and [University Housing](#)). Position qualifications and related classifications are standardized for all UW System institutions.

The Office of Human Resources and Diversity and the University Titling Committee review all job descriptions to ensure that qualifications and minimum standards are consistent with appropriate classifications. These are determined prior to a unit being approved to engage in a job hiring process or reclassifying a staff member. The Human Resources office reviews all applications for every hire to ensure that minimum qualifications are met and [hiring process standards](#) are followed.

A variety of training and professional development opportunities are offered to staff providing student services. Several offices, such as the Academic Advising & Exploration Center, develop internal staff orientation and [training protocols](#). All staff are encouraged to participate in opportunities offered by the [Office of Human Resources and Diversity](#) and the [LEARN Center](#). All full-time faculty and staff may apply for professional [development funds](#) as described above. [Financial support](#) for up to one course per term is provided to staff pursuing higher education degrees at all levels, either at UW-Whitewater or another institution. Unfortunately, due to COVID-19 and budget limitations, this program is frozen for the 2020-21 academic year. All staff, regardless of office or level, are encouraged to participate on [LEAP teams](#) that work to enhance teaching, learning, and work at UW-Whitewater.

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## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

## Argument

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### 3.D.1.

UW-Whitewater approaches students as unique individuals, providing numerous programs and services that take into account students' distinct experiences, backgrounds, and orientations.

- The [Summer Transition Program](#) for students with disabilities has enrolled 549 students since Fall 2005, including 47 new freshmen in Fall 2018. Students complete two courses the summer before their freshman year, and receive mentoring and intrusive case management. The first-to-second year retention rate for these students is an impressive 73%. Participants, via interviews and focus groups, provide feedback supporting continuous program improvement.
- [The Future Teacher Program](#) provides a summer institute program for underrepresented student populations that are seeking to become teachers, and for students interested in high-demand teaching fields such as; special education, math education, business education, science education, early childhood education, and others. The program provides high-impact activities related to academic preparation, teacher education admissions, leadership and service opportunities. The most recent five cohorts averaged 19 students each, with 30% from underrepresented minority groups. The average first semester cumulative GPA over a five year period was 3.01. Prior to their first day in class, this high impact program introduces students to peers, staff, faculty and administrators as well as resources.
- [The Summer Business Institute](#) helps minority high school students transition to college as business majors. On average, 20 new freshmen participate annually. Program evaluations demonstrate continuous improvement by students and high freshman to sophomore retention rates. The program received the Ann Lydecker Educational Diversity Award from the Wisconsin State Council on Affirmative Action for recognition of its success in supporting and retaining diverse students.
- [The Multicultural Business Program](#) is a collaborative effort of the College of Business & Economics, Academic Support Programs, and industry partners. Over the past decade, an average of 350 students have participated annually. Students in the Multicultural Business

Program have an opportunity to participate in a national multicultural business case competition, field trips to local business partners and social events on the main campus.

- [ULEAD](#) is an intensive leadership program for first-year students. Program enrollment over the past fourteen years has averaged 130 students/year.
- [The UW-Whitewater Science Academy](#), a grant-funded program offered in 2015 and 2016, served freshman students in Biology, Chemistry, and Environmental Science. The program explored science career options, connected students to a science learning community with peer and faculty mentors, and engaged students in research and industry apprenticeships early in their major.

Orientation at UW-Whitewater occurs on each campus. On the main campus the [First Year Experience \(FYE\)](#) Office guides new undergraduates from matriculation to the end of their first year. On the Rock County campus, staff in the [Solution Center](#) manage orientation.

The FYE coordinates these programs:

- Student Orientation and Registration (**SOAR**) for new (and transfer) [students](#). SOARs are held each summer and fall to provide information to students and families and to register students for classes and other services. The program uses surveys and evaluation data for continuous improvement. In 2014, 2,002 [new freshmen](#) were surveyed: 98% indicated that the orientation helped them feel more assured about coming to college in the fall.
- [Learning Communities](#) began on the main campus with 38 [students](#) in 2004 and now serves 646 students (35% of the 2019-2020 freshman class). Fifteen percent of participants identified as underrepresented minorities (URM), which is representative of the overall URM demographic for both the freshmen class and undergraduate population. Surveys from the last three years show that 90% of students are satisfied with their experience and would recommend learning communities to other freshmen.
- [New Student Seminar](#) (NSS) is a voluntary course providing an orientation to university life and strengthening students' study skills and preparation. Seminars began in 1986. Enrollment is now over 1800 per year (91% of incoming students). [Second year](#) retention as of Fall 2019 is 86.4%, 9.5 percentage points higher than non-NSS students.
- The [peer mentor program](#) trains students to mentor new students as they transition to [college life](#). Since 2005, approximately 80-100 peer mentors per year have worked with the roughly 2,000 newly admitted students. The Rock County campus also provides peer mentors. Incoming students self-select to work with a returning Rock campus student who was mentored the previous year.

Student learning occurs everywhere. Educators provide support services to help students draw connections between learning and its applications across multiple settings in their lives. For nontraditional-aged students, the following support services are available:

- [Adult Student Outreach Office](#) (ASO) provides services for over 800 adult students per year. ASO oversees one hybrid and one online degree completion program for adult learners, one of which has consistently grown over the last five years; a credit for prior learning program that serves an average of 20 students per year; and the Warhawk Emergency Fund, which provides emergency support for low-income students, including adults.
- [Veterans Services Office](#) and [Veterans & Service Members Lounge](#). Approximately 450 military veterans, dependents, and spouses enroll each year. A service office and a dedicated lounge for veterans was created in 2010. A Veteran Services Coordinator was added to assist in tracking and supporting services in 2015. The Veteran Services Office provides information

and assists veterans and family members navigate the institution by connecting the students to various resources on the campuses.

Multicultural and first-generation students may have particular needs and/or pathways to successfully navigate the university. UW-Whitewater supports these developmental learning issues:

- [Student Diversity, Engagement and Success](#) (SDES) serves 6,000+ [students yearly](#) with programs focused on pre-college preparation, tutoring, retention, and support for multicultural, lower-income, and first-generation students.
- The [Warhawk Connection Center](#) and [PB Poorman PRIDE Center](#) offer main-campus events and programming to support diversity, emphasizing racial, ethnic, and LGBT topics. Since 2012, over 9,500 students and staff have attended more than 150 events.
- [Career and Leadership Development](#) provides opportunities for students to explore their choice of career and cultural identity, as well as practice leadership by participating in student organization leadership roles.
- The [Center for Students with Disabilities](#) reflects UW-Whitewater's special mission to serve students with disabilities. The number of students receiving services has grown from 360 in 2005 to 1134 in 2019. Although these students face additional challenges navigating the university environment, 51% still graduate within 6 years (2010-2015 cohort).

Traditional services also support student success at UW-Whitewater:

- Admissions Office - The Admissions Office provides new and transfer students an analysis of their transfer coursework. The office uses [Transferology](#) to assist students. The Rock County campus has a full-time admissions staff member located on-site to meet with prospective students and provide tours.
- The [Financial Aid Office](#) provides comprehensive services to help students meet financial responsibilities. UW-Whitewater awarded nearly \$100,000,000 in financial aid through grants and loans in 2017-18.
- [Registrar's Office](#) provides multiple services to students including late add/drops, term withdrawals, and graduation audits.
- [Testing Services](#) provides college, graduate school, and professional tests. Total exams administered over the [past decade](#) ranged from 970 (2019) to 3,401 (2015). Testing Services has recently moved to the Community Engagement Center in Whitewater to be more accessible to the community as a whole.
- [Student Employment](#) opportunities abound, providing 3,000 jobs (in 2018-19). This helps students earn income while developing important workforce skills and LOs. UW-Whitewater has a national [reputation](#) for weaving the LEAP ELOs into many student employment positions. At UW-Whitewater, student employment is more than just a job—it's also an important part of the student's education.

To assure the effectiveness of student support services, many units adhere to the Council for the Advancement of Standards (CAS) in higher education. Moreover, many units undertake a self-study (the Office Planning Review) every five years to examine their operational functions.

The [Dean of Students Office](#) supports student outcomes by maintaining an orderly environment where living and learning can occur. This is accomplished by assisting faculty members, providing ombuds service for students, and intervening individually with students experiencing emotional crisis. [As examples](#), the office reviewed 58 applications for medical withdrawal and managed 234 student conduct issues in 2018-2019. The [CARE Team](#) is but one example of “behind the scenes”

work that helps maintain a supportive environment by assisting students and employees experiencing crises or critical incidents. For 2018-2019, CARE team cases increased to 396. Finally, [University Housing](#) (formerly called Residence Life) functions as a “collective referral agent” in directing students to appropriate services based on their unique needs and situations. Activity from this office [increased substantially](#) from offering 1,405 programs or events (with 18,000+ total participants) in 2007-08 to 2,219 (with 54,000+ participants) in 2014-15. University Housing also coordinated MAP-Works®, a student success survey tool. It provides an early-warning mechanism for intervention with students. Several departments utilize the data to develop institution-wide retention and success initiatives. In Spring 2014, 2,408 students participated in [MAP-Works®](#).

### 3.D.2.

Placement tests are given in English, Mathematics, and World Languages (Spanish, French, German) on both campuses, helping place students at an appropriate level within their programs. New Freshmen are required to submit ACT/SAT scores for admission (though this requirement is waived temporarily during the COVID-19 crisis). Their English sub-scores are used for placement in English courses. Students must also take the UW System Math Placement Test prior to their orientation program, which places students with others at the same level of preparation. Due to COVID-19, ACT scores were used for both math and English placement, and World Languages allowed for unproctored, online placement exams for the Fall 2020 semester. Since 2010, approximately 21% of first-time, full-time freshmen were directed into remedial math courses and 8% into remedial English. Most of these students complete the remedial requirement during their first year (in 2017, 76% for math and 85% for English).

Learning support is also provided in various Centers and Labs:

- [Campus Tutorial Services \(CTS\)](#) is located in the Chrisman Student Success Center and serves 25% of campus students. In Fall 2019, over 43,000 hours of free tutoring were offered in the Center. CTS is open to students on both campuses. Tutorial Services on the Rock campus is delivered by the Learning Support Center (LSC) with referrals from the Warhawk Solution Center. The LSC worked closely with CTS during the past two years.
- [The Writing Center](#) (with satellite Centers in Residence Halls and Andersen Library) provides supplemental instruction/in-class tutoring and cyber tutoring.
- Satellite Centers assist students with accounting, biology, GE courses, math, Praxis Pre-Professional Skills Test, and psychology.
- [The Math Center](#) (with satellite Centers in Residence Halls and Andersen Library) provides math tutoring assistance to students.

The Languages & Literatures department is reducing the number of students in remedial English by placing them into English 100, a new 4-credit course that provides additional writing support. Similarly, students who have remedial placement in Mathematics are evaluated for placement into a credit-bearing course with corequisite support. Both departments offer special sections for Pathway for Success students. In consultation with the four main campus colleges, the mathematics pathways have been revised to ensure that students take the appropriate gateway course for their major, improve the success rates in these courses, and facilitate the advising of undeclared students.

### 3.D.3.

Through UW-Whitewater’s [Academic Advising and Exploration Center \(AAEC\)](#), student advising has followed a total intake model. All students with less than 24 credits and undeclared students on

the main campus are advised at the AAEC, while upper division students are advised by a faculty or professional advisor within their College. The AAEC assists students with transitional concerns related to college, helps students clarify their choice of major, and supports freshmen retention efforts. Since 2003, AAEC services are evaluated regularly, with a [student survey](#) administered each Fall and Spring semester.

Four of the five Colleges also provide an [Advising Office](#). These offices do not replace faculty advisors, but rather support faculty by providing students with information on policies, requirements, career information, and other matters. [Faculty advisors](#) help students understand the curriculum; competencies they can gain in the major; and internship, research, and study-abroad opportunities. The advising relationship also gives faculty a valuable perspective on student concerns, curriculum, and policy development.

Colleges use different strategies to enhance and support advising initiatives. One example is the L&S Summer Advising Institute, a day-and-a-half workshop for new and continuing faculty advisors. Both the College of Letters and Sciences and the College of Business and Economics provide students with a [Degree Planning Guide](#) that offers essential information about advising, degrees, curriculum, programs, and university policies. On the Rock campus, academic advising is coordinated through the Solution Center. It provides comprehensive assistance to prospective and current students in many areas. Academic advisors are available to help students learn about degree options, majors, academic requirements, and the process of transferring.

All Colleges implement a key advising-related component—the [Dean’s Advisory Council](#), composed of students from each department or from student organizations in the college. These councils enable students to advise their Deans about needs, services, programs, and general operations. Likewise, Deans gain an opportunity to advise students. The councils connect students with available resources and bridge communication between students and chief college administrators.

### **3.D.4.**

The UW-Whitewater libraries include the Andersen Library at the Whitewater campus and the Lenox Library at the Rock campus. The library provides services and resources at both locations including loans for computers, cameras and other equipment, inter-library loans, and research instruction. The library’s 269 databases, shared catalog, and other resources are available for students and faculty, regardless of campus, centrally through the [library homepage](#). The UW-Whitewater shuttle service and the South Central Library System delivery service provide weekday transportation of library materials between campuses.

The library provides programming and community building opportunities through collaborations with student and Greek organizations, the Student Diversity, Equity, and Success unit, and regional middle and high schools.

The library staff provides high-quality services and instruction to support learning and teaching excellence. Library instruction supports the baccalaureate LOs included in the information literacy [progression rubric](#). In 2018, the instruction librarians completed an assessment for English 102 and departmental capstone courses. The reference librarians have shared the [assessment results](#) with the faculty and continue to integrate the findings into classroom instruction.

Another UW-Whitewater library resource is the College of Education & Professional Studies Curriculum [Library](#). This library has expanded its collection and instruction related to STEM

teaching tools and bilingual materials to meet needs of the College and the regional school districts.

### *Computing/Technological Infrastructure and Support*

The mission of UW-Whitewater's [Instructional, Communication & Information Technology](#) (iCIT) is to enable *“the UW-Whitewater community to fulfill its educational, research, learning, administrative and public service objectives through the use of technology.”*

UW-Whitewater provides a robust technology environment to support ever-changing instructional needs. In 2016, all academic buildings were upgraded to 10GB network connectivity that enables appropriate speed and capacity to support instructional activities. In 2019, ICIT designed and installed necessary technology to bring the Rock campus up to the standards and capacity of the instructional facilities on the main campus. New network fiber has been installed, which enabled 10GB connectivity, and the obsolete wireless network was replaced with state-of-the art mobility technology.

UW-Whitewater offers an advanced unified communication and collaboration environment. Multiple campus locations have been outfitted with high-definition video conferencing equipment and all faculty, staff, and students have access to create and participate in activities remotely via Webex. Having this technology readily available enabled our university to transition to remote teaching and learning during the COVID-19 crisis. The use of Webex Meetings has grown from 342 in a two-week period to over a thousand.

Over the past 5 years, UW-Whitewater has invested almost \$1.3 million in replacing and enhancing classroom [technology](#), in addition to investing over \$300,000 annually in upgrading existing and creating new academically-focused computer laboratories. UW-Whitewater currently features 58 academic computer laboratories located on the main and Rock campuses, which house 875 Windows and 216 Mac computers. In addition, there are 399 Windows and 78 Mac computers available for student general access.

In 2017 ICIT outfitted a new facility, the Mary Poppe Chrisman Student [Success Center](#), with wired and wireless network connectivity and 85 computers, cameras and other equipment to support the mission of student success.

In 2017-18 ICIT created two active-learning classrooms and launched the [Active Learning Academy](#) to facilitate effective pedagogy in these facilities. Twenty three faculty took part in the Academy in the fall of 2017.

In the spring of 2018, ICIT launched a new [Virtual Lab Application](#) designed to provide student access to academic software from anywhere on or off campus. This allowed instructors to incorporate the use of specialized software in their classrooms as needed, and enabled students to access this software on their own devices. The use of this technology grew ten-fold during the COVID-19 crisis.

Over the past ten years, the [LTC](#) has been working to transition from merely providing instructional technology support to becoming a strategic partner with university leadership, colleges, departments, instructors, and students to meet UW-Whitewater's instructional needs by integrating technology and effective practice. Aligned with increasing online and blended courses, as well as the use of technology inside and outside of the classroom, the LTC has grown its support capacity, services, tools, and programming to meet UW-Whitewater's changing needs with increased professional

development opportunities and its ability to facilitate piloting emerging technologies.

### *Performance Learning Spaces and Clinical Practice Sites*

UW-Whitewater has carefully examined how student learning is supported by its physical environment. In the College of Arts & Communication, students' work is showcased in its Crossman Gallery, as well as:

*Barnett Theatre and Hicklin Studio Theatre*—The Barnett Theatre is a fully equipped proscenium theatre housing six Theatre/Dance Department productions yearly: three plays, a children's tour, a musical or opera, and a dance concert. The Hicklin Studio Theatre is an experimental ("black box") theatre housing one mainstage production yearly when not also being used as a dance studio. Theatrical audience [attendance](#) for 2014-15 was 5,151.

*Young Auditorium*—a fully modern proscenium facility with 1,300 seats and a 4,000-square foot stage. Young Auditorium can accommodate 46 wheelchairs and provides voice and TDD services, text scanning for conversion to Braille, and a state-of-the-art system for hearing impaired individuals.

*Light Recital Hall*—a 350-seat performance space that is home to most choral concerts and student recitals. [Yearly attendance](#) totals indicate the venue's impact on the university and community.

Clinical Practice Sites, including the [Winther Counseling Lab](#) (College of Education & Professional Studies), [provide services](#) to students, faculty, staff, and the Whitewater community. Staffed by Counselor Education master's level students during their practicum, the lab provides free (fees assigned for mandated services only) and confidential individual/group counseling services. Supervision and consultation are provided by licensed Counselor Education Faculty.

The [Whitewater Innovation Center](#) also supports effective teaching and learning and is the cornerstone of the Whitewater Technology Park. The Innovation Center offers collaborative space, resources, and services to entrepreneurs and growing businesses. Those who build or grow their company here benefit from support from UW-Whitewater, the Whitewater Community Development Authority, the city of Whitewater—and the broader entrepreneurial ecosystem of southeast Wisconsin.

### *Scientific Laboratories*

UW-Whitewater's Upham Hall provides excellent scientific [laboratory facilities](#). These facilities underwent a \$40-million renovation that transformed this building into a state-of-the-art science center. The renovated facility features four 60-seat classrooms, one 100-seat lecture hall, one 185-seat lecture hall, wired classrooms, modern research laboratories, and 34,000 square feet of new space. Facilities and lab space include a greenhouse, animal care facility, multiple cold rooms, chemical and cell culture hoods, and numerous -80 degree freezers.

These facilities offer faculty and students various [equipment and instrumentation](#), including: 300 MHZ nuclear magnetic resonance spectrometers (NMR), an EMX-plus electron spin resonance spectrometer (ESR), a high-performance liquid chromatograph (HPLC), an inductively coupled plasma spectrometer (ICP), a differential scanning calorimeter (DSC) and much more.

## **3.D.5**

Information literacy is one of UW-Whitewater's baccalaureate LOs. Effective use of research and information resources is stressed by instructional staff in a wide variety of courses, and this learning outcome is heavily supported by librarians' guidance in information literacy based on the Association of College and Research Libraries' Framework for Information Literacy for [Higher Education](#) (2015).

The University's librarians tailor information literacy instruction sessions requested by instructors to class needs. They also offer instruction on citation management software. The number of formal instruction sessions provided by Andersen Library's librarians has grown from 409 sessions attended by 8,137 students (2014/15) to 487 sessions attended by 10,059 students (2018/19) [peak year was 2017/18 with 555 sessions and 11,337 students, affected by overall enrollment]. The librarians create [research guides](#) and online tutorials, which may be used independently or in conjunction with library instruction. Two sets of tutorial modules are maintained—one focusing on basic skills for such introductory classes as English 102, the other on higher-level skills needed in the Research Apprenticeship Program and 200-300 level classes. These modules, with built-in assessments, are available for all teaching staff. Other interactive tutorials are created for specific databases, tools such as Google Scholar, or frequently asked questions such as citation styles. Online guides range from those that address specific assignments to guides on general topics (*e.g.*, Finding Primary Sources for Historical Research). In addition, some library website features guide students to appropriate sources (*e.g.*, the database list may be filtered to show those tagged for a particular subject by the librarians).

An [Information Literacy guide](#) provides resources, including an information literacy progression rubric, rubrics for New Student Seminar and English 102, a series of questions for students' self-assessment, and a rubric to assess student bibliographies. The progression rubric is included among the posted rubrics on the Assessment Office [Resources page](#).

Librarians provide research assistance, informal point-of-need instruction, and help with location and citation of appropriate sources. Reference service is available by phone, email, chat (available 24/7 through an academic library consortium), and in person at the Reference Desk or by appointment with subject specialist [librarians](#). The business and education librarians' office hours in their colleges' buildings provide additional opportunities for faculty and students in these high-enrollment disciplines to receive assistance.

Each academic department has a librarian liaison who regularly communicates with them to offer assistance, announce changes in resources, encourage feedback on how the libraries can best support their programs, and offer collaboration on projects. For example, one librarian partnered with a faculty member in the Languages & Literatures Department to create an in-class activity for English 102 designed to relate each of the six frames in the Information Literacy Framework to real world activities and decision-making. The students read the introduction to ACRL's Information Literacy Framework, and it is integrated into the course syllabus. The Education Librarian collaborates with Curriculum & Instruction Department instructors to provide in-library class sessions for pre-service teachers developing their lesson planning skills by incorporating active use of the many PreK-12 curriculum resources available, such as basal readers, coding devices, and children's literature.

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## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Argument

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#### 3.E.1.

Consistent with UW-Whitewater's mission, we sponsor a broad array of co-curricular offerings addressing multiple forms of learning: self-discovery; personal and professional development; physical, emotional and spiritual development; community engagement and service; diversity learning; and much more.

Co-curricular offerings emanate from all parts of the university. College websites provide links to student organizations and professional organizations for their majors. Co-curricular programs are both student-driven (originating from students' interests and learning desires) and promoted by staff to address students' intellectual and developmental needs. Additionally, UW-Whitewater's intercollegiate athletics clearly promote the development of the student-athlete.

#### *Academic/College-based Co-curricular Programs*

The College of Letters & Sciences' 14 departments all sponsor various types of co-curricular activities. Almost every department is home to at least one club, association, organization, and/or [honor society](#). Each of these provides unique opportunities to students to network in their chosen field, acquire valuable experience as interns, continue learning through formal and informal workshops, and engage in volunteer and other service learning activities throughout south-central Wisconsin. Examples of these co-curricular organizations include the UW-Whitewater Soils Team, where Geography and Environmental Science students compete against other schools to apply and test their skills in soil description, classification and land use interpretation, and the Warhawks Vote group that promotes civic education to university students by informing them about upcoming elections, voter registration, and voting laws. In addition, many departments house research centers or projects (e.g., the GIS Center, the Center for Political Science and Public Policy Research and the Wisconsin History Project) that provide opportunities, generally paid, for students to apply skills learned in classes to professional settings.

The College of Business and Economics (CoBE) has 28 student organizations including discipline specific organizations (e.g., Women in Accounting) and broader interest groups (e.g., Collegiate DECA; Ethics in Business group). Through the Institute for [Sales Excellence](#) students can earn a Sales Certificate and compete nationally with other sales students. CoBE also has several [outreach centers](#) in which faculty work with students in real-world and competitive settings. For example, in the [Wisconsin Innovation Service Center](#), students assist in research for entrepreneurs who are

studying markets for new products. Students in the [Fiscal and Economic Research Center](#) assess the economic impact of activities such as agricultural product production (potatoes, cranberries, corn), environmental cleanup (Tainter Lake) or business activity (African American-owned banks).

Within the College of Arts & Communication, the Theatre/Dance department offers a two-production Summeround season, which showcases the work of students and faculty/staff in all areas of production, onstage and backstage. The Media Arts and Game Development program hosts its annual MAGD expo [every spring](#). The Department of Music's co-curricular offerings feature six academies for instrumentalists and vocalists, eight weeks of summer music camps, a high school junior audition clinic, visiting artist performances, travel tours of ensembles, and over 100 public performances per year. The Department of Communication is home to numerous student organizations such as the PRSSA, an organization for young PR professionals, CHIP (Careers in Health in Practice), the Whitewater Advertising Association, the Royal Purple Student newspaper, and UWW TV.

The College of Education & Professional Studies supports numerous student organizations where students, professors, and staff share their interests and provide personal, professional, and academic assistance. Examples include: National Student Speech, Language, Hearing Association (NSSLHA), America Reads, Aspiring Educators, Creative and Resourceful Educators (CARE), Kappa Delta Pi (Honorary), and Athletics, Coaching, Teaching, Involvement, Volunteering and Education (ACTIVE).

The College of Integrated Studies provides a wide range of co-curricular [activities](#). Students may participate in performing arts such as vocal and instrumental ensembles and full theatrical productions. The Imagination, Inc. club produces the [Rock River Review](#), an award-winning annual Rock campus Literary Magazine. Several clubs focus on unique student interests and experiences such as the LatinX club, the Alliance, Altered Reality, and Socrates Café. The campus also houses a number of honor societies, including Phi Theta Kappa, Sigma Kappa Delta (English Honor Society), and Sigma Delta Mu (Two-year college Hispanic Studies Honor Society). UW-Rock County students are given the opportunity to participate in recreational and [club sport](#) activities on both campuses.

### *Athletics*

UW-Whitewater has a successful and highly-regarded athletics program. Each season, the Warhawks build on our tradition of academic and athletic excellence. In the past decade, the Warhawks captured NCAA Division III Championships in baseball, football, gymnastics and men's basketball, and also earned club-sports championships in rugby and men's and women's wheelchair basketball. Warhawk student-athlete success happens both in the classroom and in the sports arena. In May 2019, for example, 45 [Chancellor's Scholar-Athletes](#) were recognized as students who participated in a varsity sport for three years while also maintaining a 3.25+ academic GPA. The 2018-2019 school year saw 349 student athletes on the Wisconsin Intercollegiate Athletics Conference (WIAC) honor roll which is a GPA of 3.0 and higher. Athletics contributes to students' holistic education [through a community](#) that encourages freshmen involvement in high-impact practices, enabling them to develop their academic, personal, and professional identity. The [Student Athlete Advisory Committee](#) (SAAC) bolsters student learning and leadership by bringing together athletes from all 22 varsity sports. SAAC provides community service opportunities, consultation to the Director of Athletics, and addresses issues involving intercollegiate athletes.

The Intramural Sports program actively employs approximately 80 students annually, with positions ranging from contest officials (i.e. referees), scorekeepers, activity supervisors to administrative

support. The program's number one goal is to provide opportunities for both personal and professional development that coincides with what is being learned in the classroom. The program has moved to a "Student Coordinator" staffing model, where student leaders are often presented with situations to lead trainings, meetings, organize day-to-day operations and preside over situations involving conflict resolution. More focus has also been placed on the holistic participant experience, with emphasis on more personal interactions and relationship building. [The Wheelchair Athletics Cornerstones](#) presentations provide opportunities for attendees to learn about students with disabilities and a public speaking opportunity for the wheelchair athletes. Recently, 30 off-campus presentations were attended by 10,000 people, and 80 presentations to New Student Seminars were attended by 1,600 students. By conducting these programs, the wheelchair basketball athletes and the students attending the presentations are helping to break down stereotypes associated with having a disability.

Adaptive athletic and adaptive intramural programs help students learn on multiple levels. The opportunity to stay active on a team that encompasses a diverse population teaches life skills that foster character development. For instance, the students involved in the wheelchair athletics program learn through immersion, interacting directly with students who have disabilities through sports. Also, intramural wheelchair basketball for able-bodied students teaches about the challenges associated with having a disability while at the same time demonstrating that a disability does not define an individual.

#### *Student Affairs-based Co-curricular Programs*

The co-curriculum is a primary means for the 10 departments of the [Division of Student Affairs](#) to promote the education and development of the "total student" at UW-Whitewater. The Division provides a wide variety of [co-curricular activities](#). UW-Whitewater's [Career and Leadership Development Department](#) sponsors the 3-day [ULEAD](#) program that targets first year students with an interest in involvement and meeting people. ULEAD focuses on ethical leadership, creating a collegiate involvement plan, diversity awareness, and learning about university and community governance structure. Participants also help with Move-in Day as a community service project.

UW-Whitewater also supports a vibrant [Greek Community](#), with 24 chapters and over 650 student members. Moreover, our Career and Leadership Development Department administers the student [organization program](#) with over 230 student groups and directly involving 7,000 students. Greek chapters and student organizations compete in activities that foster Warhawk spirit and pride through many activities including community services and homecoming programs that date back over 50 years.

[Divisional annual reports](#) provide more insight into the learning and personal development that students gain from their involvement in UW-Whitewater's co-curriculum.

#### **3.E.2.**

Consistent with our institutional mission, UW-Whitewater is committed to community engagement. From science exploration and artistic endeavors to entrepreneurship, our students, faculty and staff members actively reach out into the [community](#), including schools, parks, offices, nursing homes, theaters, and other venues.

In 2015, the Carnegie Foundation for the Advancement of Teaching selected the UW-Whitewater to receive its [Community Engagement Classification](#). This designation, earned by only 361 colleges and

universities in the U.S., honors institutions that are improving teaching and learning, producing research that makes a difference in communities, and revitalizing their civic and academic missions. In Fall 2020, seventeen new Community Based Learning (CBL) courses will gain the CBL designation.

Our [Undergraduate Research Program](#) supports experiential learning through engagement in undergraduate research, scholarship and creative activity, including faculty-mentored research and curriculum-based projects. Our program places special emphasis on inclusive participation so that all UW-Whitewater students may benefit from these experiences.

The UW-Whitewater's [Research Apprenticeship Program](#) (RAP) engages first- and second-year UW-Whitewater undergraduates in the high impact practice of undergraduate research, aiming to eliminate equity gaps between minority and majority students. RAP began in 2011 as a pilot program for 20 students in the College of Business and Economics and in the College of Education and Professional Studies. It has expanded to four colleges and has served nearly 200 students. RAP students are paid research assistants who work with faculty/staff mentors on scholarly projects for one year. In Summer 2019, a high school undergraduate research program was piloted with three students from Whitewater high school. Those students spent the summer working with UW-Whitewater faculty mentors. UW-Whitewater has earned a national reputation for undergraduate research due to the outstanding student researchers who participate, as well as faculty, staff, and administration commitment to providing high-quality opportunities. In particular, UW-Whitewater provides strong financial support to undergraduate researchers along with top quality mentoring.

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## **3.S - Criterion 3 - Summary**

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The institution provides high quality education, wherever and however its offerings are delivered.

### **Summary**

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UW-Whitewater offers courses and programs that are current and continuously reviewed to ensure they are delivered consistently and meet the changing employment and educational needs of our region. Our GE program, baccalaureate degrees, and co-curricular programming are aligned with the national consensus for quality education provided by the AAC&U LEAP initiative. Diversity is a strong ethic, infused throughout all educational programs. Academic advising and support services meet our students' needs, with an emphasis on approaching students as unique individuals. Our library, technology infrastructure, and other supports are robust.

Recruiting and retaining qualified faculty and staff is increasingly challenging in the difficult budget environment of continuously decreasing state financial support. It is especially difficult to recruit minority faculty and staff. UW-Whitewater is committed to reducing the achievement gap among student demographic groups, particularly disparities in academic success, retention, and graduation rates between underrepresented groups (minority, low-income, first-generation) and majority student populations.

### **Sources**

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*There are no sources.*

## 4 - Teaching and Learning: Evaluation and Improvement

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Argument

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#### 4.A.1.

While University of Wisconsin System requires a program review process, requirements and frequency are determined by individual institutions. At UW-Whitewater, all undergraduate and graduate programs are reviewed in five-year cycles through the [Audit & Review](#) (A&R) process. Each program completes a [self-study](#) to provide information about its purpose and overview; assessment; student recruitment, enrollment, retention and graduation; and resource availability and development. The program must also discuss how it addressed recommendations from previous A&R reviews. The program reflects on the self-study and identifies its main strengths, areas for improvement, and recommendations for action. During 2019-20, the Undergraduate A&R committee approved revisions to the undergraduate self-study [instructions](#) in order to streamline and align requirements with updated university priorities. Similar revisions are being considered for graduate programs. The approved changes will be in place within the 2020-21 year. Undergraduate and Graduate A&R review committees evaluate each self-study to ensure that program mission, goals,

student learning outcomes, and curriculum are clearly stated and consistent with those of UW-Whitewater; that the program collects and makes use of data on student learning for program improvement; that the curriculum is reasonable, purposeful, and efficient; that students progress through the program in a reasonable time; and that adequate resources are available and utilized appropriately. Feedback is discussed in a face-to-face meeting with the program, reviewers, program dean, provost, associate provost, and director of academic assessment. Final results and [recommendations](#) from each review are publicly available on the A&R webpage and are shared with UW System each year.

In addition, every five years the [General Education Review Committee \(GERC\)](#) conducts a full review of all five core courses as well as the required proficiency courses in writing, public speaking, and mathematics. Reviews address faculty adherence to guidelines for each course, assessment efforts, faculty efforts to improve courses, and obstacles to more effective teaching. The program as a whole was positively reviewed by the University A&R Committee in 2015-2016 and will be reviewed again Fall 2020. The Associate's degree at the UW-Whitewater at Rock branch campus will be added to the program review schedule and will be assessed using the same program review process as described above. A faculty representative from UW-Whitewater at Rock serves on the University A&R Committee.

[Accredited programs](#) must also adhere to accreditation standards and undergo periodic program review by their accrediting agencies. These external reviews are extensive and address all aspects of program quality and functioning. In addition, programs in our College of Education and Professional Studies (CoEPS) that grant teaching licenses participate in rigorous program review from Wisconsin's Department of Public Instruction, including a yearly [Continuous Program Review](#) process. As required for state teaching licensure, the college participates in the [Educator Teacher Performance Assessment \(edTPA\)](#), a comprehensive assessment of teaching behaviors focusing on education students' planning, instruction, and assessment skills. Finally, UW System policies require an [initial review](#) (see section 6: Review) of all new programs five years after initial approval to ensure that programs are meeting their objectives and are of sufficient quality to continue and be placed in the five-year, internal A&R cycle.

#### 4.A.2.

All credit transcribed by UW-Whitewater undergoes a rigorous [evaluation process](#). Proposals for new or substantially revised courses and programs are reviewed at multiple levels including departments, college curriculum committees, deans, provost office, the University Curriculum Committee (UCC), and Faculty Senate (or Graduate Council as appropriate). Depending on course content, some undergraduate proposals also undergo review by specific committees (e.g., Diversity Committee, GenEd Committee, Travel Study, Honors).

The [UCC](#) and the [Graduate Council](#) are UW-Whitewater's primary curricular review bodies. Their reviews evaluate curricular need for proposed courses/programs, appropriateness to the mission, whether the proposed action meets relevant requirements for specific designations sought (e.g., General Education, Diversity, travel study), whether adequate resources exist to support the proposal, whether the sponsor can effectively implement the proposal, and the impact of the proposed action on existing curricula. In addition, both bodies ensure the proposal [follows requirements](#) for the number of classroom hours per credit hour and instructor qualifications. Department and college curriculum committees evaluate similar aspects of each proposal as they relate to the specific department and college. They also consider alignment of the proposal's SLOs with those of the department/program and college. To encourage consistency and communication between the college and university levels,

members of the UCC are elected from faculty serving on their college curriculum committees.

UW-Whitewater provides multiple opportunities for students to earn college-level credit through learning that has occurred outside the traditional academic environment, including:

- [Military credit](#) (J-Force or Community College of the Air Force transcripts), using the American Council on Education's guidelines and UW System standards in awarding credit.
- [Several national exams](#), including College Level Examination Program (CLEP), the International Baccalaureate (IB) Program, the College Entrance Examination Board (CEEB), and Advanced Placement (AP).
- [Departmental exams](#) and portfolio-based evaluations to award credit for prior learning.

UW-Whitewater uses recommendations and standards set by the American Council on Education (ACE), the Council for Adult & Experiential Learning (CAEL), UW System, and UW-Whitewater colleges and departments to determine appropriate credit. After the transcript, test or portfolio has been evaluated, an equivalent course is transcribed with the course title and type and number of credits earned.

UW-Whitewater also offers credit for prior learning through a portfolio evaluation process which, since 2011, has supported 180 students earning approximately 900 academic credits at reduced tuition rates. Policies for evaluating and [providing credit for prior learning](#) through portfolio were established in accordance with standards set by CAEL. The policies follow the recommendations of UW System's Prior Learning Assessment Academic Planning and Policy Task Force and adhere to the UW System Policy on [Credit for Prior Learning](#). Key principles of UW-Whitewater's policies are: 1) Credit is awarded for learning, not for experience; 2) Learning shall be demonstrated and not assumed based on experience; 3) Assessment is based on standards that measure college-level learning; and 4) Proficiency levels are evaluated by subject matter experts. Students can earn up to 12 credits through this portfolio process.

#### **4.A.3.**

UW-Whitewater adheres to UW System Administrative Policy 135 on transfer, which is based on principles in the Joint Statement on the Transfer and [Award of Credit](#) developed by the American Association of Collegiate Registrars and Admissions Officers (AACRAO), the American Council on Education, and the Council for Higher Education Accreditation (CHEA). The *Joint Statement* sets forth basic assumptions regarding the transfer of credit between institutions and recommended best practices for developing institution-specific policies and procedures. In keeping with UW System policy, UW-Whitewater awards transfer credit based on "the combination of quality, comparability, and applicability" of the sending institution's academic program.

UW-Whitewater publishes information for transfer students in the undergraduate and graduate catalogs. The [Undergraduate Catalog](#) states, "UW-Whitewater will accept credit only from regionally accredited colleges and universities. Wherever possible, transfer courses are converted to exact UW-Whitewater course equivalents," "Credit may be transferred to UW-Whitewater if the grade earned is passing (D or better) and the course parallels work offered at UW-Whitewater," and "duplicate credit in courses cannot be awarded." Courses taken at two-year campuses may be equated only to UW-Whitewater 100- or 200-level courses, although courses from two-year campuses that appear to parallel junior or senior level courses may be accepted as general electives. A maximum of 72 credits may transfer from a two-year college to UW-Whitewater. While there is no specific limit on the number of transfer credits, "a minimum of 25% of the major course units and 25% of the minor

course units must be completed at UW-Whitewater.”

All undergraduate students, first-year and transfer, must attend a [Warhawks SOAR](#) (Student, Orientation, Advising, and Registration) program, during which students discuss the status of their transfer credits with an academic advisor. To ensure consistency in transfer credits awarded, Admissions staff are trained in policies, course equivalency systems, and articulation agreements between UW-Whitewater and other institutions. Relevant university personnel (e.g., department chairs, college assistant/associate deans) are consulted as questions arise. A statewide initiative was completed in February 2020 to designate [Transferology](#) by College Source to serve as the hub of the most current transfer information for all UW institutions. The current program used by UW-Whitewater, the UW [Transfer Information System \(TIS\)](#) is being phased out. UW-Whitewater reached transfer credit [articulation agreements](#) with numerous other higher education institutions as indicated on the website. UW-Whitewater also established clear processes for aligning two-year college [courses and programs](#) with University Proficiency and General Education requirements. These are published on the Admissions website, along with transfer guides for prospective students.

UW-Whitewater encourages current students to complete a [Transfer Credit Agreement](#) prior to taking courses at other institutions they intend to transfer back to UW-Whitewater. Admissions staff work with colleges and departments to ensure courses meet the guidelines for quality of transfer credit and the needs of students.

The [Graduate Catalog](#) indicates that graduate students may transfer up to twelve units. Graduate students submit an Application for [Transfer Credit Approval](#) and supporting materials for each course. This application is reviewed by both the School of Graduate Studies and the graduate program. Each submission must meet several conditions, including that the units were offered at a graduate level by a regionally-accredited institution, met Carnegie standards for credit hours, are relevant to the program of study, and serve as the equivalent of a specific UW-Whitewater graduate course.

#### 4.A.4.

Authority over UW-Whitewater course prerequisites, course rigor, and expectations for student learning is exercised and maintained in several ways:

- Department, college and UCC [review processes](#) require review of all new and substantially-revised courses regarding prerequisites, rigor, and SLOs (see Criterion 3.A, 3.B, and 4.A.2 for descriptions of the curriculum review processes). New [course proposals](#) are submitted through UW-Whitewater's [CourseLeaf Curriculum Software System](#). In addition, course proposals seeking designation as a GenEd or Diversity course are also reviewed by the [GenEd Review Committee](#) or the [Diversity Committee](#). These committees evaluate SLOs, alignment of SLOs with GenEd/Diversity LOs, and appropriateness of the course rigor. Core courses in the GenEd curriculum undergo further review every five years (see Criteria 4.A.1 and 4.B.2) to examine data on SLOs as well as changes in course assignments and expectations.
- Rigor of academic programs and expectations for student learning are also evaluated as part of the five-year A&R of every program (see [undergraduate instructions](#), [graduate instructions](#), [undergraduate rubric](#), and [graduate rubric](#)). Reviewers consider whether a program's curriculum is “purposeful and efficient,” i.e., whether prerequisites are necessary for program quality and do not present an undue burden on students or increase credits to degree. The A&R process looks closely at expectations for student learning at the program level, considering types and levels of SLOs (e.g., skills as well as content; higher levels of analysis, synthesis and

application in addition to comprehension of content), alignment of SLOs with university expectations for student learning, and where the SLOs are addressed in the program's curriculum. Program, college, and university processes for evaluating expectations for student learning are described more fully in Criterion 4.B.1.

- Data from assessments of student learning are gathered regularly by individual programs and used to make adjustments as needed. These processes are described in Criterion 4.B.1 and 4.B.2.
- Expectations for the appropriate levels of student achievement are controlled through minimum GPA requirements to remain in good academic standing, published in the [Undergraduate](#) and [Graduate](#) Catalogs.
- Course prerequisites are enforced through an online registration system. Students who lack course prerequisites (e.g., prior courses, GPA minimums, class standing, program admission, instructor permission) are denied enrollment in the course unless qualified personnel (e.g., department chair, dean's office) enter appropriate permissions.
- Programs that hold outside accreditation undergo periodic reviews by their accrediting agency as noted in 4.A.5. These reviews examine curricula, expectations for student learning, program rigor, faculty qualifications, and appropriate access to learning resources. Where appropriate, programs actively seek external accreditation, in part because of the opportunity for review and quality control.
- Finally, the institution is completing a crosswalk of courses between the UW-Rock County campus and its AAS degree program to the UW-Whitewater programs. This bi-directional process creates a seamless experience for students completing courses across both campuses.

Access to learning resources is controlled through assignment of a student identification number, ID card, and associated NetID credentials upon enrollment. Library resources, the Canvas course management system and associated resources, texts in the textbook rental system, support services (e.g., Center for Students with Disabilities, University Health and Counseling Center, Tutoring Services), and enrollment in university courses and programs require a NetID. Special events intended for public access such as public performances, camps, and conferences provide alternate means to access resources.

Faculty qualifications are controlled through policies developed by UW-Whitewater's governance structures including Faculty Senate and Graduate Council. Specifically, UW-Whitewater [Personnel Rules](#) state the minimum qualifications for instructor and faculty appointment, reappointment, tenure and/or promotion including minimum levels of educational preparation, degree of relevant experience, time in rank, and time at UW-Whitewater. The [Graduate Faculty Constitution](#) states the qualifications for participation in all aspects of graduate education. Processes for granting exceptions to the stated policies are described in these documents.

### *Dual Credit Program*

As described in Criterion 3.C.2, high school instructors in UW-Whitewater's [Partners In Education](#) (PIE) concurrent enrollment/dual credit program must have an earned [master's degree](#) (with at least 18 graduate credits in the content area) and appropriate teaching experience for the PIE course, be approved by the UW-Whitewater sponsoring academic department, [participate in training](#) by UW-Whitewater faculty before the first offering of the course, and participate in additional professional training each year. PIE instructors are evaluated using established procedures. Departments assign a faculty liaison to work with each first-time PIE instructor. The assigned faculty liaison visits the PIE instructor at least three times and completes an [evaluation](#) based on the evaluation form used for

adjuncts in the College of Letters and Sciences. A summative [evaluation form](#) considers a portfolio of student work and evidence to verify that students achieved the expected LOs. UW-Whitewater faculty liaisons submit evaluation forms and supporting evidence to the department chair along with their recommendation to renew the PIE instructor.

Equivalence between PIE and UW-Whitewater courses regarding prerequisites, rigor, and student learning expectations is achieved by aligning PIE courses with the UW-Whitewater curriculum during PIE professional development, in which PIE courses adopt UW-Whitewater textbooks, assignments, and grading policies. For example, all ENGLISH 101 PIE students complete at least 3,500 words of formal writing; all COMM 110 PIE students complete the same number of speeches evaluated with the “Speaking Well” rubric as required in main-campus sections; and all PIE CHEM 102 and 104 students receive course grades based on the same computer-scored American Chemical Society general chemistry final examinations that are administered nationally at the college level.

PIE students are admitted as UW-Whitewater students and have access to the Canvas course management system, library resources, the textbook rental system and necessary accommodations for students [with disabilities](#). The PIE website provides PIE students with a [student handbook](#), catalog of available services, guides for transferring PIE credits, and responsibilities as UW-Whitewater students.

#### **4.A.5.**

Several programs hold [external accreditation](#) and are subject to rigorous periodic and systematic reviews relative to external professional standards of quality and effectiveness. For example, expectations for maintaining Association to Advance Collegiate Schools of Business (AACSB) accreditation require that all departments within the College of Business and Economics [participate in ongoing](#) assurance of [learning activities](#). Programs that lead to professional licensure (e.g., Counselor Education, School Psychology, Social Work, Accounting) maintain accreditation as one way to ensure currency of curriculum and skills training. UW-Whitewater's A&R self-study instructions for both [undergraduate](#) and [graduate programs](#) require that programs discuss their current accreditation status and attach their most recent accreditation reports. If accreditation is available but not achieved, A&R encourages programs to seek accreditation and requires a rationale for a decision to not do so.

#### **4.A.6.**

UW-Whitewater evaluates the success of graduates through centralized and systematic alumni surveys. Colleges and programs also typically track graduates through informal surveys and anecdotal reports. The university-level data tend to focus on job placement and salary, while college and program Advisory Boards frequently make use of qualitative information about alumni experiences and opinions. All programs engage in assessment of student learning in their programs, most often emphasizing levels of knowledge and skills as students approach graduation. Exit interviews are conducted at the university level as well as by many individual programs to assess graduating seniors' perceptions of their learning and their satisfaction with various aspects of their program and UW-Whitewater. These exit assessments are described in Criterion 4.B.2.

At the university level, the Office of Career & Leadership Development (CLD) administers the Employment & Continuing Education [Survey](#) to assess the first destination of UW-Whitewater graduates. The survey includes December, May and August bachelor's and master's degree recipients, surveyed approximately six months following graduation, and assesses:

- the number of graduates employed, including the name of their employer, position title, location, and salary;
- the number of graduates enrolled in graduate or professional school, including the name of the school and program of study;
- and the number of graduates seeking employment or believing they are underemployed.

At least four attempts are made to contact graduates using email, regular mail, telephone calls, and social media. The 2017-18 [report](#) showed a 98% placement rate for the 63% of graduates who responded. Among bachelor's degree recipients, 82.7% were employed and 15.5% had enrolled in graduate school/continuing education. Data from the annual report are summarized and distributed to colleges and departments, and the reports are posted under career statistics on the CLD webpage. Detailed results of the survey are compiled in the First Destination Employment Dashboard (available to anyone with a UW-Whitewater NetID). A 12-year [summary](#) of the data shows an overall average placement rate of 88.4%, with the highest rate of 98.4% occurring in the most recent survey year. Salary information by [career field](#) is collected and can be obtained by contacting the CLD office; this information is not publicly posted because of confidentiality concerns for programs with small numbers of graduates.

In addition, UW-Whitewater has gathered information on the geographic location of our [graduates](#). This mapping is based on records from the Alumni Office and includes 10,200 records for graduates starting in the 1970s. The map, completed in 2019, shows that UW-Whitewater graduates can be found in every state, but most remain within our region. The Fiscal and Economic Research Center (FERC) at UW-Whitewater conducts a survey of alumni approximately every five years. The most recent report of these data ([2014](#)) shows that 66% of alumni from 1980-2013 live in Wisconsin. Analyses focusing on the economic contribution of a UW-Whitewater degree concluded that “a UW-Whitewater education brings significant financial benefits to the graduate and the state” and “as high school earnings have seen wage decay in the past years, university grads' wages continue to increase over their lifetimes” (pg. 9). Similarly, FERC's 2011 [report](#) noted that master's-degree holders from UW-Whitewater earned over \$13,000 more annually compared to their baccalaureate counterparts.

The College of Education and Professional Studies collaborates with the Office of Socially Responsible Evaluation in Education at the University of Wisconsin-Milwaukee to survey and evaluate [recent alumni](#). The college also receives contact information from the Wisconsin Department of Public Instruction for alumni who are currently licensed and teaching in the state. Most graduates are licensed to teach in the state (82% of 2018-2019 graduates). These reports do not include graduates who are licensed and/or employed in other states.

Professions requiring licensure for practice (e.g., teaching, School Psychology, Counseling Psychology, Certified Public Accounting) track student scores on qualifying exams such as the Praxis II, CPA exam, National Counselor Exam, and teaching licensures. Most individual academic departments use social media to track graduates (e.g., LinkedIn, Facebook, etc.), and through personal contact between graduates and faculty. A small number of departments regularly conduct alumni surveys (e.g., Music, Political Science, Social Work), and other departments use periodic newsletters as a way to maintain contact with former students. Most departmental Advisory Boards include alumni and use their qualitative feedback to help guide program changes.

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## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Argument

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#### 4.B.1.

In 2010, UW-Whitewater adopted the [Essential Learning Outcomes](#) (ELOs) from the Association of American Colleges and Universities (AAC&U) as our baccalaureate learning goals. All students seeking a bachelor's degree are expected to achieve the ELOs through their studies in general education, major and minor, elective courses, and experiences gained in co-curricular and extracurricular activities. Adoption of the ELOs, along with the overarching *Liberal Education & America's Promise* initiative (LEAP), was the result of extensive discussion across campus led by the Baccalaureate LOs Team. The [team's final report](#) provided an organizing framework for conceptualizing SLOs and academic assessment, and the report has the approval of governance groups and support from the provost, colleges, and Student Affairs. Similarly, the UW-Whitewater Graduate Council approved a revised set of [Master's Institutional Learning Outcomes](#) (MILOs) characterizing common LOs across all master's programs. The relevance and importance of the ELOs was [reaffirmed](#) at a [public meeting](#) in March 2018.

In addition to university-level SLOs, every undergraduate and graduate program articulates its own [SLOs](#). The five-year A&R self-study requires that graduate and undergraduate programs articulate these outcomes and document the alignment between their program and the institution's SLOs. The School of Graduate Studies includes school-wide MILOs in its [Mission Statement](#), and all graduate programs are required to articulate [SLOs](#). Undergraduate and graduate programs map LOs to their curriculum to identify where each expected outcome is introduced, developed, and assessed.

#### *Processes for assessment of student learning and achievement of learning goals*

Assessment at UW-Whitewater continues to grow and evolve. Since our 2015 Comprehensive Review, we have integrated our new branch campus into our [assessment processes](#). New campus-level assessment projects have been conducted (described below) that focus on strategic priorities such as high-impact educational practices (HIPs) and work readiness. With few exceptions, programs are implementing appropriate assessment plans. Programs are gradually moving beyond the basics to assess such things as the impact of data-based changes and changes in student learning over time. By July 2020, UW-Whitewater will apply for a national Excellence in Assessment Designation as a way to recognize the work of faculty and staff. Moving forward, there will be changes due to budget and

COVID-19, but UW-Whitewater is committed to maintaining a productive assessment program that provides useful information to support continued improvement.

The [Essential Learning](#) & Assessment Review Committee (ELARC), developed in response to our 2005-2006 Comprehensive Review, provides a process to integrate assessment efforts from department, program, division, and institutional levels, shares results, and develops university-wide recommendations for improving student learning. The committee's process of collating data, identifying and discussing themes, and making data-based recommendations provides a "big picture" view of assessment at UW-Whitewater, summarizing what we know about student achievement of university SLOs, what we still need to learn, and how we can use the data to improve student learning. The assessment strategic plan developed by ELARC in collaboration with the University [Assessment Committee](#) has helped guide assessment efforts. The plan will be reviewed and revised as needed in 2020-21.

UW-Whitewater systematically assesses student learning. As described above, every program identifies specific SLOs that align with university LOs and develops appropriate assessment tools and timelines. Support is provided by the Office of Academic Assessment and by individual colleges, and some projects develop as part of the annual LEAP Workshop. Measures are gathered on a planned cycle, but we also have the flexibility to allow programs to meet assessment requirements as needed (e.g., for accreditation) and to allow faculty/staff to conduct useful assessment projects. Both direct and indirect measures are used. Examples of university-level assessments include:

- Two large-scale assessments, reported in our 2015 Comprehensive Evaluation, provide evidence of a history of commitment to assessing student learning:
  - HLC Quality Initiative Learning by [Degrees Project](#) to evaluate the *Degree Qualifications Profile* (2011-13), an extensive assessment of 1,000 students and involving 15% of the total faculty and instructional staff in the participating departments. Multiple skills and knowledge areas were assessed (writing, critical thinking, information literacy; english, science, mathematics, social studies), along with extensive content analyses of course syllabi and interviews with faculty and students.
  - ACT's Collegiate Assessment of Academic Proficiency (CAAP) was last conducted in 2015 (first-year and graduating students' writing and critical thinking).
- In 2018-19, UW-Whitewater participated in the Association of American Colleges & Universities' [VALUE Institute](#), using VALUE rubrics to assess students' writing, critical thinking, and quantitative literacy skills (the first university-level assessment of quantitative literacy). One hundred student work samples in each skill area were submitted to the VALUE Institute to be scored by nationally-trained raters. In addition, faculty and staff were trained to apply the VALUE rubrics. They scored a subset of the same student work (to assess interrater reliability with nationally trained raters) as well as additional student samples.
- From 2017 to 2019, UW-Whitewater participated in the Lumina-funded National Association of System Heads *Taking Student Success to Scale* (NASH TS3) [grant project](#). UW System was one of four state systems nationwide selected to participate, and UW-Whitewater was one of five System institutions included. The project assessed SLOs of HIPs and developed strategies to increase the scale of and equitable access to these practices. UW-Whitewater focused on community-based learning (CBL) and on-campus student employment (not an official AAC&U HIP, but considered high-impact for our students and, increasingly, nationally). Faculty and staff identified SLOs, developed assessment tools, developed training for supervisors, collected pilot data, and developed strategies to support assessment and equity for other on-campus HIPs. The grant ended in December 2019 but additional funding from UW System and from NASH

continues to support campus workshops and participation in UW System's ongoing [HIPs work](#).

- UW-Whitewater was invited to participate in the Quality Assurance (QA) Commons pilot (2017-2018), a national project to develop a program-level certification of graduates' achievement of eight [Essential Employability Qualities \(EEQs\)](#). Three programs participated (Accounting, Political Science, Special Education) and completed comprehensive analyses of student EEQ achievement as well as the program's career support services; employer, student and alumni engagement, and [public information](#).
- Also in 2017-2018, five faculty/staff participated in Lumina's Next-Generation Work-Based [Learning Convening](#). Five institutions from across the country shared work and strategies for improving work-based learning opportunities. UW-Whitewater participants developed an action plan for a Sophomore Interest Group for first-generation and underrepresented students to foster work readiness skills through campus collaborative learning projects of their [own design](#).
- UW-Whitewater's GE program regularly assesses SLOs in its core and proficiency courses and collaborates with other university offices to assess GE and baccalaureate LOs. The program recently reviewed all 300+ GE elective courses in a recertification process that required instructors to provide information on how their course(s) align with the GE SLOs and how student [performance is assessed](#).
- Each fall and spring semester, all graduating seniors are asked to complete the UW-Whitewater Senior Outcomes Assessment Survey ([SOAS](#)). The SOAS was revised in 2014 to closely align with the baccalaureate LOs. The [survey](#) asks [students](#) to evaluate their achievement of LOs, academic effort, and satisfaction with academic advising. Questions to assess students' perceptions of the impact of participation in HIPs were added in 2018; questions regarding barriers to participating in HIPs were added in 2019.
- Every semester, graduating master's students complete the Graduate Outcomes and [Satisfaction Survey](#). [Results](#) are disaggregated by graduate program and shared in five-year intervals that align with each program's graduate A&R cycle.
- The National Survey of Student Engagement ([NSSE](#)), administered on a 3-year cycle to freshmen and seniors, provides data on the educational experiences of undergraduates, particularly classroom activities and faculty and peer practices found to produce high-quality undergraduate [student outcomes](#). Special 'modules' added to the basic NSSE questions provided information about civic [engagement](#), [student writing](#), [academic advising](#), and high-impact [instructional practices](#).

College-level assessment practices vary as a function of accreditation/licensing requirements and range of departments in the college. The College of Business and Economics (CoBE) and the College of Education and Professional Studies (CoEPS) collect and use data to fulfill accreditation/licensing requirements. CoBE collects and summarizes data each year in specific sub-areas for [AACSB's Assurance of Learning](#) accreditation requirement. CoEPS students must meet GPA requirements or pass the Praxis II test, and any relevant content exams for their specific field before participating in student teaching. Graduate programs requiring licensure by Wisconsin's Department of Public Instruction (e.g., School Psychology, School Counseling) also require students to pass the Praxis II for their respective fields. Both colleges examine patterns of student performance closely to identify strengths as well as knowledge and skills that could be improved by instructional or curricular changes. The [Colleges of Letters & Sciences](#) and of [Arts & Communication](#) do not collect data for the colleges as a whole, but both have clear practices for assessing SLOs within individual programs. All five academic colleges have college-level assessment committees that review data and discuss themes and improvements for student learning.

All undergraduate and graduate programs establish a plan for assessing program SLOs, and most collect direct and/or indirect data on a subset of their SLOs each year. Assessment plans are discussed by college Assessment Committees, and reviewed every five years as part of [UW-Whitewater's A&R process](#). Improvements are in process to better allow the collection of aggregate data from UW-Whitewater's A&R platform, including data documenting the alignment of program SLOs to the university ELOs, and assessment of HIPs. Also, as part of the new [A&R process](#) (to be initiated Fall 2020), programs are required to submit assessment reports [following a template](#) as a minimum standard. In 2020, UW-Whitewater's Interim Provost Cook communicated an update on university expectations with respect to [assessment of SLOs](#), including that all programs should have a clear set of SLOs, that all SLOs are systematically measured over time (including direct and indirect measures), and that these assessments are used to inform academic program improvements. Programs are increasingly making use of embedded assessments to collect direct data on student learning; some are developing “signature assignments” to be given in multiple sections and used for program level assessment of SLOs.

Processes are in place to encourage systematic review and use of assessment data. ELARC provides structure at the university level, and Assessment Day provides an annual event to share data, assessment tools, and projects. College assessment committees provide a venue for discussing data and identifying assessment needs. Colleges also occasionally hold retreats to discuss and interpret their data on student learning. The A&R process requires all individual programs to describe their processes for reviewing assessment data and summarize how they have used the data to impact the program. These A&R self-studies indicate that many programs have an assessment subcommittee that guides program assessment, and most hold regular meetings during which faculty review data, discuss potential issues, and set assessment goals for the next academic year. Many departments also discuss specific assessment results when relevant at regular department meetings. Over the past few years, programs and colleges have been encouraged through the A&R process and annual report requirements to provide annual assessment reports summarizing assessment activities, processes for reviewing and discussing data, and resulting changes to the program (e.g., changes in curriculum, classroom activities, program emphases or opportunities for students).

#### **4.B.2.**

Following the processes described in Criterion 4.B.1, academic units generate a great deal of data to assess students' achievement of LOs. Individual academic programs develop and employ their own assessment-oriented data collection instruments, and the institution funds several comprehensive data-collection instruments to survey incoming, current, and outgoing students and alumni. The Division of Student Affairs also contributes data on student learning, enhancing our understanding of the bidirectional influence of curricular and co-curricular student experiences. In general, units and programs collect data to assess each of the SLOs as well as additional program LOs. The balance of direct and indirect data collected is reasonable, although more indirect data are collected (e.g., opinion surveys from students).

Individual programs at both the graduate and undergraduate levels summarize their data on student learning for their five-year A&R self-studies. Many programs have developed assessment rubrics that build on the AAC&U's [VALUE rubrics](#). Increasing numbers of individual academic programs are transitioning to the [A&R Assessment Plan Template](#) as a minimum process for assessment of SLOs. Some colleges also prepare assessment reports for college assessment committees. Results from these reports are included in unit summaries to ELARC and become part of the university discussion.

Consistent with the strategic plan, the prevalence of HIPs employed by programs continues to increase, and individual programs are increasingly developing methods of assessing their impact. Many opportunities (e.g., grants, programs from the LEARN Center) help faculty/staff design and integrate HIPs into their courses/programs and develop methods for assessing them. For example, three cohorts of approximately 15 faculty members participated in year-long [CBL Fellows programs](#) where they designed, implemented, and [assessed](#) major CBL projects within their courses. The revised A&R self-study instructions include questions about HIPs that will allow the university to more easily track the prevalence, positioning, and alignment of HIPs to the ELOs. And as noted in section 4.B.1, the NASH TS3 and SOAS projects have provided useful information about the implementation and assessment of HIPs at UW-Whitewater.

The most comprehensive summary of data on student learning comes from ELARC reports. The most [recent report](#) noted that all the ELOs were assessed by at least some programs (pg. 2). The data submitted to ELARC show that assessment of SLOs at the program level aligns well with and contributes to a university-level understanding of what our students achieve regarding ELOs, although we can always do more to “roll up” data from individual to college to university levels. The most recent report summarized patterns identified over the committee’s five years. Evidence from multiple sources indicated that students have relative difficulty *“using evidence, drawing conclusions, providing sufficient justification,”* need work on *“use of proper terms and structure, analysis, interpretation, thesis/focus in writing,”* and generally have *“greater difficulty understanding connections, recognizing bias”* (pg. 2). The ELARC reports provide a useful guide to coordinate and direct resource allocation for a cohesive approach to understanding our students’ learning. The recent VALUE Institute provides additional data on students’ writing, critical thinking, and, for the first time, university-wide quantitative literacy skills (see results below).

The most recent ELARC report also identified specific areas of progress and need that have emerged over the past five years. These areas each play a supportive role in ensuring systematic and thorough assessment of student learning, although not all directly involve data on student learning. For example, the report noted a shift over the past three years toward a more positive attitude toward assessment, increased resource allocation for assessing student learning, development of assessment rubrics, and steps taken to enhance students’ writing and critical thinking skills. Recommendations for further development included a review of the less-assessed ELOs to better define them and build expectations around their assessment; further use of shared rubrics; better mechanisms for tracking of individual student performance over time; and consideration of a university-wide electronic assessment management system.

As suggested in the [ELARC Plan](#), ELARC reports and recommendations are circulated and discussed with constituent groups. Results of university-level surveys are posted on websites for easy access by the university community and the public. Examples include:

- ELARC reports are posted on the ELARC webpage ([2012](#), [2013](#), [2015](#), [2017-2018](#)).
- Data from the HLC Quality Initiative Learning by Degrees Project to evaluate the *DegreeQualifications Profile* were presented and discussed as the [Keynote Discussion](#) at Assessment Day 2014. A [summary of the data](#) was included in ELARC’s 2014 Final Report.
- Data from the NSSE and FSSE surveys ([general overview](#), student engagement [indicators](#), and [HIP module](#)) are posted on the Institutional Research & Planning (IRP) website. Prior years’ results and departmental breakdowns are available from IRP on request.
- [Results](#) from each semester’s [SOAS](#) are compiled into an annual report and posted on the IRP website. Excel pivot tables allow users to view results for specific units, genders, and

ethnicities. Five years of data are available so programs can track changes over time.

Results of other projects are summarized in final reports and disseminated through meetings with relevant groups, general presentations, [Assessment Day](#), and at national conferences.

- UW-Whitewater assessed students' writing, critical thinking, and quantitative reasoning skills through a two-pronged effort that combined participation in the 2019 AAC&U VALUE Institute with an on-campus scoring workshop. A sample of papers from the junior-level General Education capstone course were assessed using the [VALUE rubrics](#) for critical thinking and written communication, while the quantitative literacy VALUE rubric was used to assess student work in selected non-major lab science, statistics, and finite math courses. The overall goal was to assess students' proficiency in these key essential skills at or near the end of the general education program (comparable to completion of an associate degree).
- [Initial results from](#) the VALUE Institute reports indicate that across all dimensions of the three skills, the vast majority of Whitewater students performed at the milestone 2 or 3 (the level that AAC&U has identified as appropriate for students who have completed an associate's degree). Very few (1-7%) were still at the benchmark level. Work is [underway](#) to develop a university action plan to improve instruction and assessment. ELARC and GERC have recommended several priorities: revise and broadly disseminate the university-specific Writing Matters and Critical Thinking rubrics; convene a summit to define a set of shared quantitative literacy outcomes across general education and relevant majors; and collaborate with the LEARN Center to deliver professional development focused on improving assignment design with the goal of providing more opportunities across the curriculum for students to practice and improve in targeted skill areas.
- The 2018-2019 VALUE Institute project also showed that UW-Whitewater students were similar to national averages in writing and critical thinking (similar to results of previous assessments using other measures), and in quantitative literacy. Scores from on-campus and from nationally trained raters were similar, indicating acceptable interrater reliability. Faculty/staff reported that the in-depth analysis of assignments required by the project was informative and helped ensure the assignments allowed students to [fully demonstrate their skills](#).
- A report on the [GE Program SLOs](#) summarized data from across several years and made data-based recommendations for improving teaching and program assessment. In addition, the [GE self-study](#) for its 2015 A&R summarized direct and indirect data on [student learning](#) across a 10-year period. The program's next self-study is due in Fall 2020.
- The [NASH TS3 project](#) (2017-2019) supported further development of assessment tools and processes for two university HIPs. Steering groups for [CBL](#) and for [student employment](#) worked with faculty/staff to identify LOs, develop assessment rubric/tools, finalize a course designation process (for CBL), hold supervisor training workshops (for student employment), and conduct [pilot testing](#). Analyses and dissemination of data from the NASH TS3 project are ongoing, and further work is being supported by UW System and a [mini-grant](#) from [NASH](#).
- The 2018-2019 SOAS survey examined student self-reported participation rates in various HIPs, disaggregated by URM status and barriers to participation. URM and non-URM students reported similar participation rates in several HIPs; URM students had higher participation rates in Learning Communities and student employment. Barriers to participation were similar for the two groups (commitments outside of school, lack of interest, [lack of awareness](#), [cost](#)).
- Reports from UW-Whitewater [Assessment grants](#) and UW-Whitewater Assessment [Institute projects](#) are posted on the Assessment webpage and shared at Assessment Day each year.

Results of college-level assessments in the [CoBE](#) and [CoEPS](#) are summarized in accreditation documents and annual reports to the Wisconsin Department of Public Instruction. CoBE holds an annual college retreat during which data are presented and discussed.

Increasingly, assessment of SLOs takes place in co-curricular units. Nine Student Affairs departments contribute significantly to the co-curriculum in partnership with the colleges.

- In 2012-13, we assessed [Student Affairs' contributions to LEAP ELOs](#). Since 2015, the Division has re-aligned its efforts with the Institution's values and goals, allowing it to continue to focus on student outcomes and support campus work on [LEAP ELOs](#). The units have examined the areas of student employment, citizenship, diversity, wellness, and application of curricular learning to applied settings. Student Affairs focused on learning outcomes that are holistic, addressing a variety of student development considerations. Student Affairs learning outcomes cluster around four primary ELO-related themes: (1) Critical and Creative Thinking, (2) Integrative and Applied Learning, (3) Oral Communication, and (4) Intercultural Knowledge and Competence. For each of the nine units, SLO assessment data were used to evaluate and enhance unit programs and services.
- In particular, data gathered from the Mapworks academic risk assessment platform provided direct assessment of our students' learning and [retention needs](#). Based on these data, campus-wide student success initiatives have evolved. Student Affairs staff continue to be key partners with academic advising and enrollment management assessment and practice.
- Student Affairs units continue to be centrally involved in LEAP work, particularly in the implementation and assessment of student employment as a [HIP](#). Supervisors of student employees from multiple units across both Student and Academic Affairs participated in 2019 and 2020 NASH TS3-supported supervisor workshops, identified LOs for their settings, developed assessment plans, and collected [pilot data](#). This work is ongoing.

#### 4.B.3.

Consideration of data on student learning has become common. Data on student learning is employed at multiple levels, including strategic planning, major curricular revisions, offering of new student services and professional development opportunities, development of new courses, and changes in assignments within individual courses. Data also regularly inform discussions and activities in department/program meetings and college retreats.

Cases in which data have been used to improve student learning at the program and college levels are included in ELARC reports ([2012](#), [2013](#), [2015](#), [2017-18](#)), and the data on student learning serve as a foundation for ELARC recommendations. A few examples follow; many more can be seen in the ELARC reports.

- Department chairs report that academic assessment data/information relevant to student performance is the variable with the most influence on curricular [decision-making](#).
- The Strategic Planning and Budget Committee uses data from surveys (including NSSE, SOAS, and Alumni Survey) to set and monitor strategic [planning goals](#). Data from various sources including student surveys and enrollment, retention and graduation data are used to [track progress](#).
- A [Signature Assignments Workshop](#) was held for instructors in the GenEd program, prompted in part by results from assessments of student writing and critical thinking. The workshop

addressed an ELARC recommendation for professional development opportunities to help instructors create well-designed assignments that both instruct students in specific SLOs and allow the GenEd program to efficiently and effectively assess the SLOs. Ongoing assessment of signature assignments is providing actionable data for instructors to improve pedagogy and instructional materials in core and proficiency courses, and helped to inform major curricular innovations such as MATH 139 Quantitative Reasoning, ENGLISH 100 Intensive College Writing and Reading, and the ongoing Core 2.0 initiative. Also in GenEd, a workshop on Enhancing Student Learning in First Year and Gateway Courses brought together over 50 faculty and staff to examine student success and equity gap data and develop strategies for enhancing students' learning skills, growth mindset, and sense of belonging.

- Several programs have revised curricula or added courses emphasizing specific skills, based in part on data on students' writing and critical thinking skills. For example, the English program created a new upper-level Scientific Writing course and revised an existing course to become Technical and Professional Writing. The Biology and History programs made curricular changes to strengthen disciplinary writing, and other programs reported an increased focus on writing instruction (e.g., Chemistry, Geography and Geology, International Studies, Women's Studies). The Sociology, Criminology and Anthropology department instituted a new requirement, Basic Social Statistics, based on data from their program's assessment of quantitative skills. Guided by assessment data, the Art & Design program revamped its Graphic Design area and BFA-Graphic Design major. In addition, many faculty and staff revise course assignments in accordance with data on student strengths and weaknesses.
- Use of assessment can also be seen in the Division of Student Affairs. For example, the University Center's assessment process includes ongoing focus groups for students to discuss and reflect on each ELO as well as student self-evaluations and supervisor feedback regarding ELOs. This structure allows both assessment of student learning and use of the assessment process to impact students.

Data awareness and use is actively encouraged. For example:

- Representatives from university offices periodically present data to groups across campuses. The Director of Academic Assessment meets with college assessment committees and summarizes university-level information. Representatives from Institutional Research and Planning regularly compile university-level reports as well as targeted reports for specific subcommittees. Representatives from the Career and Leadership Development office meet with groups to discuss the Alumni Survey.
- More general presentations of data and opportunities for discussion are held occasionally to publicize results, provide guidance to interpret the results, and provide opportunities to discuss implications and potential actions.
- University-level reports are also included in the annual [Assessment Day](#) celebrations.
- The program review process encourages use of both university- and program-level data. The review requires that programs summarize data on student learning and changes they have made based on the data.

#### **4.B.4.**

At UW-Whitewater, we strive to assess learning that happens inside and outside the classroom, and how students build bridges across these contexts. Assessment involves those who teach in classrooms as well as those who teach in other contexts such as student work settings, advising offices, counseling interactions, sports, and student organizations. We assess achievement of SLOs at specific

milestones such as graduation, and we track measures of post-graduation success. We recognize the usefulness of more detailed analyses of learning, tracked over time through longitudinal cohort approaches; a few programs are using this approach and we plan to explore the feasibility of doing this on a larger scale. Although we can always do more, UW-Whitewater makes use of what we learn from our assessments in the service of continually improving the quality of our programs and enhancing student learning. The ELARC reports ([2012](#), [2013](#), [2015](#), [2017-2018](#)) provide a summary of the breadth and depth of student learning assessment at UW-Whitewater. Programs from our Assessment Day celebrations ([2015](#), [2017](#), [2018](#), [2019](#)) also provide examples.

In 2013, several higher education associations and regional accrediting commissions together published Principles for Effective Assessment of [Student Achievement](#). These principles suggest that all institutions should be able to provide evidence of success in three domains pertaining to assessment. The evidence discussed throughout the Criterion 4 argument shows that UW-Whitewater's processes and methodologies meet the expectations for good assessment practice in all three areas:

1. *Evidence of the student learning experience.* Data come from embedded assignments within classrooms at different points as students matriculate; from applied experiences such as learning communities, capstone courses, and internships; and from co- and extra-curricular settings such as work settings and residence halls. These data are discussed by relevant divisions in both Academic Affairs and Student Affairs units, and are brought together at the ELARC committee.
2. *Evaluation of student academic performance.* Individual programs have aligned program SLOs within the broader framework of our university-wide ELOs and MILOs. As a result, we have clear expectations for student learning that align well across program, unit, and university levels, and units engage in systematic assessment of LOs and discussion of the data. Units use appropriate methods for assessing student learning that include multiple approaches (such as direct data on student performance from course-embedded assignments as well as indirect data from student and alumni opinion surveys) and assessment at multiple points in the curriculum (first year, mid-level, and senior courses). Faculty and staff are involved in developing assessment tools (e.g., rubric development workshops), collecting data, presenting and discussing results within units, and serving [on committees](#) such as ELARC and college assessment committees or at events such as Assessment Day. Students are also involved; our DQP Project included students in focus groups to evaluate the DQP, and assessment in Student Affairs units often involves students in discussions of LOs. Students are also invited to be members of the ELARC committee.
3. *Post-graduation outcomes.* As discussed in Criterion 4.A.6 and 4.C., UW-Whitewater assesses post-graduation outcomes. Retention and graduation rates are tracked closely and data is examined in aggregate and as disaggregated subsets. Alumni surveys are used to track post-graduation employment, education, and where our graduates go geographically. We examine data to estimate the impact our graduates have on our region and state. Alumni are encouraged to retain close connections with UW-Whitewater through the Alumni Foundation, Advisory Board memberships, the Alumni Mentoring Program, alumni events, and invitations to attend sports, music, theatre, cultural, and guest speaker events.

A more detailed set of best practices comes from the American Association for Higher Education's 1992 Principles of Good Practice for [Assessing Student Learning](#). A brief summary of how UW-Whitewater follows these practices is [provided here](#).

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## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

### Argument

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UW-Whitewater embraces a philosophy of student success evident in its commitment to programs and services specifically focused on the population it serves. Retention and graduation rates are one measure of the progress and sustainability of its efforts. Leadership at UW-Whitewater pays careful attention to success rates of subpopulations that make the institution unique, earning us the reputation in the UW System of being a leading institution of access and opportunity. Retention, persistence, and completion rates are consistently reviewed by the institution through various means: Student Success Committee, Enrollment Management Committee, Strategic Planning and Budget Committee, and the Institutional Research and Planning (IRP) office. UW-Whitewater achieved a six-year graduation rate of 62.5% in the most recent reporting year (Fall 2019), a record for the institution and a critical measure of student success. The university's 4-year graduation also set a record, at 39.0%. The first-to-second year retention rate was 80.1% in Fall 2019 which is consistent with the success in recent years after a record-high retention rate of 82.1% in Fall 2018.

#### 4.C.1

The UW System set forth a [Growth Agenda](#) for Wisconsin in 2009 that articulates goals and performance targets for enrollment, retention, and completion rates (including success of underrepresented and low-income students) through the year 2025. The statewide goals of the Growth Agenda are to increase the number of Wisconsin graduates, help create more well-paying jobs, and build stronger communities. UW-Whitewater has been successful in meeting the Growth Agenda targets. In 2016 the UW System has since unveiled a four-year strategic plan, [2020FWD](#), with priorities that included improvement of student retention, success, and completion. And in 2017 the UW System Board of Regents approved an outcomes-based [funding model](#) for allocating new state funds to UW institutions in the 2017-2019 biennial budget. The 16 metrics in the model include student progress to degree and degrees awarded.

At UW-Whitewater, a Student Success Committee was charged in [February 2018](#) to continue the

work of the University Retention Committee. It is co-chaired by an Associate Vice Chancellor for Academic Affairs and the Vice Chancellor for Student Affairs. The committee has a large membership and focused on the objective of the institution's revised strategic plan to close achievement gaps in underrepresented populations. The committee was streamlined and refocused with a change in leadership in the 2018-2019 academic year [with a charge](#) to examine the curricular and co-curricular programs, to foster student success using data, and to recommend future actions to the provost. The current focus is on establishing clear definitions of student success, incorporating input from students, and programmatic assessments of their impact.

Fall-to-fall second year [retention rates](#) reached a record high of 82.1% in Fall 2018. This was the fourth time in five years that the institution recorded a record high retention rate for students from their first to second year. The retention rate for underrepresented minority ([URM students](#)) also reached an institutional high rate of 76.1% in Fall 2016. The URM population at UW-Whitewater has more than doubled since Fall 2006, representing 14% of the incoming student cohort in the most recent Fall (2019) semester. The impact of this growth is visible in the increased role and reach of the Office of [Student, Diversity, Engagement and Success \(SDES\)](#) as well as attention to the gap between URM and non-URM students in retention and graduation rates. Achievement rates of URM students are reviewed across UW System institutions by university chancellors and the Board of Regents.

Fourth- and sixth-year [graduation rates](#) set a record during the most recent Fall (2019) semester, and UW-Whitewater ranks in the top third of UW System for a [six-year graduation rate](#). Our URM six-year graduation rate is higher than in most years past, but the achievement gap between URM and non-URM students remains at the forefront of university-level discussions.

#### 4.C.2

The offices of Institutional Research and Planning (IRP) publishes [data dashboards](#) through a Tableau interface for all faculty and staff to view, allowing greater access to data that departments need to track progress, view trends, and include data in university reports. Five-year program reviews and interim progress reports monitored by the Academic Assessment office ensure that individual programs monitor retention and graduation rates in addition to changing enrollments within majors. In addition, dashboards allow the university community to view critical measures of success including DFWI grade rates, achievement gap data, time and credits to degree data by major, 30-60-90 credit accumulation, and more. These available data are intended to align with many endeavors including the strategic plan, UW System initiatives, and regional priorities, as well as allow a deeper understanding of the university profile and data available for continuous improvement.

The institution collects and reports student progress data in order to: meet regulatory requirements such as IPEDS, HLC, HEOA, and NCAA reporting; participate in external reporting entities including Student Achievement Measure (SAM), Consortium for Student Retention Data Exchange (CSRDE), and college guidebooks (Petersons, College Board); and provide data to university rankings publications (US News and World Report). At a university level, these data are analyzed by several committees to inform benchmarks, initiatives, and admissions and enrollment strategies. Data segregated by student demographics (e.g., underrepresented minority status, residency, gender) are typically analyzed by the Student Success Committee, where programs aimed at serving student subpopulations are evaluated for effectiveness.

Student satisfaction and engagement are measured through multiple instruments. The National Survey of Student Engagement ([NSSE](#)), and the Faculty Survey of Student Engagement ([FSSE](#)) are

regularly administered tools at UW-Whitewater. Programs are encouraged to include these data in A&R self-studies. The offices of Academic Assessment and IRP work together to disseminate these data through individual department consultations, presentations, and posting results online.

UW-Whitewater strives to demonstrate its commitment as an institution of access and student success. A great deal of effort is placed on programming for first-year students through [SDES](#), the Academic Advising and Exploration Center ([AAEC](#)), and the First Year Experience ([FYE](#)) program. UW-Whitewater also received \$5 million in funding for the Mary Poppe Chrisman [Student Success Center](#) which opened in Fall 2017. UW-Whitewater's FYE program demonstrates our commitment to providing support for students' personal and academic goals, and helping new students build connections and achieve success in and out of the classroom. [Our programs](#) provide incoming and first-year students with the individual attention necessary to acclimate and succeed during their first year of college. Notably, 91% of all new freshmen enroll in New Student Seminar, a one-credit course designed to help first-year students make a successful transition into college. Both retention and graduation rates of students who complete [New Student Seminar](#) exceed those of students who do not elect to take this FYE course. In addition, all freshmen students receive centralized advising through the AAEC. Both the [Undergraduate Advising Survey](#) administered by the AAEC and our NSSE [survey results](#) indicate that first-year students are highly satisfied with the quality of advising received from the AAEC.

SDES programs emphasize increasing participation and success of underserved students, including remedial courses and tutorial services. Tracking retention rates for underrepresented students is a focus of SDES's Advising Committee to ensure student success, facilitate utilization of services, and encourage discussion of ongoing program improvement.

#### **4.C.3**

Data are used to inform new strategies and goals and to assess the progress of both curricular and cocurricular programs. The examples below demonstrate the development of new goals inspired by use of data, including two award-winning programs.

##### ***Example 1:***

Across the UW System, retention and graduation rates for URM students continue to lag behind those of the majority population. UW-Whitewater's Strategic Planning and Budget Committee decided to address the [achievement gap](#) as a strategic priority for 2015-17 to increase the alignment of retention, graduation, and student success goals across the university. The university then unveiled its 2017-2022 [Strategic Plan](#) which included a goal and strategies specifically to address achievement gaps in retention and graduation rates. [Progress](#) has included a multi-year engagement with consultant Ruffalo Noel-Levitz to create a strategic enrollment plan.

##### ***Example 2:***

In August 2014, UW System President Ray Cross [announced](#) two ambitious goals for the next five years: To reduce by one-third the number of incoming students needing remedial math (from 21% to 41% System-wide); and to increase by 15% the first-year completion rate among students who require remedial math coursework (from 66% to 76% across the system). To meet these goals, UW-Whitewater joined a developmental education research and development group funded by UW System to pilot a program of moving students with developmental education needs into credit-bearing courses more quickly. The success of this program led to two curricular innovations: 1) a co-requisite

remediation option for Introduction to College Algebra (MATH 141) consisting of a one-credit developmental workshop taken simultaneously with the credit-bearing class and 2) ENGLISH 100, a four-credit alternative to the regular first semester English course that provides developmental students with intensive writing instruction while earning college credit. Subsequently, co-requisite remediation options are being developed for Math 139 (Quantitative Reasoning) and Math 142 (College Algebra).

***Example 3:***

The UW System launched a [Math Initiative](#) as a continuation of years of foundational work on math education partially funded by a \$2.3 million 3-year grant from Great Lakes Higher Education Corporation & Affiliates (now Ascendium Education group) through December 2020. This multi-institutional collaboration aims to improve student success by identifying an appropriate gateway mathematics course for each major and helping incoming students complete their gateway mathematics course by the end of their first two semesters of study.

***Example 4:***

In response to underprepared students entering UW-Whitewater, in 2009 the Pathway for Success Program was created to serve the least academically prepared students entering UW-Whitewater. Pathways is an academically holistic plan calling for an increase in all forms of learning assistance, including tutoring, mentoring, supplemental instruction, academic and career counseling, and academic advising. Over the past four years a committee met to ensure the students who were admitted into the program would succeed. This group of highest-risk students have similar retention rates to the [institutional average](#).

**4.C.4.**

As a member of the UW System, reporting standards conform to [Central Data Request](#) (CDR) specifications. The [data definitions](#) used for CDR data are consistent across UW institutions, allowing for comparison. UW System's Office of Policy Analysis and Research uses this common standard of data reporting to centrally collect data from all system institutions, allowing production of a variety of reports and research on university metrics for purposes of system-wide reporting, legislative requests, benchmarking, and additional support.

The IRP office completes standard and regulatory reporting using widely-accepted data definitions including IPEDS and the Common Data Set for use with multiple external reporting entities. In addition, many UW-Whitewater offices administer surveys and collect data in disparate sources outside the central student information system. IRP assists with organizing these sources of data in a more efficient and centralized manner, as well as through the survey software Qualtrics. Data disseminated on the [IRP website](#) includes a variety of forms of data for consumption by a wide audience. Reference documents such as official lists of majors and a data glossary accompany hard-copy reports of data. Dashboards provide the ability to securely drill-down into password-protected data, data galleries offer visual summaries of the data on static reports, and university-wide survey data is shared. All data provided in this manner from the IRP office constitutes census data that is reportable for either federal (IPEDS) or state (CDR) reporting purposes.

Further data analysis is provided to committees focused on ongoing student retention and URM

student success. Cohorts sorted by GPA, ACT scores, and high school rank may be studied for success measures. Also available on the IRP website are publications for public consumption including a Fall Profile, Fact Book, and Diversity Report, as well as information about university rankings and distinctions, compliance reporting schedules and documents, and peer comparison data. UW-Whitewater is a member of the Consortium for Student Retention [Data Exchange](#) (CSRDE) which provides further comparison data and nationwide trends in student retention and graduation rates. All 13 four-year UW institutions participate in the [Student Achievement Measure](#) (SAM) to gather data using an alternative method to the federal graduation rate methodology. SAM provides a complete picture of student success and progress by including a the proportion of an institution's undergraduate students as well as tracking students who attend multiple institutions.

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## 4.S - Criterion 4 - Summary

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The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

### Summary

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Since 2015, UW-Whitewater has continued to improve its Office of Institutional Research & Planning which shares institutional performance data out to academic departments and beyond; continued to improve its Office of Academic Assessment, providing organization, resources and professional development opportunities to faculty/staff; fully integrated the approved university-wide LOs; continued to utilize the Essential Learning & Assessment Review Committee; further developed Assessment Day; and continued to utilize the University Assessment Committee as well as the assessment committees of the five colleges. UW-Whitewater continues to allocate budget to support assessment activities, and makes assessment a priority of college activities. Each college now has an assessment coordinator who provides additional support for programs' assessment work. The GE program has seen an update based on assessment of its LOs, which align with the institution's baccalaureate outcomes. Finally, the Office of Academic Assessment, the LEARN Center, and the Learning Technology Center increasingly collaborate to support effective integration of assessment findings with professional development opportunities.

Important work still remains. The current budget and COVID-19 situation will present challenges to maintaining processes for robust evaluation of student learning and achievement, but the UW-Whitewater community understands the importance of data-based decision-making for students' continued success. In the years ahead, UW-Whitewater will:

- *More consistently report how data are used to improve student learning.* Formal curricular changes are well-documented, but discussion in ELARC suggests data on student learning are used more often than is being captured.
- *Expand data collection among graduates* to include information on achievement of university ELOs and program SLOs, the degree to which our programs prepared graduates for their careers, and for additional programs that might be of interest for career advancement.
- *Begin compiling longitudinal co-curricular program data on the efficacy of various programs targeting underrepresented minority students.* Many current programs believed to be successful are in their infancy and lack data on retention and graduation. Collecting and analyzing intermediate measures of success will help evaluate these programs and address the current university strategic goal to reduce the achievement gap.
- *Continue to develop, assess the impact of, and expand equitable access to HIPs.*
- *Expand use of multiple data sources available for evaluating university programs and student success.* UW-Whitewater can help ensure that all available sources of data are used and multiple data points considered in curricular and co-curricular program evaluation by providing enhanced data availability and encouraging systematic coordination between departmental and university-wide evaluation practices.

## **Sources**

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*There are no sources.*

## 5 - Resources, Planning, and Institutional Effectiveness

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### 5.A - Core Component 5.A

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The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Argument

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#### 5.A.1

UW-Whitewater strives to utilize resources as efficiently and flexibly as possible to accommodate a dynamic environment. UW-Whitewater's transparent and highly-developed budget process results in a section of the [UW System Redbook](#), which provides summary and detailed budget information. A significant part of the university budget comes from tuition revenue. [Tuition is set](#) by the UW System Board of Regents.

Like many state universities, UW-Whitewater has become increasingly dependent on tuition and fee revenue to fund its operation. The university attained all-time peak enrollment in the Fall of 2016, but enrollment declined over the next three years by 10%. This resulted in a decline in tuition revenue of approximately \$11 million. Reserves were used to counteract the decline in tuition revenue, but reserves are nearly depleted. Budget allocations for fiscal year 2021 have been adjusted to align with current revenues. Ten years of data reveal that instructional expenditures per FTE student exceeded [Administrative Expenditures](#) by approximately 75%. This trend is expected to continue for the current and next fiscal year.

UW-Whitewater had the human resources needed to meet the all-time enrollment peak in 2016-2017. Much of that employment base remains, and a challenge now is to reduce the workforce to align with declining enrollment and revenues. This is occurring largely through attrition, though a few

employees have been laid off or had their FTE reduced.

To become more efficient [with resources](#), the Budget Management Program was established by the Office of Administrative Affairs in 2018. The office publishes a [Budget Book](#) with a three-year all-funds budget analysis of revenue and expenses. This analysis provides insight to risks and opportunities in the budget and is a powerful tool for monitoring and decision-making at the Cabinet and Budget Manager level. A three-year financial analysis was prepared for each department at UW-Whitewater for fiscal years 2015-2017. A rollup report from the WISDM financial management system was generated for all funds in each department as of fiscal year-end. The Budget Book reports activity at the division level.

In 2020, a financial planning model was developed with such key components as: enrollment increase or decrease, financial assumptions, operational assumptions, investments, cash reserve spending, tuition increases, centralization of tuition currently distributed to departments and reduction in operating budgets. The financial planning model makes projections for five years, including the ability to hit future tuition targets and fund operating budgets. The model also estimates the institution's Composite Financial Index into the future.

These additional budgeting and financial tools support a higher level of communication, transparency, and engagement with the university community, including governance groups and the Strategic Planning and Budget Committee (SPBC). They have also allowed for a rapid and informed institutional response to the impact of the COVID-19 pandemic, including frequent and [frank communications](#). The tools address financial liquidity by developing scenario-based analysis and identify opportunities to reduce expenses and new revenue opportunities. For example, in response to COVID-19, UW-Whitewater joined most UW System institutions to require unpaid furloughs of all faculty and staff and to lay off a small number of employees. Residence halls, dining facilities, classrooms, and offices were closed to all but essential students, faculty and staff; and refunds were made to students for room and board. Currently, summer courses and camps are planned for remote instruction. The university plans to return to in-person instruction in the fall, as much as health and safety guidelines allow.

UW-Whitewater has been a forerunner in online education. Online courses generate additional revenue for academic operations as well as for library and technology support. Following an approved request, distance education [course fees](#) are distributed via the financial system. Instructional technology infrastructure is additionally supported by tuition revenue funds earmarked as student [technology fees](#). Resources and support for classroom [technology](#) are easily accessible on the university website along with the [governance structure](#) and guidance regarding consultation and approval for different types of technology.

Much of the technology infrastructure and support at UW-Whitewater goes hand in hand with facilities and physical planning. As part of the physical planning and maintenance program, there is also a space [planning policy](#) in place. These types of projects and commitments are reported to UW System and the state legislature as part of the annual Program Revenue Balance Report.

The technological infrastructure at UW-Whitewater is sufficient to support the activities of the institution. The office of Instructional Communication and Information Technology (ICIT) manages the technology and technology training needed across both campuses. One PeopleSoft-based student information system, called WINS, is used across all programs. UW-Whitewater subscribes to the Canvas learning management system, which is licensed cooperatively across the UW System. Curriculum management is conducted in CourseLeaf for all academic programs. Inter-campus

meetings are supported by Cisco-based tools such as Webex meetings and Webex Teams. Meetings via remote platform became critical during the "Safer-at-Home" order by the Governor of Wisconsin.

### 5.A.2

UW System [provides guidelines](#) regarding shifting funds away from programs directly impacting students, especially instruction. Additionally, any shift of funding onto administrative functions is [closely monitored](#). The most recent approach at UW-Whitewater compares budget priorities to the Strategic Plan, allowing in-depth analysis of how funds are used for instruction, student services, and [academic support](#).

Academic Affairs conducts an annual [staffing plan](#) exercise to determine the need for replacement and new positions, and examines college and department [productivity reports](#) produced by Institutional Research. The [Strategic Planning and Budgeting Committee \(SPBC\)](#) consists of a campus-wide membership to align budget with the strategic plan. The Budget office also provides frequent training and [presentations](#) regarding the budget to Budget Managers, SPBC, Faculty Senate, Academic Staff Assembly, Academic Affairs and department chairs.

UW System institutions are completing budget planning for the fiscal year 2021. Due to declining enrollment, UW-Whitewater is making reductions in expenses to achieve a balanced budget. Faced with no increase in state support, and with tuition rates being frozen for eight years at the main campus and thirteen years at the two-year campus, UW-Whitewater developed a five-year financial plan and model to support strategic decision making to ensure support of the academic mission.

### 5.A.3

The [mission and values](#) of UW-Whitewater's campuses are clearly stated and posted in various locations and on the website and publications. The mission is also incorporated in the strategic plan. Progress toward all Strategic Goals is monitored through examination of programs across campuses, and reported annually against the strategic plan framework. One of the six Strategic Goals is Goal 4, "We will strengthen our resources." The progress report from [Spring 2019](#) reveals that twenty activities were completed and ten are in progress. For instance, the first-ever Budget Book was completed and open monthly fora are scheduled to update all budget managers.

### 5.A.4

UW-Whitewater uses two extensive search-and-screen processes for hiring staff - one for faculty and academic staff, and another for university staff. Both processes require that a detailed position description be approved prior to posting the vacancy and works with a committee of subject-matter experts to evaluate materials and interview candidates. Various [approvals and notifications](#) throughout the processes ensure a diverse, qualified applicant pool.

Prior to beginning a search for new academic staff, it is determined whether or not the title and [salary range](#) has been previously established or if a new title is needed. If a new title is needed, the standing Titling Committee assigns one, which subsequently fits into a salary range. Similarly, proposed [staff positions](#) are reviewed for appropriateness of title and salary by the talent acquisition team in the Office of Human Resources and Diversity.

Since the fall of 2018, all new UW-Whitewater employees are oriented, and [attend a training](#) keyed to employee category. All benefit-eligible employees meet with a member from the Benefits office

within the first 30 days of hire. [Supervisory training](#) opportunities have also been enhanced.

The Human Resources and Diversity office hired a subject-matter expert to oversee development and training opportunities for all employee groups in May of 2019. This includes the nine-month [Leadership Academy](#), as well as a program designed for staff who supervise students. The development and training offerings supplement [Welcome Back Week](#) activities, and include specific programs for facilities, Title IX, Unconscious Bias, and safety and security. Every employee completes a mandatory sexual harassment and awareness [training course](#) every three years. Specific training related to technology security is available to all employees through ICIT and the UW System, commensurate with the employee member's level of responsibility.

Professional development opportunities for faculty and staff are supported by [the institution](#). The posted policy outlines the financial commitment made to each individual. Other units of the institution may allocate some of their own funds to supplement university-level funds allocated to the individual. Additional descriptions of professional support are presented in section 3.C.6.

### 5.A.5

As part of the UW System, much of UW-Whitewater's budget development process is prescribed by statute and UW System policies. Each UW System institution uses the same methodology for preparing budgets and reporting to the System, Board of Regents, and State legislature. Institutions are free to determine their own budget development process within the framework of System policies.

The UW-Whitewater budget is developed annually based on funding received or budget reductions. UW-Whitewater has used an incremental budget model for many years and, as a result, large changes in allocations are not frequent. Budgetary decisions are driven by strategic plan priorities. Administrative Affairs completes an annual summary narrative that describes how the budget plan fits these priorities. UW System provides oversight and guidelines to the UW-Whitewater Budget Office, which then disseminates instructions to institutional units for budget development. [Allocations](#) are received from UW System and distributed to institutions per requirements of the [appropriation type](#). Budgets are reviewed by UW System for adherence to guidelines and System budget control [policies](#), which indicate how various fees may be used.

Monitoring revenue and expense is done at both the institution and System levels. [Budget transfers](#) to address shifting needs at UW-Whitewater are processed throughout the year, including transfers from the State or System. Reports are run regularly to ensure that program revenue accounts are solvent, and departments are asked to review and address deficits prior to year-end.

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## 5.B - Core Component 5.B

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

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Argument

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#### 5.B.1

The Board of Regents of the [University of Wisconsin System](#) consists of 18 members, 16 of whom are appointed by the governor, subject to confirmation by the Senate of the State of Wisconsin. Of these 16 members, 14 serve staggered, seven-year terms and two are ex officio members. The two ex officio members are the state Superintendent of Public Instruction and the President of the Wisconsin Technical College System Board. Two UW System students, including one non-traditional student, are appointed to the Board for two-year terms.

The Board is responsible for establishing policies and rules for governing the System, planning to meet future state needs for collegiate education, setting admission standards and policies, reviewing and approving university budgets, and establishing the regulatory framework within which individual units are allowed to operate with as great a degree of autonomy as possible. The Board appoints the president of the university system and the chancellors of the 13 universities of the UW System. The Board grants tenure appointments to faculty members.

The Board holds eight regular meetings per year; special meetings are scheduled as needed. The appointed regents serve without pay. The president, vice president, and a full-time executive director and corporate secretary are elected annually. The Board president designates Board committee membership and other appointments.

Eight standing committees provide oversight of financial and academic policies and practices and ensure that institutions meet their legal and fiduciary responsibilities.

- The Education Committee has charge of all matters of an educational nature related to the instruction, research, and public service functions of the UW System; the academic personnel; and student services and welfare.
- The Business and Finance Committee has charge of all matters related to operating budget, finances, trust funds, business operations, and non-academic personnel.
- The Capital Planning and Budget Committee has charge of all matters related to the physical environment of UW System institutions.

- The Executive Committee has the powers of the Board when the Board is not in session, and provides for the execution of orders and resolutions not otherwise specially committed or provided for.
- The president of the Board may refer faculty and staff personnel matters involving requests for hearing, petitions for review, and appeals to the Board to the Personnel Matters Review Committee.
- The Committee on Faculty and Academic Staff Collective Bargaining has charge of all matters relating to collective bargaining under ch. 111, subch. VI, Wis. Stats., “University of Wisconsin System Faculty and Academic Staff Labor Relations.”
- The Research, Economic Development, and Innovation Committee:
  - Adopts policies and develops strategies to strengthen the UW System’s overall contribution to the economic development of the state and support professional development, outreach, and research at all UW System institutions within the context of their unique missions;
  - Considers any matters related to the University’s role in enhancing its research enterprise and bolstering the state’s economy; and
  - Focuses attention on the Board’s statutory responsibilities to report on and ensure accountability for research and economic development activities at UW System institutions.
- The Audit Committee has charge of: all audit-related matters, internal and external; compliance with laws and regulations; internal controls; enterprise risk management; and ethics.

The UW System Board of Regents sponsors several awards that honor the excellence of System staff and programs. Recipients are chosen by special committees composed of members of the Board of Regents and are honored at various times throughout the year at Board meetings.

## 5.B.2

Dwight Watson is the 17th Chancellor of the University of Wisconsin-Whitewater. Reporting directly to the Chancellor are the Provost and Executive Vice Chancellor for Academic Affairs, the Vice Chancellor for Student Affairs, the Vice Chancellor for Administrative Affairs, the Vice Chancellor for University Advancement, the Intercollegiate Athletic Director, the Chief Equity, Diversity and Inclusion Officer, and the Legislative Liaison. The Provost oversees all academic, research, and public service activities and units that support these activities. These reporting relationships are summarized in the UW-Whitewater [Organizational Chart](#).

The faculty, subject to the constraints of Board of Regents policy, is vested with the responsibility for shared governance of the University. The faculty have primary responsibility for advising the Chancellor on the determination and implementation of academic programs and educational activities, faculty personnel matters and, along with university administration, development of institutional policy. [The Faculty Senate \(FS\)](#) conducts the business of the faculty except at those times when the faculty meet as a whole, and except for those purposes specified by their constitution. Faculty senators are elected according to constitutional guidelines. Each senator represents a specific constituency according to their college and rank, and any faculty member is eligible to seek election to the FS.

The [Academic Staff Assembly \(ASA\)](#) is subject to the responsibilities and powers of the Board, the president, and the Chancellor. Members are active participants in the immediate governance of and

policy development for the institution. ASA is responsible for advising the Chancellor on the formulation and review of all policies and procedures concerning academic staff members, including academic staff personnel matters.

The [University Staff Council \(USC\)](#) is a new governance group established at the direction of the Board of Regents in 2012. USC participates in institutional governance and policy development while promoting professional development and ongoing educational opportunities for university staff. The USC represents all university staff employees of the University, including permanent, temporary, and project appointments.

The [Whitewater Student Government's \(WSG\) Student Senate](#) is legislatively empowered with authority to regulate and make recommendations and decisions on matters concerning student life, services, and interests in accordance with the laws of the State of Wisconsin.

### 5.B.3

In policy and practice, the administrative positions and governance groups identified above function in a context of shared institutional governance.

- The 40 elected members of the FS are principally responsible for advising the Chancellor on the institution's undergraduate programs and educational activities, as well as faculty personnel matters, as indicated in the [Faculty Constitution and Bylaws](#). Along with university administration, the FS also recommends institutional policy. The FS communicates and participates in governance through resolutions sent to the Chancellor for consideration.
- The 14 elected members of the ASA, as indicated in the [Academic Staff Constitution and Bylaws](#), have primary responsibility for formulating and reviewing all policies and procedures concerning academic staff members, including personnel matters.
- The 12 members of the [USC](#) are shaped by their mission and bylaws to participate in the immediate governance of the institution including the formulation and review of policy and procedures affecting university staff, including personnel matters.
- The Constitution of the 31-member [WSG](#) positions it to serve as the official representative and legislative body for UW-Whitewater students. WSG is a strong voice representing students through direct contact with university administrators, serving as voting members on most governance committees, and making changes through legislation.
- The Rock Student Government Association (SGA) is the student government group at the Rock County campus. A strong SGA has been in place at the Rock campus for fifty years. The organization adapted to the restructuring of the UW System and continues to represent student interests.
- The Graduate Council's 17 elected graduate faculty and four appointed student representatives advise the Chancellor on all graduate school matters including curriculum, policy, and administration, in accordance with the Constitution of the [Graduate Faculty](#).

Collectively, these governance structures guarantee that students, faculty and staff have their viewpoints and recommendations considered in university decision-making.

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## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Argument

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#### 5.C.1

The Strategic Planning and Budget Committee (SPBC) plays an essential role in aligning institutional resources with its mission and strategic priorities. SPBC sets priorities by developing and vetting institutional goals in support of the Strategic Plan and Select Mission and sharing recommendations with the Chancellor. The committee also reviews budget reports and budget strategy presentations by the Vice Chancellor of Administrative Affairs and Chief Business Officer (CBO) and shares recommendations with the Chancellor regarding alignment of budget with the goals of the university strategic plan. The SPBC receives reports from across the university, including those from the Vice Chancellors of the university divisions, the university governance groups, and from other leaders serving on SPBC, including the Whitewater City Manager. Assessment of student learning is reported from the [Essential Learning & Assessment Review Committee \(ELARC\)](#)—a university committee that collects data and conclusions about student achievement of the university's baccalaureate learning outcomes. All of this information is reviewed and discussed in SPBC meetings, with recommendations going to the Chancellor.

The Chancellor meets with Cabinet members [once per week](#). Once per month these meetings also include the four university governance leaders - Chairs of the Faculty Senate, the Academic Staff Assembly, and the University Staff Council, as well as the President of Whitewater Student Government. These meetings facilitate consultation among university leadership to advise decisions that align institutional resources with the university mission and strategic priorities. Over the spring and summer of 2020, the Chancellor and Cabinet meet daily to discuss responses to the COVID-19 crisis. These meetings include the four governance leaders and leaders from each university division. These additional meetings assure that university leadership and decision-making protect the university's mission and strategic goals during this crisis.

The strategic plans and goal setting of the academic colleges also align with the Strategic Plan and Select Mission, and these entities explain how their work aligns with the institution's Strategic Goals through the annual reporting process.

Each spring, UW System institutions engage in budget planning for the coming fiscal year. Due to declining enrollment across the UW System for the 2019-2020 academic year, institutions are reducing expenses to achieve a balanced budget. Planning for the reductions started at the department and college level and made their way to divisional levels, leading to the development of a preliminary campus-wide [balanced budget](#).

Using SPBC's Guiding Principles for [Budget Cuts](#), funding decisions focus on fulfilling the primary educational mission of the institution. Faced with reductions in state support for five of the last six biennial budgets, and with significant shifts in its [funding sources](#), UWW's budgeting decisions over the past decade reflect a commitment to fulfilling its [educational mission](#). Moreover, such decisions have helped the institution conform to the revised interests of a [UW System Budgeting](#) process—a process now less interested in general oversight of budgeted expenditures and more interested in how an institution's budgeting aligns with its strategic plan.

### 5.C.2

SPBC functions as the nexus for reviewing information about institutional performance, engaging in institution-wide planning, and providing recommendations about budgeting priorities to the chancellor.

Essential input for SPBC comes from annual reports from the Essential Learning & Assessment Review Committee (ELARC). Annual [ELARC reports](#) comprehensively and systematically synthesize assessment data from all academic and co-curricular areas relevant to student performance against UW-Whitewater's [Essential Learning Outcomes](#), and include recommendations about initiatives to improve student learning, teaching, and assessment procedures.

Sub-committees within SPBC, assembled around strategic goals, gather performance data from across the institution to evaluate progress in achieving critical non-instructional strategic priorities. Sources for data include: Student Success Committee, Office of Institutional Research and Planning, undergraduate and graduate Audit and Review Committees, Budget Office, Office of Human Resources, Admissions Office, Registrar's Office, Academic Advising and Career Exploration Center, Office of First Year Experience, Chancellor's Committee on Inclusive Excellence, Office of Research and Sponsored Programs, and Whitewater University Technology Park.

### 5.C.3

The 38-member SPBC, which includes representation from all areas of the institution, serves an essential planning role for the campus. Each of the institution's governance groups, academic colleges, units with co-curricular and non-instructional responsibilities, and the City of Whitewater all have representation on SPBC. The four governance groups ([Faculty Senate](#), [Academic Staff Assembly](#), [University Staff Council](#), and [Whitewater Student Government](#)) meet on a regular basis to discuss institutional issues. The Chancellor and Provost structure opportunities for feedback from the campuses and community, and regularly attend Faculty Senate and other governance meetings. The Chancellor holds listening sessions and the Provost schedules public office hours. University leaders also meet monthly with representatives from the Whitewater School District and City of Whitewater, and participate in community civic organizations. Five academic colleges, approximately half of the academic departments and graduate programs, and the [UW-Whitewater Foundation](#) have external advisory boards that meet annually or semi-annually. While the issues addressed by these boards vary, all share a commitment to keeping external constituents closely aligned with the institution and gathering critical off-campus viewpoints.

The office of [University Marketing and Communications \(UMC\)](#) emails a weekly web-based [newsletter](#) which keeps the university community informed of activities and items of importance. This allows distribution of news and initiatives to the wider university community. UMC also shares timely announcements through its [distribution system](#).

#### 5.C.4

Like many state universities, UW-Whitewater has become increasingly dependent on tuition and [fee revenue](#) to fund its operation. The university attained all-time peak enrollment in 2016-2017, but enrollment declined over the next three years by 10%. This resulted in a decline in tuition revenue of approximately \$11 million. Reserves were used to counteract the decline in tuition revenue, but these reserves are nearly depleted. Budget allocations for fiscal year 2021 have been adjusted to align with the current reality for revenues. Ten years of data shows that expenditures on instruction, per student FTE holds steady at 82% compared to an average 18% expenditure per FTE for [administrative costs](#).

UW-Whitewater remains committed to fulfilling its mission and accomplishing its strategic priorities, but recognizes that challenges have emerged. Under Act 20 in 2013, the state legislature and UW System authorities required that all UW System institutions spend down their reserves. The legislature froze in-state undergraduate tuition for eight consecutive years at the four-year campuses and 13 consecutive years at the two-year campuses. This was, in part, a response to their concern that institutions were holding significant reserves. They required that reserves be drawn down before lifting the tuition freeze. Now, facing the COVID-19 crisis in the year 2020, the institution lacks the benefit of calling on reserve funds to protect the university. As this year proceeds, there is great concern that the costs of responding to COVID-19, and the various losses of revenues associated with the crisis, will require a significant drain on the operational budget of the university. Great care will be needed to maintain a commitment to the educational mission and strategic goals of the university amidst the pandemic crisis and the resulting economic environment.

UW-Whitewater's increased reliance on tuition and fees to fund operations has led, beneficially, to a budgeting process far more attuned to contextual revenue and expenditure variables, and away from a longstanding focus on expense budgets. In planning for each fiscal year, enrollment, expenditures, and revenues are reviewed to determine budget allocations and reallocations going forward. UW-Whitewater has developed a sophisticated financial planning tool in dynamic budget workbooks that examine 5-year projections and allow changes to variables to create different scenarios. This allows examination of different fiscal eventualities, which is critical in this uncertain fiscal environment.

[Enrollment comparison reports](#), [productivity reports](#), and year-end tuition revenue balances are examined and discussed with university leaders. The potential for added or reduced state support is studied. Requests for staffing across various units are reviewed carefully against fund availability. Additional scrutiny was placed on the staffing process during the COVID-19 crisis. This responsive budget planning process prepares the institution to deal with budget exigencies.

UW-Whitewater also receives financial support from the UW-Whitewater Foundation, Inc. (UW-Whitewater Foundation). Founded in 1962, the UW-Whitewater Foundation, a 501(c)(3) organization, serves as the official independent fundraising organization for UW-Whitewater. The organization manages and solicits over 100,000 living alumni as well as numerous private foundations, friends, and corporate stakeholders. In 2019, the UW-Whitewater Foundation completed the Sesquicentennial Campaign, which raised \$17M, approximately \$2M more than the

organization's goal. Funds managed by the Foundation provided \$2.8M in scholarship support to students and support to the University in 2018-19.

### 5.C.5

Although SPBC functions as the primary planning, reviewing, and budgeting mechanism for the institution, planning occurs at all levels and involves many functional areas.

UW-Whitewater's increased reliance on tuition and fee revenue requires that it be increasingly mindful of recruiting, admission, and retention efforts. UW-Whitewater partnered with the national consulting firm of Ruffalo Noel Levitz (RNL) to launch a comprehensive [Strategic Enrollment Planning process in 2018](#). This process considered past trends and future projections for new first-year, transfer, and nontraditional student populations, maps of evolving high recruitment areas, changing financial profiles (including needs) of incoming students, lists of top competitors, trend data relative to top recruiting high schools and college decision-making, and summaries of international recruitment efforts. This was an all-university effort involving more than 150 participants in eight major working groups, many other sub-groups, and all led by a Strategic Enrollment Planning Council coordinated by the Provost and including members from all university governance groups and other university constituencies. The process resulted in eight major plans to increase student enrollment and retention, as well as more than 60 "just-do-it" items.

UW-Whitewater's embrace of technology is evident in every facet of its operation, including teaching and learning, student success and support, organizational effectiveness, technology support and service, and professional development. The Instructional, Communication and Information [Technology \(iCIT\) 2014-18 Strategic Plan](#) provides a comprehensive set of principles that guide information technology planning, funding, and campus-wide deployment. The [Learning Technology Center \(LTC\)](#) provides consultation and production assistance to hundreds of faculty and instructional staff to incorporate appropriate technology to enhance student learning. The LTC also manages the campus's web-based learning management system (Canvas) for all traditional, blended, and hybrid courses.

Further, the institution partnered with the City of Whitewater to develop the [Whitewater University Technology Park](#). Within the Technology Park is the [Innovation Center](#), which provides collaborative space, resources, and services to entrepreneurs and growing businesses. This incubator space was started by UW-Whitewater faculty and students to connect the university and the community through a variety of technology start-ups.

Currently, the COVID-19 crisis is dominating all globalization efforts. As the crisis spread, our Office of Global Education recalled all students home from their study abroad and travel study programs. Seventy-seven students across eighteen countries were studying abroad at the time. Anticipating dramatic declines in international study and recruitment, UW-Whitewater cancelled a planned increase in funding commitment for recruitment of international students. These funds will be reallocated to other critical areas in response to COVID-19. As the global crisis resolves, UW-Whitewater will reevaluate the budget situation and international environment and make appropriate adjustments. While the COVID-19 crisis was not anticipated, the UW-Whitewater community response has been strong and comprehensive, speaking to a sound structural ability to respond to important global, national, and local events.

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## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Argument

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Over the course of the past 15 years, UW-W has significantly modified existing and developed additional processes for systematically planning, measuring and improving its performance. These changes have been implemented campus-wide and reflect a strong orientation towards a system of strategic operational management.

#### 5.D.1

As suggested in [Figure 5.1](#), there are procedures at all levels of the university for systematically collecting and reporting performance-related data, evaluating and reviewing performance, and planning and setting goals for continuous performance improvement.

For individual employees, operational performance data is collected and reviewed annually and in multi-year intervals. Faculty provide evidence of their performance in teaching, research, and service: tenured faculty in their [Post-Tenure Review](#), and tenure-track faculty in their [Purple Book](#). Personnel review processes assess performance against position responsibilities for instructional academic staff, non-instructional [academic staff](#), and University Staff.

As indicated in [Figure 5.1](#), all divisions, colleges, academic departments, and instructional and non-instructional administrative units engage in annual [reporting processes](#). Reporting requirements differ among the divisions, colleges, and departments, but all annual reports require delineation of contributions to university operation and to major strategic initiatives like [Inclusive Excellence](#), [LEAP learning outcomes](#), and the [University's Strategic Planning Goals](#).

Academic majors, minors and all graduate programs participate in [Audit and Review](#), a process that requires a comprehensive [self-study](#) and a review by a faculty committee every five years. Each program must report assessment work and results, trend data, accomplishments, strengths and challenges.

At an institutional level, data are gathered and reported regularly through a variety of processes driven by constituent groups. Two administrative committees serve this function on campus. The [Essential Learning and Assessment Review Committee \(ELARC\)](#) collects and synthesizes assessment data from instructional departments and non-instructional units to gauge student accomplishment of baccalaureate (i.e. LEAP) learning outcomes. The Inclusive Excellence Committee gathers and reviews institutional data regarding progress on inclusive [excellence goals](#). Subcommittees of the SPBC gather and report data on the university's strategic planning goals. Concurrently, data are systematically gathered for reporting requirements of the University of Wisconsin System (e.g., [Accountability Report](#)), and a variety of external entities (e.g., Annual

Institutional Data Update Report, Integrated Postsecondary Education Data System).

These expanding reporting processes have made data needs comprehensive, continuous, and dynamic. The Office of [Institutional Research and Planning \(IRP\)](#) serves as a central repository for institutional data and a clearinghouse for reporting to government agencies, accrediting groups and regulators. Moreover, IRP has: gathered input from divisions, departments, units, and committees to focus data needs; established systems to aid in data collection; made data far more available to campus; added support for data interpretation to their array of services; and become active in pushing data out to the campus. All these actions and services support performance evaluation and decision-making.

### 5.D.2

Institutional processes for collecting, evaluating, and reporting on data provide a solid foundation for continuous improvement of institutional performance. The next phase of learning from data involves reviewing evidence of operational performance as a precursor to planning and goal setting. All these processes—from data collection and evaluation to planning and goal setting—occur at all institutional levels. For example, before they submit annual goals to their college, each academic department routinely reviews: departmentally- and institutionally-gathered assessment data; enrollment, retention, and graduation data; student credit hours relative to full-time equivalent instructors; course evaluations; and senior exit data.

Campus-level committees with cross-institutional membership regularly review performance-related evidence before making recommendations supportive of performance improvement in mission-critical areas like student learning (ELARC) and diversity and inclusion (Inclusive Excellence). Recommendations for academic program improvement emerge from the Audit and Review process (Graduate and Undergraduate) and extensive use of advisory boards by each of the four academic colleges and half of the academic departments and graduate programs. Ad hoc committees, too, review and digest performance data prior to planning for institutional improvement (e.g., the Student Success Committee). The SPBC is the institution's highest-level performance review and planning group, considering all facets of institutional effectiveness before setting new goals for the next SPBC cycle.

The review and planning processes described above operate on annual, biennial or five-year cycles. Review of large-scale performance data, planning, and goal setting may happen in more irregular cycles in response to UW System-wide initiatives or plans.

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- 82 Undergrad Eval Form 19-20

- 83 ELARC Website
- 84 UWW Goal 3 5-2020
- 85 UW System Accountability Dashboard 5-2020 website
- 86 UWW Institutional Research and Planning 5-2020 website

## 5.S - Criterion 5 - Summary

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The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

### Summary

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Faced with diminishing revenue from declining enrollment and the financial challenges the COVID pandemic presents, the UW-Whitewater community coalesced around administrative and operational effectiveness as a key tenet of long-term viability. UW-Whitewater continues to engage with its UW System partners in decision-making sessions convened by UWS leadership. Administrative Affairs officers built a sustainable financial model to advise rapid and responsive decision making that will carry the University forward.

To achieve a balanced budget, UW-Whitewater is focused on reducing and redirecting funds by implementing operational efficiencies and by developing new revenue sources that enhance the quality of services to students, faculty and staff. To accommodate strategic growth, UW-Whitewater provides a wide variety of infrastructures and programs to support student learning and engagement, and provides a variety of on-campus housing and programming to meet student demand.

During this unusual moment - fulfilling our mission during a global pandemic - UW-Whitewater is committed to serving our students, our communities, and our state by continuing to live the select mission of this legacy institution:

“The University of Wisconsin-Whitewater is a preeminent academic institution driven by the pursuit of knowledge, powered by a spirit of innovation, and focused on transforming lives. As part of the University of Wisconsin System, UW-Whitewater embraces the Wisconsin Idea and is an economic and cultural driver of our region. We are nationally and internationally recognized for the accomplishments of our students, faculty, staff and alumni. We are an inclusive educational community with a deep commitment to access that inspires us to serve students from diverse backgrounds, experiences, identities and abilities. We have a longstanding special mission to serve students with disabilities. As engaged global citizens, members of our community make positive contributions to the State of Wisconsin, to our nation and to the world.”

### Sources

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*There are no sources.*