

# The University of Wisconsin - Whitewater



Division of Student Affairs Annual Report  
2011 - 2012

## ‘Learning About’ While ‘Learning to Be.’

Much of formal learning includes subjects external to ourselves — mathematics, history, biology, language, physics, etc. No one would argue that a college graduate who wants to teach history should know history; that someone wanting to be an engineer should know physics; that someone wanting to be a medical doctor should know biology. ‘Learning about’ is critical. Indeed, most of our desired learning outcomes for students are cognitive — acquiring content knowledge and skill mastery.

On the other hand, ‘learning to be’ has as its domain our personhood, our character — who we are at the core of our being. ‘Learning to be’ addresses the central questions that students bring to our doors — such as, who am I, what’s my place in the world, what’s my purpose?

As a Division, we have come together in learning colloquiums to ponder questions related to ‘learning to be’: how does social class manifest itself on our campus, what is its impact on how students view themselves and how they navigate the university; how are some colleges intentionally structuring their campus environments to help students integrate multiple dimensions of self; and, how do our roles as learners and educators allow us to ‘be’ who we are authentically?

We will continue to learn about ways the student experience informs the core of our work — helping students to integrate the totality of their University experience with their lives.

Yet, ‘learning to be’ also has implications for our own growth and development — every one of us. As we work with students on the larger questions of life purpose and self understanding, we must mirror these efforts in our own lives and work. In a recent conversation with a ‘seasoned professional’ in our Division, he reflected on his own learning this past year:

*We ask students to integrate and make meaning from their college experiences, and I don’t know that I’ve personally done this enough. This is difficult work. I’ve thought about how many times I invite students to develop their personal brand — their sense of self — before they go on the job market. But what’s mine? My learning this coming year is to continue to work more fully on understanding my own sense of self. Finally, this year made me think how frequently we merely look at cognitive learning outcomes for students, and how we need to look at the affective, the emotional, the spiritual, and one’s sense of identity.*

‘Learning to be’ is difficult work because it asks that we delve deeply into ourselves. This process requires vulnerability and humility. In many organizations, vulnerability is viewed as a liability. For example, in these environments, admitting that one is unsure of how to handle a challenging personnel situation can cause a staff member to be seen as someone who ‘isn’t a good manager’ or a ‘strong leader.’ In the

Division of Student Affairs, the

opposite is true: vulnerability and humility are strengths—they signal a commitment to personal growth through honest and meaningful reflection. It promotes understanding self at a deep level. These are among the core qualities we wish to promote in students. Ultimately, ‘learning to be’ requires both student and staff engagement.

To quote Chancellor Telfer: *Our effectiveness in the roles we play on campus is as much about who we are as what we do.* Let’s continue our ‘learning about’ while ‘learning to be.’

Thomas R. Rios  
Vice Chancellor for Student Affairs

Brent L. Bilodeau  
Assistant Vice Chancellor for Student Affairs

**“Our effectiveness in the roles we play on campus is as much about who we are as what we do.”**

Chancellor Telfer

**By  
the  
Numbers**

**\$102,727**

Amount of money raised by student organizations in support of the local community.

**5,834**

Memberships in recreation sports representing 239,053 visits to facilities.

**48%**  
INCREASE IN COUNSELING APPOINTMENTS OVER THE PAST SEVEN YEARS. UHCS CONTINUES TO EXPERIENCE AN INCREASE IN STUDENT UTILIZATION OF SERVICES RELATED TO MENTAL HEALTH CONDITIONS: 234% INCREASE IN THE NUMBER OF EMERGENCY COUNSELING SESSIONS OVER PAST SEVEN YEARS; 75% INCREASE DURING THE SAME PERIOD IN THE NUMBER OF MEDICAL APPOINTMENTS (CONSULTATION AND PRESCRIPTIVE THERAPY) RELATED TO DEPRESSION AND ANXIETY.

**25,353**

Hours dedicated to co-curricular community service by students.

**700**

STUDENTS ENROLLED IN CREDIT-BEARING COURSES ON CAREER DEVELOPMENT. AMONG THE TOPICS COVERED INCLUDED CAREER MANAGEMENT SELF-ADVOCACY, JOB SEARCH STRATEGIES, TRANSLATING SKILLS AND EXPERIENCES INTO LANGUAGE EMPLOYERS UNDERSTAND, AND MORE.

**30**

Group listening sessions were conducted by Residence Life staff with residence assistants. Much of the learning translated to process changes and moving theory to practice — such as the creation of the first-ever “Wellness Building” in Fischer Hall.

**428**

CONDUCT CASES WERE BROUGHT TO THE DEAN OF STUDENTS OFFICE: 44 ACADEMIC CASES & 384 NON-ACADEMIC CASES.

**106**

Children received early care and education from our Children’s Center: 46 children from UW-W student families — 7 of these children having both parents as students on campus; 34 children from UW-W faculty and staff families; 26 children from families in the community.

**298**

Students participated in the following University governance committees: Residence Hall Conduct Board (19); Whitewater Student Government (32); Leadership Involvement Team (135); Residence Hall Association (69); Greek Governing Councils (30); SUFAC (5); and University Center Board (8).

**683**

Students registered with the Center for Students with Disabilities to receive support: Adaptive Transportation provided 6,333 rides; 1,618 individual exams were proctored; 219 students used note taking services; 256 students used alternative media; 88 student volunteers provided 1,682 hours of service to their fellow students.

**57,388**

Textbook rental transactions were conducted this year — including both checking out and returning of books. The total number of students utilizing the rental program in this time frame was 19,798: Fall (9,888), Winterim (775), and Spring (9,135).

**1,119,734**

Meals served by University Dining; \$1,369,020 deposited in Purple Points; \$928,300 deposited in Dining Dollars.

## Another Year of Impact

Throughout the Division of Student Affairs, staff contribute significantly to the learning mission of our University. On the following pages are a few examples of such contributions.



### MapWorks

By using the MAPWorks retention tool, Residence Life staff and residence assistants engaged in more than 650 one-on-one discussions with students who were identified as academically at-risk. Staff tailored discussions with students based on specific areas that MAPWorks identified as problematic for them. Examples of trouble spots included study habits, need for tutoring, suffering from homesickness, uncertainty with academic major and/or life direction, and more. During these meetings, staff provided students with information on resources, facilitated referrals, and most importantly, listened to freshmen as they adjusted to college.

Beyond staff in Residence Life, MAPWorks is utilized by New Student Seminar instructors, academic advisors, the Office of First-Year Experience, Multi-Cultural Affairs & Student Success, Zero Gravity Mentors, and the Admissions Office in conjunction with the Wisconsin-Covenant Program.



### AAC&U Recognition

The American Association of Colleges and Universities (AAC&U) recognized the University Center (UC) in its February 2012 newsletter for the UC's contributions to students' liberal learning.

Recognizing an opportunity to more deliberately connect liberal learning outcomes to its expansive student employment program, UC staff adapted the language of LEAP to students' performance evaluations, self-assessments, and in individual conversations that connected students' classroom learning with co-curricular involvements.

Through this process, UC staff bolstered their own learning by examining their interactions with students, and discovered ways to better help students 'make meaning' from the totality of their University experience. Along with the UC, University Dining Services staff examined their role beyond service providers to that of educators. The article can be found at:

[http://www.aacu.org/aacu\\_news/aacunews12/february12/feature.cfm](http://www.aacu.org/aacu_news/aacunews12/february12/feature.cfm)



### MSE-PD

Over the recent past, a trend has been observed in UW-Whitewater's Masters of Science - Professional Development (MSE-PD) program: increasing numbers of students (many who are UW-W undergraduates) expressing interest in Student Affairs.

In response to this demand, Divisional staff worked with MSE-PD administration to introduce a Higher Education Leadership Emphasis. This program of study will address the American College Personnel Association and National Association of Student Personnel Administrators joint recommendations for students' graduate study and professional development. Divisional staff will teach the following courses:

Introduction to Higher Education and Student Affairs; College Student Development: Theory, Assessment, and Application; Organizational Learning and Cultures in Educational Environments; Intercultural Learning and Development in Student Affairs; Assessment in Student Affairs; and Legal Issues in Higher Education

## Interactional Diversity

Relationships change lives.

Informal interactional diversity —meeting, interacting, and befriending others across racial, ethnic, gender, national, and socioeconomic differences — can lead to powerful learning of oneself and others.

Indeed, Astin (1993)\* demonstrates that interaction with a student's peer group becomes one of the most influential aspects of the college experience.

Consequently, much discussion and thought went into the shaping of two new positions that will assist the campus in enhancing interactional diversity — the Intergroup Relations Coordinator, and the LGBT Coordinator.

Moreover, a reconceptualization of the existing Warhawk Involvement Center places a premium on building relationships between various groups, and creating a cultural learning focus among student leaders. A particular emphasis will be on working more systematically with majority students who, as research literature demonstrates, often communicate complex feelings about race and racial issues — including pride, ignorance, anger, shame, ambivalence, and alienation.

\* Astin, A. W., (1993). What matters in college?: Four critical years revisited. Jossey-Bass: San Francisco.

## A Launch Pad to Careers

The UW-W Recreation Sports program has become grounds for equipping and propelling undergraduates into graduate education. This is happening through substantive leadership experiences that include positions such as Intramural Sports and Group Fitness Coordinators, as well as other student intern positions. Through these experiences, students have become competitively credentialed to enter renown graduate programs (while receiving graduate assistantships) throughout the country.

Most recently, Matt Schneider graduated with a degree in Marketing. However, he found his real passion in Recreation Sports and accepted a Graduate Assistant position at Florida State University (FSU) — allowing him to pursue his Sport Management Master's degree. As result of his experiences as a Building Supervisor, Intramural Sports Coordinator, and Assistant for the Wheelchair Basketball program, Matt became a highly qualified candidate for FSU.

Recreation Sports has propelled 9 undergraduate students into the field over the past 10 years. Additionally, five former students serve in full-time positions throughout the country. These success stories directly relate to undergraduate learning experiences at UW-W.

## A Bridge to Success

The Center for Students with Disabilities (CSD) conducted an in-depth look at the LEAP goal of Effective Communication as it related to departmental services and programs. CSD surveyed staff, families, faculty and students on the transitioning experiences from high school to college for disabled students, and how CSD could improve their communication to their varied stakeholder groups.

Accordingly, they developed a new student and family orientation program to begin this fall semester. One primary goal is for family members to understand the differences between high school and college, and specifically, students' need for the development of self-advocacy communication skills. Through work with and coaching by CSD staff, students can increase their ability to articulate their needs and rationale for accommodations.

On another front, CSD expanded their Summer Transition Program (STP) to accommodate 75 incoming freshmen. This four-week program is a bridge from high school to college. **The STP 2011 class had a 96% retention rate from first to second year.** The STP is a high impact practice that includes elements research literature deems critical for summer bridge programs.



The Children's Center promotes multiple forms of learning and growth through the Reggio Emilia Approach. This approach is highly child-centered, as learning occurs through self-exploration and discovery. Reggio Emilia focuses on the engagement of all families and broader communities in the child's growth and development — emphasizing the principles of respect, responsibility, and community.

This engagement has facilitated campus partnerships and enriched UW-Whitewater student learning. As examples: twelve student teams from the College of Business and Economics developed fundraising projects leading to \$5,000 in cumulative contributions to the Center; fifteen students from the College of Letters and Sciences helped children explore the Spanish language through their community service requirement; and two collaborations with the Department of Counselor Education resulted in graduate student support of child emotional development through implementing Play Therapy and a Parenting Support Group. Additionally, seventy-two undergraduates and two graduate students were employed by the Center — often in degree programs related to child development. Through Reggio Emilia, child and student learning and development were enhanced.



Through University Health and Counseling Services leadership, the Working for Whitewater's Wellness (W3) project entered its 3<sup>rd</sup> year.

This initiative is based on the work of Dan Buettner, whose research through the National Geographic Expeditions Council and the National Institute on Aging discovered communities where “the way people interacted with each other, nourished their bodies, and viewed their world impacted the quantity and quality of their lives.” Applying this to W3 required that the student's cognitive, spiritual, physical, emotional and social development be placed in a relationship context — prompting interactions with members of both campus and local communities.

Two W3 efforts are noteworthy. First, W3 secured funding for an AmeriCorps VISTA Volunteer whose focus was on diversifying community involvement.

Second, the bi-annual “Operation Beautiful” body image and self-esteem project expanded beyond campus to include the Whitewater community. Over 450 individuals attended the final Operational Beautiful event — making it the largest attendance of any similar event in the program's campus history.



Bookstore Services improved its processes and created programs to help new students transition to college. One example is a new student billing option that allows students to purchase course materials at a time when they lack the funds to pay for them. Additionally, a textbook reservation program was implemented during Plan It Purple sessions. This program bundles books for student pick up upon their arrival to campus — assuring students the correct book selections at the best available price. Also, as a student cost saving measure, a rental program was created for alternative format books and ebooks — offered at reduced prices.

On the employment front, the Bookstore applied LEAP principles to discussions and training with student employees to help connect student work to their majors and to job responsibilities and projects.

One student employee, a Graphic Design major, created a unique logo for the Bookstore in addition to numerous marketing tools.

Another student, a Convergence Journalism and Public Relations major, created a movie clip welcoming students to the Bookstore — while showing them how to navigate the Textbook Rental process.



The Dean of Students Office facilitates the Campus Assessment, Response and Evaluation Team — also known as the CARE Team. Staff from key departments meet weekly to assess and defuse potentially dangerous situations that may result from the behavior of troubled students, faculty and staff. The Team provides these individuals with the counseling and assistance they need, and serves as a “safety net” for community members who may be struggling. The CARE Team researches each incident and collaborates to determine appropriate interventions and responses — providing follow-up to these interventions throughout the year.

Additionally, Team members provide consultation to faculty and staff who are dealing with difficult situations. Topics may include mental health intervention, sexual assault survivor assistance, safety planning, withdrawal options and consultations with students. The team provides training sessions for faculty and staff on any of these topics.

This year, the team handled 154 individual cases including academic disruption, suicide attempts, threatening behavior, self-injury, serious depression and other issues — all to ensure individual wellness and a robust learning environment.



The Segregated University Fee Allocation Committee (SUFAC) is comprised of students representing UW-W colleges, Whitewater Student Government and the Residence Hall Association. SUFAC reviews budget requests from student organizations and campus departments. For the 2012-2013 academic year, SUFAC approved \$1,287,562 in allocable Student Segregated Fees. Examples of funded projects include: graduate research grants, Athletic Department activities, student organization diversity programming, and Crossman Gallery initiatives. The SUFAC student experience focuses on the development of critical thinking, problem solving, and team decision-making skills.

Several new SUFAC initiatives were implemented during the past year. These included the completion and implementation of a review process that comprehensively addressed the role of the organization, its procedures, staffing and advising model.

A plan for ongoing diversification of student membership was also implemented. For 2012—2013, the SUFAC student board is fully staffed and its composition is beginning to more aptly reflect the diversity of Whitewater’s student body.



In fall of 2011, a review team comprised of staff, students, and off-campus landlords began the process of looking at future campus housing needs by: evaluating the facility needs of Residence Life (including the future of the Wells Complex); maintaining and upgrading current buildings while addressing the accessibility needs of students; and, determining the highest quality of facilities for the optimum cost.

While the previous 2003 Master Plan called for a schedule of renovations to selected halls, the future of Wells East and Wells West Towers seemed less certain. Thus, the Potter Lawson Architectural firm was hired to assess Wells. Their report determined that renovations would have limited benefit and that our best interest would be to replace the complex with new facilities.

Consequently, the review team proposed a plan that would construct two new residence halls, and to continue renovations to low rise facilities on a planned schedule. While the work in realizing this Master Plan is ongoing, the benefits in the partnership between campus and community are innumerable.

**In Their Own Words**

I loved the RA position because it pushed me to be the person I was created to be. I have learned numerous skills while an RA such as conflict management, organization and balancing skills, and team building. I have stepped out of my comfort zone more times than I can count. My staff have pushed me to become the best and I appreciate it so much. If I really had to pick one favorite part, it would be the amazing connections I have made with my residents and staff. It is evident to me that we were created as relational beings, and we thrive on connections with people. I can only hope I have impacted residents/staff at UWW the way they impacted me. ~ student Resident Assistant

The summer program was the best decision of my life. I met friends early, learned the campus and connected with staff and services. This year I even got to present at the Opening Horizons program. ~ student from CSD's Summer Transition Program

My wife (a UWW grad) works full time at a non-profit organization with a busy and demanding travel schedule and I have been a full-time non-traditional student taking advantage of the GI Bill for the past 8 months. The ease of the children's center to work with our current situation has helped me manage my time, class schedule and of course, our tight budget. What an asset for our family to have the opportunity to have our kids be where I am also. ~ Non-traditional UWW student

I could not have been happier with my experience. I have been exposed to so much, and when I look at my UWW Whitewater diploma, I will forever think about Rec Sports and what the department has done for my career. I would not have the opportunities in front of me without James and the rest of the staff, and that should be something that not only I, but the entire department should be proud of. There were many ups and downs, but I am the person that I am today because of my five years here, and I am forever appreciative of all of the things I have had the privilege to do. ~ Recent Graduate

I was contemplating suicide a few times and the only thing that kept me going later and I'm counselor, free and absolutely loving life. She [the counselor] helped me see myself and the world in a completely different light and reminded me how strong I am as an individual. ~ Counseling Client

I love ULEAD because it gave me confidence and assurance that I could meet new friends, be involved, and succeed in school. It encouraged me to explore and define who I am. ~ ULEAD participant

As a result of serving on the Conduct Board, I am able to formulate productive questions to help enlighten myself and others about the student's situation at hand. I am able to utilize good argumentation skills developed over this year to make collective decisions. I am able to state my position and elaborate on it with quality reasoning. ~ student Member of Conduct Board

Working at the bookstore has provided me with not only a campus job, which everyone seems to want, but also with more knowledge to become a better student and employee. While working here I get to see firsthand where all of the books are located and how to find them. I have also had many opportunities to put the skills I have learned in my major to use in the real world at work. Working at the bookstore has provided me with knowledge and work experience to better prepare me for what comes after college. ~ Convergence Journalism and Public Relations Major

I have learned a lot throughout this process. I have become a better person. This whole process has made me want to work that much harder. The biggest eye opener to me was that I have to make better choices in order to be where I want to be some day. I have and will continue to take this situation head on and learn from it. I'm ready to continue to become a better person from this. Nothing can stop me and I will now work harder than ever. ~ student involved in conduct process.

UWW Dining Services focused on my academic plan and provided me with an opportunity and the tools needed to be successful. I was encouraged to explore new ideas, share my vision and implement strategies. At UWW Dining Services, I shared a purpose of continuous improvement with the company in a professional development environment. ~ student employee.

Personally, this is going to be extremely beneficial for me in my career. After graduation in May, I have a job as a financial advisor where a lot of my job will revolve around working with complete strangers and trying to develop leads. Being able to effectively communicate with people is going to be an enormous factor in the success that I will have in my job. Working in the UC with an entirely new group of people has been a blessing as I've begun to develop methods for working with new people and finding ways to effectively overcome barriers that might arise over the course of a project's completion. ~ UC student intern

Its a tremendous responsibility to allocate tens of thousands of dollars to student organizations. However, my learning through participation in the Segregated University Fee Allocation Committee (SU-FAC) gave me and my fellow committee members the confidence to make prudent (and important) financial decisions. ~ SU-FAC student member

## Division Staff

This annual report does not represent all of the Division of Student Affairs considerable achievements and contributions to our University. Below are the names of our colleagues throughout the Division.

### Residence Life

Michael Annessi  
Frank Bartlett  
Elizabeth Bartos  
Doug Behrens  
Luis Benevoglianti  
Paul Bennett  
Jerry Beschta  
Art Bice  
Brandon Blakely  
Jeremy Christianson  
Trelana Daniel  
Tonya Davis  
Jeni Douglas  
Mary Duesterbeck  
Chad Easton  
Brian Erickson  
Jeff Eysnogle  
Maria Glorioso  
Lindsay Gustin  
Kathy Harman  
Kevan Hayden  
Curt Hoffer  
Alan Hoesly  
Patti Huth  
Brian Johnston  
Alyssa Jones  
Mary Kaster  
Carie Kendrick  
Lloyd Knoepfel  
Jeffrey Kohlmeyer  
Ray Korpela  
Amanda Krier-Jenkins  
William Kuehl  
Mike Lindholm  
Kaela Lindquist  
Heather Long  
Dean Look  
Donna Lyons  
Rae Mackovic  
Frank Manthey  
Greg Marti  
Mary June Mauser  
Jim Mead  
Bruce Meisner  
Phil Merhemic  
Emily Miethke  
Sh'Nita Mitchell  
Tom Moffett  
Randy Olp  
Joel Olson

Rajen Patel  
Gary Patrick  
Krista Paul  
Ken Powers  
Patrick Prescott  
Brian Quass  
Steven Risley  
Steven Sayre  
Chuck Schroeder  
David Skelton  
Leroy Slagle  
Ellie Slowey  
Ann Smith  
Ross Sprague  
Ted Stadinger  
Whitney Supianowski  
Terrence Tumbarello  
Brenda Warren  
Sharon Wisch  
John Witte  
Bill Zwarycz

### University Health & Counseling Services

Katherine Amann  
Forrest Bright  
Karen Brueggeman  
Mary Lou Castle  
Elizabeth Champion  
Judith Ciasto  
Cindy Clark  
Sue Egan  
Elizabeth Falk  
Lois Gray  
Laura Hayne  
Whitney Henley  
Gwen Hering  
Rich Jazdzewski  
Leah Jurgens  
Michael Lenser  
Jill Mallin  
Matthew Mallin  
JoAnn Matheus  
Linda Meisner  
Cynthia Millian  
Sharon Mueller  
Stephen Naymick  
Charlene Oakley  
Germaine Olm  
Sue Powell  
Sue Robbins

Donene Rowe  
Katie Sheffield  
Ruth Swisher

### University Center

Kim Adams  
Amanda Adsit  
Kara Amundson  
Bob Barry  
Tony Brown  
John Clark  
Jennifer Clauer  
Jay Craggs  
Lynn Cunningham  
Thomas Federer  
Cheryl Gabel  
Steven Garbe  
James Goutcher  
Alan Goytowski  
Dave Halbach  
Tonia Harvel  
CynDee Hoffmann  
Rhonda Jones  
Rita Karolczak  
Ann Kraus  
Jeanne Lessard  
Wayne Lewiston  
John Mitchell  
Michael O'Connor  
Andrea Payton  
Tom Pellizzi  
Tommy Rindahl  
Katherine Shanahan  
Thomas Stanek  
Russell Stone  
Achim Tauch

### Recreation Sports and Facilities

John Betz  
Beth Bonuso  
Denise Ehren  
Linda Friel  
Gary Harms  
Jen Kaina  
Therese Kennedy  
Jeremy Lade  
Lance Leipold  
Mike Miller  
Dan Price

Ryan Quamme  
John Vodenlich

### Career & Leadership Development

Jan Bilgen  
Brian Bredeson  
Jason Brown  
Ron Buchholz  
Kim Clarksen  
Kathleen Craney  
Shedrick Daniels  
Melissa Grosso  
Chris Hollar  
Laura Jacobs  
Diane Joy  
Frank Lanko  
Eunice Lehner  
Margaret O'Leary  
JoEllen Shelton  
Sara Suter

### UW-W Dining Services

Jim Allen  
Sean Applewhite  
Frank Barnett  
Ron Braenne  
Gloria DeMoe  
Kerry Doll  
Rachel Fillebrown  
Jason Goldschmidt  
Jon Gordon  
Brenda Hinspater  
Tom Hinspater  
Nicole Kejo  
Ben Leikness  
Stephanie Mankowski  
Chris McClain  
Ross Nelezen  
Ruth Steadman  
Ann Wick

### Dean of Students

Kristen Burton  
Mary Beth Mackin  
Dan Reed

### Center for Students With Disabilities

Pam Albert  
Nancy Amacher  
Patty Beran  
Betsy Brandt  
Graciela Colin-Dealca  
Karen Fisher  
Kristin Hoffmann  
Jodi Landowski  
Eric Mueller  
Elizabeth Watson

### University Bookstore

Elizabeth Bogie  
Jane Crouch  
Elaine Hackett  
Lynn Lema  
Terri Meinel  
Jarolyn Moore  
Barbara Young

### Children's Center

Elizabeth Backes  
Shannon Frye  
Brittney Hagerty  
Ann Lamb  
Peggy Lean  
Holly McFaul  
Anna Steinke

### Office of the Vice Chancellor For Student Affairs

Brent Bilodeau  
Jeanne Rithamel  
Tom Rios