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## CRITERION ONE MISSION AND INTEGRITY

*The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.*

***Core Component 1a:*** The organization’s mission documents are clear and articulate publicly the organization’s commitments.

As part of the University of Wisconsin System (UW System), UW-L falls under the mandate of several mission statements. All articulate a mission that fosters a student-centered institution with quality faculty and staff and promotes life-long learning and the development of skills to prepare students for a variety of career paths and life in general. Working within the parameters of the mission statements, UW-L has evolved over the past decade to become a very different institution. The university is filling a new niche of comprehensive institutions whose primary missions remain undergraduate instruction but also offer select graduate programs and provide students with critical residential life experiences and the promise of a career, while integrating the university into the regional and state economy.

The mission statements are accessible through Web sites within the UW System and UW-L and are clearly communicated in the undergraduate and graduate catalogs.



### Documents Articulating Goals and Objectives

UW-L educational goals and objectives are guided by three primary documents: the UW System Mission Statement, the Core Mission Statement of the University Cluster of which UW-L is a member, and the UW-L Select Mission Statement. University goals are also articulated in internal documents that are in alignment with the stated goals. Examples of these documents include the 2004 strategic plan *Building Our Academic Community of Learning and Inquiry — A Vision for the Future*, Plan 2008: Educational Quality Through Racial and Ethnic Diversity, the UW-L 2004 Physical Development Plan, and the General Education Program.

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**UW System Mission Statement.** The following excerpts from the UW System mission statement demonstrate the vision, values, goals, and organizational priorities within which the Board of Regents oversees the UW System.

The University of Wisconsin-La Crosse shares in the mission of the University of Wisconsin System which is to develop human resources; to discover and disseminate knowledge; to extend knowledge and its application beyond the boundaries of its campuses; and to serve and stimulate society by developing in students heightened intellectual, cultural, and human sensitivities as well as scientific, professional, and technological expertise and a sense of purpose. Inherent in this broad mission are methods of instruction, research, extended education and public service designed to educate people and improve the human condition. Basic to every purpose of the system is the search for truth.

For more information, refer to <http://www.uwlax.edu/hr/mission-uwl.htm>.

**Core Mission Statement of the University Cluster.** UW-L is also guided by the Core Mission Statement of the University Cluster that states the following:

As institutions in the University Cluster of the University of Wisconsin System, the University of Wisconsin-Eau Claire, the University of Wisconsin-Green Bay, the University of Wisconsin-La Crosse, the University of Wisconsin-Oshkosh, the University of Wisconsin-Parkside, the University of Wisconsin-Platteville, the University of Wisconsin-River Falls, the University of Wisconsin-Stevens Point, the University of Wisconsin-Stout, the University of Wisconsin-Superior, and the University of Wisconsin-Whitewater share the following core mission. Within the approved differentiation stated in their select missions, each University in the Cluster shall:

- (a) Offer associate and baccalaureate degree level and selected graduate programs within the context of its approved mission statement.
- (b) Offer an environment that emphasizes teaching excellence and meets the educational and personal needs of students through effective teaching, academic advising, counseling, and through University-sponsored cultural, recreational and extracurricular programs.
- (c) Offer a core of liberal studies that supports University degrees in the arts, letters, and sciences, as well as specialized professional/technical degrees at the associate and baccalaureate level.
- (d) Offer a program of pre-professional curricular offerings consistent with the University's mission.

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- (e) Expect scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the associate and baccalaureate degree level, its selected graduate programs, and its approved mission statement.
  - (f) Promote the integration of the extension function, assist the University of Wisconsin-Extension in meeting its responsibility for statewide coordination, and encourage faculty and staff participation in outreach activity.
  - (g) Participate in interinstitutional relationships in order to maximize educational opportunity for the people of the state effectively and efficiently through the sharing of resources.
  - (h) Serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.
  - (i) Support activities designed to promote the economic development of the state.

**University of Wisconsin-La Crosse Select Mission Statement.** The following select mission statement of UW-L addresses the institution's specific goals, which complement the UW System and core mission statements.

The primary purpose of the University of Wisconsin-La Crosse is to provide education leading to baccalaureate and selected graduate degrees supplemented by appropriate research and public service activities as further detailed in the following set of goals:

- (a) The University shall emphasize excellence in educational programs and teaching.
- (b) The University shall provide a broad base of liberal education as a foundation for the intellectual, cultural, and professional development of the students.
- (c) The University shall offer undergraduate programs and degrees in the arts, letters, and sciences; health and human services; education; health, physical education, and recreation; and business administration.
- (d) The University shall offer graduate programs and degrees related to areas of emphasis and strength within the institution.
- (e) The University expects scholarly activity, including research, scholarship and creative endeavor, that supports its programs at the baccalaureate degree level, its selected graduate programs, and its special mission.
- (f) The University shall support studies related to the environment, culture, heritage, institutions, and economy of La Crosse and the surrounding Upper Mississippi Valley region.
- (g) The University shall serve as an academic and cultural center, providing service and professional expertise, and meeting the broader educational needs of the region.

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## Internal and External Constituencies

The three major mission statements that guide UW-L clearly define the internal and external constituencies served by the university. The select mission statement, however, more directly identifies UW-L's commitment to the economy and environment of the Upper Mississippi Valley region. One way UW-L has grown over the past 10 years is in its interactions with the surrounding region. In recent years, the UW System has recognized the need for a greater role in stimulating the state economy, and UW-L has assumed a leadership role in this direction. In part a product of the mission statement, this leadership role is also another indicator of UW-L's reconfiguration of a public comprehensive institution. Integrated more fully into statewide and regional conversations regarding the economy and "brain drain," UW-L's identity goes beyond the traditional one shared by most comprehensives and will be discussed further in Criterion Five.

## Supporting Documents

Several prominent linkages exist among the mission statements and a number of internal documents such as the 2004 Strategic Plan and the General Education Program goals.

**Strategic Plan.** In support of the high academic standards and learning goals outlined in the three mission statements, UW-L developed a new strategic plan, *Building Our Academic Community of Learning & Inquiry — A Vision for the Future*, which reemphasizes the importance of a quality education for students. The plan was approved as a working document in 2004. Throughout the strategic plan, reference is made to the university's commitment to "delivering high quality undergraduate and graduate programs" (see <http://www.uwlax.edu/StrategicPlanning/> and Exhibit I-B in the Appendices).

**General Education.** The General Education Program at UW-L offers a university-wide blueprint for the educated citizen including newly adopted goals (2005-06) for student learning outcomes. Students are informed of university expectations via communication of student learning outcomes directly in the classroom, on the General Education Web site, and in other publications such as the publication "General Education at UW-L — The Core of Your University Experience" (see <http://www.uwlax.edu/Records/03-05/UG-Cat/graduat.html>).

Further linkages with the mission statements can be found at the departmental and unit level (see *Resource Room I-1, Example Department and Academic Unit Mission Statements*).



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***Core Component 1b:*** In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

## **Core Mission**

As evidenced throughout its mission statement documents, UW-L clearly recognizes its responsibility to serve a diverse population of students. It is stated in the Core Mission Statement that UW-L must “serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.”

## **Strategic Plan**

The strategic plan, *Building Our Academic Community of Learning and Inquiry — A Vision for the Future*, closely aligns with the core mission statement; the plan includes several statements that underscore the importance of recognizing a diverse community of learners. In articulating the institution’s values, the plan states that “We value diversity in ourselves and in our academic programs ... We value being an academic community of learning and inquiry both locally and globally.” Further, the vision set forth for academics is one that establishes programs that are “multidisciplinary, culturally relevant, and flexible in their design in order to be accessible and responsive to a diverse community of learners.”

The strategic plan also identifies seven key areas of focus with “Diversity” being one of these key areas. Under this focus area, the plan states that “UW-L is committed to ensuring an intellectually challenging and welcoming learning environment for all members of the campus community. Students, administrators, faculty, staff, and community members learn and work in a physically and psychologically safe environment where they are valued for their similarities and differences. Differences have been recognized as valued resources for the academic, cultural, and personal development that has occurred in our country and our world; therefore, they are viewed as essential to an intellectually stimulating environment. An atmosphere that fosters the exploration of issues from multiple perspectives will be commonplace for academic exploration and growth. Because diversity is an integral part of UW-L, students graduate with a commitment to being culturally knowledgeable world citizens. This diversity vision is designed to supplement, not to duplicate or replace Plan 2008.”

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## **Plan 2008: Educational Quality through Racial and Ethnic Diversity**

Plan 2008 (*see Resource Room 1-2, Plan 2008: Educational Quality through Racial and Ethnic Diversity*) represents one of the most ambitious efforts to address the need for increasing the racial and ethnic diversity throughout the UW System. Although it is a system-wide initiative, each UW System campus works within the confines of its own Plan 2008. At UW-L, the vision statement for Plan 2008 reiterates the institution's commitment to:

Ensuring an intellectually challenging and safe learning environment for all members of the campus community. Students, faculty, and staff will learn and work in a physically and psychologically safe environment where they will be valued for their similarities and their differences. Differences will be viewed as valued resources for academic, cultural, and personal development. An atmosphere which fosters the exploration of issues from multiple perspectives will be commonplace for academic exploration and growth. Understanding of multiple perspectives will enhance intellectual stimulation and promote a sense of the real world. Diversity is central to providing and retaining a quality learning environment and sense of world community at University of Wisconsin-La Crosse. This will form the basis for the goals of Plan 2008.

The Joint Minority Affairs Committee is charged with annually reviewing progress toward the goals of Plan 2008. (The goals of Plan 2008 are discussed more specifically under "Organizational Strategies to Address Diversity" below). Ultimately, a report from the Provost's Office is submitted to the UW System for an annual review (*see Resource Room 1-3, Plan 2008 Annual Reports*).

### **Department and Unit Mission Statements**

The Institute for Racial and Ethnic Studies is an example of a program that prominently addresses diversity in its mission statement. The mission statement of the Institute states it will:

Foster an awareness and understanding of the multiracial and multicultural reality of American society. Through a systematic interdisciplinary instructional approach, the program focuses on the historic treatment and the contemporary experience of ethnic and racial minorities. The program highlights individual or group contributions by members of these groups to American society and culture. The Institute also collaborates with other units of the university to sponsor events which promote an awareness and appreciation of ethnic, racial and cultural diversity in America.

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Diversity is further addressed in the mission statements of a number of non-academic units. For example, the Pride Center articulates in its mission statement “to collaborate with the UW-La Crosse community to provide resources and educational programs that encourages the acceptance, respect and appreciation of human diversity in relation to race, gender, age, ethnicity, sexual orientation, physical capabilities, socioeconomic status, and religious affiliation or spirituality.” The value of diversity is similarly recognized by the Office of Affirmative Action and Diversity, Office of Career Services, Office of University Police, Office of Human Resources, Office of International Education, Murphy Library, and the Upward Bound Program (*see Resource Room 1-4, Non-Academic Unit Mission Statements*).

## The Role of UW-L in a Multicultural Society

“Globalization” is one of the seven key areas of focus in the strategic plan. The vision for this focus area includes the desire “to increase international participation for all students, faculty, and staff in order to help them develop as global citizens. We [UW-L] will continue and expand our commitment to excellence in international programs.” “Quality of Life” is another key area of focus; its vision states “the freedom to explore and express new ideas without repercussions is particularly crucial to our quality of life.”



## Commitment to Honor the Dignity and Worth of Individuals

UW-L’s commitment to cultivate an environment that supports all individuals complements its recognition of the value of diversity of its learners and employees. This commitment is reflected in several documents, including the System Mission statement, university supported surveys that address climate concerns, campus organizations, individual units, and the strategic plan. The variety of these documents demonstrates a university community that recognizes the importance of an environment that embraces diversity.

**Faculty/Staff Campus Climate Study.** UW-L strives to be an institution where people desire to work. The commitment to provide an environment in which the individual is valued can be found in the Faculty/Staff Campus Climate Study (*see Resource Room 1-5a, Faculty/Staff Campus Climate Survey Instrument and Resource Room 1-5b, University of Wisconsin at La Crosse Faculty/Staff Campus Climate Survey Report*). Prompted by the Chancellor’s charge to the Women’s Advisory Council, the survey was undertaken in spring 2004. By defining climate in the broadest sense, the questionnaire focused on overall inclusiveness and climate, trust and respect, campus communication, collegial

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decision-making, work/life balance, policy issues around workload, advancement, compensation, and perceptions and experiences of discrimination.

In the area of workload, the findings were not surprising in that studies of workload and work/life issues in the corporate world indicate the toll of the recent increase in workload (which is widespread in society and a by-product of increases in productivity) is both personal and job related. Workload distribution and other workload issues have been major concerns at UW-L for several years. The recent round of budget cuts has undoubtedly exacerbated a pre-existing concern. In terms of advancement, the results indicate problems related to how the institution, and the individuals within it, deal with a traditionally hierarchical workplace that endeavors to combine people from every educational level into a shared mission. In terms of the leadership findings, UW-L's longstanding system of shared governance defines the institutional culture and is an important context for understanding this response. National studies likewise indicate that highly educated labor forces are more likely to respond positively to collaboration than to hierarchy and that governance issues profoundly affect the quality of the instruction that educators are empowered to deliver to their students. A fourth area of concern (less widespread than the earlier themes) was the institution's commitment to diversity. Finally, the experiences of historically disadvantaged populations (including employees of color; lesbian, gay, bisexual and transgender employees; and employees with documented disabilities) constituted a fifth set of concerns.

Because climate was a concern in several areas and the institution needs to continue to be cognizant of its diverse campus, UW-L hired its first Campus Climate Coordinator in July 2005. The role of this coordinator is to promote and support efforts on campus that increase awareness, promote inclusion, foster dialogue, and support collaboration. For more information regarding the work of the coordinator, see <http://www.uwlax.edu/campusclimate/>.

**Student Campus Climate Study.** In addition to the faculty and staff campus climate survey, a student campus climate survey also was completed. (The university also assesses student campus climate through the National Survey of Student Engagement, discussed in more detail in Criterion Three.) The survey had two goals: (1) to measure the perceptions of the campus climate of all students, and (2) to place special emphasis on the concerns of disadvantaged groups. Several themes and concerns emerged from this survey, including retention, the university record on diversity issues, experiences of historically-disadvantaged populations, and experiences of students with significant disabilities, to name a few (see *Resource Room 1-6a, Student Campus Climate Survey Instrument and Resource Room 1-6b, University of Wisconsin at La Crosse Student Campus Climate Survey Report*).

**Campus Organizations.** UW-L has several programs and organizations that recognize the concerns of its diverse constituencies. These programs include the Self-Sufficiency Program that has a mandate to extend the availability of higher education to low-income parents by preparing them to be successful college students. Organizations that are supported by students, faculty, and staff include:

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- *Students Advocating Potential Ability (SAPA)*. This organization provides academic and social support to students with permanent or temporary disabilities, facilitates awareness of these student needs, supports the rights of all students, and resists discrimination in any form for or against people with disabilities.
  - *Individuals with Disabilities Advocacy Council (IDAC)*. This committee assesses disability-related needs, designs and promotes the implementation of accommodation procedures and other disability-related functions on campus, and promotes awareness of disability-related concerns.
  - *Black Student Unity*. This group was formed in the late 1970s to establish and promote the fellowship, education, empowerment, and positive awareness of issues concerning the survival, success, and development of Black students at UW-L.
  - *Affirmative Action and Diversity Council*. This committee is charged with fostering an inclusive, integrative, social justice approach to diversity across the entire campus.
  - *Women's Advisory Council*. In 1992, the Chancellor created this council and charged it with promoting equitable treatment of all individuals regardless of gender, sexual orientation, and physical or other challenges as they work in a safe, supportive environment.

## Affirmative Action Program

Policies that dictate expected ethical behavior of the institution are aligned with the mission statements. These policies can be found in the Affirmative Action Program — Chancellor's Statement on Equal Employment Opportunity Policy (see <http://www.uwlax.edu/AAOD/html/Policies.html>). The Affirmative Action Program is committed to ensuring equal opportunity for all faculty, academic staff, classified staff, and students. Its role is to oversee compliance with all federal and state regulations and executive orders. According to its mandate:

No person may be denied employment or related benefits or admission to the University or to any of its programs or activities, either academic or nonacademic, curricular or extracurricular, because of race, color, creed, religion, sex, marital status, age, ancestry, disability, veterans status, national origin, sexual orientation, relationship to other employees, arrest or conviction records, political affiliation, religious practice, or memberships in the national guard, state defense force or any other reserve component of the military forces of the United States or the State of Wisconsin.

UW-L's Affirmative Action Program of nondiscrimination imposes an obligation to eliminate all past and present effects of discrimination and to correct underutilization of women and minorities at all levels of employment and in all academic programs and activities within the university. Individuals

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with disabilities are protected under the appropriate laws and policies for equal opportunities. All employment policies, practices, and procedures for discrimination based on race, color, religion, sex, national origin, age, ancestry, or physical handicap are reviewed on an annual basis, and remedial actions are taken to correct such discrimination if found. The university takes responsibility to enhance every campus member's awareness of the policy and requires equal compensation or credit for comparable work and for equal opportunities for merited advancement for all faculty, academic staff, classified staff, and students. Thus, the Affirmative Action Plan and policies are conveyed to the campus community via *The Eagle Eye* and *Campus Connection*. The plan also is sent to all university administrators including all chancellor's administrative staff, deans, department chairpersons, unit directors, representatives of the Wisconsin State Employees Union, and the chairpersons of the Faculty Senate, Academic Staff Council, and Student Association. A copy of the plan (with appendices) is available at the Reserve Desk in Murphy Library and additional copies of the plan are available from the Office of Affirmative Action and Diversity.

## Organizational Strategies to Address Diversity

The Core Mission Statement of the University Cluster contains the directive to “serve the needs of women, minority, disadvantaged, disabled, and nontraditional students and seek racial and ethnic diversification of the student body and the professional faculty and staff.” Responding to this mandate, UW-L has identified several initiatives to enhance diversity.

**Strategic Plan.** Cited earlier in this chapter and discussed further in Criterion Two, the strategic plan identifies “Diversity” as one of the key areas of focus with the following goals to meet this vision:

- Build a campus culture that fosters recruitment and retention of a diverse administration, faculty, staff and students.
- Infuse diversity throughout the curriculum.
- Develop a structure for faculty and staff that includes and values diversity.
- Centralize and coordinate diversity resources and programs to optimize impact and efficiency.
- Foster the mutual expansion of diversity through reciprocal relationships between the campus and the community.

**Plan 2008.** The cornerstone of campus diversity efforts is Plan 2008. Its goals include the following:

- Goal 1: Create a campus environment that values and respects differences.
- Goal 2: Increase the number of high school graduates of color who apply, are accepted, and who enroll at UW-La Crosse.

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- Goal 3: Improve the graduation and retention rates of targeted racial/ethnic students so those rates will be comparable to the student population of the campus as a whole.
  - Goal 4: Increase the number of faculty, academic staff, classified staff, and administrators of color so that they are represented in the UW-La Crosse workforce in proportion to their current availability in relevant job pools. In addition, work to increase their availability as employees.
  - Goal 5: Foster institutional environments and development of courses that enhance learning and a respect for racial and ethnic diversity.
  - Goal 6: Encourage partnerships that build the educational pipeline by reaching children and their parents at an earlier age.
  - Goal 7: Increase the amount of financial aid available to needy students and reduce their reliance on loans.
  - Goal 8: Improve accountability of the implementation of University of Wisconsin-La Crosse's Plan 2008.

Strategies listed for each of the goals are publicized on the Office of Affirmative Action and Diversity Web site (see <http://www.uwlax.edu/AAOD/htm/Plan2008Menu.html>).

The campus, as a whole, has made limited progress towards the goals set out by Plan 2008. Committees are in place to increase the recruitment of undergraduate/graduate students of color, deal with on-going incidents of racial harassment in the residence halls, and improve the campus climate in regards to the concerns of UW-L's various populations. However, many of the action steps have yet to be implemented.

Assessment of goal achievement for Plan 2008 has been difficult. Several factors have contributed to this problem. First, legal uncertainties associated with the "Michigan Case" before the U.S. Supreme Court hampered UW System's expansion of assessment tools. Second, implementation of Plan 2008 has been mixed across campus units. This has complicated the gathering of data necessary to assess progress. Third, budgetary constraints at the System, university and college levels have diverted attention away from Plan 2008. Given these challenges, the UW-L community remains committed to the goals set forth in Plan 2008. The level of commitment shown by many of our students, alumni, staff, faculty and administrators serves to fuel a "critical mass" towards action.

**Affirmative Action and Diversity Council.** Another organizational response to address diversity is the Coordinated Diversity Strategic Plan that was developed in 2003 under the auspices of the Affirmative Action and Diversity Council. As a UW System implemented plan, Plan 2008 is specific to racial and ethnic diversity. The Coordinated Diversity Strategic Plan was designed to complement and expand upon Plan 2008. The role of the Council is to coordinate diversity planning and to create a campus climate that will enhance the university's ability to sustain its legal obligations. This coordinated plan includes the following goals:

- **Campus Climate:** a university environment that not only welcomes and respects but also normalizes without question the presence and value of groups historically disempowered within U.S. society. The goal is to normalize such groups not merely on campus as both students and employees but also in the curriculum, the community, and within the larger society. Principal components include curriculum infusion, diversity training, rewards, and community outreach.
- **Recruitment and Retention:** an infrastructure aimed both to attract and support students and staff who identify as members of historically disempowered groups. Principal components include identification of barriers, planning to reduce barriers, and building partnerships (see Tables 1-1 and 1-2).

**Table 1-1. Total Headcount Enrollment**

Fall Semester Students Enrolled	1998	2000	2002	2004	2005*	Change 1998 to 2005*
African American	86	99	78	70	72	-16%
American Indian	51	59	58	51	60	18%
Hispanic/Latino	78	101	109	119	125	60%
Southeast Asian	76	88	109	108	105	38%
Asian American	94	104	98	125	127	35%
<b>Total Students of Color</b>	<b>385</b>	<b>451</b>	<b>452</b>	<b>473</b>	<b>489</b>	<b>27%</b>
International	140	148	106	134	149	6%
White	8,765	8,534	8,192	7,894	8,171	-7%
<b>Total Headcount</b>	<b>9,290</b>	<b>9,133</b>	<b>8,750</b>	<b>8,501</b>	<b>8,809</b>	<b>-5%</b>

**Table 1-2. Retention Rates**

Fall Cohort	Students of Color		White	
	N	Rate	N	Rate
<b>2nd Year Retention at Institution Where Started</b>				
1999	80	76.2%	1,544	82.7%
2000	101	80.0%	1,501	84.5%
2001	83	78.3%	1,504	85.4%
2002	95	80.0%	1,456	84.9%
2003	94	84.0%	1,401	86.0%
2004*	92	77.2%	1,435	87.9%
<b>6 Year Graduation Rate Anywhere in the UW System</b>				
1994	75	34.6%	1,414	61.7%
1995	78	28.2%	1,643	64.5%
1996	69	40.5%	1,650	67.8%

\*Data are preliminary

Source: 2004-2005 and 2005-2006 Achieving Excellence Reports

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- **Structural Change:** the logical arrangements and processes that facilitate the implementation of the university’s diversity goals need to be addressed side-by-side with the implementation of other goals and are addressed within this plan accordingly. Principal components include adequate and accurate assessment tools, reporting structures, administrative structures, communicating and reporting structures, and review and upgrade of facilities.
  - **Ongoing Discussion:** conversations that occur within units, across the campus, and within the community on diversity issues. Principal components include: use of technology, lectures, workshops, community meetings, faculty seminars, service learning, and arts and culture events.

***Core Component 1c:* Understanding of and support for the mission pervade the organization.**

Building upon the mission statements, the 2004 strategic plan provides the critical evidence that the administration, faculty, staff, and students understand and support the organization’s mission. Key focus areas identified in the strategic plan — a product of the views of faculty, staff, and students — align with the academic standards articulated in the mission statement. The strategic plan continues to be reviewed and updated with the most recent review occurring in summer 2005 (see Exhibit 1-A in the Appendices and Criterion Two for further discussion).

***Core Component 1d:* The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.**

Governance structures promote collaborative processes by utilizing joint committee structures and task forces with wide representation. In addition, the three academic colleges support collaborative processes through the use of advisory groups that often involve members from not only the represented groups on campus, but also the greater external community.

## **Governance Groups**

University-wide governance groups include the Faculty Senate, Academic Staff Council, Student Association and Senate, and the Teacher Education Governing Council. Governance structures are consistent with State Statutes (Chapter 36.095). All of these groups have a strong collaborative component.

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## Joint Committees

Collaboration is fostered among the governance groups and administration through joint committees (described in the Introduction). The Chancellor consults with other individuals on campus to develop the charges for these committees. Membership includes representatives appointed by each of the three major governance groups (Faculty Senate, Academic Staff Council and the Student Association and Senate) as well as members of the administration (with the exception of the Legislative and Regents' Relations committee which does not include members of the administration). This structure provides the opportunity for all constituents at the university to be represented as the joint committees deliberate actions which affect the university as a whole. Within the Joint Planning and Budget Committee, for example, the work of strategic planning continues. In August 2005 this committee provided the campus with a review and update on strategic plan goals (discussed further in Criterion Two).

## Student Governance

Student Senate committees are required to have at least 50% membership from the student ranks with the remaining representation from faculty and academic staff. The Student Senate committees include Academic Affairs, Apportionment, Athletics, Cultural Affairs, and Student Services and Buildings.

## Administrative Structures

Discussed in the Introduction, the State of Wisconsin Board of Regents oversees the UW System, which in turn is responsible for the University of Wisconsin's 11 two-year colleges, 11 comprehensive universities, and the two doctoral universities, UW-Milwaukee and UW-Madison. This centralized UW System structure has not changed since 1972. However, the internal administrative structures at UW-L have undergone several reorganizations. In fall 1999, the Board of Regents officially approved the name change for the reorganized College of Health, Physical Education, Recreation and Teacher Education (HPERTE), which included the School of Education. Partly to better reflect teacher education in the college, the name was changed again in fall 2003 to the College of Education, Exercise and Sport Science, Health and Recreation (EESHR). This administrative structure remained in place until spring 2005 when the university was forced to impose major budget reductions for the 2005-07 biennium (see discussion of budget reductions in Criterion Two).

During this period, two positions were vacant, the Dean of EESHR and the newly created Director of Enrollment Services. Because the budget reductions were substantial, the Dean of EESHR position was eliminated and responsibilities of the Director of Enrollment Services were absorbed by personnel

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within a newly created unit of Enrollment Services. As a result, the dean search for the College of EESHR was closed and an Associate Dean position in EESHR was eliminated. The departments in the College of EESHR were reassigned to the College of Liberal Studies and the College of Science and Allied Health, which was renamed the College of Science and Health to better reflect the new composition. Primary elements of this reorganization were: (1) reassignment of the School of Education to the College of Liberal Studies (CLS), and (2) reassignment of health-related fields and recreation management and therapeutic recreation to the College of Science and Allied Health (SAH). It is noteworthy that there had been four unsuccessful searches for the Dean of HPERTE/EESHR. This lack of success may be, at least in part, due to the complexity of the college structure.

The newly created unit of Enrollment Services includes the offices of Recruitment and Admissions, Academic Advising, Career Services, Financial Aid, and Records and Registration. The unit is led by an Executive Director/Registrar who reports to the Provost. It retains the directors of the Career Services Office and Academic Advising Center, but eliminates the directors of Admissions and Financial Aid. The director of Career Services reports to the Executive Director. The director of the Academic Advising Center meets with the division, but reports to the Provost. The organizational structure is designed to provide a system of services for students beginning with developing relationships that provide a foundation for successful recruitment and culminating with supporting students in reaching their academic and career goals. Key goals of the reorganization are to enhance web-based services and use resources as efficiently as possible.

During the period when the budget reductions were being considered, the Faculty Senate approved a motion recommending that funding for the position of Dean of the College of EESHR not be included as an item in the 2005-07 budget reduction. The Senate also recommended that the university vigorously pursue hiring a dean for the college. The Chancellor responded that both Deans (CLS and SAH) were working closely with the departments and individuals affected by the elimination of the College of EESHR and expected a seamless transition. After these interactions, the Faculty Senate created an ad hoc committee to investigate the implications of the elimination of the administration of the College of EESHR on faculty and academic programs. The Faculty Senate was working under the guidelines of the Faculty Senate policy on university reorganization. However, the budget reduction process and reorganization continued, and the Dean and Associate Dean of EESHR positions, as well as the Director of the School of Education, were included in the budget reduction plan. The duties and responsibilities of the Director of Education would be assumed by the Dean of CLS.

In May 2005, UW-L senior administrators met with the State Superintendent of the Department of Public Instruction (also a member of the Board of Regents) to discuss concerns related to the reassignment of the School of Education and the remediation plan<sup>1</sup>, as the remediation plan included a

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<sup>1</sup>The remediation plan was developed to respond to DPI and NCATE concerns identified during a site visit in the fall 2003.

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full-time Director of School of Education. The Superintendent stated that if UW-L arranged to have a single individual identified as the full-time Director of the School of Education, who would be an Associate Dean and report to the Dean of College of Liberal Studies, then budget reduction actions related to this issue would be deemed reasonable and acceptable under the remediation plan. As a result, a search for the position of Director of the School of Education is underway during the 2005-06 academic year.

In June 2005, the Board of Regents approved UW-L's reorganization. With Board approval, UW-L currently has three academic colleges, i.e., College of Business Administration, College of Science and Health, and College of Liberal Studies. Another division is the Office of Student Development and Academic Services, which is non-instructional. Since 1996, this division has changed in that Intercollegiate Athletics has been added, and the four areas under the new Division of Enrollment Services have been reassigned. The Director of Enrollment Services reports directly to the Provost.

Finally, an earlier cost-saving measure was implemented in spring 2002 when the positions of Assistant Chancellor for Administration Services and the Assistant Chancellor for Planning and Budget were merged into one and reconfigured as the Vice Chancellor for Administration and Finance. The Chief Budget Office assumed the position and reports directly to the Chancellor. For a more complete explanation of the university's administrative structures, see the organizational chart (see Figure 1-1).

## **College Advisory Committees**

College Advisory Committees, whether for internal or external constituencies, also exist to facilitate the operation of the university. Internal committees include college curriculum committees, by-laws committees, summer school committees, and sabbatical committees. The College of Business Administration-Silver Eagles and the School of Education's Teacher Education Governing Council are examples of committees serving external and internal constituencies

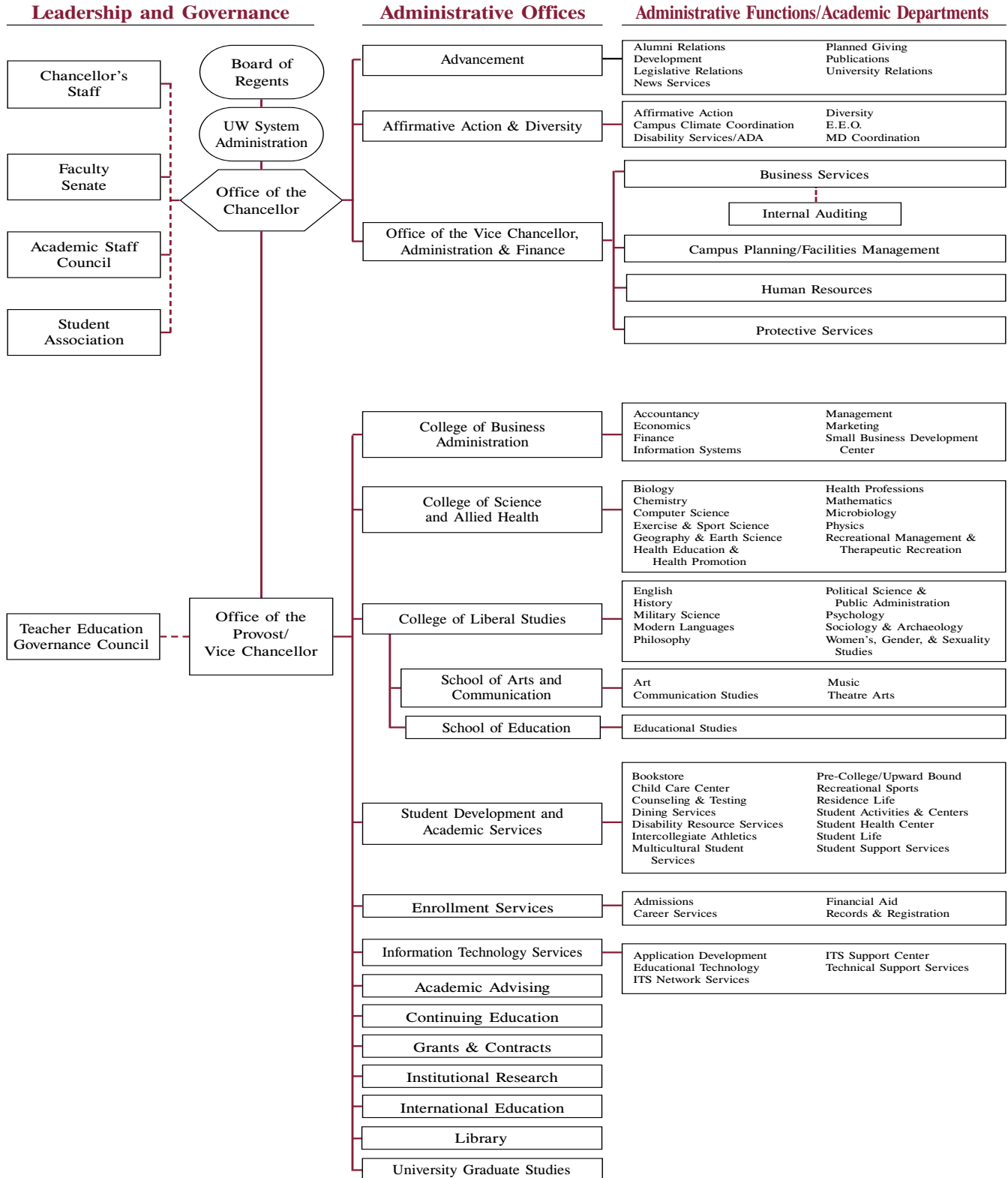
## **External Collaborations**

In serving its external constituencies and realizing a growing interest in health professions, UW-L is a partner in the unique collaboration that occurs with the La Crosse Medical Health Science Consortium. The Consortium is composed of five partners — UW-L, Franciscan Skemp Healthcare/Mayo Health System, Gundersen Lutheran Medical Center, Western Wisconsin Technical College, and Viterbo University. This consortium was formed in 1993 to serve a multi-county area in Western Wisconsin, Northeastern Iowa, and Southeastern Minnesota. The consortium was originally created in response to projected health care and workforce shortages, however, it also facilitates improvements in

Figure 1-1.

UNIVERSITY OF WISCONSIN-LA CROSSE

# Organizational Chart *(updated August 11, 2005)*



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regional health and supports medically related disciplines. A major outcome of the Consortium was the funding and construction of the \$27.1 million Health Science Center, which was completed in 2000.

The university mission statement also includes Teacher Education. The School of Education has been a model of collaborative activities with school districts in the region. Particularly noteworthy are the newly established Professional Development Schools (PDSs). The PDSs encourage and support teacher exchanges whereby La Crosse School District faculty teach university courses on campus for a semester, while university faculty teach in the school district. An outcome of the PDS is to provide an additional early clinical placement for students in Teacher Education programs. This collaborative approach has been supported by the administrative leadership at UW-L and the school district and has proven to be an invaluable experience for students.

## **Evaluation of Structures and Processes**

UW-L evaluates structures and processes on a continuous basis to increase effectiveness and efficiency and to ensure appropriate alignment of academic programs and services throughout the organization. One example is the Positioning Task Force that was created by the Provost in summer 2003 to develop recommendations regarding the positioning of the university for potential structural reorganization changes. The task force was comprised of faculty and administrators who developed recommendations to meet the outcomes outlined by the Provost (*see Resource Room 1-7, Positioning Task Force Final Report*).

## **Curriculum Oversight**

Through its committee structures, UW-L develops and implements policies that ensure curriculum oversight and integrity. For example, the Committee on Academic Policies and Standards (CAPS) shares responsibility with the Undergraduate and Graduate Curriculum Committees (UCC and GCC) and the Graduate Council for coherent curriculum and the integrity of the academic process at the university.

## **Communication**

Effective communication among the various internal and external constituencies occurs through the *Campus Connection* (a weekly campus newsletter sent to all employees), the *Racquet* (student newspaper), e-mail distribution lists, and external communication vehicles such as newsletters from colleges, departments, and/or programs. These communication instruments facilitate governance processes and activities.

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### ***Core Component 1e: The organization upholds and protects its integrity.***

The integrity of the university is fostered by its well-established policies and procedures that are utilized by students, faculty, staff, and external constituents. Many of the policies that will be referenced in this document are required by state law or were established by the UW System and amended by UW-L. Most policies and procedures are continuously reviewed and updated and are easily accessible via university Web pages.

### **Fiscal Oversight**

In practicing legal and fiscal responsibility, UW-L, under the auspices of the UW System, undergoes an annual legislative audit. The UW System Financial and Administrative Policy states that “financial control must be sufficient to maintain the integrity of the System’s legal, budget, and reporting requirements.”

### **Student Conduct, Resources, and Guidelines for Campus Life**

UW-L has implemented clear and fair policies regarding the rights and responsibilities of each of its internal constituencies. Several policy documents specifically address students. In 1998, students instituted the Student Honor Code, which appears in the university catalogs and is read to students, parents, spouses, and partners at the new student convocation every fall. It states:

We, the students of UW-La Crosse, believe that academic honesty and integrity are fundamental to the mission of higher education. We, as students, are responsible for the honest completion and representation of our work and respect for others’ academic endeavors. We, as students and responsible citizens of the city of La Crosse, will aim to uphold the integrity of the University throughout the La Crosse community. It is our individual responsibility as students to uphold these ethical standards and to respect the character of the individuals and the university.

The UW-L student handbook entitled *The Eagle Eye* outlines in detail the rights, privileges, and responsibilities of students as members of the university community. *The Eagle Eye* is an important resource for all students and faculty. This publication contains the rules and regulations that define appropriate student conduct, states processes and procedures related to behaviors that are irresponsible and inappropriate, outlines rights and procedures for grievances, reports information reflecting campus

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crime statistics, and gives information and resources compiled by the university in compliance with the Drug Free Campus and Communities Act. For more specifics, see <http://www.uwlax.edu/Records/03-05/UG-Cat/regulat.html>.

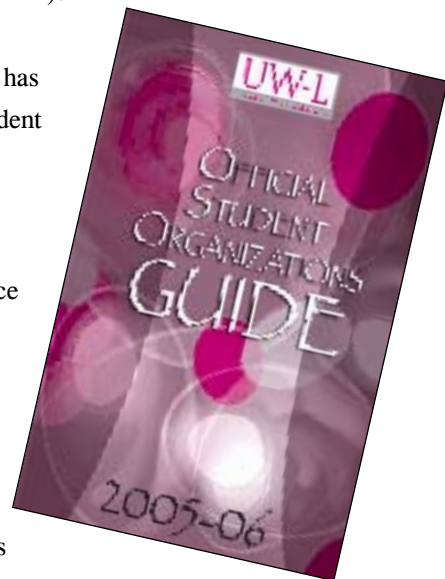
**Oversight of Student Resources.** The university provides students with a number of printed publications articulating a wealth of student resources. These include:

- The Office of Residence Life at UW-L has developed a Res Life Handbook that contains general information as well as local policies relating to living in campus residential facilities.
- UW-L has also adopted the Association of Colleges and Universities Housing Officers - International Statement of Residents' Rights and Responsibilities Handbook (<http://www.uwlax.edu/ResLife/ResLifeHandbook.pdf>).
- The UW-L Counseling and Testing Center abides by State statutes regarding confidentiality through its Confidentiality Policy (<http://www.uwlax.edu/counseling/htm/confidentiality.htm>).
- The Office of Career Services informs students of their ethical rights and responsibilities as a job seeker (<http://www.uwlax.edu/careerservices/TIER2/students.htm>).
- A Faculty Guide to Ethical and Legal Standards in Student Hiring also is used (<http://www.uwlax.edu/careerservices/TIER2/FACULTY.HTM>).

**Student Organization Guidelines.** The Student Association has adopted a policy on standards and procedures for recognized student organizations at UW-L (Spring, 1995). This policy includes procedures for registration, conduct, and discipline. The policy acknowledges the need to preserve the orderly processes of the university with regard to its teaching, research, and public service mission, as well as the need to observe the procedural and substantive rights of students and recognized student organizations. For more information, see <http://www.uwlax.edu/StudentLife/sorg.html>.

**Student Athlete Conduct.** Student athletes enrolled at UW-L must reflect the high standards of honesty and integrity as set by the National Collegiate Athletic Association (NCAA) for the conduct of intercollegiate athletics. The UW-L Athletics Program Mission Statement and the Student Athlete Bill of Rights can be found at <http://www.uwlax.edu/StudentLife/athlet.html>.

**Student Recruitment, Admission, and Retention.** The faculty, through the Committee on Academic Policies and Standards (CAPS), is responsible for University policies and standards for the recruitment, admission, and retention of undergraduate students. The Graduate Council has similar



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responsibilities for graduate students. Prospective students are informed of the policies in the undergraduate and graduate catalogs (see <http://www.uwlax.edu/Records/03-05/UG-Cat/admiss.html>).

**Student Employment.** The Career Services Office requests that employers adhere to the National Association of Colleges and Employers Professional Code of Ethics. This code is posted on the Career Services Employer Web page (<http://www.uwlax.edu/careerservices/TIER2/employers.htm>).



**Student Grievances.** The UW-L administration and the Board of Regents recognize the importance of providing a prompt and efficient procedure for fair and equitable resolution of student complaints or grievances alleging discrimination on the basis of the student's race, color, creed, religion, sex, national origin, disability, ancestry, age, sexual orientation, pregnancy, marital status, or parental status. Accordingly, students are encouraged to use the grievance appeal procedure without fear of prejudice or reprisal for initiating a complaint or grievance or for participating in its settlement. The Student Grievance Policy can be found at <http://www.uwlax.edu/StudentLife/polics.html#sgp>.

A Student Academic Non-Grade Appeals appeal process was created to enable students to initiate and resolve complaints regarding faculty and staff behavior. The appeal process can be found at <http://www.uwlax.edu/StudentLife/polics.html#sanga>.

**Grade Appeals.** All departments must establish policies and procedures that enable students to appeal final grades. These policies and procedures must outline the progression of a formal appeal and specify who, if anyone, is empowered to change a final grade. All appeals for a final grade change must be initiated in writing through the department in question during the semester immediately following the semester in which the grade was earned. A copy of each department's policies and procedures must be filed in the office of the appropriate dean.

**Anti-Hazing Policy.** Student organizations have established an Anti-Hazing Policy and assert unequivocally their opposition to hazing and pre-initiation activities that do not contribute to the positive development and welfare of organization members. Information on the policy can be found at <http://www.uwlax.edu/StudentLife/polics.html#ahp>.

**Future Student Needs.** *The Eagle Eye* is reviewed and updated annually to reflect the current needs of students. One area of concern currently being addressed is accurate reporting of sexual assaults. For example, some students are afraid for their safety should they report a sexual assault; therefore, not all sexual assaults are reported. In response to this concern, the position of Student Sexual Assault Advocate was created, and a tutorial is being developed for faculty and staff on how to report suspected sexual assaults. For more specifics, see <http://www.uwlax.edu/StudentLife/sa.html> (see Table 1-3).

**Table 1-3. Reported Crimes on Campus 1996-2004**

	1996	1997	1998	1999	2000	2001	2002	2003	2004
<b>Violent Crimes</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>
Murder									
Forcible Rape							1		1
Robbery									
Aggravated Assault	2	4			1				
<b>Property Crimes</b>	<b>124</b>	<b>122</b>	<b>73</b>	<b>42</b>	<b>101</b>	<b>69</b>	<b>63</b>	<b>55</b>	<b>49</b>
Burglary	11	14	15	13	10	7	8	3	5
Theft	113	108	58	28	90	62	53	51	43
Motor Vehicle Theft					1		2	1	1
Arson				1					
<b>Alcohol / Drugs</b>	<b>55</b>	<b>86</b>	<b>146</b>	<b>131</b>	<b>191</b>	<b>194</b>	<b>318</b>	<b>249</b>	<b>258</b>
Underage Drinking	55	77	141	128	178	180	307	228	239
Drug Violations		9	5	3	13	14	11	21	19

Source: UW-L Protective Services

## Employee Resources

Comprehensive information on campus policies, practices, and procedures is located on the Human Resource (HR) Web site and it links to other resources. The HR Web site (<http://www.uwlax.edu/hr/>) is currently under review for revision and updating. The current Web site provides information for employees and their families, potential employees, supervisors, and the campus in general. For example, policies insuring the integrity of a faculty, staff or administrative search can be found at the following:

- <http://www.uwlax.edu/hr/fac.recruit.html>
- <http://www.uwlax.edu/hr/acst.recruit.html>
- [http://www.uwlax.edu/hr/classified\\_recruitment\\_materials.htm](http://www.uwlax.edu/hr/classified_recruitment_materials.htm)

Once employed, faculty and staff are protected by the following personnel rules and procedures that can be found at the following Web sites:

- Faculty Personnel Rules ([http://www.uwlax.edu/hr/facperrut3\\_8.html](http://www.uwlax.edu/hr/facperrut3_8.html))
- Academic Staff Personnel Rules ([http://www.uwlax.edu/hr/Asperrult8\\_13.html](http://www.uwlax.edu/hr/Asperrult8_13.html))
- Classified Work Rules and Information (<http://www.uwlax.edu/hr/clapp.html> and <http://www.uwlax.edu/hr/Clwkrul.html>)

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In addition, links on campus Web sites connect to other related resources, such as the UW System Unclassified Personnel Guidelines (<http://www.uwsa.edu/hr/upgs/upg.htm>), Redbook (<http://www.uwsa.edu/budplan/redbook/>) that contains budget information for the UW System, and Employee Trust Funds ([etf.wi.gov/](http://etf.wi.gov/)) that provides information on benefits and other programs offered.

## **Affirmative Action Policies**

The Office of Affirmative Action and Diversity has established policies aligned with its mission to foster and support a campus environment that is diverse and free of discrimination and harassment. The following policy documents can be found at <http://www.uwlax.edu/AAOD>: Policies on Individuals with Disabilities, Sexual Harassment Policies and Procedures, Affirmative Action Student Grievance Policy, and Domestic Partner Policy.

## **Oversight of Information Technology Services (ITS)**

ITS is responsible for university-wide technology policies. The Policy on Use of University Information Technology Resources, the Policy on the Responsible Use of Computing and Communications Resources, the UW-La Crosse Web Accessibility Policy Computer Security Policy, VPN Use Policy, and Wireless Network Policy can be found at the following Web sites:

- <http://www.uwlax.edu/its/html/policies.htm>
- <http://www.uwlax.edu/policies/itresources.html>
- <http://www.uwlax.edu/careerservices/TIER2/employers.htm>

## **Conclusion**

In conclusion, the university operates with integrity to serve the needs of students and insure that faculty and staff work within an environment that observes ethical and fair standards. It is clear, however, that the role of the university has continually evolved since 1996. While there is no consensus (either nationally or internally) regarding the role of a public, regional, comprehensive university, campus constituencies agree that UW-L mission statements do not explicitly reflect the reality of the contemporary institution of higher education. Thus, the self-study process comes at an opportune time as it prompts informed discussion that engages campus constituencies in national conversations about the changing role of higher education.

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## Recommendations

Building upon the highlights articulated in the Introduction, which reveal UW-L as an expanding and evolving institution, the primary recommendation for this criterion is to revisit the select mission statement. Although the mission statement is broad enough to capture the general essence of UW-L, the language is static and does not convey the dynamic nature of this evolving institution. Further, the current mission statement brands UW-L as a small, regional university while in reality the institution has significantly expanded its focus. Another compelling reason to revise the mission statement is to reflect the university's values and goals and its continuous improvements toward a truly student-centered organization that values student learning and diversity. The current mission statement discusses teaching but omits learning and learning outcomes.

Any discussion regarding the mission statement should present an opportunity for campus-wide involvement. The revisions process should be aligned with the strategic planning process as UW-L strives to streamline the processes that will lead to more effective decision making. The ultimate goal, however, is for a spirited, rich dialogue among all campus constituencies regarding the evolution of the public, comprehensive university, and more specifically, UW-L's place in the discussion.