

UNIVERSITY of WISCONSIN - EAU CLAIRE



## TRANSFORMING *our* FUTURE

[ CENTENNIAL PLAN | 2008-2016 ]



【 A SHARED VISION 】

FOREWORD



To the University of Wisconsin-Eau Claire Community,

When I arrived in Eau Claire as Chancellor in 2006 it was with the express intent to help the University create a strategic vision for our future. I said then that our vision would be a shared one, created together, involving everyone.

Since then hundreds of individuals from our campus and regional community have come together to develop this plan and the exciting new ideas it represents. Together we have articulated a vision that is bold, ambitious and entirely in keeping with our long tradition of excellence and achievement.

I thank the University Planning Committee for its leadership in shepherding our planning process. I am eager to begin working immediately with faculty, staff, students and friends to make our vision and goals a reality.

Brian Levin-Stankevich  
Chancellor

## MESSAGE FROM THE UNIVERSITY PLANNING COMMITTEE

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### From the University Planning Committee

This strategic plan describes an ambitious vision for the University of Wisconsin-Eau Claire's future and a pathway for its implementation. It is a collaborative document that paints a picture of the university we hope to be — a stronger, more innovative, more diverse institution, better able to serve our students and our public, and to prepare them for a rapidly changing world community.

We know a story about a visitor to a university much like UW-Eau Claire. With a copy of the university's strategic plan in hand, she walked the campus, talking to faculty and staff and asking one question: "Who is responsible for implementing this plan?" Everyone she asked gave her the same reply: "I am."

Like that visitor, the University Planning Committee is impressed by the broad ownership expressed for this vision. We have been overwhelmed by the dedication, creativity, and energy the UW-Eau Claire community committed to its development. While not all ideas specifically appear in this final plan, all of them together have imbued it with a collective spirit of dedicated optimism. We are confident that we listened for, heard, and thoughtfully considered every idea that arose. And because of them all, we believe this vision provides us with a dynamic and exciting opportunity to distinguish UW-Eau Claire and its students for many years to come.

So we thank everyone in the UW-Eau Claire campus community for this vision. Who is responsible for this strategic plan? You are. We are. Every one of us.

Andy Nelson	Kristine Retherford	Tom Hilton
Bob Hooper	Marilyn Skrivseth	Sheila Smith
Jeanne Skoug	Marty Wood	MJ Brukardt

May, 2008

# TRANSFORMING *our* FUTURE

CENTENNIAL PLAN | 2008-2016

At the center of the University of Wisconsin-Eau Claire's seal is the image of the Council Oak, a tree that served for many years as a gathering place — first for the Native Americans whose tribal councils gave it its name, and later for the faculty, staff, and students who studied under its branches. The oak also is a fitting image for our planning effort, which has drawn together hundreds of UW-Eau Claire faculty and instructional academic staff members, administrative and professional academic staff, classified staff and LTE employees, students, alumni, and university friends to talk about the future of the university. What do we want this great institution to be years from now? What will we change? What must we preserve? What is the vision we can all work toward?

A guide for answering these questions begins on the following pages. As important as this plan is, however — and it is a critical tool to identify our priorities, align our budget, and set our benchmark measures for success — it is really just a philosophical framework for a much more comprehensive vision of our future. That vision lives in our individual and collective imaginations, everyone who helped to create this plan and all those who will make the critical decisions to manifest its principles in deliberate action. Only in our collective commitment will we bring this plan alive and engage the energies of our campus community.



And so we start this strategic plan,  
not with a chart or environmental scan,  
but with a picture. A picture of possibilities ...

We will be the premier undergraduate learning community in the Upper Midwest, noted for rigorous, integrated, globally infused, undergraduate liberal education, and distinctive, select graduate programs.

## *our* VISION

**It is 2016,** the centennial anniversary of the founding of the University of Wisconsin-Eau Claire. We have preserved all that is the best of a tremendous heritage:

- A singular focus on our students and their success.
- A sense of collegiality and mutual respect among faculty and staff.
- Opportunities for real-world learning through undergraduate and graduate research, internships, service learning, and practica.
- A commitment to a rigorous liberal education that is foundational to professional and career success.
- A spirit of optimism and confidence as we thrive among the nation's best institutions of learning.

Much has changed in eight short years. Along with our traditional commitment to undergraduate excellence, we have found creative ways to advance new graduate and applied doctoral programs. Even with a slightly greater overall enrollment, our student-faculty ratio is better than ever. We have taken great strides in creating a multicultural learning community that welcomes, supports, and integrates diverse students, faculty, and staff. Signs written in a score of different languages help the hundreds of international students on campus feel at home — and inspire local students to be more globally connected. Scholarships and innovative partnerships help enable most of our students to study internationally or in multicultural settings in the United States. Faculty and academic staff pursue teaching, scholarship, research, and performing opportunities around the world.

Walk the campus and you'll meet students of all ages and backgrounds, drawn here by our reputation as Wisconsin's top university for undergraduate liberal education. Peer into some of the

newly remodeled classrooms and you'll find cross-disciplinary teams of faculty and staff members exploring global issues with energized learners from around the world. In one room, an anthropology class is video-conferencing with geology and biology students doing field research in the Amazon basin. In another room, a mixed group of traditional-age and returning-adult students presents their research results from a community-based economic development internship. Talk to students about their courses and they will show you their personal online portfolios — projects, performances, research posters, and leadership activities — collective evidence of their mastery of our learning goals and of their learning plans.

Enter the new, light-filled Student Union — it just won a national award for green building — and what first hits your senses is the enticing aroma of lunchtime at the Union: a range of ethnic and healthy local creations that celebrates the increasing diversity of faculty, staff, and students, and supports local farmers. Banners and other artwork vibrantly reflect the creativity of our students and the diversity of our world.

Down a hallway, you'll find university employees celebrating a recent award for our reinvigorated baccalaureate program. It's just been profiled in the Chronicle of Higher Education as "a national model of transformative learning for the 21st century." Across the hall, a group of deans, faculty, and students reviews feasibility data for a new graduate program that will help meet the growing demands of health care in the region. A poster in the hallway announces a luncheon to celebrate current research and scholarship. A monthly gathering of faculty and instructional academic staff interested in new pedagogy includes students who share ideas on learning at a distance. Nearby, an "oasis" for non-traditional students includes a supervised play area for children, a computer lab, and information on everything from financial aid to study-abroad opportunities for students with families.

You leave the Union beneath a banner proclaiming the completion of the UW-Eau Claire Foundation's Centennial Campaign. Outside, you board an accessible shuttle bus headed downtown, passing the new academic building where Brewer Hall used to stand. It houses academic space and also serves as a "gateway" to campus, providing convenient access to student services and information for visitors, potential students, and community members.

Soon the shuttle arrives in downtown Eau Claire where opportunities abound for students, professionals, and community learners who want to connect to the university. Continuing Education's expanded facilities connect to the new convention center, offering classroom and flexible meeting spaces as well as evening and weekend programming. Several academic institutes and centers in the downtown and beyond serve community needs and provide opportunities for faculty and students to do applied research, internships, and service learning. Near the river, the city has just broken ground for the UW-Eau Claire/City of Eau Claire

regional performing arts and entertainment center, a joint project that includes residences for art, music, and theater learning communities as well as commercial retail outlets. The new center is expected to bring millions of dollars in jobs and revenue to the region and solidify the city's dominant role as a regional cultural center and magnet for the creative arts.

On the corner, the latest edition of the Eau Claire *Leader-Telegram* features an article headlined "Future State Leaders," profiling the state's top 20 most influential individuals under the age of 40, five of whom are UW-Eau Claire graduates: an entrepreneur, a concert pianist, an international funds manager, a philanthropist, and a nationally known health researcher. Each mentions a favorite faculty or staff member. "UW-Eau Claire challenged me and changed me forever," says one alumna.

Following the river, you pause on the covered footbridge for a comprehensive view of Wisconsin's most beautiful campus. It is easy to see why student applications are up 15 percent, and how retention improves year after year. In

recent years we've added to our list of Rhodes scholars and doubled the number of graduate students we serve. Applications for faculty and staff positions are higher than ever and hires of people of color have tripled. Employers from Eau Claire to Madison and Seattle to Miami vie for UW-Eau Claire graduates, and U.S. News and World Report just named UW-Eau Claire among its "best universities for a global future." Just as we dreamed eight years earlier, we are the first-choice public comprehensive liberal-education university in the Upper Midwest, and have become a hub for graduate programs serving our region.

As it enters its second century, this institution has become the model campus community, working together to serve our students and transform the future.





PLAN. CONNECT. EXPLORE.



# *the* STRATEGIC PLAN 2008-2016

## MAKING OUR VISION POSSIBLE: OUR VALUES

Providing a premier undergraduate learning experience and distinctive graduate offerings will be our highest priorities; our resources will be aligned in service to these goals. To that same end, we also will attend to the culture in which we work and to the values that enrich our vision.

To achieve the goals described on the following pages, we will build on a heritage that includes a commitment to students, experiential learning, excellence, collegiality, and meaningful service. These strengths are empowered by four values of diversity and inclusiveness, stewardship and sustainability, innovation and continuous improvement, and leadership.

### Diversity and Inclusiveness

A commitment to diversity and inclusiveness is a value that strengthens and enriches our university and suffuses all activities on campus. Its meaning is broad, encompassing all facets of human diversity. It applies equally to employees in every category and to students of every description. Its impact is comprehensive, as we strive to create an environment of equity in opportunity for all students, employees, and visitors, and to enhance our existing reputation for broad intellectual inquiry and collegiality.

Diversity and inclusiveness will be a defining characteristic of all our actions in support of our learning and resource goals. Purposeful learning is served by curriculum and pedagogy that expand our students' knowledge of multiple perspectives and ideas. Connected learning includes creating an environment in which students learn with and from people who are different from themselves. Global learning prepares them to be at home in an international and multicultural world.

Our university resources, in turn — especially our human and physical resources — are enriched as we strive to create a university truly diverse in makeup and inclusive in spirit. These values will inform our recruitment of students, faculty and instructional academic staff members, administrative and professional academic staff, classified staff, and LTE employees, as well as the design and implementation of curricular and co-curricular programs. We will create an environment in which prejudicial assumptions and disabling stereotypes have no place and where equity is affirmed for all.

A diverse and inclusive campus strengthens our institutional capacity to meet both the challenges and opportunities of an interdependent world with richer creativity, ideas, and knowledge.

## *the* CENTENNIAL PLAN 2008-2016

### OUR VALUES

Diversity and Inclusiveness

Stewardship and Sustainability

Innovation and  
Continuous Improvement

Leadership

### FOUNDATIONAL GOAL: TRANSFORM LEARNING

1. Foster purposeful learning
2. Promote connected learning
3. Accelerate global learning

### FOUNDATIONAL GOAL: TRANSFORM THE UNIVERSITY

4. Nurture human resources
5. Amplify financial resources
6. Focus programmatic resources
7. Steward physical resources

## Stewardship and Sustainability

Stewardship is the value that prompts us to safeguard the things that matter most. This means, first and foremost, preserving our human and natural relationships: how we relate to our students and to their futures; to our colleagues, the faculty and staff of our university; and to this campus and our sense of place — how we interact with our planet and its resources. Stewardship also entails making prudent choices about all our resources — human, physical, and financial. When we view this value in its most profound sense, we see how a commitment to sustainability must pervade everything we do.

Stewardship of our students' education means that their success guides everything we do. So we create a rigorous learning experience and program array that help prepare them for the future — but we also foster a supportive environment in which they can thrive and be transformed. We challenge and support. In a context of challenging expectations, our goal is to model the habits of mutual respect, civility, and care we want our students to emulate as citizens of the world.

Our commitment to stewardship also is reflected in the ways in which we collectively and individually support all the people who make up our campus community. This evolving task will require a review of campus policies, procedures, and structures to identify practices that support a climate of collegiality and mutual support, an effective and efficient use of our time and energies, and a workplace that facilitates personal health, personal growth, professional development, and equity.

As financial stewards we must be efficient and strategic, focusing inevitably limited resources in ways that best advance our vision and goals. This custodial approach helps us meet our obligation as a public institution to contribute in meaningful ways to the vibrancy of our region and state through our service, volunteerism, and applied research efforts.

And finally, as stewards of place, and while meeting all of these obligations, we can positively enhance our environment by optimizing our facilities, our energy use, and our creation of green spaces. We have an opportunity to model sustainable practices, pilot innovative

approaches to resource use, and work with our community to create solutions to environmental challenges.

## Innovation and Continuous Improvement

To reach our ambitious goals — transforming learning and transforming our university in support of that learning — we need to reach beyond the status quo. Within the funding constraints of a public comprehensive university, we must develop innovative approaches to staffing, pedagogy, programs, curriculum, and governance. And these new approaches must be designed to enable continuous improvement.

To encourage a spirit of innovation that inspires faculty and staff, as well as our departments and units, we will identify, support, and celebrate those new ideas that advance our vision for transformative learning. We will give each other the encouragement and means to explore new solutions, try alternative practices, and even to fail, sometimes, on our way to success.

Innovation is a value — and a challenge. We want to spark the collective imagination to find creative solutions to such challenges as staffing flexibility, discretionary funding, and the building of self-sustaining programs. To do so, we will support “quick wins” — creative, timely, and feasible ideas for early implementation. In short, our future will be enlivened by a campus community that dares to take calculated risks as it asks, “What can we make possible?” While a spirit of innovation is vital to reaching our goals, continually improving our established practices also is essential. To achieve this we need to overhaul our program and unit review procedures, integrating assessment results that are practical and authentic. This in turn will enable us to pragmatically align resources with our vision. Continuous improvement will require us all to think broadly, not parochially — we need to look beyond what benefits the individual, the department, or the unit, focusing instead on what best serves our university and our students.

We have already made some progress in assessment. We currently participate annually in the National Study of Student Engagement, and many departments and programs have made

student learning assessment a critical component of their own continuous improvement efforts. These approaches must now be anchored in our recently revised University Learning Goals and shape our efforts to transform general education. They also must begin to play a significant role in program review. As we have done with student learning, we can become more intentional and deliberate in measuring, evaluating, and improving all of our policies and practices. Beginning with a coordinated review of all departments and units, and the local creation of strategic plans that identify explicit, measurable ways those programs contribute to the goals of the university plan, we can develop a process that enfold all regular reviews within the university planning cycle. In this way, faculty and staff at all levels will be encouraged to examine processes and procedures so as to become more effective in all we do.

## Leadership

The value of leadership has many dimensions for our university: carefully fostering the leadership attributes of our

students so they are prepared for the opportunities that await them, nurturing faculty and staff leaders for our campus community, and contributing individual and institutional leadership in our community and region.

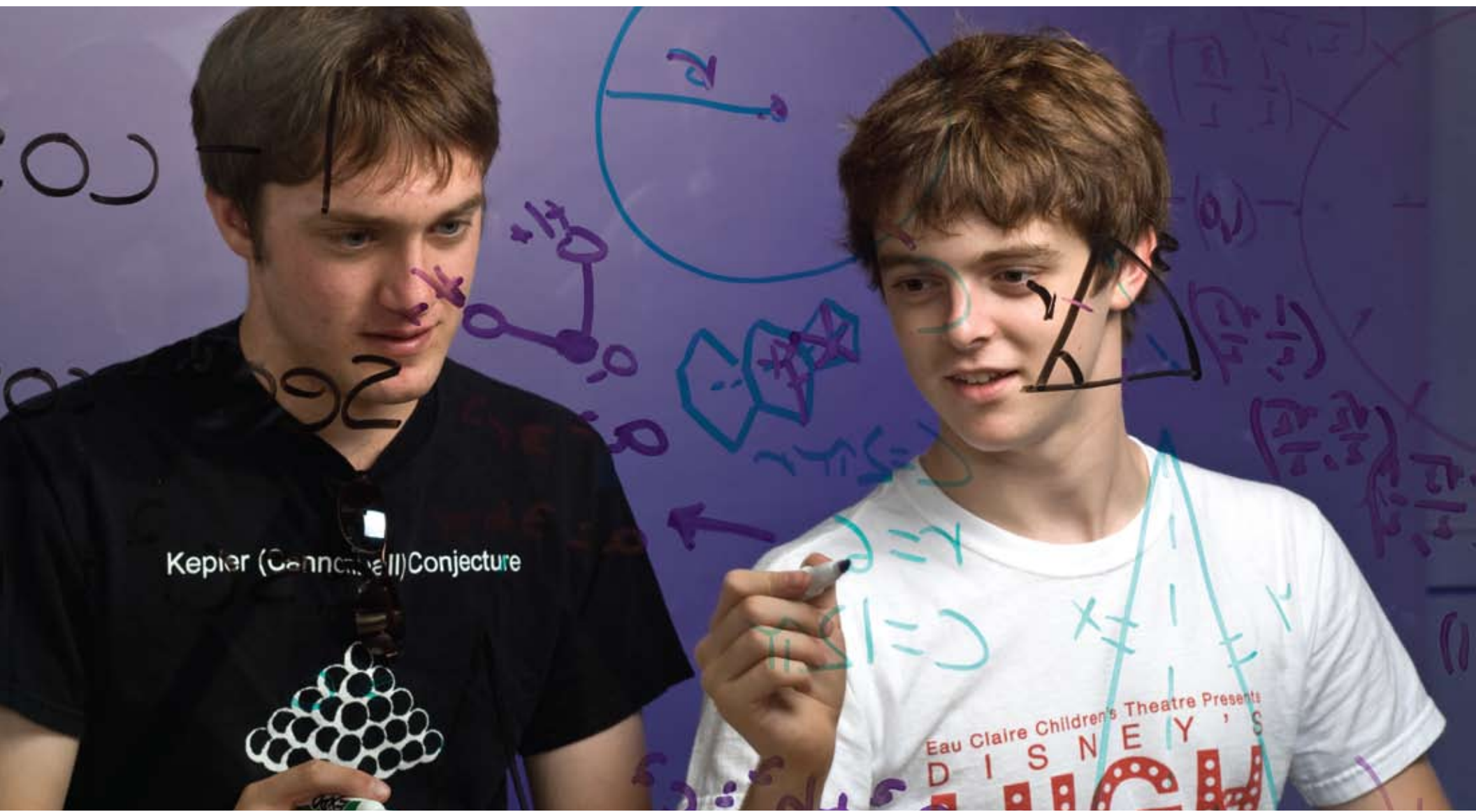
Our learning goals support the development of student leaders, especially when the lessons in the classroom are supported through connected curricular and co-curricular learning experiences for leadership development. Leadership also is a critical value for the fulfillment of our human resource goals, where we must become more purposeful about providing pathways and learning opportunities that enable future leaders to grow at UW-Eau Claire. And we will actively seek to represent UW-Eau Claire at professional conferences and other settings to share what we have learned for our peer institutions to emulate.

Leadership also must become a defining characteristic of our relationships with our external communities — it is in this regard especially that we have opportunities for change. Many civic leaders and organizations are looking to the university

to become a stronger partner, especially around regional development efforts. Individuals from all sectors of the Eau Claire community have called upon UW-Eau Claire to assert its leadership in improving the quality of life in western Wisconsin. Such leadership manifests in many ways — the intellectual contributions of faculty, staff and students; the economic impact of new facilities; the volunteer leadership by members of the campus; and the programmatic offerings that benefit adult and nontraditional learners.

To foster civic leadership we will identify better ways to connect the university with the community, linking needs and resources and communicating opportunities and university resources. We will create an inventory of community engagement efforts and provide a clearinghouse to simplify community members' access. And, as always, all members of the university can help build a better community by expanding our service and strengthening our community relationships.





[ CHALLENGE ]

# *transform* LEARNING

## FOUNDATIONAL GOAL

Our vision arises from our mission to serve our students and from our belief that the future requires transformative educational opportunities for our students — undergraduate and graduate alike — if they are to achieve their fullest potential. To make this possible, we will radically change learning at UW-Eau Claire, deliberately striving to make teaching and learning on this campus a transformative experience. To paraphrase the Roman thinker Seneca, we will all teach and learn not for the classroom only, but for life.

The transformative learning environment we hope to create for our students has its roots in a liberal education, marked by opportunities for intellectual adventure, and distinguished by a wide spectrum of views and many encounters with the unexpected. It produces curiosity, joy in inquiry, and that ability to learn independently and think critically so essential for the citizens of tomorrow. In our teaching, we will not be content merely to convey knowledge to students or just to “cover” a subject. We will strive to teach in ways that make learning a challenging and rewarding odyssey of self-development. And we pledge to seek out and support professors and students who want to develop themselves into transformative teachers and learners.

Faculty will be the leaders in creating this culture of learning; however, the entire campus community must work together in developing and sustaining a comprehensive learning environment that enables all of our students to develop to their fullest potential.

Transformative learning will be built on our strong base of academic excellence as expressed through the many innovative programs already in place at UW-Eau Claire: undergraduate research, service learning, student internships, and active collaborations between and among all committed parties. Its foundation will be the five learning goals of a UW-Eau Claire liberal education: knowledge of human culture and the natural world, creative and critical thinking, effective communication, individual and social responsibility, and respect for diversity among people. It will be enriched through a supportive learning climate that offers opportunities outside as well as inside the classroom for self-understanding, social responsibility, and personal development. It will be powered by faculty and staff committed to student success.

To achieve our vision for truly transformative learning at UW-Eau Claire, we will focus on three specific goals:

1. Foster purposeful learning
2. Promote connected learning
3. Accelerate global learning

**ACTION IDEAS:**

**We can work together to ...**

- Celebrate and re-commit to the central project of undergraduate liberal education for the whole student.
- Create “gateway colloquia”— thematic, interdisciplinary seminars foundational to the first years of academic experience.
- Address retention and graduation rates for all students.
- Revise undergraduate graduation requirements to provide for liberal education and timely graduation.
- Develop online tools for students and their advisers to create and maintain their learning plans.
- Provide intensive teaching and learning support for faculty and staff.
- Integrate assessment of student learning throughout the curriculum.

**We can start now to ...**

- Reinvent the general education system so that it truly embraces the spirit of liberal education.
- Pilot gateway colloquia.
- Create a coherent and cross-disciplinary entity to support and encourage the scholarship of teaching and learning.
- Integrate the design of online tools for purposeful learning with the UW-Eau Claire administrative computing migration.

**I can ...**



**GOAL 1: FOSTER PURPOSEFUL LEARNING**

Our goal is to engage every undergraduate student in the transformative undertaking of liberal education. This means they must consciously and actively join in a program that may well change them forever. They must be purposeful learners, eager to accept the highest challenges offered by excellent, strategic educators.

Purposeful learning is transformative because it requires awareness of the act of learning in all of its complexity and power. Learning in this fashion forges an active partnership among the student, teacher, university, and community. With the help of the partnership, open always to growth and change, the student creates a learning plan marked by intellectual expansion; rigorous development of academic and professional knowledge; exchanges across disciplinary boundaries; meaningful integration of experiential learning; personal, social and cross-cultural growth; and abundant opportunities for surprise, insight, and transformation.

We cannot afford to wait for learning simply to happen — it must be a deliberate, planned academic endeavor that unfolds in full view. It is not an intellectually safe enterprise, but a challenging adventure that rewards learner and teacher.

This kind of learning is best promoted by purposeful, strategic teaching. The professor understands the value of liberal education, broadly envisioned, and develops strategies to help students take in the facts and knowledge of their world, its cultures, and its history; appreciate the interconnectedness of all knowledge, ideas, values, and truth; and accept the lifelong human imperative to develop and discover new knowledge in whatever area best suits each person’s gifts. This ambitious project is best supported by active, vigorous, deeply engaged student services and activities beyond the classroom that help to develop the whole person. Such activities empower each learner to nurture the growth of a unique and durable personal character, to create strategies for overcoming challenges and learning from failures and frustrations as well as successes, and to awaken a sense that much is expected of those to whom much has been given.

**Our Priorities:**

Reaffirm the centrality of liberal education; create structures and practices to support the development of purposeful, strategic educators; reinvent General Education; and create a richly integrated campus and beyond-campus experience for purposeful learners who see themselves as standing on the threshold of great change.

## GOAL 2: PROMOTE CONNECTED LEARNING

Our goal is to help all students, faculty, and staff see student learning inside and outside the classroom as interconnected, inseparable from other courses, other programs, other citizens of the globe.

Connected learning embraces four distinct characteristics. First, connected learning provides an environment in which students, faculty, and staff have many and varied ways to interact with other learners, especially those who may be from different backgrounds, abilities, ethnicities, or who provide alternative perspectives. Connected learning serves the growing diversity of learners across our state as well as offering opportunities for students to study with and study about diverse ideas, cultures, and perceptions. Such learning is essential if students are to be prepared to think creatively, understand complexity, and live as citizens in a changing society.

Connected learning provides multiple pathways for students to succeed — building on their academic strengths, addressing their weaknesses, and expanding their capacity to learn in varied ways. It emerges from a university-wide commitment to equity that seeks productive learning for all students who are willing, able, and eager to expand their knowledge.

To that end, UW-Eau Claire must find ways to better reflect the world in which we operate, by recruiting and retaining more diverse students, faculty, and staff. At the same time, the campus culture must affirm a supportive, equitable environment so that all students may thrive.

Second, connected learning reaches across disciplinary divides and bridges the theoretical gaps between one college or department and another. In this approach we are more interested in how our students encounter the world and its facts, knowledge, and ideas, and less concerned about which label should be attached to a course or program. We will commit resources to achieve interdisciplinary and beyond-disciplinary synergies.

Third, connected learning expands learning opportunities within and beyond the classroom, involving the entire campus in supporting the learning experience. Not all undergraduate students arrive thoroughly prepared for the rigor of transformational learning — but we are determined to ensure that they will achieve that readiness before long. A strong commitment to student development nurtures a sense of competence, self-esteem, and social responsibility that assures students will be actively engaged in their learning environment. At the same time, connected learning amplifies the learning in the classroom by bridging the disciplines and linking curricular and co-curricular learning. Learning communities, advising and tutoring, extra-curricular activities, and residential leadership opportunities can enrich the learning experience and serve our university learning goals.

Fourth, connected learning bridges campus and community, enriching both. Student learning at the graduate and undergraduate levels is enhanced when we take advantage of the resources of our city and region, through internships, clinical experiences, applied research, and community service. The rigor of student learning is strengthened when it is tested in real-world environments. Scholarly work finds new dimensions in applied research or through teaching partnerships. The expertise of the administrative and professional academic staff and the classified staff is strengthened when it is informed by the effective practices of colleagues and other institutions outside the university. In turn, the community benefits when it can call on the skills, knowledge, and energy of the university's faculty, staff, and students. Expanding needs for graduate and certificate programs that meet professional and business demands provide opportunities for the university to connect to our region through targeted graduate education.

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### Our Priorities:

Expand experiential learning opportunities; promote learning that connects and transcends disciplines and connects the university and community; and recruit and retain diverse students, faculty, and staff.

## ACTION IDEAS:

### We can work together to ...

- Diversify the curriculum.
- Create opportunities for visiting faculty positions for diverse individuals.
- Provide university-wide professional development opportunities for faculty and staff around building an inclusive culture.
- Create a center to better integrate nontraditional students into the life of the university.
- Create multiple living/learning communities that support students' intellectual, personal, social and cultural development.
- Integrate student leadership opportunities with academic programs.
- Connect the university more directly with our local community to facilitate applied scholarship and research, and partnerships in support of engaged student learning.
- Expand graduate and certificate programs that meet regional needs.
- Create a grant fund to support programs with strong community-service elements.

### We can start now to ...

- Enhance orientation and professional development programs for faculty and academic staff that foster equity and diversity.
- Recruit and retain diverse students, faculty, and staff.
- Continue and enhance experiential-learning opportunities, especially undergraduate research, service learning, clinical education opportunities, and internship programs.
- Identify and communicate community engagement initiatives and partnerships.
- Explore formal use of co-curricular activities in the goals of the baccalaureate.

### I can ...

## ACTION IDEAS:

### We can work together to ...

- Create immersion experiences—intensive learning and reflection opportunities that are international and/or multicultural in scope for every undergraduate student.
- Internationalize and diversify the curriculum.
- Explore programmatic integration of study abroad in ways that do not increase cost or time to degree.
- Expand language offerings and options for new modes of learning.
- Consider re-establishing second-language competency as a graduation requirement .
- Internationalize and diversify the campus through signage, food service, co-curricular activities, and programming.
- Recruit and retain diverse and international students, faculty, and staff to increase the proportion of multicultural and international representation on campus.
- Encourage faculty and staff to engage in intercultural and international scholarship.
- Identify and explore programmatic themes, such as environmental studies, that link global and purposeful learning.

### We can start now to ...

- Increase collaboration across disciplines and programs to broaden and enhance existing internationalization efforts.
- Pilot innovative immersion experiences.
- Develop financial strategies in support of immersion experiences.
- Use multiple languages on all campus signs.
- Provide professional development support to faculty and academic staff to internationalize and diversify curricula.

I can ...

## GOAL 3: ACCELERATE GLOBAL LEARNING

Our goal is to bring the world to our students and our students to the world. An integral feature of every student's transformative educational experience at UW-Eau Claire will be a meaningful, boundary-crossing, multicultural immersion experience. This immersion experience is integrated into academic programs and central to the purposeful learning plan each student develops.

While we acknowledge that personal or financial life situations may limit the duration or location at which a student can study, we aim to provide a range of immersion options and financial resources that will make possible such learning opportunities for all students. At the very least, every student at UW-Eau Claire will acquire an enriched understanding of cultural and ethnic diversity in the United States. Upon this foundation, where possible, we will help our students comprehend the uniqueness and interdependence of all peoples on the planet.

Thus our foremost goal is an immersion experience — whether yearlong or a single week — for all undergraduate students. We will offer a range of pathways and experiences that will enable students to learn from other cultures and ways of living in our state, nation and the world.

The global learning that is fostered in such immersion experiences is critical for students who will become citizens of a connected world. Such learning prepares them to succeed whether they work for a business, teach in a classroom, or raise a family in a world influenced by global economic, social, and climate forces.

Global learning will not be limited to a single experience. To be truly transformational, it will be supported by curricula that encompass multicultural perspectives and languages other than English, and the creation of a learning environment that integrates the world in all its diversity into the places where students learn every day. It requires international and cultural learning that is purposeful and embedded within general education and the major so that students are actively prepared for their immersion experience. We also will enhance global learning for all students by expanding the number of international students who study at UW-Eau Claire and by supporting faculty and staff with opportunities to teach and do research abroad.

Global learning also means pushing everyone to take a wider view — of home, of the campus, of the Chippewa Valley, of the Midwest, of the nation, and of the world. It is a wider view that looks past the boundaries of classrooms, laboratories, and libraries; across programs, departments, colleges, and campuses; even across the boundary between teacher and student. Yes, we study diverse cultures and perspectives, but when possible we study by immersing ourselves in genuine contexts beyond our comfort boundaries — students and professors alike. This vision of global learning fosters a climate and culture in which all members of the campus community feel their dignity and well-being are safeguarded so they have the freedom to take intellectual risks, challenge themselves, and thrive.

### Our Priorities:

Make possible an international or multicultural immersion experience for all students, diversify and internationalize the campus and curriculum, and expand international student enrollment.





# *transform the* UNIVERSITY

## FOUNDATIONAL GOAL

To implement our foundational goal of transforming learning, UW-Eau Claire will draw on all its resources — human, financial, programmatic, and physical. In each of these categories we will establish measurable goals to assess our progress in moving toward our vision. As we align our resources, all human, as well as financial, physical, and programmatic resources, will be considered “in play,” so everyone can develop creative ways to fulfill our vision.

The reality is that we have set an aggressive vision within an environment of constraint. As a public institution we are not guaranteed access to additional funding. Reallocation of existing resources must be our first and primary action if we are to move forward. This will require tough choices.

Transforming our university in service to our vision for learning will require that we focus on our final four goals:

4. Nurture Human Resources
5. Amplify Financial Resources
6. Focus Programmatic Resources
7. Steward Physical Resources

## ENGAGE



**ACTION IDEAS:**

**We can work together to ...**

- Establish and affirm practices grounded in respect for the individuals who work or study here.
- Develop standards and criteria that reward collaboration as well as competition.
- Develop effective ways to assess and improve campus climate.
- Develop innovative approaches to creating and reallocating positions.
- Seek best practices for governance structures.
- Explore wellness practices and programs for faculty, staff, and students.

**We can start now to ...**

- Recruit and retain more diverse faculty and staff.
- Develop orientation and ongoing professional development programs that support faculty and staff and foster equity and diversity.
- Examine and revise operational procedures and practices and streamline the Faculty and Academic Staff Handbook.

**I can ...**

**GOAL 4: NURTURE HUMAN RESOURCES**

The future of our vision for the university truly lies in our own hands — the hands of the human beings who work, study, and live here. Collectively, our faculty, our staff, and our students constitute our greatest single resource, the human resource. Only if we engage, develop, challenge, and focus the rich abundance of this resource can we hope to realize this vision. Accomplishing this will oblige us to address the structures within which we do our work and the culture that animates it.

Our culture: We need to embrace and support a culture of humane engagement with one another and, just as important, with our collective work. We will adapt our policies to reflect a shared trust that each of us will make responsible decisions about the balance of work life and home life. We also commit to protecting and advancing the dignity of every worker and every student regardless of title or employment category. In this mutually respectful climate we will foster the values of collegiality, innovation, and continuous improvement. This will require conscious attention to developing and mentoring campus leaders, providing faculty and staff with the knowledge and tools to work effectively, and orienting new employees so they can be effective colleagues.

Our structures: We must make sure that our commitment to establishing and maintaining this productive culture will go beyond informal conversations and will result in concrete, specific changes to our formal rules of operation. We will study those rules and separate the productive ones from the officious ones — and especially from any that seem founded on mistrust or cynicism. We will not retain policies, procedures, administrative structures or governance

practices that raise unjustified barriers to serving our students and our mission effectively. We will not allow our regulations to undermine our commitment to a mutually supportive campus community. In other words, we will actively examine our administrative processes to create the structures that help us do better, while at the same time retaining those policies that serve us well. We will encourage units at all levels to explore improved operational procedures and efficiencies. We will evaluate how we currently allocate our human resources, identify ways in which we can create new positions and — more challenging, but essential — reallocate positions in support of our goals. This must be done in conjunction with our assessment of financial and programmatic change.

UW-Eau Claire is privileged to have a strong tradition of shared governance. As with any institutional structure, however, it must be designed so that it can evolve to meet the needs of the institution. Effective decision-making must be enabled, not constrained, by processes and distinct roles filled by students, faculty, staff, and administration. To this end, we will review our culture of shared governance in light of national standards and most effective practices. We will examine alternative models for the University Senate to support governance that is participatory, consultative, and consensus-building.

**Our Priorities:**

Commit to a shared culture of respecting work and life balance; re-engineer institutional operations; and develop innovative approaches to creating and reallocating positions.



## GOAL 5: AMPLIFY FINANCIAL RESOURCES

Without alignment between budget and strategic plan, neither will be effective. Central to our plan is the commitment to align financial resources with our priority goals. To that end, a Budgeting Process Task Force has been charged with developing recommendations to refine our budgeting process, integrating it with ongoing planning and assessment at appropriate institutional levels.

As we determine the mechanisms for linking budgeting and planning, and as we set the targets for resource re-alignment, we must manage our financial resources transparently so that decisions can be informed and accountable. But that is not enough. Since institutional preeminence requires a culture of experimentation willing to knock down barriers and cross boundaries, we will explore new relationships with the state regarding tuition, funding, management flexibility, and responsiveness.

Expanding our resources will become increasingly crucial for the university. In this regard, our values of innovation and continuous improvement will become vital as we move beyond state funding models of the past century toward more entrepreneurial approaches, exploring public/private partnerships, research grants and contracts, self-sustaining programs, and creative ways to engage a broader range of donors.

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### Our Priorities:

Align budgeting and planning processes, and develop resource growth strategies.

### ACTION IDEAS:

#### We can work together to ...

- Treat all available campus financial, physical and human resources as “in play” for alignment with university priorities.
- Share and support entrepreneurial efforts to amplify financial resources.
- Explore strategies to improve revenue growth and flexibility.

#### We can start now to ...

- Inform and engage the campus community in our budgeting process.
- Evaluate and implement recommendations of the Budgeting Process Task Force.
- Create an enrollment management task force to manage the enrollment mix and develop strategies for growth in support of our goals.

#### I can ...

## ACTION IDEAS:

### We can work together to ...

- Create institutes or centers that facilitate collaborative work and attract diverse faculty, staff and students.
- Explore alternative funding sources to appropriately support programs.
- Explore innovative program models and partnerships.
- Grow focused applied research and graduate programs that serve regional needs.
- Explore student-centered course scheduling.

### We can start now to ...

- Develop and implement a comprehensive program review (audit) that is transparent and collaborative.
- Explore alternative, flexible course delivery options, including online and evening/weekend scheduling.
- Restructure ongoing, annual program review to support our vision and integrate assessment and quality improvement.

### I can ...



## GOAL 6: FOCUS PROGRAMMATIC RESOURCES

As we build institutional priorities upon our base of transformative learning, we must focus our energies — we cannot be all things to all people. At the same time, we have core programmatic strengths central to our mission that can be expanded and enhanced. We do not want to lose focus on our mission, or to be mediocre at everything and exceptional at nothing.

We will collaboratively develop a transparent, fair program review or audit process that will evaluate programs and services in light of such principles as centrality to our vision, quality, size of enrollment, and cost (or benefit). We will evaluate our programs against national standards as a reality check for aligning our resources. This review will not only establish a baseline for our program array, but will set a foundation for restructuring the annual and multi-year department and unit review process. Our goal is to link these reviews more closely with ongoing assessment and institutional planning in ways that allow units to measure their progress and improve their quality. We also will explore demand-driven course scheduling that encourages departments to offer more of the courses students most urgently need.

We have an opportunity to become the premier provider of targeted graduate education and focused research in western Wisconsin. To achieve this status, we will explore opportunities to expand our graduate offerings in ways that are fiscally responsible and align with our vision for transformative learning — for example, self-supporting programs that will meet our region's increasing need for ongoing certification and workplace learning. We also will consider offering applied doctorates that build on our existing strengths, meet regional and statewide needs, and contribute to our financial health.

We also will explore additional, innovative approaches to programming: distance learning, consortium relationships for low-demand courses, technological solutions for high-enrollment classes, and other approaches yet to be imagined.

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### Our Priorities:

Conduct a comprehensive program and services review to strengthen liberal education and concentrate resources on our priorities; create academic and divisional plans; and strategically expand select graduate and self-supported programs that meet regional needs.



## GOAL 7: STEWARD PHYSICAL RESOURCES

While our vision for enhanced facilities is a core component of transformative learning, we acknowledge that we must look beyond state funding if we are to achieve our goals by our centennial in 2016. Because of the extremely long time needed to secure state funding for further development of our facilities, we also must look to alternative partners.

We will create a comprehensive facilities plan that emphasizes new buildings and renovations, eases transportation concerns, and enhances our learning environment. The plan will be infused with our values of innovation and stewardship, and rely increasingly on sustainable practices. It will reflect our commitment to diversity and to eliminating barriers for people of all abilities. It will include ways in which lower-cost cosmetic and artistic improvements can be made to existing facilities. We will foster a more entrepreneurial approach to the use of facilities, encouraging ideas for new ways of using space, developing multi-use strategies, and creatively renovating facilities that can provide alternative learning sites.

Even as we outline priorities for the physical environment, we must develop new resources. Securing state funding for capital

projects remains a priority, but in the meantime we also will explore alternative revenue sources. The UW-Eau Claire Foundation can be a strong partner, and among civic leaders we note considerable interest in shared ventures to create such projects as an arts center, arena, or convention center. We believe we can be a regional leader in efforts like these.

Our value of stewardship will guide our approach to managing and developing our physical resources. Sustainable and green practices will be a hallmark of our new building efforts, our renovation of existing facilities, and our transportation and energy use. Progress begun in this regard — from use of alternative-fuel vehicles to energy conservation, from clean commute initiatives to local food use — will be continued and expanded.

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### Our Priorities:

Explore partnerships for new facilities; create a comprehensive facilities plan; and commit campuswide to sustainable operations and practices.

### ACTION IDEAS:

#### We can work together to ...

- Explore partnerships with private, public, and community groups.
- Initiate a capital campaign to support facilities.
- Explore innovative solutions for space allocation.
- Internationalize and diversify the campus through signage, food offerings, and art.
- Work toward making our entire facility barrier-free.
- Make cost-effective cosmetic improvements to enhance our image.
- Incorporate universal design and sustainable practices in new buildings and renovation project.

#### We can start now to ...

- Develop a comprehensive facilities and improvement plan.
- Engage faculty, staff, and students in developing environmentally friendly practices and policies.

#### I can ...



## *begin* NOW

After a comprehensive, inclusive planning process, and after thoroughly vetting its vision and ideas with our campus community and friends, the strategic plan has been adopted by the Chancellor for implementation. While the Chancellor assumes the leading role that will guide us toward fulfilling this shared vision, the plan will become a reality only through the specific actions and decisions of the faculty and staff of UW-Eau Claire. Everyone is responsible for its long-term success.

### **As a University we will:**

- Develop first-year action priorities with measurable criteria for success and identify individuals or units who will take responsibility for implementing them.
- Develop and implement a budgeting process that enables financial support of our strategic goals and ongoing strategic planning efforts.
- Conduct a transparent, collaborative, comprehensive review of all campus programs and services, based on national and local standards, to inform the development of divisional plans.
- Create academic and divisional plans that are aligned with our university strategic plan and that outline a specific framework for the future, growth opportunities, changes to programs, service and personnel, etc.
- Reinvent general education to align with our strategic goals.

### **As departments and units we can:**

- Collaborate and contribute to creating and refining college and division-level plans to support our university goals.
- Create and refine department and unit plans to support our strategic goals.
- Work together to improve our procedures and processes to more effectively focus our time, energy and resources on our priorities.
- Share ideas, process improvements and successes with the campus.
- Ask: "what do we need to change or give up to focus on our priorities?"
- Support each other in encouraging and trying new ideas.
- Model our values in all we do.

### **As individuals, we can:**

- Participate fully in department/unit and college/division planning activities.
- Identify which of our strategic goals to contribute to in our work.
- Share ideas, process improvements and successes with the campus.
- Ask: "what do I need to change or give up to focus on our priorities?"
- Support each other in encouraging and trying new ideas.
- Model our values in all we do.



[ COLLABORATE ]



## GLOSSARY OF TERMS

**Academic Plan** — An academic plan is developed by and for Academic Affairs and complements the other divisions' plans. Aligned with the university's strategic vision and plan, the academic plan provides a specific roadmap, outlining goals and measurable action steps for all academic programs and departments. The plan also may identify programmatic priorities, staffing projections, and opportunities for growth or change.

**Action Plans** — Specific activities and steps taken as part of short- and long-term strategic planning. Action plans may be developed at the institutional, divisional, college, and department/unit levels. Through action plan development, general strategies and goals are made specific so that effective implementation and evaluation is possible and probable (Ruben, 2007).

**Alignment** — Consistency and synchronization of plans, processes, actions, information, and decisions among units to support key unit and institutional goals. Effective alignment requires a shared understanding of purposes and goals and the use of complementary measures and information to enable planning, tracking, analysis, and improvement at the institutional, departmental, and individual level (Ruben, 2007).

**Comprehensive Program and Services Review (or Audit)** — A comprehensive program review is a university-wide evaluation of all programs and services, across all divisions. It is designed to map the strengths and weaknesses of current programs and services and to identify their potential to contribute to the university's mission and goals. Comprehensive program review is different from ongoing program review in that programs and services are compared to one another, and the results are used not only to inform quality improvement efforts but also to assist in developing plans for future growth and investment.

**Connected Learning** — Connected learning links students to other, diverse learners, connects disciplines and curricular with co-curricular programs, and fosters community-based learning opportunities, such as internships, applied research, or service learning.

**Diversity** — Individual differences (e.g., personality, learning styles, and life experiences) and group/social differences (e.g., race/ethnicity, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious, or other affiliations) that can be engaged in the service of learning.

**Equity** — Provision of a fair and just learning environment in which all students and employees have equal opportunity to achieve their full potential.

**Faculty and Staff** — Faculty and staff refers inclusively to all full- and part-time university personnel: faculty and instructional academic staff, classified staff and LTEs, administrative and professional academic staff, and student employees.

**Foundational Goal** — UW-Eau Claire has two foundational goals: to transform learning and to transform the university. These foundational goals define the two-pronged focus for our strategic activities.

**Global Learning** — Students develop global perspectives, understanding and skills through learning that is fostered with internationalized curricula, foreign language study, opportunities to study and live with diverse and international students, faculty, and staff, and study-abroad experiences.

**Goal** — High-level targets or end-points that advance the institution's vision and are specific enough to allow for progress to be assessed (Ruben, 2007).

**Immersion Experience** — An immersion experience is a planned, boundary-crossing, international and/or multicultural learning opportunity a week or more in length. It provides students with living and learning experiences beyond the classroom and their current life experiences. International immersion experiences are academically rigorous and ideally require foreign language and cultural learning.

**Inclusiveness** — A university's active, intentional, and ongoing engagement with diversity — in regard to people, curriculum, co-curricular programs, and in communities (intellectual, social, cultural, geographical) — in ways that increase individual awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions.

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**Liberal Education** — A philosophy of education that empowers individuals with core knowledge and transferable skills, liberates the mind from ignorance, and cultivates social responsibility. Characterized by challenging encounters with important issues, a liberal education prepares graduates both for socially valued work and for civic leadership in their society. It usually includes a general education curriculum that provides broad exposure to multiple disciplines and ways of knowing, along with more in-depth study in at least one field or area of concentration. By its nature, liberal education is global and pluralistic. It embraces the diversity of ideas and experiences that characterize the social, natural, and intellectual world. (Association of American Colleges and Universities, 2008).

**Mission** — The primary work of an organization; the core purpose for which an institution, college, department or unit exists.

**Purposeful Learning** — Deliberate, purposeful learning actively involves the student, in collaboration with faculty, advisers, and university support staff, in creating and documenting an individualized degree plan. This plan will change and mature over time, but it will be characterized by rigor, experimentation, breadth and depth of subject matter and skill development, and an intentional developmental framework that culminates in completion of a major, boundary-spanning immersion experience.

**Strategic Planning** — An organized process through which members of an organization reflect upon the challenges, opportunities, capabilities, and resources of their university, division, college, department or unit, and the needs of their constituents, and then identify priorities, future-oriented plans, goals, and action steps (Paris, 2006).

**Transformative Learning** — Transformative learning changes the student. It is a developmental process by which the student becomes a new person — through realizing new potentials, acquiring significant new knowledge, and developing new and richer perspectives on the world and the student's place or potential place in it. Mezirow calls this the process of developing a student's "most rewarding identity" (1995). Such learning requires pedagogy that guides, supports, and encourages students to face intellectual challenges and to experience the satisfaction of surpassing former limits. Content- and experience-rich learning environments engage learner and teacher in identifying and examining assumptions and broadening understanding.

**Universal Design** — Universal design is the creation of facilities, environments, and products that are usable by individuals with or without disabilities, to the greatest extent possible without the need for adaptation or specialization (Center for Universal Design, 2008).

**Vision** — The broadly expressed aspirations of an organization; a description of how an institution, college, department or unit sees itself in the future (Ruben, 2007).



## OUR PLANNING PROCESS

### Principles of Planning

Our planning process is shaped by seven principles:

1. Driven by our student-centered mission — our plan is anchored in our commitment to student learning, success, and service to our region and state.
2. Inclusive — planning involves the entire campus community, our alumni, and friends.
3. Collaborative — the plan is created by the planning participants, not by a small group of administrative leaders.
4. Data-driven — the plan is anchored in a real assessment of our strengths and areas for improvements.
5. Transparent — planning processes and concepts are shared with the campus community.
6. Forward and outward directed — the plan looks ahead to our future and connects with broader communities in the region, nation, and world.
7. Action oriented — the plan is not our product, but rather its successful implementation.

### The Planning Process

The strategic plan was developed during a yearlong effort coordinated with our 10-year accreditation self-study, a process that benefited both. It began with a series of listening sessions convened by Chancellor Levin-Stankevich to solicit ideas for the future of the university.

Hundreds of participants generated ideas, which were then reviewed and prioritized by a group of faculty, staff, and students at a half-day retreat. Based on the key ideas they identified, six work groups were formed to develop detailed proposals for each of the themes. They were charged with preparing an environmental scan and developing five- to 10-year goals for the university. The six Work Groups:

1. Preparing Global Leaders
2. Transforming Learning
3. Serving the Public Good
4. Enhancing the Campus Community
5. Effectively Managing for our Mission
6. Fostering Equity and Diversity

In addition, 125 members of the community were invited to participate in focus group sessions to provide ideas to the process.

In the fall of 2007, preliminary drafts of the Work Group proposals were shared with the campus community. Presentations to a wide range of organizations and groups, as well as a series of charrettes — designed to solicit comments from faculty, staff, students, and alumni — fostered a broad response, which was incorporated into the Groups' final reports.

The final reports were then given to the University Planning Committee, which created a draft plan. This plan also went through a public vetting process, open to all faculty, staff, students, alumni, and friends. Input received was incorporated into the final plan and submitted to the chancellor for adoption.

## Environmental Assessment

As part of our planning, work groups conducted environmental scans that helped to inform our assessment of the challenges and opportunities we face in the years to come.

## Shrinking State Support

During the past decade alone, state support for UW-Eau Claire has declined from 75 percent of our general operations budget to less than 44 percent. We expect that trend to continue. Rising fixed costs — in employee salaries and benefits, energy, and facilities — and stagnating funding for operational costs and professional development, have squeezed the university, even as calls for increasing accountability and efficiency have increased from federal, state, and regional legislators.

## Changing Student Demographics

The nature of higher education also has changed since the days when UW-Eau Claire provided teacher training on a residential campus. The demographics of our students are shifting as increasing numbers of nontraditional and adult students join an increasingly diverse group of young adults in seeking degrees and other professional

credentials. According to the National Center for Education Statistics, Wisconsin can expect at least 10 percent fewer public high school graduates by 2016. The demand for graduate degree and certificate programs is increasing, as is the need to integrate higher education, training, and work opportunities for students of all ages, especially returning working adults.

## Demands of the Workplace

The demands of the workplace our students face upon graduation also have changed as multicultural proficiency, a global perspective, and technological fluency become foundational expectations for international competitiveness. Focus groups with community members told us that there is a growing need for continuing education and that the community is looking to UW-Eau Claire to provide leadership in addressing community development challenges. To continue our commitment to preparing tomorrow's leaders for Wisconsin, the nature of the learning we foster must become more global and integrated and its delivery more responsive to multiple ways of learning.

In light of this changing environment, planning for the

future we desire, rather than reacting to the realities we face, becomes critical if we are to continue to excel as a leader among regional comprehensive universities and as a partner in our state's future success.

## Ongoing Strategic Planning

Strategic planning is not a one-time event, but an ongoing process. In support of our value of continuous improvement, the University Planning Committee coordinates regular planning, evaluation and refinement of our strategic plan, as outlined below:

### Every year

- Set annual, measurable goals, based on campuswide input and discussion.
- Evaluate institutional progress against annual and long-term goals, and disseminate results to campus.
- Conduct focused SWOT analysis on single relevant institutional issue, such as demographic changes, programmatic challenges from peer institutions, growth opportunities, etc.
- Facilitate campuswide sharing of quality improvement efforts, new ideas and best practices.

### Years 3 and 8

- Review strategic planning 10-year goals and refine as needed.

### Every 5 years

- Review and refine the values and vision statement, as needed.
- Conduct a comprehensive situation analysis to examine internal strengths and weaknesses and external threats and opportunities. Refine strategic goals as needed.

### Every 10 years

- Engage in a rigorous self-study as part of the re-accreditation process. This process is coordinated with strategic planning and is a vital tool in assessing progress against the plan and setting a new vision for the coming decade.
- Engage in comprehensive strategic planning, including situation analyses, evaluation and refinement of vision and values, and establishment of long-term goals.
- Review mission statement and refine, as needed.

## OUR THANKS ...

This strategic vision is the collaborative effort of literally hundreds of faculty, staff, students, and friends of UW-Eau Claire. We thank all those individuals who took time to share their ideas, read work group reports, submit suggestions, attend forums and campus discussions, and contribute to creating this strategic plan. We are grateful to the University and Student Senates and to the Provost for providing forums to discuss ideas and drafts.

In particular, we recognize the efforts of the members of the Strategic Planning Work Groups and the Resource Team who volunteered countless hours to developing the ideas in this plan.

### **Group 1** Preparing Global Leaders

**Co-chairs:**  
**Don Mowry**  
**Eva Santos-Phillips**

Ali Abootalebi  
Paula Kleintjes Neff  
Caitlin Lee  
Bruce Lo  
Scott Lowe  
Karl Markgraf  
Don Mowry  
Deb Newman  
Chris Nielson  
Eva Santos-Phillips  
Nick Smiar  
Sheila Smith  
Rama Yelkur

### **Group 2** Transforming Learning

**Co-chairs:**  
**Steve Drucker**  
**Jennifer Lee**

Diane Bilderback  
Steve Drucker  
Ray French  
Kate Lang  
Jennifer Lee  
Tamara Lindsey  
Brian Mahoney  
Carmen Manning  
Scott Oates  
Jim Phillips  
Donna Raleigh  
Jennifer Shaddock  
Chuck Tomkovick  
Roger Wareham

### **Group 3** Serving the Public Good

**Co-chairs:**  
**Gretchen Hutterli**  
**George Kroeninger**

John Bachmeier  
Gretchen Hutterli  
David Jones  
Bob Knight  
George Kroeninger  
Betsy Lorenz  
Marcus Mc Ellistrem  
Mike Rindo  
Marcia Van Beek  
Mary Zwvygart-Stauffacher



**Group 4**  
Enhancing the Campus  
Community

**Co-chairs:**  
**Marc Goulet**  
**Vicki Reed**

Jack Bushnell  
Terry Classen  
Judith Gatlin  
Marc Goulet  
David Lonzarich  
Susan Moch  
Vicki Reed  
Gabrielle Siciliano  
Jodi Thesing-Ritter  
Susan Turell  
Donna Weber  
Marty Wood

**Group 5**  
Effectively Managing for  
our Mission

**Co-chairs:**  
**Kathy Sahlhoff**  
**Bob Sutton**

Jacob Boer  
Chris Cox  
Susan Harrison  
Bob Hooper  
Leslie Huntington  
Jan Morse  
Suzanne Olson  
Heather Pearson  
Andy Phillips  
Kathy Sahlhoff  
Todd Stephens  
Bob Sutton  
Mike Wick

**Group 6**  
Fostering Equity and Diversity

**Members of the Chancellor's  
Leadership Group**

Kris Anderson  
Kimberly Barrett  
Jennifer Brockpahler  
Mary Jane Brukardt  
Margaret Cassidy  
Meghan Charlier  
Don Christian  
Terry Classen  
Tom Dock  
Bernard Duyfhuizen  
Ray French  
Andrea Gapko  
David Gessner  
Susan Harrison  
Karen Havholm  
Stephanie Jamelske  
George Kroeninger  
Brian Levin-Stankevich  
Jan Morse  
Teresa O'Halloran  
Andy Phillips  
Mike Rindo  
Gail Scukanec  
Larry Solberg  
Andy Soll  
Bob Sutton  
Steve Tallant  
Jodi Thesing-Ritter  
Dwight Watson  
Kim Way  
Michael Weil  
Elaine Wendt  
Marty Wood  
Mary Zwuygart-Stauffacher

**Resource Group**

Kris Anderson  
Kimberly Barrett  
Don Christian  
Tom Dock  
Karen Havholm  
Stephanie Jamelske  
Craig Mey  
Andy Nelson  
Teresa O'Halloran  
Katherine Rhoades  
Gail Scukanec  
Jan Sloan  
Andy Soll  
Steve Tallant  
Kim Way  
Elaine Wendt

# our VISION

We will be the premier undergraduate learning community in the Upper Midwest, noted for rigorous, integrated, globally infused, undergraduate liberal education, and distinctive, select graduate programs.

## OUR VALUES

Diversity and Inclusiveness

Stewardship and Sustainability

Innovation and Continuous Improvement

Leadership

## FOUNDATIONAL GOAL: TRANSFORM LEARNING

### Learning Goals

#### 1. Foster Purposeful Learning

Reaffirm the centrality of liberal education; create structures and practices to support the development of purposeful, strategic educators; reinvent General Education; and create a richly integrated campus and beyond-campus experience for purposeful learners who see themselves as standing on the threshold of great change.

#### 2. Promote Connected Learning

Expand experiential learning opportunities; promote learning that connects and transcends disciplines and connects the university and community; and recruit and retain diverse students, faculty, and staff.

#### 3. Accelerate Global Learning

Make possible an international or multicultural immersion experience for all students, diversify and internationalize the campus and curriculum, and expand international student enrollment.

## FOUNDATIONAL GOAL: TRANSFORM THE UNIVERSITY

### Resource Goals

#### 4. Nurture Human Resources

Commit to a shared culture of respecting work and life balance; re-engineer institutional operations; and develop innovative approaches to creating and reallocating positions.

#### 5. Amplify Financial Resources

Align budgeting and planning processes, and develop resource growth strategies.

#### 6. Focus Programmatic Resources

Conduct a comprehensive program and services review to strengthen liberal education and concentrate resources on our priorities; create academic and divisional plans; and strategically expand select graduate and other self-supported programs that meet regional needs.

#### 7. Steward Physical Resources

Explore partnerships for new facilities; create a comprehensive facilities plan; and commit campuswide to sustainable operations and practices.



University of Wisconsin  
**Eau Claire**

206 Schofield Hall  
Eau Claire, WI 54702-4004

Phone: 715-836-5775  
E-mail: [brukarmj@uwec.edu](mailto:brukarmj@uwec.edu)

*[www.uwec.edu/chancellor/stratplan](http://www.uwec.edu/chancellor/stratplan)*