

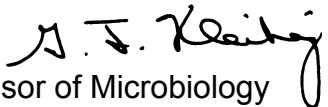


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## MEMORANDUM

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**TO:** COLS Community

**FROM:** Gregory T. Kleinheinz, R.S., Ph.D.   
Oshkosh B'Gosh Associate Professor of Microbiology

**DATE:** 24 September, 2009

**RE:** Summary of Strategic Planning Retreat from 2 September, 2009

Greetings all. The following pages are the report from Pat Alea, Consultant/Facilitator of the COLS Strategic Planning Retreat held on 2 September, 2009. The notes and information contained in her summary are those from numerous discussions and activities. Once you have reviewed the document, I encourage you to contact a member of the Steering Committee (names available from Dean Koker or myself) for additional information, to ask any questions you may have, and/or to make comments on the process.

Thank you again for your interest and participation in this important process.

# College of Letters and Science Strategic Planning

## Retreat Summary

September 2, 2009  
9:00am – 4:00pm  
227 C Reeve Union

Facilitator: Pat Alea, [pvalea@aol.com](mailto:pvalea@aol.com)

### Some notes and observations about the work and results from the September Retreat...

The Retreat provided a tremendous amount of institutional memory, analysis and intelligence from those present.

I've included in this report:

- Notes from History-gram exercise (note that things are getting better... much better!)
- Core Values derived from that exercise – to be used as focal point for Strategic Plan – may eventually be edited down a bit.
- Mac Arthur Genius Award notes – Vision for best case planning and Emerging Priorities
- Situational Analysis (SWOT exercise) for each of the 6 Priority Teams
- Key Message Points for broader campus communications about Strategic Planning at this stage
- Examples of possible goals for each priority area – how teams might begin to frame action planning.

Review the report for information relevant to your team but look at all priorities for common themes such as: pressing need for community relations, legislative, donor support, student and faculty retention, need for careful but steady change, need to address resistance to change as part of every priority, identifying shared, campus-wide benefits for each priority.

Review Faculty Development Program paper included in retreat materials as a model for change and the difficulties encountered in making progress... courage!

Review “change model” grid in retreat materials to provide structure for communicating priorities.

Demystify priority team work by realizing that every process has three phases: Assessment, Planning, Implementation... and that you are assessing the capacity to make progress during this phase. Planning steps can be as incremental as needed. Implementation occurs only after all have agreed that the Strategic Priorities are set, and drive the longer term Vision. I suggest that the goals within each priority area be framed in 12-18 month cycles so that continuing measurement and refinements can occur.

Don't print full report if you can avoid it... it's 25 pages long!

## **I. History-gram – *Let the past be a guidepost, not a hitching post!***

### **1979 – 84 – The Post-Lay-Off Era**

#### ***Perceptions:***

Uncertainty about expectations for scholarship  
No real sense of college outside of the department  
Scared  
Generation gap  
Fear of politics  
Different values  
One your own – no mentoring  
No standard interview protocol  
Change in tenure procedures

#### ***Issues:***

Tenure density  
Tenure process  
Budget  
Legacy of lay offs  
Difficult for women, very few  
Salary, merit, catch-up done under the table  
Lack of transparency  
St. Patrick's Day fiasco

#### ***Culture:***

Fear  
Ambiguity  
Battles  
Stories of dysfunction

#### ***Triumphs:***

Faculty Development Program  
Teaching emphasis

Improving reputation  
Professional survival  
System/Oshkosh more settled and secure

### **1985 – 89 – Era of Revitalization**

#### ***Perceptions:***

Beginning of a faculty turnover period  
Large group of senior faculty retiring  
Breakdown of senior and junior faculty  
Revitalization – programs, colleges, divisions

#### ***Issues:***

Salary catch-up  
Technology accessibility  
New curriculum ideas  
Increase in student support

#### ***Challenges:***

Constant review of new faculty against meticulous standards  
New curricular ideas approved at all levels  
First large groups were tenured

### **1990 – 93 – Age of Enlightenment**

#### ***Perceptions:***

Bi-model faculty distribution  
More women faculty  
Navigating merit system  
Chairs with long tenure

#### ***Issues:***

Who gets to teach summer classes?  
Increased scholarship expectations for tenure  
No health insurance for 6 months  
End of “faculty dames”

#### ***Culture:***

Algoma room lunches  
Professors living at lakefront  
Thursday night drinking parties – students

***Challenges:***

First web browser  
New Chancellor  
Office computers  
Uncertainty of Dean transition  
Curriculum modifications start  
Faculty Development Program – good first impression

**1994 – 96 – We Were a Force for Good – Era of Demographic Shifts**

***Perceptions:***

Many ghosts  
“The purge” – past traumas  
Lack of mentorship  
Rigid bureaucratic hierarchy – dept. deans  
Many unhappy people  
Size of dept/faculty – tiny and old  
Lots of new people – demographic shift

***Challenges:***

Resistance to change  
Balancing Gen-ed and majors  
Major curriculum renovation  
Changing tenure expectations  
Varied responses for new faculty – first job vs. other institutions

***Triumphs:***

Change in scholarship and tenure expectation  
International initiatives  
Stability – faculty staying  
Stopped being University-zero

***Culture:***

Relationship with Dean’s office ambivalent  
Defined by Kerrigan-Zimmerman  
“We tried that before...” won’t work climate  
“In the university nothing happens overnight” mentality  
Where are you on the totem pole mentality

**1997 – 99 – UW-Zero to UW-Oshkosh**

***Perceptions:***

Collegiality  
Support for my success  
Flexibility for research and teaching  
Time for a regular life  
Ugly campus, bad weather, unfortunate geography!

***Challenges:***

Changing tenure guidelines  
Campus inferiority complex  
Little connection to community  
4-4 teaching load  
Increased focus on research  
Tension with old faculty – focused on teaching & service

***Triumphs:***

30 new faculty – hiring binge!

***Culture:***

International education focus  
Faculty success showcased – press releases, scholarship days, Dean’s symposium  
Party school reputation  
Michael Zimmerman – controversial Dean  
First generation college students – “brand”

**2000 – 01 – Sky is Falling Era**

***Perceptions:***

Open and welcoming  
Value teaching and research  
Support for research  
Sense of autonomy  
Emphasis on diversity from Dean

***Issues:***

Eliminate faculty dining room  
Divided about MZ’s vision  
Dean cared about new faculty  
Flexibility is possible  
Value of liberal arts

***Challenges:***

Sept 11<sup>th</sup> events

Very little good news  
Sky is falling climate  
Liberal arts under threat  
Few raises  
Smaller library  
Too much service emphasis  
Finding time for research and teaching

***Triumphs:***

Inquiry seminars  
Cross-disciplinary initiatives  
Creation of Social Justice programs  
Ree3ve Union rebuilt  
Chancellor comes  
New signage!

**2002 – 05 Era of Transformation**

***Perceptions:***

Cold and ugly  
Not friendly  
University is a Hardy Boys, Nancy Drew mystery  
How do things work?  
Faculty vs. Dean  
Territorial  
Signage  
Dean Z's waning years

***(Positive Perceptions)***

Small town feel  
Young faculty  
Caring faculty

***Triumphs:***

Sense of progress as time unfolds  
COLS 50 year anniversary  
Faculty Development – big plus  
Good mentoring in English Department  
Growth of Interdisciplinary Programs  
Hiring AAS Director

***Challenges:***

Other peoples' research – hard to understand  
Normal junior faculty support here is considered a big deal

Wells trying to leave  
Bad budget “Buy your own pencils now...”  
Teaching emphasis but not research  
Mixed messages about research – important but not supported

***Culture:***

Dean Z. – everything a battle  
People not connected  
Fear and paranoia  
Hostile state legislature  
No inter/intra collegiality

**2006 – 07 – Era of Innovators**

***Perceptions:***

Political climate – Iraq issues  
UW-O – bigger than expected  
Lots of “extra” opportunities  
Active research support  
Positive university level leadership  
Approach and commitment to community – positive  
Hard working place- faculty & student research  
Community outside life with students

***Challenges:***

Not enough forward thinking – but it’s coming!  
Tech support, resources, access  
Juggling many responsibilities as expectations change

***Triumphs:***

Lots of hiring!  
Adding majors and valuable projects ( Take back the night)  
Growth agenda  
Expanded outreach  
Online programs, community partnerships

***Culture:***

Very little complaining, hard working  
Place-based, understanding of community important  
Supportive, strength-based  
Research as component of teaching-learning  
Course buyout to perform  
Equality between Faculty-students rather than paternalistic

## 2008 - 09 – Era of Renewal

### ***Perceptions:***

Well run  
Willingness to address issues  
Open, receptive  
Approachable  
“Do it yourself” in departments  
Structured and supportive

### ***Challenges:***

Uncertainty of the future  
Transitions  
Interim changes  
Liberal Education movement  
Learning the students  
Getting ready for classes  
Enrollment  
Competing for students with other depts..  
Lack of common standards across college

### ***Issues:***

Student demands for courses  
Curriculum modification and development

### ***Culture:***

Student’s viewpoints – helpful and caring  
Collegial culture  
Grad student lounge  
Culture of “furlough”

## **VALUES TO BE CARRIED FORWARD FROM EACH OF THE ERAS**

- Quality Teaching
- Living with ambiguity
- Change readiness
- Collaboration
- Healthy conflict management
- Research support
- Internationalization
- Perseverance
- Challenging resistance to change
- Alignment

- Collegiality across campus
- Faculty support
- Engagement
- Diversity
- Interdisciplinary development
- Research-teaching connection
- Balance
- Embracing possibility
- Reaching out to community
- Optimism

## **II. Macarthur Genius Award for UW – Oshkosh COLS**

**(What would we have to accomplish over the next 5 years to receive such an honor?)**

1. Connection with the community – civic engagement
2. Student experience – mentoring, advising, technology
3. Interdisciplinary collaborations, connections, collegiality
4. Educators experience: teaching, new faculty and post-tenure involvement
5. Strategic communications plan: value for what we already do through showcasing, new level of pride, awareness and recognition of talent
6. Managing and championing sustainable change that is urgently needed: Diversity, environmental, technological. (Social, natural, technological environment).

## **III. Situational Analysis (SWOT – Strengths, Weaknesses, Opportunities, Threats) of each of the “emerging priorities” identified immediately above in Section II.**

**(Greg – Priority Team #1)**

***1. Connection with the community – civic engagement - service learning and internships***

### **Strengths (Internal)**

Cost savings if teamed externally

Creates commitment to change and belief that individual action makes a difference

Engages students outside of their limited world

We have a knowledge rich faculty  
High student interest  
Established programs already – some depts. Strongly foster this already  
Civic engagement for faculty  
Helps community understand “what we do”  
Internships – free labor in a tight market for companies  
High-impact learning, balances theoretical  
People-friendly programs, importance has increased awareness  
Aligns well with Wis. Idea  
Students see value of education with hands-on experience  
Activist side of teaching & learning  
Connects students to community  
L&S internship coordinator in place, ready to help.  
Makes education more vibrant  
Builds support for the university  
New ideas for students to bring to their academic experience  
Good internships draw good students and support good research  
Alumni rewards/connections important

### **Weaknesses (Internal)**

Not enough faculty, already spread too thin  
Budget, availability of opportunities needs to be coordinated  
Ill-prepared students could embarrass university  
Internships not available for all majors  
Too much community focus can derail campus needs  
Town-gown difficulties  
Complex demands  
How do we make appropriate connections?  
Not centralized in our college  
Resistance, time rewards issues  
Lack of definition, focus  
Lack of worldly vision, cultural awareness  
Reduces academic focus, credit and more traditional classes  
How to work into curriculum

### **Opportunities (External)**

Would help with external perceptions of UW-Osh  
Better Town-gown relations  
Very popular idea right now  
Work with Oshkosh school district  
Expertise available for [problem solving  
Experience and possible job openings for students

Technology to promote  
Global exchange of goods, people ideas  
Fox Valley has many opportunities  
Interdisciplinary collaborations  
Empowers students  
Greater resource for NE WI  
“Lake Winnebago” has research opportunities with aquatic ecologists, scientists from around the US  
Potential source of donors  
Program evaluation  
Student recruitment enhancer

### **Threats (External)**

Public suspicion about university intentions, misunderstanding of our mission  
Community perception of univ. as “other”  
Possibly fewer academic credits earned by students as service credits accrue  
Benefits of internships can be weak compared with classroom  
Rejection of outsider’s suggestions – risk  
How do we grade this?  
Outside influences could be problem  
Student reluctance  
Not all disciplines connect easily  
Time consuming  
Who will organize and make sure its working?  
Soften the focus of our educational mission, dilute commitment to core academic subjects  
Cost of administration  
Students do a poor job, drop the ball  
Cost of global travel  
How do we judge quality?  
Not values within certain departments  
Over utilization of students  
Insufficient expertise in working with minority groups, e.g. tribes  
Competition  
Things will change and many will lose what they like – resistance to change

### **(Stephen – Priority Team #2)**

### ***2. Learning/Student Experience: Mentoring, Advising, Technology***

### **Strengths (Internal)**

Existing commitment to involve faculty more fully in advising  
Really helps students

Undergrad research programs well established in many departments  
Encourage more cohesive experience  
Many people with lots of skills to help students  
Core of intelligent, dedicated teachers in COLS  
Faculty dedicated to providing a productive learning environment  
Student-instructor relationships strengthened  
Students see value of research  
Greater student satisfaction  
Technology infrastructure  
Broad liberal education  
Faculty invested in student success  
Everyone knows advising is key component for students  
More conducive atmosphere (mentoring) than a research institution  
Students want the help!  
Can build toward student/alumni mentorships, assist faculty in career advising  
Relations with future alumni  
Increased enrollment, retention  
Enhance student success  
Gets all faculty involved with students  
Fac-student grant programs  
LERT initiative, if done right, could transform student experience  
Well-informed students are better students  
Students will feel valued, enjoy experience more  
Faculty anxious to collaborate with mentor students

### **Weaknesses (Internal)**

Faculty might oppose added duties, technology  
Faculty rewards must be well aligned to do this  
Must have variety of approaches – one size won't fit all students  
Get rid of "learning" in title – implies that student experience refers only or primarily to learning  
Hard to get students attention with so many things to choose from  
Students don't know why the hell they're in college  
No regards in tenure/renewal system  
Overall effort to pull elements together teaching use of time  
May be limited by resources  
Time might be a factor for faculty  
Need to advertise the service when available and done well  
Students can be resistant to advising – too busy for meetings  
Release time/service requirements  
Inconsistent tech access across campus  
Lack of incentive for students to succeed  
Student resistance to change  
Resistance to changing curriculum delivery methods

Technology- may create too much dependence on distance learning, non face-to-face learning  
May put too much emphasis on technology

### **Opportunities (External)**

Research and learning collaborations  
Increase student, parent, faculty satisfaction  
More success for student outcomes  
More good press, supportive alumni  
Motivates students and strengthens coursework  
Increases and improves our community profile  
Possibility of more programs internships  
Student instructor communication strengthened  
Connect students with specific professions  
Recruiting, retention graduation rates improved  
More study abroad opportunities  
Could find professional mentors for students  
Better prepared workforce  
Good resources already established  
Increases education as lifelong pursuit

### **Threats (External)**

Our culture  
Constantly changing technology can confuse everyone  
Priorities and demands in students lives  
Lack of \$\$ to pay creative endeavors  
Students not valuing broad base of education  
Threat of change, resources to support  
Political opposition to perceived costs  
Convincing students that this is important  
Having to compromise to get financial support  
Changing career fields – hard to keep up  
“Class” division  
Faculty resistant to online courses  
Focus away from research, academics  
May lose control of content  
Parents may not stress this enough  
Time taken from other initiatives

**(Kevin, Wendy – Priority Team #3)**

***3. Interdisciplinary Collaborations – connection, collegiality***

### **Strengths (Internal)**

New faculty more open to collaboration  
COLS more supportive of collaboration  
Foster positive general environment  
Service on committees provides opps for connections  
Faculty doing amazing, innovative work in teaching and research  
Cost saving especially if collaborating externally  
Best chance for grants and will improve ties on campus  
Existing examples: environmental studies, COLS committees, research  
Better teaching, scholarship, quality of life  
Foster sense of community  
Efficient use of resources  
Draw on current structure of IDS programs  
Strong institutional support – Fac. Dev. Program  
Women’s Studies and AAS  
A “big picture” approach to education  
Three-dimensional picture of topics, shared wisdom from different disciplines  
Greater sense of university rather than departments  
Strengthen individual fields, new perspectives

### **Weaknesses (Internal)**

Resistance from traditional disciplines  
Need to identify collaborators  
Lack of time to develop new courses  
Heavy teaching loads  
Need institutional support  
Time/cost intensive  
Lack of willingness to realize goals  
May have to compromise intentions  
Overworked and never see colleagues outside of my dept.  
Departmental territoriality/academic silos  
Too much diffusion could water down courses  
Not necessarily accommodating curricular structure to house it  
Hard to pay for teaching time, could dilute content and methodology  
Isolation of depts..  
Competition  
Need intra-dept standards, structure and avoid making this an easy degree  
No system capable of handling promotions and tenure form people in IDS programs  
Too much “generalism”  
No time, not enough student interest  
Challenges of jargon and bridging paradigms  
Need to create bridges and find compatible colleagues

Teaching/learning experience focus  
Threatens the lazy faculty  
Depth of knowledge can decrease and fewer experts in single disciplines  
Differing standards in different departments

### **Opportunities (External)**

Create an interdisciplinary graduate PhD program in one of the emerging fields  
(Environmental management)  
Help foster image  
New freshwater school @ UW-M, Lake Winnebago  
Working across disciplines provides perspectives on issues, new ways of solving  
problems  
Education delivered in a different way  
Near North Tribe and other minority communities (Hmong) offer obvious collaborative  
opps that fit our mission  
Illustrate Liberal Arts in practice  
Promoting diversity and inclusion  
Well-rounded graduates who have perspectives to offer their employers/field of choice  
Compete for grants interdisciplinary and multi-disciplinary  
Encourages intellectual community with museum, theater etc.  
More knowledgeable students  
Strong graduates – community relations  
Students learn to manage complexities of today's world  
Lots of Opps within UW System  
Digital technology  
Develop curriculum with both academic and workforce-related goals  
Revive the Algoma room  
Improve ability to serve the community  
External funding will be better  
Hiring faculty outside of UW System creates larger net for collaboration  
Agencies like NSF promote this

### **Threats (External)**

Lack of models for evaluation of collaboration (teaching or research) for publication,  
tenure, merit  
Social hierarchy will change to include “others” (yeah!)  
Suspicion of dept. members  
Life too busy for new connections  
The “in” interdisciplinary thing changes every 5 years – what is “in)?  
View of irrelevance of “ivory tower” approaches  
May not lead to tenure  
Need job security to try risks  
Need to avoid buzzwords, fads  
People outside the university want us to be experts in our field

Lack of clarity, understanding of interdisciplinary  
Liberal arts under attack  
Existing reward system

**(Lori – Priority Team #4)**

***4. Teaching, Scholarship and Service – Educator’s experience, New Faculty, Post-Tenure Experience***

**Strengths (Internal)**

“Educator’s experience” is a more inclusive term. It involves more than teaching, scholarship and service. It deals with women’s issues, quality of life issues and is extremely important especially in a climate of financial hardship.

Enhance teaching  
Future will require use of all our resources  
Focus on neglected areas of concern and serves as a strong counterpoint to student service  
Job security, stable faculty opportunity  
We now have a Dean who takes Faculty Development seriously – he listens and understands thoughts, opinions and judgments.  
Faculty development, sabbaticals, teaching, research – excellent!  
Opps for faculty research  
Collegiality among faculty  
Mentoring program for new faculty  
Retention aided by positive climate  
It’s what we do best!  
We are the carriers of the vision  
Good existing programs, fac. Development, tenure/renewal guidelines  
Faculty morale and rigor – student respect and awareness  
This is critical to our mission  
Focus on improved classroom performance, more and better students  
Strong institutional support for teaching/research  
Common area that connects all of us in the university community  
Provide a model for senior faculty that emphasizes reward, service, passion for subject  
Extra-dept. mentor for new faculty is a good system  
This is our main purpose in being here  
Large number of post-tenure faculty available to share knowledge and lead  
New and creative ways to teach diverse students with varied needs  
Increases faculty and staff integration into the college and community with increased mentoring and follow-through  
UWO values teaching and draws faculty to do too  
Continue decades-long trend in raising standards

### **Weaknesses (Internal)**

Service now rewarded but greatly needed  
Faculty feel overworked and underpaid  
Increase institutional costs  
Conflicts between teaching and research  
Aside from Fac. Dev. very little support for research within the Dept. and COLS  
Tenure/renewal rewards not sufficiently focused (much much more on research)  
Too large classes – dilutes relationship with students  
Spread too thin  
Planning time  
Service reduces career advantages, lack of recognition  
How to engage post-tenure faculty in service – they opt out now  
No overall tech-future support  
Need clear and consistent standards for new and post-tenure faculty activities  
UWO values teaching at expense of research  
Hard to find urgency to increase post-tenure productivity  
If older faculty needs help, who will be the resource?  
Not enough time given for scholarship, too much demand for service  
How to recruit if just getting over tenure tension?  
Please, no boring teaching  
Skywars (?), others dubious  
“Professional Improvement” initiatives  
Balancing responsibilities  
Now everyone “owns” responsibility for service  
Jaded, tenured faculty

### **Opportunities (External)**

Increases local expertise  
Could use the outside resources in the profession  
More opportunities to bring about needed change  
Pay or reward faculty – count toward tenure  
Model “life of intellect” for students – new experience for them  
Revitalizes public awareness of important constituents concerns and interests  
New connection to community  
Outreach enhancer  
External groups like McNair Scholar Program – facilitate faculty research programs  
Rejuvenate, inspire, improve morale  
Go for outside agencies that provide balance for faculty  
Create strong mentoring networks  
Improve student learning and engagement with campus  
“Branding” even though I hate the term  
More advertising  
Good buy-in for faculty and related professional organizations  
Center for scholarly teaching

Promote to community – use technology – teaching success

### **Threats (External)**

Lack of time, opportunities to focus on needed changes  
Lack of funding for additional leadership responsibilities  
Cost/benefit hard to justify intangibles  
Seen as spoiled brats by public  
Burn-out, budget fatigue  
State legislators lack of understanding of what we do  
Anti-intellectual culture  
Quality teaching loads vs. student experience  
Agencies like NFS don't respect research at places like UWO  
Faculty members who undermine the image of good faculty in the community  
Too many minds with elitism  
Low average salaries  
No state financial support

### **(Barbara – Priority Team #5)**

***5. Strategic communications plan: value for what we already do through showcasing, new level of pride, awareness and recognition of talent***

### **Strengths (Internal)**

Faculty and Dept websites are getting better  
E-mail!  
Some parts are already in place  
Some departments could be examples, get recognition – already doing this  
Outstanding faculty  
Compelling need not currently being met  
John Koker, enormously talented faculty who are very active professionally + great students  
Obvious examples of programs and department already exist  
Builds support and positive attitude  
Much to build on  
Celebrate Excellence!  
Many activities to brag about  
Campus sustainability, Independent research – already leading in these areas  
Attract new resources; financial and recruiting  
Retention of faculty due to new pride  
Could help build a sense of community  
Broader reach of type of students we admit  
Faculty already collects accomplishments as part of evaluations  
New media opportunities  
Chancellor's skill at this

New COLS website launches soon – great opportunity to showcase faculty  
Why not showcase our excellent faculty and students, could be research teaching  
innovations, internships, service to community  
Bolsters enrollment  
Provides base of information for legislators and Board of Regents’  
Spark new ideas!

### **Weaknesses (Internal)**

Could be divisive to showcase stars over “normal” faculty  
Identifying our brand is difficult  
Current office doing this might see this as a threat  
Cynical corporate pr mentality  
Lack of sustained self-confidence  
Competitive culture  
Lack of time  
Could be useless  
“Branding” has been widely mocked by L&S profs as too much marketing, form over  
function  
Too many e-mail, spam messages disguised as real news  
Some don’t want recognition, some may resent it  
Diverts resources, could create another bureaucracy  
Many of us fear that there is zero interest in our opinions and expertise  
Lack of support from university – focus is on business  
IMC not in touch with faculty, negative perceptions  
Too much emphasis on degrees, not on learning and education  
COLS lacks an identity – cross purposes with institution

### **Opportunities (External)**

Join local civic organizations  
Increased support – financial and political  
End self image of UW-Zero  
Improve community relations, pride about UW-O  
Participate in Leadership Oshkosh  
Increase community respect for UWO  
Community awareness of diverse opportunities in college  
Use tech to connect the world

Create new relationships with local and regional communities: businesses, arts, schools, other orgs.

We would be seen as more useful, relevant

Great opportunities already exist, many ways to give to community, too.

Campus climate report is ahead of many other campuses

Branding – name recognition, show how we enhance community already

Partner with external organizations (Paine Museum, downtown development)

Show the connection between univ. and community

Showcase former students who they are where they are what they do. Every year 40 under 40 of grads in positive roles.

### **Threats (External**

Could create a sense of intellectual elitism

Outside agitators bring too much change – a perception that weakens creative opportunities

Anti-intellectual society, region

Could appear arrogant

Misunderstanding of differences of opinion

Jealousy from other campuses

Budget restrictions

Needs to be focused and special and avoid empty words, phrases

Not enough to showcase

Community confusion – understanding of research, talent college point of view

Liberal arts perceived as irrelevant to business community

Sense that university doesn't operate in the "real" world

Don't want to cease to value traditional liberal arts disciplines or to popularize them in ways that make them less educational

Community perception that we do not "work"

Could be seen as a misuse of resources

Too focused on our own achievements – could be perception

Legislators who hate us always have a bigger megaphone

Expansion could lead to over saturation of market

Lack of organization

Not enough information about the programs and volunteer opportunities to make public

Loss of momentum

"Critique" harshly others work

**(Carol – Priority Team #6)**

***6. Managing and championing sustainable change that is urgently needed: Diversity, environmental, technological. (Social, natural, technological environment).***

**Strengths (Internal)**

A way to address needs quickly  
Increase appearance and relevance of teaching and research  
Increase awareness of need  
Stay ahead of the curve  
Earth charter work  
Changes are too slow – this is so needed  
Should have strong support at all levels  
Improved institutional focus under right conditions  
Small group that understands need for change  
Consistent with many public issues  
Committees that already exist on these issues – promote their recommendations, work collaboratively  
These issues are useful aspects of campus life  
Opportunity to be a leader in these areas  
Help to retain faculty and students  
An identified face for UWO  
Sustainability Team has begun work  
Update curriculum as well as teaching strategies  
Draw creative people with good ideas  
Fits with construction of New Academic Building – environmental issues – make it a “teaching moment”  
Close achievement gap – retain students  
Motivate faculty  
Bring our curriculum into the 21<sup>st</sup> century  
Use existing and proposed programs around retention

**Weaknesses (Internal)**

Will happen whether we are reactive or proactive  
Just another trend

Money shortages  
Magnitude of change  
We must stop using so much paper  
Could ruffle feathers  
Risk of following trends instead of solid ideas  
Lack of definition  
Lots of people see these issues as not central to campus life  
Pushing individual or personal agendas  
Institutional confusion and lack of cohesion in competing for resources  
Everyone has their own idea of what is urgent  
Danger of acting too quickly without enough information  
Wasting resources on things that will have to be undone  
Would require deep, systemic change  
Belief by indiv. Or departments that this change does not affect their discipline  
Lack of biking safety around town  
Incomplete support for improvement of retention  
Technology environment needs major improvements  
Change made without adequate support of entire organization  
Funding taken from other initiatives  
We are already hard pressed – don't want to give up old priorities for new ones  
Resistance to change  
Can a college or university react quickly enough?  
Student apathy

### **Opportunities (External)**

Improved perception of the university  
Could illustrate how learning, like business, can change quickly  
Hot areas for students may attract better ones  
Clearly applicable to larger community  
Positioning COLS as a unique part of UWO and of NE WI  
Viewed as progressive, green  
Seen as adjusting to the times, good pr for us  
Companies looking for global citizens, fluent in diversity  
Change perception to university and leaders – new relevance  
Champion green environment & other changes by NEW building  
Could be considered a leaders among universities  
Public support could increase  
Sensitivity to community needs  
Speed the change needed  
Tie these issues to helping students become more employable, able to operate in a global society  
This region cries out – because of first generation students for a university supporting better retention  
Many opportunities already exist  
Hot butter issues are fundable (?)

Be ahead of the curve, set standards for other universities, good for our reputation  
Donor retention  
Native community in the north  
Improve life for all  
Laptop for every student, and more digital  
There are jobs in this – students love jobs!  
National, global recognition – a model responding to a need for action!  
Diverse faculty form elsewhere will allow more global impact  
Being at the forefront of change

### **Threats (External)**

Valuable resources could be subverted  
Technology can become a “raison d’etre” rather than pragmatic  
Not seen as traditional educational approach  
The need to remain bricks & mortar physically meeting students from distances  
Perceptions (parents, lawmakers, regents) as “flakey”  
Built in obsolescence  
Student apathy  
Outside agitators interfering with “our place”  
Changing news about sensitive issues could cause antagonism  
Challenging legislators and conservative community could cause negative reactions  
Political hotbed  
Objection to the perceived mission/purpose of university, taxpayers investment  
UWO seen as insulated community  
Losing focus, larger context  
Narrow-minded community  
Denial of the problems  
Becoming irrelevant if trend-based  
Legislators, students not aware of current issues, may not support new directions  
Possibly a small group of quick decision makers would not make the best decisions  
Could develop into special interest causes  
Bad ideas pushed through too quickly, too many ideas pursued poorly

#### **IV. Message Points about Strategic Planning to take out to a broader campus/community as process unfolds**

- Invite increased faculty engagement
- Creating a sense of unified direction
- Seeing broad representation – diversity

- Painting the big picture
- Deriving values from our history
- Opportunity to shape our lives, our work
- Open involvement, process

## **Examples of how Goals might be structured as Priority Teams begin Planning phase**

Review vision for your priority – 3-5 years from now what would success look like?  
 Review SWOT to see what strengths, weaknesses, opportunities and threats need to be addressed first

Agree on “stakeholders” who need to be included to make this vision happen, when to include, how to include.

Address any quick-fix issues quickly

### ***1. Connection with the community – civic engagement***

Goal: Example

Create comprehensive list of current initiatives and criteria to rank those that are most successful

### ***2. Student experience – mentoring, advising, technology***

Goal: Example

Conduct a focus group of student leaders and faculty advisors with Priority Team members to better understand current success where it occurs

### ***3. Interdisciplinary collaborations, connections, collegiality***

Goal: Example

Choose 3 new, highly valued faculty members to create a pilot for collaborative research and teaching

### ***4. Educators experience: teaching, new faculty and post-tenure involvement***

Goal: Example

Create, or if available, review climate survey for new, mid-career and post-tenure faculty to assess opportunities for representative leadership team to institute a stronger lifelong service culture... fullest contribution from entry to retirement.

***5. Strategic communications plan: value for what we already do through showcasing, new level of pride, awareness and recognition of talent***

Goal: Example

Establish criteria related to SP Vision of how to showcase those who are “holding up their part of the sky” by aligning with emerging priorities.

***6. Managing and championing sustainable change that is urgently needed: Diversity, environmental, technological. (Social, natural, technological environment).***

Goal: Example

Benchmark “change management” techniques from other industries – business, community, political, non-profit sectors to identify how sustainable progress can be made. Examples: Catalystwomen.org (click on awards) for diversity and inclusion in corporate settings. Or Blue state technologies for how Obama’s campaign shifted communications paradigm through electronic methods.