



MEMORANDUM

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

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 11th 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 21st 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.