

## The seven key operational plans

*"Planning without action is futile, action without planning is fatal"*

- Source Unknown

An organization's raison d'être is never fully realized in the absence of forward momentum. Thus, all progressive organizations must eventually transition from the planning stage to the action stage. In order to do so, however, a plan of action must be envisioned, and eventually set into motion. The marching orders meant to lead our university into the future were recently unveiled. Developed over time through a painstaking and inclusive process, the Seven Key Operational Plans stem from our Governing Ideas (vision, mission, and strategic action initiatives), and are designed to facilitate our pursuit of distinctiveness.

### Academic Program and Student Outcomes Assessment Plan

As a key part of the University's operational planning, the Academic Program

and Student Outcomes Assessment Plan is a thorough review of our University's existing academic structures, program array, academic planning needs and assumptions, and student outcome assessment processes. The review process will include students, faculty, academic staff and administrator input during fall 2005 and the entire 2006 calendar year. Two important goals of this review are to: 1) evaluate progress toward the four cross-college strategic initiatives; and 2) set new academic programming priorities for the next five years that will help us to continue making progress on these initiatives. This review of our existing academic

programs and student outcome assessment, and the planning priorities that are developed over the course of the next year, will serve as a launching point for an annual review process that will facilitate assessment of progress toward priorities and future planning.

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## Academic leaders consider reaccreditation

University academic leaders gathered on January 12, 2006 in Reeve Union at the Academic Leaders Workshop. Their first agenda item focused on the university accreditation and was designed to provide feedback to the Higher Learning Commission (HLC) Self-Study team. More specifically, workshop participants were asked to give feedback on what they believed were the (1) major opportunities for improvement and (2) issues arising in the next 3-5 years as they related to the HLC criteria. We also hoped to hear (3) strengths but encouraged participants to focus on that area last.

Workshop participants sat at one of five tables in the room. Each table was given three copies of a paper detailing one of the criteria as well as a sheet on which to write feedback. Participants were asked to talk about their criteria then record their comments on the feedback paper. They were given about 15 minutes to talk. Each table then reported to the full group the main points of their conversations.

You can see the full text of their feedback at: [http://www.uwosh.edu/nca\\_accreditation/Documents/Jan12\\_AcadLeadFeedback.pdf](http://www.uwosh.edu/nca_accreditation/Documents/Jan12_AcadLeadFeedback.pdf)

Information from this session as well as the exercise itself will be shared with the subcommittees associated with each criteria. They will then use this information when drafting their reports on their criteria. The writing team likewise will use this information when pulling together the first draft of the entire self-study report.

If you would like to engage your department or unit in this exercise; that would be fantastic. We would be most interested in hearing what you have to say. And, we would utilize your comments in the same way we are utilizing feedback from the Academic Leaders Workshop. Materials from the workshop are available on the web at [http://www.uwosh.edu/nca\\_accreditation/Documents/NCAAcadLeaders.php](http://www.uwosh.edu/nca_accreditation/Documents/NCAAcadLeaders.php)

# Who's Who on the Reaccreditation Team?

University Reaccreditation is a university wide activity. Hundreds of people are involved in a variety of ways. Some people take on more time consuming roles. Others play equally critical support roles. Craig Fiedler and Margaret Michelina Manzi are the co-chairs over the entire process. Susan Cramer and Mike Tippins are self-study co-chairs while Julia Jalovec provides support. There is then a coordinating committee. Membership there include the four co-chairs plus: Peggy Davidson, Jaya Jambunathan, John Koker, Merlaine Angwall, Quintin Sullivan, Sam Adams, Nick Dvoracek, Jean Kwaterski, Dawn Dettlaff, Amanda Cone, Becky Fromfield, Susan Nuernberg, and Lori Worm. This group meets monthly to discuss issues and process related to Reaccreditation.

Faculty and staff campus-wide spent countless hours this fall providing artifacts and reflections on the artifacts. Thank you everyone!! Those artifacts have now been turned over to the subcommittees charged with understanding their importance and weaving our campus story together. They will be working on this during the entire spring semester. If you see these colleagues wandering around campus be sure to thank them for their work. If you would like to help them, we're sure they won't turn your offer down. Committees and their members include:

## *Criterion One: Mission and Integrity*

Merlaine Angwall - <i>Co Chair</i>	Michael Ford
Nick Dvoracek - <i>Co Chair</i>	Don Simons
Rosemary Smith	Andy Robson
Margeurite Helmers	Chris Edwards

## *Criterion Two: Preparing for the Future*

John Koker - <i>Co Chair</i>	Ken Splittberber
Lori Worm - <i>Co Chair</i>	Bill Mode
Steve Arndt	Sue Neitzel
Mike Beeth	Barbara Rau
Sharon Chappy	

## *Criterion Three: Student Learning and Effective Teaching*

Margaret Michelina Manzi- <i>Co Chair</i>	Jan Norton
Quintin Sullivan - <i>Co Chair</i>	Dan Schmidt
Sam Adams	Denise Robson
Bryan Lilly	Mike Watson
Jennifer Mihalick	Amanda Cone
Stephanie Stewart	

## *Criterion Four: Acquisition, Discovery, & Application of Knowledge*

Craig Fiedler - <i>Co Chair</i>	Dawn Dettlaff
Jaya Jambunathan - <i>Co Chair</i>	Debbie Gray Patton
Linda Freed	Chad Kopitzke
Lori Carrell	Susan McFadden
Jacque Bollinger	Matthew Mott
Lynn Brandt	

## *Criterion Five: Engagement and Service*

Jean Kwaterski - <i>Co Chair</i>	Linda Bartelt
Peggy Davidson - <i>Co Chair</i>	Irma Burgos
Marsha Rossiter	Susan Marnocha
Perry Rettig	Kyle Wise
Sue Schierstedt	Tom Fojtik

## Reaccreditation—Be Involved

Feeling left out? Wish you could participate in the HLC self-study efforts more? We would welcome your energy and enthusiasm as well as ideas, perspectives, and knowledge. While the self-study subcommittees are already actively meeting to analyze artifacts and draft their subcommittee report/chapter, new members would be gladly welcomed. Simply send an email to Susan Cramer ([cramer@uwosh.edu](mailto:cramer@uwosh.edu)) or Mike Tippins ([tippins@uwosh.edu](mailto:tippins@uwosh.edu)) and we will help you link up with a subcommittee.

Another way to be involved would be to get your department or unit together and do the exercise from the Academic Leaders Breakfast. Materials for the exercise can be found at [http://www.uwosh.edu/nca\\_accreditation/Documents/NCAAcadLeaders.php](http://www.uwosh.edu/nca_accreditation/Documents/NCAAcadLeaders.php)

A third way to be involved is to send us an email telling of any new initiatives you and/or your classes are involved in. For example: Have you gotten any grants to explore or promote diversity or are you exploring diversity in your classroom? Are you engaged in service learning or working with the community or people elsewhere in the world? Are you doing something exciting for assessment of student learning? Are you using technology in a unique way in your classroom or for your research? We know you and your students are doing interesting things – what are they? Let us know. You can type your projects into our web form at [http://www.uwosh.edu/nca\\_accreditation/projectform.php](http://www.uwosh.edu/nca_accreditation/projectform.php) or you can send us an email [cramer@uwosh.edu](mailto:cramer@uwosh.edu) or [tippins@uwosh.edu](mailto:tippins@uwosh.edu).

[http://www.uwosh.edu/nca\\_accreditation](http://www.uwosh.edu/nca_accreditation)

## Key Operational Plans *(continued from page 1)*

### Human Resource Support and Development Plan

The Human Resource Support and Development Plan is a document that provides an overview of current human resources support and development services at UW Oshkosh, linking the Affirmative Action Plan and the Diversity Plan 2008. The plan outlines human resource support and development planning assumptions over the next five years, anticipates challenges that the university will face in managing its workforce, and states goals to address those challenges.

The Human Resource Office, working closely with the Office of the Provost, is the unit responsible for providing the leadership to develop and refine this key operational plan to promote the increased professionalism, refinement and support of our four employee groups—faculty, academic staff, classified staff and students.

The Human Resources Office supports the Offices of the Deans, Chairs, Vice Chancellors, Associate/Assistant Vice Chancellors, and Directors across the campus by providing the following major groupings of services: (1) coordination of fringe benefits, immigration and international taxes; payroll and leave accounting, workers compensation, unemployment compensation, family and medical leave, and student employment for all employee groups; (2) manage recruitment, reclassification for classified staff, performance evaluation and merit processes, labor relations, complaints and grievances of classified staff; (3) provide assistance with recruitment, salary equity and re-titling for academic staff, complaints and grievances of faculty and academic staff. In supporting these same campus offices, the Office of the Provost has typically provided the following major groupings of services: (1) relationship management between administration, faculty and instructional academic staff; (2) manage recruitment, selection, renewal, promotion, tenure and merit for faculty and instructional academic staff; (3) provide orientation of new faculty and instructional academic staff; (4) manage development programs for faculty and academic staff.

### Enrollment Management and Student Support Plan

The purpose of this key operational plan is to:

1. Identify the desired size of the student body and define the types and mix of students we should serve;
2. Establish recruitment, retention, degree progression and graduation goals;
3. Link all enrollment goals and the student support services with the Diversity Plan 2008 and the Oshkosh Student Compact;
4. Identify enrollment management planning assumptions over the next five years; and

5. Describe enrollment management and student support planning and policy issues with recommended action steps to address issues and challenges.

Improvement of our enrollment base through modest increases in the size and academic readiness of the student body, while significantly changing the mix and ethnic and racial diversity of our students, requires a university-wide effort, which integrates the goals and responsibilities of the overall institution with those at the program level.

The Enrollment Management Team (EMT) recommends that UW-Oshkosh maintain a “steady-state” enrollment for the next five years, with total annual (undergraduate and graduate) enrollment targets of 10,300 FTE (all funds) and 12,500 headcount (all funds). It is important that UW-O not return to the enrollment pattern of the 1990s, when annual enrollments consistently missed System targets. The University has been well served, in terms of public image and reputation, with its enrollment growth over the period 2000-2004, and its place as the state’s third largest university.

Within the overall enrollment figures, the enrollment model includes annual targets for new freshmen, transfer students, and graduate students. The EMT recommends consistent annual targets for each of these components. However, there are important planning assumptions and policy issues to be considered that may dictate significant modification to these components.

An important key planning assumption is that direct instructional resources are constant over the period 2005-2010. In addition, annual tuition increases can negatively impact annual enrollment even if all other factors are positive; more students may elect to begin their education at a technical college rather than a 2-year or 4-year UW institution.

While this plan identifies many factors that affect the University’s ability to recruit and retain students, the most fundamental is this: Only 25% of our applicants list UW-Oshkosh as their first institution of choice. The University’s most significant enrollment goal must be to increase this percentage. Until it is improved, we are particularly vulnerable during periods of increased competition for new freshmen. The fact that only a quarter of our new students list us as their first choice also plays a role in retention efforts.

### Finance and Budgeting Plan

The Finance and Budgeting Plan for the University of Wisconsin-Oshkosh is one part of a larger set of planning documents and other materials relating to the University’s broader strategic and operational planning process.

This plan addresses various financial issues associated with the provision of financial resources to support the

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## **Key Operational Plans** (continued from page 3)

University's mission. This broader fiscal environment is a cyclical process that reverberates and resonates to the frequency of the state's fiscal year and the inherent and associated state biennial budget planning process. Recognizing the recurring nature of those fiscal planning environments, this document shall be reviewed and updated every two years, with major revisions and adjustments being made to reflect the fiscal conditions and opportunity inherent in that always-changing operational environment.

This plan will provide direction and guidance for the 2005-06 academic year, as that year is a part of the first-year of the 2005-07 biennial budget process. Experience gained during the 2005-06 academic year will influence the conditions and assumptions for the 2006-07 academic year. In a broader sense, the state's experience over the course of the 2005-07 biennium will influence the conditions and understandings that are part of the budget development, review and planning process that will take place for the 2007-09 state budget.

The University's overall finance and budgeting plan shall look from within the framework of the current fiscal year (and biennium) and provide focus and direction for actions taking place over the course of the next two biennia. Viewed in this manner and assuming that the plan is revised and updated every two years; this document will provide a six-year planning horizon to guide the present efforts and future course of direction for the University of Wisconsin-Oshkosh.

### **Facilities Master Plan**

The Facilities Master Plan is a document that combines and summarizes various facilities planning documents into one concise reference for use by senior campus administration. The relevant supporting documents include the Campus Master Plan, the Campus Development Plan, the Long Range Maintenance Plan, the Campus Parking Plan, the Residence Life Existing Facilities Condition Overview, and the Space Use Plan. The purpose of the Facilities Master plan is to:

1. Provide an overview and analysis of the quantity and quality of all university facilities in terms of how well the facilities support the mission and vision for the university community.
2. Outline facilities planning assumptions for the University for the next five years.
3. Identify facilities planning and policy issues with recommended steps to address the issues and challenges.

### **Information Technology Plan**

Given the limited financial and human resources available to the University, the following principles are used when ac-

quiring and implementing hardware, software applications, databases, academic and administrative systems:

1. Adherence to standards.
2. Use of integrated groupware.
3. Assessment of financial and human resources.

### **IT Objectives, 2005-2010**

Technology is a critical part of the day-to-day operations of UW-Oshkosh and is used to enhance student learning; support the preservation, creation, and transmission of knowledge; and support campus management functions. The technology objectives must be designed to service student learning and student development. The technology objectives must also support the faculty who were hired to teach and the staff hired to provide academic and business services to students.

The specific objectives outlined in this IT Plan will guide technology development over the next five years. Some of the objectives are more critical than others. For example, some of the objectives are necessary to maintain services to students, while others are more discretionary. In order for UW-Oshkosh to be successful in achieving these objectives, an "action plan" should be developed for implementing the most critical objectives during 2005-2007. This "action plan" should be developed working with the Academic Computing Users Group (ACUG) and the Project Prioritization Group, with final review and approval by the Enterprise Executive Committee.

### **Advancement and Relationship Development Plan**

The Advancement and Relationship Development Plan is part of a broader planning effort integrated and aligned with other planning materials, including the University's Governing Ideas and strategic action initiatives.

The focus of the plan acknowledges the University's mission as well as the obligations and responsibilities owed to the public purpose that created the University.

1. This plan reflects accountability to the internal and external stakeholders of the University.
2. This plan seeks to build active support and engagement from these constituencies. The purpose of these efforts is to ensure that the University's present and emerging needs are understood, supported, and advanced.
3. This plan builds upon past efforts while addressing issues relating to the internal organization, operation, and administration of the University. This is done by identifying and advancing the external relationships that the University has with broad cross sections of the communities served through outreach efforts.