



School of Education
College of Professional Studies
University of Wisconsin - Stevens Point

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August 28, 2013

To: Faculty Senate; Classified Staff Advisory Council; Student Government Association; Stevens Point Academic Representation Council; Alumni Board; Foundation Board; & others

Re: Adopting the New University Strategic Plan

Dear Colleagues, Students, Alumni, and Friends of UW-Stevens Point,

This fall we're hoping to adopt a new edition of the University Strategic Plan (attached), and we're asking for your help as we develop the final draft. Once the final draft is complete, we will be asking the groups listed above to formally endorse the new edition.

Who is "we"? I've been a professor in the School of Education since 2006. I'm working on behalf of Provost Greg Summers and the Strategic Planning Committee. Over the summer, I collaborated with Cheryl Brickner, David Hastings, and Mark Koepke. We met with a variety of individuals and groups. I'll continue seeking input this fall from more individuals and groups.

Don't we have a strategic plan? Prior strategic planning work has included the May 2011 edition and A Partnership for Thriving Communities. You may be familiar with the summaries (right). The new edition synthesizes prior work while adding new ideas and increasing our commitment to community engagement. The new edition offers clearer directives for top-level decision-making and a clearer approach to communication and consultation.



What's the timeline? Please see "Timeline" (attached).

How can I give input? I'm on course release for the express purpose of listening to you. I'm happy to meet with any individual or group. I also welcome email and phone meetings. The draft can be amended through Faculty Senate. I'm happy to move amendments on behalf of you or your group.

Is my program going to be cut? The new edition doesn't explicitly threaten or protect specific programs. However, our university is facing **severe budget challenges**. It's vital that we adopt a more directive plan to guide the difficult choices ahead. Please consider the stuff you care about and get involved in this process.

Sincerely,

Kym Buchanan, PhD

Attachments: Senate Motion; Timeline; University Strategic Plan 2013 December v3_0



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August 28, 2013

To: Faculty Senate

Re: **Motion to Endorse University Strategic Plan**

Dear Colleagues,

In consultation with Provost Greg Summers, Faculty Senate Chair Randy Olson, and others, I respectfully move the following:

Faculty Senate will formally consider endorsing the new edition of the University Strategic Plan on Wed 16 Oct, 2013. Passage of this motion on Wed 4 Sep, 2013 will constitute a "first reading" of the Plan. The new edition is attached to this motion, as well as a cover letter about the process and a timeline for adoption.

Faculty Senate will primarily refer discussion and amendment of the Plan to the following committees:

- Academic Affairs: academic issues
- Academic Staff Council: employee issues
- Faculty Affairs Committee: employee issues
- University Affairs Committee: other issues

Our work doesn't neatly fit into committee categories and neither does the Plan. These committee assignments are only loose guidelines to organize discussion. Other committees are welcome to host discussion of the Plan and move amendments.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Kym Buchanan".

Senator Kym Buchanan

Timeline (v5.0) for Adoption of University Strategic Plan

Task	Audience	Date Due
First draft considered	Strategic Planning Committee	Fri 17 May
Second draft	Greg Summers	Mon 10 Jun
Intro Plan & Playbook	Deans	Mon 17 Jun
Input meetings	Vice Chancellors	End of June
Intro Plan	Stevens Point Academic Representation Council (SPARC)	Tue 23 Jul
Draft reviewed	Univ. Relations & Communications	Mon 12 Aug
Input meetings	Chairs & Directors; other individuals & groups	Mon 19 Aug
Chancellor's Address	University	Wed 28 Aug
Intro Plan	Faculty Senate (1st reading)	Wed 4 Sep
Continue input meetings	Chairs & Directors; other individuals & groups	Sep - Nov
New Employee Orientation	New employees	Mon 16 Sep
Intro Plan	Student Government Association (SGA) (1st reading)	Sep TBD
Intro Plan	Classified Staff Advisory Council (CSAC) (1st reading)	Sep TBD
Intro Plan	Foundation Council	Fri 4 Oct
Intro Plan	Alumni Council	Fri 4 Oct
Plan discussed/amended in committees*	Faculty Senate Committees	Sep, early Oct
SGA vote on Plan	SGA (2nd reading)	Oct
CSAC vote on Plan	CSAC (2nd reading)	Oct
Faculty Senate vote on Plan	Faculty Senate (2nd reading)	Wed 16 Oct
Intro Playbook Consultation	Faculty Senate (1st reading)	Wed 16 Oct
Faculty Senate vote on Playbook Consultation	Faculty Senate (2nd reading)	Wed 20 Nov
<i>Last Faculty Senate meeting of 2013</i>	Faculty Senate	Wed 4 Dec
Plan enacted	University	1 Jan 2014
New website launched	Public	Spring 2014
Additional promotion, dissemination, & consulting	University	Spring 2014

* Faculty Senate will primarily refer discussion and amendment of the Plan to the following committees:

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Our work doesn't neatly fit into committee categories and neither does the Plan. These committee assignments are only loose guidelines to organize discussion. Other committees are welcome to host discussion of the Plan and move amendments.

VIBRANT • PROSPEROUS • HEALTHY • SUSTAINABLE

University Strategic Plan

DRAFT



A Partnership for
Thriving Communities



University of Wisconsin
Stevens Point

Draft for university-wide discussion, for revision and adoption by December 2013
Version 3.0

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This is a Draft

This unfinished edition of our University Strategic Plan is designed to foster a campus-wide conversation about our university's strengths, challenges and possible futures. We invite all who read this edition to discuss it and to make suggestions.

Consideration of this edition began in spring 2013. Discussion will extend throughout the summer and fall. We hope to achieve adoption of this edition by December 2013, including endorsement by:

- Chancellor and Vice Chancellors
- Faculty Senate
- Deans and Directors
- Student Government Association
- Department Chairs
- Alumni Board
- Foundation Board
- ...and others

Kym Buchanan (kbuchana@uwsp.edu) is Executive Editor of this edition. Kym is leading the discussion and adoption of this edition, on behalf of Provost Greg Summers and the Strategic Planning Committee. Kym is available to meet with any individual or group. He also welcomes email and phone meetings.

Introduction

The University of Wisconsin-Stevens Point is a successful, resilient institution which engages with challenges and opportunities in strategic, inclusive ways. With this strategic plan, we hope to clarify our priorities and harmonize more of our decisions. We believe strategic decision-making has significant long-term benefits for our university and all stakeholders, including students, employees, alumni, donors and other people in Wisconsin and beyond.

This plan is an aspirational document in which we describe our ideals. We face significant work to achieve some of our ideals.

Strategic decision-making is a lived approach to our daily and long-term affairs. We call on all who read this to practice strategic decision-making based on this plan. This edition of our plan doesn't include a comprehensive list of actions to take. Rather, it establishes the Playbook of Initiatives as a new approach to creating and using such lists: a new approach to strategic decision-making.

This edition synthesizes the May 2011 edition and more recent work on *A Partnership for Thriving Communities*. This edition refines and grows our ongoing commitment to community engagement.



Significant Changes

Here are the most significant changes in this edition:

- **Strategic Model: Our Tree of Community:** We relate old and new parts of the strategic plan in a visualization of a tree.
- **Mindsets:** We describe five mindsets that affect how we perceive and communicate.
- **Strategic Capacities:** We re-conceptualize the strategic themes as strategic capacities. We assign leadership for each capacity to a university division.
- **Strategic Impacts:** We re-conceptualize *A Partnership for Thriving Communities* as our desired strategic impact.
- **Strategic Assessment:** We identify how we can assess our strategic impacts.
- **Playbook of Initiatives:** We add a new appendix to explicitly list our most important **initiatives** each year.

Initiatives: Specific tasks we undertake to increase strategic capacities and/or achieve strategic impacts.

The authors of this plan are grateful to the authors of previous editions and to everyone who has contributed to the strategic planning process.

Closing the Cycle: Employee Actions and Feedback

Our university will survive and thrive if we stay mindful of how our actions support or hinder a **cycle of renewal**. The cycle begins when we build our capacities. The cycle continues as we draw on our capacities to have impacts. When we positively impact individuals, organizations and communities, their goodwill and support echoes back to us. The cycle is complete as their support sustains our university.

Cycle of Renewal: The connection between our choices today and our resources tomorrow; a positive return on investment.

Many of our capacities and impacts depend on **human capacities**, so the cycle of renewal vitally depends on how we lead, support, and evaluate employees. Employees look to their supervisors for priorities and resources. Supervisors collaborate with employees on how to align their work with our strategic plan. This positions employees to prioritize increasing our strategic capacities and impacts, especially community engagement. The cycle of renewal is greatly enhanced when employees' separate actions combine to create strategic impacts. Thus, the more closely employees align their work with the plan, the greater the impacts and the stronger the cycle of renewal. All of this means that employee performance evaluation is a key place to operationalize our plan.

Human Capacities: Our personal abilities, dispositions, and virtues, such as insight, creativity, collaboration, sensitivity, enthusiasm, and patience.

Agility and Freedom

Our resources are limited. The more we align our work with a single plan, the more we ensure our university's sustainability. However, agility is also a virtue, and individuals and units are more agile and responsive than a whole university. This plan and playbook aren't intended to devalue the numerous smaller visions, plans and activities of units and employees. As a university, we're especially interested in activities that align with this plan. Yet we still encourage units and employees to be perceptive and responsive to a variety of issues and opportunities.

Similarly, this plan isn't intended to devalue academic freedom. Meaningful scholarship takes many forms. We continue to protect our employees' right to pursue a variety of inquiries and endeavors, and to express their ideas, results and opinions.

Plan vs. Playbook

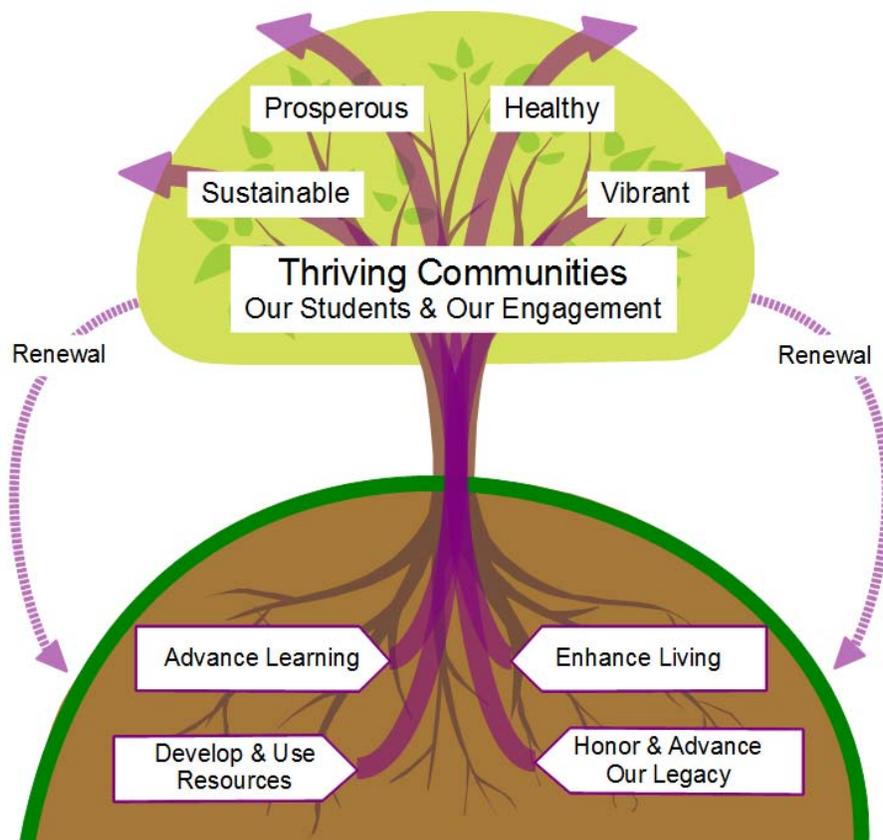
Starting with this edition, our strategic plan includes two connected but separate pieces:

- UWSP Strategic Plan: A Partnership for Thriving Communities ("Plan")
- Appendix: Playbook of Initiatives ("Playbook")

The plan is an enduring document describing our long-term aspirations. The university will revisit the plan every 3-5 years. The playbook is a dynamic document describing initiatives to achieve our aspirations. The university will revisit the playbook at the start and end of each academic year, at a minimum.

Model: Our Tree of Community

Prior work on strategic planning identified four themes for our improvement as a university. Original work on Thriving Communities identified four areas in which we wanted to make a difference. We re-conceptualize those themes as "strategic capacities" and those areas as "strategic impacts". In order to illustrate the relationship between capacities and impacts, we have created a visual Strategic Model. We offer this model as one way to easily refer to our plan when making decisions.



We cautiously embrace the metaphor of a tree. (A university is not a tree and metaphors can be misleading.) Figuratively speaking, our strategic capacities are the roots that provide essential ingredients, and our strategic impacts are the shade, blossoms and fruit that help communities thrive. Our collective work converges and diverges as the trunk, since we all contribute to our impacts. Finally, there is a cycle of renewal to a tree as fallen leaves revert into soil. Similarly, our impacts affect the perceptions, gratitude, emotional investment and political will that support and sustain our university.

Vision, Mission and Values

Our vision, mission and values underlie all our work. In this edition of our plan, we recommit to these ideals with a clearer emphasis on community engagement.

What is our vision for our university?

The University of Wisconsin-Stevens Point will continue to be recognized for developing and supporting citizens who constructively engage with local, regional and global communities and concerns.

What is the mission of our university?

Through the discovery, dissemination and application of knowledge, the University of Wisconsin-Stevens Point stimulates intellectual growth, provides a broad-based education, models community engagement and prepares students for a diverse and sustainable world.

What do we value?

- Community engagement
- Critical thinking, creativity and lifelong learning
- **Diversity** and inclusivity
- Professional preparation
- Student-centered environment
- Sustainable management of natural resources and other resources

Diversity: Differences in background, identity, ability and more; includes race/ethnicity, gender, age, religion, political perspective, sexual orientation, non-traditional student, veteran, disability, chronic illness and more.

Mindsets

Every member of our university has personal **mindsets**, based partly on training, experience and position. Our mindsets affect how we perceive and communicate and can lead to different interpretations of seemingly-precise ideas like our vision or values. To help us collectively engage in strategic decision-making, we identify five shared mindsets. With this strategic plan, we see UW-Stevens Point as:

Mindset: Fundamental beliefs about our university and our world; a lens that affects how we perceive and communicate.

Resilient ▪ Inclusive ▪ Strategic ▪ Engaged ▪ Successful

Resilient

We face many challenges, so we use our integrity, resourcefulness, ingenuity and resolve to thrive.

We live and work in challenging times. The world for which we prepare students is changing, external perceptions of our university's utility are worrisome, and our employees' morale is threatened. We honor our values yet our resources are limited, including our employees' time and energy. We ensure a cycle of renewal by allocating our resources today in ways that ensure continuing resources tomorrow.

We are not alone in our concerns about the future. We have many friends and supporters, and we should cultivate more internal and external relationships. We nurture partnerships and a sense of common cause with people and organizations who share our vision of UW-Stevens Point having indispensable, positive impacts.

Inclusive

Everyone who comes to our university feels safe, welcome and supported. We have achieved an admirable level of **inclusivity**, but we also have much room for improvement.

Inclusivity: A commitment to helping everyone feel safe, welcome and valued; a commitment to honoring diversity.

Commitment to an inclusive climate is a recurring priority in our decisions, including recruitment and retention of students and employees. It includes how we design and deliver our curriculum and the climate we foster in classrooms, offices and across campus. In the physical, online and social environments we manage, we strive for **universal design**. Without concerted effort, an institution such as our university can perpetuate a status quo of privilege and discrimination.

Universal Design: Creating places and systems that are accessible to the broadest variety of people, including people with disabilities.

Honoring difference is a moral imperative. It's also essential to our cycle of renewal. The students we can recruit and the jobs they'll pursue are both changing. If the unique value of a brick-and-mortar university is the rich interaction among employees and students, then whether we provide a positive, empowering experience to everyone determines our success, ethically and financially.

Strategic

We prioritize what we can do with high impact and **harmony of action**.

Strategic decision-making requires a special institutional culture. We consider how our leaders model engagement and strategic decision-making, and how they include and empower other stakeholders. We honor the perspectives and wisdom of people closest to an issue or problem, and we value agility and adaptability.

Harmony of Action: Synergy in our choices; uniting our common efforts to achieve shared goals.

We value transparency and participation in decision-making. However, some opportunities or crises require swift, unilateral decisions. We proactively build agreement on our priorities so that we can respond swiftly when necessary. Conversely, some pursuits require early seeding and/or long-term commitment, so we look beyond the horizon whenever we can. We regularly assess our harmony of action, including how we communicate internally. We ask: How can we function as a more synchronized university?

Engaged

We best demonstrate the worth of our university by how we serve our communities, on and off campus.

We're proud of our legacy of community engagement under the Wisconsin Idea, including our roots in teacher education and our numerous current activities. We further strive to be even more engaged with external stakeholders, more responsive to local needs and more relevant to solutions in our region and beyond. We engage with respect and humility. We seek to learn as well as teach, and to be sincerely receptive to others' values and ideas.

Our internal community affects our readiness to engage. When we listen to and empower our employees, they have more willingness and energy for engagement. Then we inspire and empower our students by how we engage with them. Community engagement is already integral to many employees' and students' work, and we value their wisdom.

Our engagement spans all levels of community, including our area, state, nation and world. Our engagement includes our inquiry, research, development, application and dissemination of new knowledge. It includes our formal partnerships and our informal relationships, from the residents in our neighborhood to our colleagues in global professions and disciplines.

Successful

We have a history and reputation of helping our students and other stakeholders thrive.

We're already achieving our mission, with room for improvement. We're proud of our accomplishments and much of our work already fits with this strategic plan. However, past approaches may not remain optimal strategies. Our success is invaluable momentum but we strive to improve.

Capacities

In a prior edition of our strategic plan, we identified four themes for improving our university. In this edition, we re-conceptualize these themes as our **strategic capacities**. If we increase and use these capacities, we will have greater strategic impacts. Also, increasing a capacity or impact is often an ethical good in itself.

Strategic Capacities: Our readiness to achieve strategic impacts; our investment in people, infrastructure and other resources; what we need to succeed.

Leadership of Strategic Capacities

For each capacity, we assign leadership of planning, action and assessment to a Vice Chancellor and his/her division. Each division is responsible for selecting and pursuing initiatives to increase our capacities, especially initiatives from our playbook. Each division is responsible for consulting with the rest of the university, through formal and informal channels.

- Advance Learning : Academic Affairs
- Enhance Living : Student Affairs
- Develop and Use Resources : Business Affairs
- Honor and Advance Our Legacy : University Advancement

By assigning leadership, we confer authority and responsibility to a specific office. However, strategic capacities and divisions are not silos. The process of planning, consultation, action and assessment should often cross divisional boundaries and may require a division to engage in new areas and reach out to individuals or groups outside its usual scope.

Strategic decision-making depends on dialog: individuals and groups must communicate about their current and intended activities in order to increase harmony of action. However, excessive consultation can become burdensome to all involved, including the employees who volunteer for leadership and service. Excessive consultation can also be impractical or obstructive, especially when leaders need to make decisions promptly. Our Vice Chancellors and other leaders make a good faith effort to consult in a manner that balances dialog with urgency.

Advance Learning (Academic Affairs)

We are a teaching institution. As a teaching community, we explore how every employee can contribute to supporting and educating our students. We value meaningful assessment of student understanding, to measure our own effectiveness in teaching. We must continuously consider what we teach and how we teach it, to remain relevant and rigorous. Thus, we continue to value professional development and growth for our employees. In the same spirit, we value opportunities for developing and applying learning beyond traditional classrooms, such as labs, studios, service learning and study abroad.

To guide our work specifically in teaching and learning engagement as a teaching community at UW-Stevens Point we value the following core principles:

- A student-centered learning community
- Practices that promote deep and profound learning in and out of the classroom, studio and lab
- The synergistic relationship between teaching, learning and research
- The recognition, reward and ongoing professional development that supports effective teaching for all members of the teaching community

Enhance Living (Student Affairs)

Transformational education and growth occur within a community that supports the development of every individual's intellectual, social and personal potential. To enhance living, we continue to:

- Provide programmatic and physical resources that enable all members of the community to thrive
- Promote collaboration both within our university and between our institution and communities near and far
- Nurture a campus climate that affirms our interdependence and provides accessibility.

Our efforts are informed by our commitments to promote inclusivity, wellness and the sustainable management of natural resources.

Develop and Use Resources (Business Affairs)

We are careful custodians of our resources, including our employees' time and energy. Their talents drive our intellectual and economic sustainability. We invest in professional development and

growth. We support and retain our employees, for their talents and institutional wisdom and to honor their commitment to our university. We explore better ways to recruit new employees.

We don't assume that traditional revenue models will remain viable, so we explore new ideas, opportunities and partnerships. We welcome and encourage experimental programs and activities. We take an active role in nurturing the Central Wisconsin region as economically competitive and vibrantly livable.

Honor and Advance Our Legacy (University Advancement)

UW-Stevens Point began as a school for educating teachers and has grown into a comprehensive university. Our legacy lives on in our employees, students and alumni through their impacts on communities near and far. Our legacy lives on in our long history of mutual support with the Stevens Point community, the communities and businesses of Central Wisconsin, and educational partners throughout the world. Our legacy includes all we hope to share as we move into the future. We best honor and perpetuate our university's story through prioritizing our Thriving Communities strategic impacts.

Impacts: Thriving Communities

We use our strategic capacities to have **strategic impacts**. Our greatest strategic impacts come from our students. Our students judge our university based on their experiences while learning and living here, including whether they feel safe, welcome and supported. Then our students' choices and engagement in communities reflect the preparation and values we nurture. Our students' impacts cumulatively affect external believe about the quality, culture and worth of our university.

Strategic Impacts: The cumulative effects on the world from our students and our engagement; results that advance our vision, mission and values.

We focus our impacts in ways that best advance our vision, mission and values. A Partnership for Thriving Communities provides this focus. UW-Stevens Point helps communities continue to be:

Vibrant ▪ Healthy ▪ Prosperous ▪ Sustainable

We see these impacts as equally important and deeply connected. We see all these impacts as emerging from many different disciplines and colleges. We strive to make our university a model of a thriving community.

Vibrant

A vibrant community includes lively, varied cultures and supports a life of expression, appreciation and reflection. We support exploration, creation and experimentation in a range of cultural areas, such as the arts, humanities, media and design. We prepare our students for numerous career opportunities, as well as deeper personal enjoyment and interaction with diverse cultures. Our students often go forth to add their visions, voices and patronage to the communities in which they work and live.

Healthy

A healthy community includes access to products, services and lifestyles that promote health and wellness. A healthy community supports a life of fitness, nutrition, wellness and longevity. There is a growing need for health and wellness professionals in our state and we have the programs to help meet this need. We continue to be a visible leader in helping communities work on important problems, such as ensuring all their citizens have access to first-rate, state-of-the-art prevention, treatment and care.

Prosperous

A prosperous community includes access to good jobs and entrepreneurial opportunities and supports a life of socioeconomic mobility, financial security and job satisfaction. We prepare our students to be creative, caring professionals across many fields. We work with communities and businesses to nurture innovation and support entrepreneurship. We adapt to the changing global economy, in collaboration with external partners. We believe that broad-based education remains a highly desirable quality in potential employees, across market sectors. Moreover, such preparation helps our students discover their personal definitions of prosperity and the good life and then work and live accordingly.

Sustainable

A sustainable community manages its resources in renewable ways and supports a life of balance, stability and future abundance. Our university is at the forefront of sustainability issues, such as using natural resources wisely, building and rebuilding businesses and economies and promoting wellness in the workplace. We teach our students to engage with these issues in respectful, productive ways. We prepare our students for numerous career opportunities, as well as instill an appreciation of the connections in and among natural and human-made systems.

Assessments

Our resources are limited so we measure our return on investment in order to improve our decision-making. However, even before we invest resources, we define what we hope to achieve and our means of **assessment**. We "design backwards" from our desired outcomes when selecting and investing in initiatives: we first consider our desired outcomes and then decide which initiatives are promising. Here are some relevant assessments.

Assessment: Using evidence-based strategies to determine our progress toward increasing our strategic capacities and achieving our strategic impacts.

Our Vision, Mission and Values

Our vision, mission and values underlie all our work, and thus inform some of our self-assessment.

Higher Learning Commission

We continue to meet the Higher Learning Commission's Criteria for Accreditation. We measure our strategic impacts against these criteria. When selecting and investing in major initiatives, we ensure that we're maintaining and improving our attainment of these criteria.

Performance Measures

We continue to collect, analyze and report data about our performance. We recognize that many groups and units already work with extensive data, including surveys, self-studies, annual reports and various accreditation processes. Wherever possible, we collect and analyze data using the common framework of our strategic plan and in ways that allow for aggregation.

We continue to view student success as critical to our financial stability and possible growth. Thus, the following data are especially relevant, in aggregate and by major, minor, gender, race/ethnicity, disability and other breakdowns:

- Direct measures of student learning
- Retention, semester-to-semester and year-to-year
- Time to degree, chronological and number of semesters
- Total credits at graduation
- Student satisfaction, enrolled and graduated
- Graduates' employment or matriculation
- Input from communities

Employee Satisfaction and Evaluation

Eliciting and honoring input from employees is essential. We continue to seek ways to value and support our employees. We continue to seek ways to make UW-Stevens Point a thriving community, including how we value and interact with each other. Our strategic capacities and impacts will increase if and only if our employees' inspiration, loyalty, perseverance and teamwork increase.

Employee performance evaluation is a key place to operationalize our strategic plan. Employees' work is often complex and nuanced, so evaluation of that work should be equally rich and personalized. Employee evaluation can be informed by our strategic plan but should not be limited to it.

Student Satisfaction and Collaboration

One of our distinct strengths as a university is our highly engaged student body. Our students continue to demonstrate the motivation and abilities to participate in strategic decision-making and ensure a cycle of renewal. University and employee leadership continue to collaborate with Student Government Association to stay informed on student issues and concerns, to prioritize responsive initiatives and to increase student satisfaction.

Using Our Playbook

Our playbook is a connected but separate piece of our strategic planning. Our playbook contains lists of possible initiatives that will increase our strategic capacities. Each division identifies a few initiatives to pursue each year, rather than trying to pursue most or all initiatives simultaneously. Some initiatives may extend or recur over multiple years.

Every member and group of our university looks to our playbook when considering how to better integrate strategic decision-making into our daily and long-term activities. The possible initiatives in our playbook are promising possibilities not imminent activities.

Our playbook is separate from our plan to increase our university's flexibility and agility. We can regularly discuss changes to our playbook without needing to re-open and revise our plan. Indeed, we make changes at least annually, including reporting successes, updating initiatives in progress and adding promising possible initiatives.

The leaders for each strategic capacity are responsible for their respective sections of our playbook, including managing changes. By choosing specific initiatives to pursue each year, the Vice Chancellors communicate to their own divisions and the larger university where we need to spend our labor, money and other resources. The chosen initiatives then become a framework for upward reporting and for the performance evaluation of individuals and programs.

Each initiative is numbered so that it can be easily referenced (e.g., "Advance Learning #2"). The order is happenstance and not based on merit or priority. Some initiatives may require little explanation, because their nature is already well-known. Others initiatives will require elaboration, including referring to other documents or processes.

Finally, our playbook is not comprehensive. We value agility and responsiveness, so individuals and groups should continue to pursue other initiatives based on their unique issues and opportunities. In other words, an initiative that isn't listed in our playbook may still be worthwhile. However, as much as possible, we should add promising or fruitful initiatives to our playbook to improve our harmony of action.

Conclusion

UW-Stevens Point is a great university. This institution began as a school for preparing teachers. Today, we prepare professionals for a variety of fields and they meet a variety of needs in Central Wisconsin and beyond. We're proud of our broad, multi-disciplinary capabilities. We continue to value broad-based higher education.

Community engagement is integral to our heritage and our future. A Partnership for Thriving Communities—this strategic plan—will better focus our limited resources on our most promising opportunities. By acting with greater harmony and by closing our cycle of renewal, UW-Stevens Point will help ensure that Central Wisconsin remains a great place to work, live, learn and thrive.

Appendix: Playbook of Initiatives

General Initiatives (Chancellor and Vice Chancellors)

2013-2014

1. **University Strategic Plan.** Adopt our new University Strategic Plan and Playbook of Initiatives. Leadership: Strategic Planning Committee.
2. **Clarify consultation.** Develop general guidelines for how divisions meet their consultation duties in our University Strategic Plan. Leadership: Strategic Planning Committee.

2014-2015

1. (to be determined)
2. (to be determined)
3. (to be determined)

2015-2016

1. (to be determined)
2. (to be determined)
3. (to be determined)

Other Possible Initiatives

1. **Campus conversation on nurturing employee engagement.** Leadership: Strategic Planning Committee.
2. **Explore alignment of RFPs and University Strategic Plan.** When creating a Request for Proposals and a rubric for evaluating proposals, a group could include a weighting factor based on how closely a proposal aligns with the Plan.
3. **Explore alignment of program evaluation and University Strategic Plan.** When creating and applying evaluation tools to programs, a weighting factor based on how closely the program aligns with the strategic plan.
4. **Explore employee evaluation.** When evaluating, promoting, or granting tenure to an employee, a weighting factor could be included based on how closely the employee has aligned their work with the strategic plan. We should be careful not to penalize an employee who was hired for specific expertise that doesn't fit with our plan.
5. **Implement the Inclusive Excellence Strategic Plan 2010.**
6. **Expand the scope of Faculty Senate.** The expanded senate would be more inclusive of employees, students and other stakeholders.
7. **Building stronger relationships with tribal communities.**
8. **Continue migration to unified branding.** Continue alignment of all external communication and branding.
9. **Improve upward reporting.** Continue implementing processes for upward reporting of assessment and achievement. In order to "tell our story" to the public and other stakeholders, our communicators need to know what's happening.

Advance Learning (Academic Affairs)

2013-2014

1. **Begin full implementation of the General Education Program.**
2. **Begin implementing the Strategic Plan for Teaching and Learning Engagement.**
3. **Continue conceptualizing, evaluating and improving advising.**

2014-2015

1. (to be determined)
2. (to be determined)
3. (to be determined)

2015-2016

1. (to be determined)
2. (to be determined)
3. (to be determined)

Other Possible Initiatives

1. **Implement an Honor Code.**
2. **Streamline curriculum.** Explore opportunities to reduce courses, credits and time to degree by focusing more exclusively on essential learning.
3. **Continue developing a nursing program.**
4. **Implement a STEM outreach program.**
5. **Partner with MCW.** Develop an articulation agreement with the Medical College of Wisconsin.
6. **Develop a Center for Health and Medical Professions.**
7. **Assure timely degree completion.** Complete a self-study on timely degree completion and implement responsive changes.
8. **Improve professional development opportunities for teaching.** Evaluate current faculty and staff professional development opportunities that focus on teaching and learning and implement responsive changes.
9. **Expand study abroad.** Expand opportunities for study and/or service learning abroad, via formal semester-long and short-term credit-bearing arrangements.
10. **Increase awareness and valuing of scholarship of teaching and learning.** This includes broadening the definition of scholarship in faculty retention to include scholarship of teaching and learning.
11. **Revise how we evaluate courses.** Explore possible customizable evaluations.
12. **Improve our vision, plan and policies for online education.**
13. **Improve incoming students' university readiness.** This could include strengthening our partnerships with local high schools in our area (e.g., SPASH).

Enhance Living (Student Affairs)

2013-2014

1. (to be determined)
2. (to be determined)
3. (to be determined)

2014-2015

1. (to be determined)
2. (to be determined)
3. (to be determined)

2015-2016

1. (to be determined)
2. (to be determined)
3. (to be determined)

Other Possible Initiatives

1. (to be determined)

Develop and Use Resources (Business Affairs)

2013-2014

1. **Improve our recruitment and hiring process.** This may include streamlining some processes.
2. **Continue employee compensation initiatives.**

2014-2015

1. (to be determined)
2. (to be determined)
3. (to be determined)

2015-2016

1. (to be determined)
2. (to be determined)
3. (to be determined)

Other Possible Initiatives

1. **Increase transparency and participation in budgeting decisions.**
2. **Improve networking for external partnerships.** Improve the ease of connecting academic priorities and faculty interests with private philanthropic, corporate or community needs.
3. **Explore other retention strategies.** This could include our partner hiring policy, partner health benefits, activity passes to events, etc.
4. **Revise the Academic Calendar.** Explore opportunities such as lengthening class meeting times in fall and spring to create a longer winterim.
5. **Expand Summer term.** This could allow some students to progress rapidly towards graduation.
6. **Grow the North Central Wisconsin Higher Education Alliance.**

Honor and Advance Our Legacy (University Advancement)

2013-2014

1. **Manage and execute the university's Partnership for Thriving Communities capital campaign.**
2. **Expand Distinguished Alumni Recognition.**
3. **UW-Stevens Point Alumni Generations Scholarship.**

2014-2015

1. (to be determined)
2. (to be determined)
3. (to be determined)

2015-2016

1. (to be determined)
2. (to be determined)
3. (to be determined)

Other Possible Initiatives

1. (to be determined)