

Chapter Two

Criterion #2: Planning for the Future

The organization's allocation of resources and its process for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of education, and respond to future challenges and opportunities.

As suggested in Chapter One, planning at UW-W is an integral part of the character of the institution. It is a multi-faceted process, with all levels of the institution considering ways in which the campus can best meet the demands of a highly dynamic operating environment. Changing societal and economic trends, coupled with increasing requests and demands from external stakeholders, have led the institution to learn to adapt quickly to preserve its priorities and values while also taking advantage of new opportunities.

Planning at UW-W is closely tied to assessment and evaluation efforts. By closely monitoring data and feedback gathered from internal and external constituencies, the institution is able to judge the efficacy of its planning efforts, and adjust future planning accordingly. All planning, whether focused on addressing changing operating conditions, or on setting a clear strategic path for the future, is directed at fulfilling the University's Select Mission.

Core Component 2a:

The organization realistically prepares for a future shaped by multiple societal and economic trends.

Overview

Figure 2.1 illustrates the institutional planning processes at UW-W. Influenced by a large number of changing environmental conditions, including an evolving economy, a changing society, increasing demands from the Regents and Legislature, as well as feedback on recent and long-term performance, University planning has become increasingly responsive. Based on environmental and performance information, academic departments and co-curricular units submit goals to their respective colleges

and divisions, that, in turn, develop strategic plans and forward annual goals that align with the institution's Strategic Plan and are directed at fulfilling the University Mission. Ongoing evaluation of performance comes from internal and external constituencies, feeding back into what has become a continuous planning cycle.

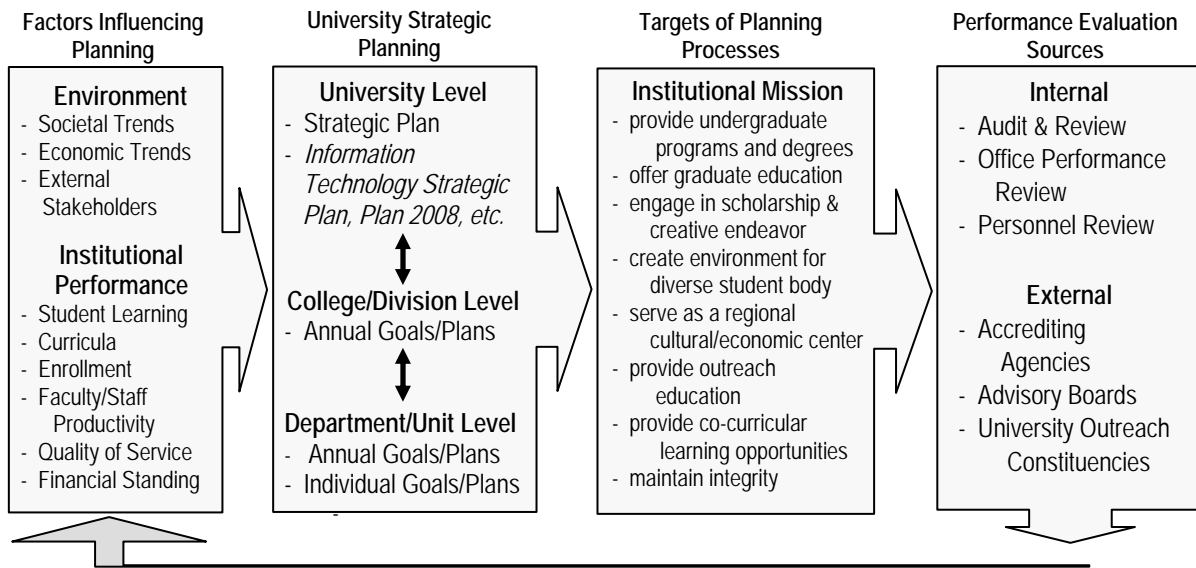


Figure 2.1: *Institutional Planning: Factors, Processes, Targets, and Evaluation Mechanisms*

Four statements substantiate the success of the institution's planning in order to achieve goals, address trends, and adapt to environmental conditions:

Evidence 2a-1: The University's planning processes are responsive to a complex and dynamic operating environment.

Evidence 2a-2: University planning reflects awareness of evolving societal and economic trends.

Evidence 2a-3: Strategic planning is a multi-level, integrated, and mission-driven activity.

Evidence 2a-4: Feedback from internal and external constituencies aids the University in refining its strategic planning initiatives.

Evidence 2a-1: The University's planning processes are responsive to a complex and dynamic operating environment.

As Fig. 2.1 demonstrates, institutional planning is heavily influenced by environmental conditions. As indicated in Chapter One, structural budget deficits in Wisconsin over the past several years have required the University to make decisions about which programs and services to continue to fund in order to position the institution to continue to fulfill its Select Mission.

The Legislature and Regents are the external stakeholders with the most immediate and direct impact on institutional planning efforts, particularly on operational planning decisions. Annual operational planning decisions, including enrollment management,

staffing plans, and budgeting all, in turn, influence annual goal-setting and planning efforts that occur at all levels of the University.

Enrollment Management

In 1987, the Regents adopted the first of four enrollment management plans. The first plan was designed to limit enrollments, to balance enrollments with resources, and to restore the quality of a UW education. Specifically, the goals were to return support per student to the national average over a decade and to improve student-instructional staff ratios. Subsequent enrollment management plans focused on maintaining existing enrollments or increasing enrollment slightly. The current UW System plan, *Enrollment Management Plan for the 21st Century*, allows the institution to retain tuition (but no additional state tax dollars) from enrollment beyond targeted levels, thereby softening the impact of excess enrollment on campus resources.

Annual enrollment targets are typically set by the Chancellor, in consultation with the Provost and the Associate Vice Chancellor for Budget & Finance, with data provided by the Office of Institutional Research. Higher enrollment targets require recruitment of a larger freshmen class, in turn influencing annual planning of departments and units most directly affected by such decisions.

Staffing Plans

The University's capacity to accommodate students depends on the efficient distribution of personnel and related fiscal resources. Through annual [staffing plans](#), each academic department submits its list of faculty and staff needs. These plans are reviewed by the Deans of each college prior to their submission to the Provost and Chancellor for approval. Decisions are made for position replacements, new positions, and position shifts based on factors such as five year enrollment trends, productivity analysis (SCH/FTE), number of majors/minors, and types/levels of courses taught.

Budgetary constraints, results from internal program reviews of academic and non-instructional programs, and extenuating circumstances are also considered in decision making.

Budgeting

UW System budgets are established biennially. The Regents submit a UW System budget proposal to the Legislature and to the Governor for their approval. After the UW System budget is approved, each campus is notified of the amount of its operating budget for the next two years. This budget includes both enrollment and tuition revenue targets. The *UW-W 2005-06 Annual Operating Budget* incorporates projected tuition revenue levels, projected enrollment and retention patterns, legislatively-mandated changes in budgetary allocations, staffing plans, and strategic changes in institutional priorities.

At the campus level, the operating budget is the primary short-term planning document. The Associate Vice Chancellor for Budget & Finance works with the colleges and other offices on campus in preparing the annual budget, and submits it to the Chancellor and the Chancellor's staff for discussion, with final approval by the Chancellor. A pre-1996 decision to decentralize the budget process allows

department/units to carry over unspent funds into the next fiscal year, creating greater fiscal authority and autonomy.

The office of Financial Services produces monthly financial balance reports for all campus departments/units. These monthly reports allow budget managers to identify and resolve problems in a timely manner.

Evidence 2a-2: University planning reflects awareness of evolving societal and economic trends.

UW-W is also mindful that graduates of the institution must be prepared to live and work in a world that is increasingly technologically-driven, globalized, and diverse.

Technology

The Instructional, Communication & Information Technology (iCIT) unit resides in the Division of Academic Affairs. The Assistant Vice Chancellor of iCIT, the institution's Chief Information Officer (CIO), reports to the Provost.

To prepare for opportunities and challenges created by rapid technological change, the CIO oversees the *Information Technology Strategic Plan (ITSP)*. Comprehensive institutional technology plans for academic and administrative needs are developed every three to four years, based on consideration of both external and internal factors. The [University Technology Committee \(UTC\)](#), an administrative committee with representatives from Academic Affairs, Administrative Affairs, and Student Affairs, reviews the *ITSP*.

Updates to the *ITSP* plan since 1997 illustrate that the University has kept pace with changes to technology. The [1997 ITSP](#) focused on administrative information systems, support and training services, network capacity, and faculty access to current technology. The [2001 ITSP](#) focused on completing the deployment of the PeopleSoft administrative system and, for the first time, emphasized the importance of providing campus-wide access to assistive technology resources for students with disabilities. The [2005 ITSP](#) expanded the vision of E-Learning to include the development of student and faculty information and technology competency and encouraged faculty and instructional academic staff to remain current with trends and innovations in web-based and web-assisted learning and instruction.

The institution's commitment to web-based learning is clearly articulated in its mission documents. The goal to "develop more courses delivered through the web or through other distance-learning technologies" was made more attainable when the institution secured a \$1.75 million [Department of Education Title III Grant](#). The number of web-enhanced classes increased from approximately 60 in the fall of 1999 to over 900 in 2005. The number of faculty and instructional staff utilizing online delivery systems has grown from 35 in fall 1999 to 320 in fall 2005. UW-W has offered the highest ratio of Course Management System (CMS)-based courses per student FTE among all UW System campuses for the past five years.

Fig. 2.2 makes explicit the institution's success in expanding its array of web-based courses and programs. These courses and programs provide quality learning experiences that are well-documented (e.g., the Online MBA program was ranked in

2001 among the top 25 online MBA programs in the country by *U.S. News and World Report*), and supports the University’s request to offer online baccalaureate degrees in general business, political science, and liberal studies articulated in Chapter Six.

AY	# of Courses	# of Sections	# of Credits
1999-00	26	26	2,128
2000-01	43	43	3,599
2001-02	62	79	5,885
2002-03	60	96	5,678
2003-04	96	133	7,439
2004-05	124	177	11,300

Figure 2.2: *Number of Web-based Courses*

In addition to instruction, technology will continue to play an essential role in the campus’s ability to provide convenient and cost-effective services. Students currently have access to a variety of online transactions and services including registration, financial aid applications, housing contracts, re-application for housing, debit cards, meal plans, secure billing and payments, and grades.

The expanding role of technology also influences planning at the academic department level. This can be seen in the development of a new Multimedia Digital Arts major and minor in the College of Arts & Communication and curricular changes in the institution’s internationally-acclaimed Management Computer Systems program exemplify this aspect of planning.

International Education

Graduates must be able to live and work in a world in which national borders are not synonymous with economic boundaries. Preparing students to live in a globalized world involves developing opportunities for international experiences. UW-W assigns primary responsibility for the planning and oversight of international education to the Office of International Education & Programs (IEP).

The IEP Director, who reports to the Provost, works collaboratively with faculty and staff in the colleges to articulate the role, functions, and administrative procedures necessary to ensure program quality. One of the Director’s current tasks is to develop a Strategic Plan for International Education for the campus. The [International Education Committee](#), comprised of representatives from faculty, staff, and administration, serves as an Advisory Board to the IEP Director. The institution continues to affirm its support of IEP; in the set of budget cuts and givebacks that the University experienced in 2003-04, IEP was one of two offices in Academic Affairs that was not asked to give back funds or decrease its operating budget.

In addition, departments and colleges are also working on integrating international planning in their academic programs. For example, the College of Business &

Economics' International Committee is charged with overseeing the international arena of the College's vision.

Diversity

Demographic trends indicate that the communities and workplaces of the 21st century will continue to become more diverse. These trends underscore the importance of preparing graduates to live and work in increasingly diverse environments. Planning for programs and services that incorporate diversity, as it is broadly defined, is specified at both the UW System level and within the University.

The primary planning document for UW-W's commitment to diversity is *Plan 2008, Educational Quality through Racial and Ethnic Diversity*. *Plan 2008* is a 10-year System initiative to increase matriculation, retention, and graduation rates of multicultural students. *UW-W's 2008 Phase One Report* documented progress in several new initiatives and continuing activities. Phase Two includes four sets of action plans: to prepare and enroll multicultural students to the University; to provide assistance to allow students to transition successfully to university life; to provide access to support services, mentoring and discipline-specific support; and to improve the campus climate for all students.

The successes of UW-W's *Plan 2008* efforts are clear. **Multicultural enrollments** over the past ten years have increased by more than 60 percent, from a headcount of 655 to 1,055. UW-W enrolls more multicultural students than any other comprehensive institution in the UW System, trailing only the two doctoral institutions, which are located in larger and more diverse metropolitan areas.

Evidence 2a-3: Planning occurs at multiple levels within the University, is integrative, and mission-driven.

As indicated in Fig. 2.1, planning occurs at multiple levels within the University. Goal-setting and planning in academic departments and non-instructional units, as well as at college and division levels, occurs annually, and integrates with institutional planning efforts.

Planning in Academic Departments & Non-Instructional Units

All academic department and non-instructional units establish annual goals that align with the University's Strategic Plan and Mission. These goals and plans, as suggested in Fig. 2.1, are based on: results of academic assessment or annual client evaluation efforts; feedback from Audit & Review (A&R) or Office Performance Review (OPR) processes; feedback from alumni, advisory boards, accrediting agencies, and/or outreach constituencies; revisions in the University's enrollment management, staffing, or budget plans; and/or changes in other college/division or institution level planning documents.

Annual reports are submitted to the Dean (academic programs) or division head (non-instructional and co-curricular units) evaluating the success in meeting annual goals, and include new or modified goals. Complex and fluid environmental conditions, coupled with changing staffing plans and budgets, have made goal revision a more frequent phenomenon.

Planning in Colleges and Non-Instructional Divisions

Deans and division heads review departmental and unit goals as they, in turn, integrate these into annual goals for their colleges and divisions. College/divisional goals are also submitted annually in college/division reports. These plans reflect the broader strategic priorities of their area and are keyed to institutional changes in staffing allocations, budgets, and enrollment targets, and information gleaned from external stakeholders. Annual college/division reports are reviewed by the Provost and the Chancellor and evaluated for their alignment with the University's Strategic Plan.

Some colleges and non-instructional divisions have developed their own strategic plans. The *College of Business & Economics Strategic Plan*, and the *Strategic Plan of the School of Graduate Studies*, for instance, synthesize strategic priorities for multiple departments and programs, and specify actions for accomplishing these priorities, but always within the parameters of the University's strategic guidelines.

Planning at the University Level

University-level planning is the focus of the Strategic Budget and Planning Committee (SPBC), a committee with student, staff, faculty, and administrative representation from 16 constituencies across campus, and one off-campus representative. In recent years, at the request of the Chancellor, the committee revised the University Mission, and developed statements of Core Values, as well as Organizational Objectives. As mentioned in Chapter One, the SPBC is currently working in collaboration with the Chancellor to adapt the University's Strategic Plan, moving away from the University Goal format used from 2000 to 2005.

Other University planning documents provide direction for the institution relative to a number of functional areas. Each is developed with input from multiple constituencies and designed to integrate with the University's Strategic Plan and to support the fulfillment of the Select Mission. Besides the previously discussed *Information Technology Strategic Plan*, and *Plan 2008*, these University level plans include:

- *UW-W Campus Physical Development Plan 2005-2011* consists of a general description of the institution, program offerings, physical plant, and the configuration necessary to satisfy capacity issues based on space-demand evaluations and solutions. A campus-wide Physical Development Planning Committee, with faculty, student, staff, and administrative representation from across campus, reviews, updates, and prioritizes facility planning issues on a six-year cycle. The Vice Chancellor for Administrative Affairs chairs this committee, and the Campus Planner serves as an ex-officio member.
- *UW-W Foundation Strategic Plan* charts a strategic direction for the University's fundraising and development efforts. An 11-member UW-W Foundation Strategic Planning team developed this plan. The team included alumni, industry representatives, and representatives from the University. The original Foundation Plan, developed in 2001, was revised in 2002.

Collectively, planning processes at all levels of the University are responsive, continuous, and integrative in nature. Goal-setting at the department/unit level on an annual basis allows responsiveness to changing conditions both inside and outside the institution. Goal-setting at the college/division level also occurs on an annual basis, and functions to integrate efforts of the departments/units with broader strategic initiatives that align with the institution's Strategic Plan.

Evidence 2a-4: Feedback from internal and external constituencies aids the University in refining its planning initiatives.

As suggested in Fig. 2.1, strategic planning at all levels of the University is closely tied to feedback about performance. Systematic feedback from a series of internal review mechanisms includes academic program review, review of co-curricular programs and administrative offices, and personnel reviews. Results of reviews are used to make changes directed toward the improvement of existing programs and services, the elimination of unnecessary or duplicative programs and services, and the development of new programs and services as resources permit.

Three important external constituencies include accrediting agencies, advisory boards, and outreach initiatives. Accrediting agencies provide feedback regarding how well UW-W students and graduates possess knowledge and skills in specific professions. Advisory boards generally provide feedback on employment trends, and board members may also provide insights as parents and family members of students. Outreach initiatives allow for feedback from persons in the communities and region served by the University.

Internal Process: Audit & Review

Annually, 20 % of all academic programs participate in the institution's [Audit & Review](#) (A&R) process. Programs complete a [self-study report](#) that is reviewed by faculty who serve on the Undergraduate or Graduate A&R Committees. At the culmination of the process, the A&R Committee, the Provost, the Dean, and leaders in the department meet to discuss specific ways to improve the academic program. Colleges and departments then use the information from the A&R process to revise courses and programs and inform annual reports and staffing plans.

As a result of recommendations based on the A&R process, during the past decade departments have modified curricula, eliminated some programs, altered faculty and staffing patterns, and identified external funding sources. The decision to discontinue the Gerontology minor, the revision of the Bilingual/Bicultural minor into an interdisciplinary minor in Teaching English as a Second Language, and the establishment of a multi-College Social Studies Broadfield Council to oversee the Broadfield BSE in Social Studies all resulted from A&R.

UW-W's A&R process, which integrates academic assessment, curricular development, and strategic planning, is exemplary. UW System administration selected UW-W's processes to present to the Education Committee of the Regents, thereby providing examples of how Regent-mandated audit and review processes help ensure that academic programs on all UW System campuses meet the highest quality standards.

Internal Process: Office Program Review

Co-curricular and non-instructional units are also reviewed every five years. The [Office Performance Review](#) (OPR) begins with the unit's completed self-study. Units identify goals, assess how goals have been met during the review period, offer updated goals or new goals, and provide data to support conclusions. A review team and/or an external consultant evaluate the [self-study report](#), and may interview other

constituencies on campus who use that unit's services. The unit head then summarizes the self-study and the evaluation by the review team/consultant, and prepares recommendations to present to the Chancellor's staff. The Chancellor's staff approves or revises the recommendations for improvement. Unit Directors often meet with their supervisors to discuss and implement recommended changes.

Internal Process: Personnel Review Processes

Faculty (individuals in tenure or tenure-earning positions) and instructional academic staff (individuals with fixed-term appointments) are given the responsibilities for instruction. Faculty normally teach a 24-unit (4-4 course) load, and, effective fall 2004, instructional academic staff teach a 27-unit (5-4 course) load. UW-W's academic appointment policies and procedures require the selection of faculty and instructional academic staff with appropriate education and experience. Evaluation processes are intentionally development-focused or formative, with summative evaluations at specified points in time.

Personnel reviews of tenure-track faculty follow the structure and timeline detailed in the *Purple Book*. The *Purple Book* is a purple binder that is given to all new faculty. It serves as a handbook, containing the policies, standards, procedures, and forms used in the annual review process and, ultimately, in the application for promotion and tenure.

The *Purple Book* review process provides a coaching and mentoring relationship between the department (in practice, the Chair or a departmental committee) and the probationary faculty member. Load expectations among teaching, research and service activities are negotiated in such a way that probationary faculty can have different annual expectations geared toward their specific needs, while continuing to make progress toward University-wide tenure and promotion expectations. Reviews by the department, Chair, and Dean allow for formative feedback on progress, adjustments in activities, and adaptations of load expectations as necessary.

Faculty and all instructional academic staff undergo [annual face-to-face reviews](#). Goals are established for two years. Between goal-setting years, progress toward the achievement of goals is reviewed and necessary adjustments in goals are negotiated with department Chairs.

[Post-Tenure Review](#) (PTR) is a UW System requirement. The initial PTR occurs five years after a faculty member has been tenured or promoted, and subsequently in four-year intervals. This process provides an assessment of the faculty member's professional development plan and accomplishments. If specific needs for improvement are identified, a plan is jointly developed by the faculty member and the unit (generally, the Chair).

All administrative staff also participate in annual reviews of their performance, which includes strengths, weaknesses, and areas designated for improvement to meet the changing demands of their respective positions. Supervisors review annual goals, and adjustments to goals are made as necessary.

External Process: Accrediting Agencies

The 11 accrediting agencies that review academic and co-curricular programs provide valuable sources of information about environmental trends and conditions. The accrediting agencies in Fig. 2.3 not only require that the departments, programs, colleges, or units seeking accreditation monitor and supply data about changing environmental conditions and then link these findings with a plan, but the agencies also provide feedback and external perspectives about national or regional trends that units use in planning.

[Accreditation self-study reports](#) and agency responses strongly influence planning. Accrediting agencies give impetus for programs to review their existing program goals, curricula, enrollment trends, and resources, and to engage in strategic and operational planning to meet accreditation standards.

For example, AACSB accreditation standards suggest maximum faculty-student ratios in classes in the College of Business & Economics. The Commission on Accreditation for Social Work establishes guidelines for faculty-student ratios for accredited BSW (Bachelor of Social Work) programs. Counselor Education MS faculty report that students in a CACREP-accredited program are at an advantage when taking the Graduate Student Administration of the National Counseling Exam, administered in April of their graduation year. All persons seeking licensure as professional counselors must pass this exam. The National Association of Schools of Music (NASM) guidelines specify periodic curricular reviews of accredited programs.

Accrediting Agency	Accredited Unit
Council for the Accreditation of Counseling and Related Programs (1999)	Counselor Education Program
American Chemical Society (2003)	Department of Chemistry
Council on Academic Accreditation in Audiology and Speech-Language Pathology (2004)	Department of Communicative Disorders
Council of Social Work Education (2002)	Social Work Department
National Association of School Psychologists (2004)	School Psychology Program
National Association of Schools of Music (2000)	Department of Music
National Association of Schools of Theater (2003)	Department of Theatre/Dance
National Council for the Accreditation for Teacher Education (NCATE) (2004)	College of Education
Association to Advance Collegiate Schools of Business (AACSB) International (1998)	College of Business & Economics
National Association for Education of Young Children (2003)	Children's Center
Accreditation Association for Ambulatory Health Care (2004)	University Health & Counseling Services

Figure 2.3: *Accrediting Agencies for UW-W Programs*

External Process: Advisory Boards

External advisory boards provide continuous environmental information to academic departments and colleges. Alumni and professional representatives currently sit on advisory boards for a number of the institution's academic departments (see Appendix D). The boards keep programs abreast of current demands and evolving trends in the professions by reviewing academic assessment findings and recommending curricular revisions. The University also has volunteer-based organizations, such as the Board of

Directors of the UW-W Foundation and the UW-W Alumni Association. The Parents' Advisory Board has provided input on the University's Core Values and Mission Statement, has met with Admissions staff to discuss admission strategies, and has shared parents' reactions to policies and procedures in Student Affairs.

External Process: Outreach Initiatives

The University develops a richer environmental awareness through its service and outreach programs. The faculty who serve the College of Business & Economics' Outreach Centers, including the [Wisconsin Innovation Service Center](#), [Small Business Development Center](#), [Fiscal and Economic Research Center](#) and [Global Business Resource Center](#), link with businesses throughout Wisconsin to conduct research and provide consulting services. In turn, these Centers routinely gather information about trends and needs. Similarly, the Advisory Board for the College of Education's [Professional Development Program Support & Licensure Center](#) provides direction for the College's outreach efforts to train teachers under a new teacher certification process mandated by the Wisconsin Department of Public Instruction. Colleges have found this feedback to be useful in their planning.

Conclusion

Planning at UW-W is an integral part of the character of the institution. Strategic planning happens at multiple levels, and is designed to closely integrate goal-setting at departmental/unit and college/division levels with the University's Strategic Plan. Feedback from internal and external constituencies shapes planning initiatives at all levels.

In particular, the past six years have proven the need for the planning processes to become increasingly responsive to unprecedented environmental changes, especially economic changes and the expectations of external stakeholders. UW System-mandated budget givebacks, reallocations in personnel lines, and structural budget deficits within the state have required that everyone involved in any step of the planning process remain flexible in reconsidering how the unit or division can meet its goals and thus contribute to fulfilling the institution's mission.

Core Component 2b:

The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

Overview

Improving educational quality in an environment of declining state support remains a University priority. The focus on programmatic improvement through innovation must drive decisions on how to use fewer available fiscal and human resources effectively while generating alternative sources of revenue in order to enhance educational quality.

Two statements demonstrate the University's commitment to effective use of resources to maintain and strengthen quality programs:

Evidence 2b-1: Resource allocation, reallocation, and deallocation decisions affirm UW-W's commitment to high quality academic and co-curricular programs.

Evidence 2b-2: The institution has demonstrated an ability to enhance an increasingly challenged resource base.

Evidence 2b-1: Resource allocation, reallocation, and deallocation decisions affirm UW-W's commitment to high quality academic and co-curricular programs.

As described above, assessment data is compiled, thoroughly analyzed, and incorporated to make changes and improvements in academic programs and in non-instructional units on campus. Both the A&R and OPR processes result in detailed feedback about program quality and resources, and result in recommendations for program improvement, program development, or program cancellation.

The institution's commitment to maintaining educational quality is best evidenced by decisions made in the most recent round of state-required budget cuts. Fig. 2.4 indicates that for 2005-06, instructional budgets were protected and bore only 16 % of the cuts even though instructional costs account for 61 percent of the use of General Purpose Revenue (GPR) dollars received from the state. These decisions were made mindful of the Core Value, "Commitment to the pursuit of knowledge and understanding," and the Mission Statements "To provide a wide range of undergraduate programs and degrees in letters, sciences, and the arts, and professional specializations..."; "To offer graduate education built clearly upon its undergraduate emphases and strengths..."; and "To engage in scholarly activity, including research, scholarship, and creative endeavors, that supports its programs...and its Select Mission."

2005-06 Budget Cuts	Student Services	Instructional Support	Instruction	Academic Support	Physical Plant	Total
Asset Management	\$18,898	\$333,926	\$72,114	\$15,063	\$0	\$440,000
Administrative Savings	\$187,795	\$146,418	\$94,386	\$231,401	\$0	\$660,000
Procurement Savings	\$37,476	\$67,784	\$66,598	\$44,642	\$3,500	\$220,000
Joint Finance	\$153,603	\$155,264	\$75,000	\$205,635	\$16,711	\$606,213
Total	\$397,772	\$703,392	\$308,098	\$496,741	\$20,211	\$1,926,213

Figure 2.4: UW-W 2005-06 Budget Cuts

The campus has not survived all budget reduction decisions without having to sacrifice instructional personnel. State-mandated budget cuts have cost UW-W approximately 17 FTE in instructional staff during the last biennium. Prior to 2004, the student-to-faculty ratio had been consistently near 20 to 1; in fall 2004, the ratio increased to 22 to 1.

Further, UW-W adjusted full-time loads for its instructional academic staff from 24 to 27 units yearly, or from a 4-4 course load to a 5-4 course load, in order to maintain enrollments without lengthening the time to graduation. These staff received \$1,500 base increases per full-time FTE as compensation, but the increase in teaching load remains an issue of concern.

Investing in Faculty and Instructional Staff Development

Although state fiscal support for the UW System has declined, UW-W has made solid investments in support and development programs for faculty and staff. UW-W has invested \$578,382 per year in ongoing entitlements to stimulate development activities, with the majority of funding targeted to faculty. This [Professional Development Program \(PDP\)](#), instituted in 2004, provides annual entitlements of \$1,000 per faculty FTE, \$500 per academic staff FTE, and \$250 per classified FTE. The program is funded on a 2:1 matching basis with \$385,588 of university funds and \$192,794 of divisional funding. PDP gives staff access to the latest developments in their respective fields and helps attract new hires who can count on this amount of support each year. It also helps retain existing personnel who previously had limited access to development budgets.

In 2002-03, UW-W initiated a supplemental sabbatical program designed to offset partially the impacts of sabbaticals taken by faculty residing in smaller departments. Up to five faculty members can participate in this supplemental program each year, with their home departments receiving \$10,000 to hire replacement instructors during their one-semester absence.

In 1998, the campus funded development of the [LEARN Center](#) to support faculty and instructional staff in their efforts to develop as teacher/scholars. Through workshops, reading/discussion clubs, and assorted long-term programming such as the First-Year Program, the LEARN Center has made more than 4,000 contacts with faculty and instructional staff, engaging this group in several thousand hours of professional development.

Academic and Student Support Services

Over the past decade, UW-W has renewed its commitment to developing comprehensive academic support services and facilitating student transitions to and within the University community. New or revised service components include orientation programs, academic assistance for minority/disadvantaged students, learning communities, learning assistance and tutorial opportunities (including developmental math and English), a study skills center, a wide variety of interdisciplinary general education courses, bilingual/ESL classes, and systematic academic advising for both freshmen and non-declared students.

These changes have been funded largely through increased federal grant support, particularly for minority/disadvantaged students, increased allocation from the campus (\$199,172 more of GPR support than in 1995-96), and a differential tuition fee proposed and approved by WSG.

Technology

Investment in information technology strongly influences the quality of educational programming. A five-year, \$1.75 million Department of Education Title III grant has allowed the University to address two of its highest technology-driven priorities: enhanced instructional management and a technology infrastructure for learning. UW-W has become a leader in content management systems (CMS) deployment, and served as a model campus in the conversion from Blackboard to Desire2Learn for other universities in the UW System.

The [Learning Technology Center](#) (LTC) is another important resource in assisting faculty and instructional academic staff incorporate technology into their classes. Established in 2000 and housed in iCIT, the LTC further supports faculty and instructional staff in enhancing classroom instruction through technology, such as web-based course management systems, other online delivery of courses, and creation of digital components of courseware. The LTC conducts over 20 technology and pedagogy workshops annually and provides at least 40 office hours per week for individual consultation. In 2004, 529 faculty/staff enrolled in 154 non-instructional technology workshops that were presented on 30 different subjects. The large number of web-assisted classes and the increase in interest in web-based classes substantiate the LTC's contribution to enhancing instruction through technology.

iCIT's annual budget is approximately \$2.6 million, with another \$500,000 from institutional reserves. Additionally, the [Student Technology Fee](#) (STF) has increased from \$388,700 in 1996-97 to \$848,180 in 2005-06. STF funds support student-approved, non-classroom-based technology upgrades and services. This continuing investment allows the campus to extend learning beyond the traditional boundaries; for example, each residence hall provides computer labs for resident students 24 hours a day, seven days a week. UW-W's plans for a wireless campus reflect a commitment to making the newest technologies accessible and convenient.

Funds for classroom and laboratory modernization are available through the UW System's [Lab/Classroom Modernization](#) funds. Approximately \$350,000 was spent on Lab/Classroom Modernization projects in 2004-05, an increase of \$17,000 from 2003-04.

Finding Efficiencies

Sometimes program improvement must be measured in terms of what is preserved rather than what is added. After careful examination and review, UW-W has capitalized on efficiencies offered by restructuring and reorganizations to avoid program eliminations during this time of fiscal austerity. For example, UW-W Central Information Technology (IT) Staff-to-Student FTE ratio is third lowest among all UW System universities. As a result, IT continually redefines its structure to focus on the institution's mission. A new model of cross-organizational partnership between centralized and departmental IT support was developed to leverage expertise. Under this model, iCIT and academic programs share costs and resources for training students as assistants in program-specific computer labs.

Based on recommendations from the OPR process, mergers have taken place in the Academic, Administrative and Student Affairs Divisions. These mergers have led to greater administrative efficiency such as:

- The merger of Career Services and Leadership Development eliminated the Career Services Director position and increased workloads for remaining staff. Despite the increased workloads of remaining staff, the merger has great potential for increasing student involvement and for forging stronger relationships with the corporate world.
- The merger of Financial Services with Budget Planning & Analysis formed a new Budget & Finance unit. This allowed elimination of redundant responsibilities and supported better cooperation between budget and accounting procedures.
- The merger of Project ASSIST with Disabled Student Services formed a new unit, the Center for Students with Disabilities (CSD). This merger created opportunities for reduced duplication of services, better fiscal management, and a more inclusive environment for students who use CSD.
- The merger of Testing Services with the Academic Advising & Exploration Center (AAEC) eliminated the Testing Services Director position. These duties were absorbed by existing staff within the AAEC.

With restructuring, modifications may need to be made in the type and level of services that can be provided. For example, UW-W Facilities, Planning and Management receives approximately 20% (\$850-900,000) less funding than UW System counterparts. To compensate for these deficiencies, the department has reorganized operational structures, adjusted service goals, and revised financial objectives.

The University Library has initiated policies and procedures to minimize the effects of budget cuts on patrons. Subscriptions were cancelled to underutilized periodicals. Attempts have been made to communicate within UW System on monograph purchases to reduce unnecessary duplications while continuing to broaden the collection holdings. The University Library is collaborating with other UW System libraries on several initiatives to ensure access to library resources in support of learning and teaching.

Evidence 2b-2: The institution has demonstrated an ability to enhance an increasingly challenged resource base.

As the percentage of state funding for higher education continues to decrease, universities are becoming more entrepreneurial in finding ways to replace lost dollars. At UW-W, faculty, students, and administrators are active participants in raising funds to support instructional and co-curricular programs.

Innovation and Entrepreneurship

As state budget cuts continue, academic units have maintained quality by finding other funding sources. For instance, the Online MBA program has successfully created an alternative revenue stream for the College of Business & Economics, currently generating nearly \$2 million annually. Of this amount, between \$300-400,000 is returned to the College of Business & Economics, the University receives a similar amount, and the remainder is used to support the program. This revenue stream is based on a special pricing tuition model that allows base budget cuts to be offset while increasing faculty development and program support.

Faculty/staff innovation and change are further encouraged by providing resources to support initiatives. The institution supports this by providing annual discretionary development funds and by supporting several grant programs, including the [Chancellor's Excellence Fund](#). Similarly, the [Faculty Proposal & Research Enhancement Program](#) (PREP), co-sponsored by the School of Graduate Studies & Continuing Education, UW-Extension, and the UW-W Foundation, makes \$150,000 available annually for projects that foster campus-based entrepreneurship, evaluation and assessment, and projects that encourage extramural grant activity, or diversity-focused initiatives. Additionally, under the Learning Technology Center's leadership, the number of Curriculum Redesign grant proposals increased from a previous annual average of one to six in 2005.

Support from Students

An additional funding source has come from UW-W students. To promote academic success, the student leadership proposed and implemented a differential tuition fee of 3.5% of the undergraduate resident tuition rate to provide funding for enhanced advising services and an integrated freshman experience. In the 2005-06 academic year, differential tuition charges are estimated to raise an additional \$1.3 million to support the Academic Advising & Exploration Center and other advisement-related initiatives, including the New Student Seminar, Peer Mentors Program, Early Warning Program, Retention and Graduation Assessment, Learning Communities, Enhanced Career Advising, and New Student Programs. Students also approved a student fee increase of \$18.5 million over 20 years for the renovation and expansion of the University Center (UC).

Fundraising

Increased emphasis on private fundraising has created opportunities for the University to be more open and innovative. External constituencies provide funds to support institutional improvements, as well as a contemporary speaker series and funded professorships in specialized areas such as Entrepreneurship.

Facility investments are an integral part of the Physical Development Plan at UW-W. Providing a supportive learning environment in modern, technologically updated facilities attracts quality students, faculty and staff, and potential donors. Since 1996, fundraising efforts have included the Kachel Fieldhouse, the Student Athletic Complex, and a new baseball facility. Efforts are underway for a [new Business & Economics building](#) and a [new multi-sport athletic facility](#). Fig. 2.5 demonstrates the University's progress in current fundraising campaigns.

Campaign	Fund Raising Goal	Gifts/Donations to Date	Completed/In Progress
Excellence for the 21 st Century	\$10,000,000	\$12,000,000	Completed in 1999
Kachel Fieldhouse	\$1,500,000	\$1,700,000	Completed in 2000
Student Athletic Complex	\$1,250,000	\$1,385,000	Completed in 2001
Business & Economics Building	\$5,700,000	\$5,300,000	In progress
UW-Foundation Endowment	\$15,000,000	\$10,000,000	In progress

Figure 2.5: *Major Fundraising Campaigns Since 1996*

Extramural Funding

The campus has become increasingly aggressive in seeking supplemental funding through extramural grants. Changes in personnel and an infusion of fiscal resources into the [Office of Research & Sponsored Programs \(ORSP\)](#) have spawned a noteworthy increase in submissions and funded projects (see Fig. 2.6). These efforts reflect an increased campus interest in scholarly and creative activity, and a realization that extramural funding will be increasingly important in the years ahead.

Fiscal Year	Proposals Submitted	Awards Received
1996	\$4,988,721	\$2,496,790
1997	\$3,829,820	\$1,869,952
1998	\$11,146,036	\$3,303,528
1999	\$29,558,137	\$4,957,852
2000	\$25,034,859	\$5,778,996
2001	\$25,226,816	\$6,033,456
2002	\$28,477,022	\$6,713,860
2003	\$25,226,112	\$6,368,494
2004	\$15,441,198	\$6,626,928
2005	\$11,946,473	\$5,723,135

Figure 2.6: *Extramural Funding Activity*

Conclusion

The institution's decision-making is mission-driven. Internal review processes, including A&R and OPR, are oriented toward programmatic improvement, consistently focusing on preserving or enhancing service to students and increasing efficiency. While the University has worked to minimize the effects of budget cuts and decreasing state funding on instruction, the loss of instructional FTE and an increase in the teaching load of instructional academic staff are impacting instructional resources.

At the same time, programs that support faculty and instructional development are being funded, and efforts are underway to increase support for instructional and co-curricular activities. The University has also become more innovative in its resource management, and, at times, entrepreneurial in its thinking. The Online MBA program has proven that the institution can work within UW System mandates and find ways to generate resources that can help the campus fund its operations. However, with the need for such resources likely to grow, the campus needs to cultivate a broader, more comprehensive culture of entrepreneurship by positioning itself to recognize and create opportunities to generate revenue that extend beyond the College of Business & Economics. The University must pursue fundraising, external grants, and capital campaigns more aggressively in order to generate needed funding. At a time when resources to fund operations are increasingly tight, efforts aligned with the institution's mission must guide institutional planning in the years ahead.

Core Component 2c:

The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

Overview

Over the past decade, the University has significantly enhanced its collection, storage, interpretation, and sharing of data. Embracing web-based opportunities and new tools created internally and by outside vendors, the University instituted systematic and continuous data collection procedures that promote ongoing evaluation of institutional effectiveness and continuous thinking about institutional improvement.

Divisions/units and administrative offices share responsibility for providing the staffing and fiscal resources to support evaluation and assessment. Data is collected and analyzed, and results are used to make programmatic changes.

Two statements underscore the importance of data-based decision-making and planning:

Evidence 2c-1: The institution has expanded its data collecting, data storing, data sharing skills, and capacity.

Evidence 2c-2: The institution's internal review procedures keep academic and co-curricular programs accountable; oriented toward systematic, data-driven performance evaluation; and focused on improvement.

Evidence 2c-1: The institution has expanded its data collecting, data storing, data sharing skills, and capacity.

In recent years, academic programs and co-curricular units of the institution have also developed a growing recognition of the value of data and information as essential tools for planning and evaluating performance. The establishment of University Goals and the issuance of a data-driven University Report Card in 2002 and 2004 to assess performance against these Goals have heightened awareness of the importance of collecting and using performance-relevant information. To that end, the institution has committed more resources to promote and support data collection, storage, interpretation, and sharing.

The University has tripled the size of the Institutional Research (IR) office to accommodate expanding demands for data. Additional IR staff members were added in 2001 and 2004 to support the change in focus of the IR office from reactive to proactive. Particular emphasis has been placed on enrollment management and assessment activities. IR has recently revised its website to make data sharing with internal and external constituencies more user-friendly.

IR has implemented processes to maintain the integrity and accuracy of data. As part of the System Central Data Request (CDR), UW-W data submissions to UW System undergo robust and vigorous edits for accuracy. Similarly, historical and trend data are subject to editing and review prior to being preserved. In addition, standardized reporting mechanisms allow valid comparison data of UW-W students and alumni to national norms.

Data Collection for Instructional Programs

Although individual academic programs develop and employ their own assessment-oriented data collection instruments, the institution funds a number of comprehensive data-collection instruments to survey incoming, current, and outgoing students and alumni. These include:

- The Provost's office surveys graduating seniors online to determine the effectiveness of campus support for a series of baccalaureate-level learning outcomes related to the general education outcomes and learning outcomes common to various majors as specified by the institution. This [Senior data](#) is sent to IR and is made available on the IR website for academic departments to examine in relation to their programs.
- The Provost's office oversees an online survey to alumni, inquiring how effectively a series of baccalaureate-level learning outcomes specified by the institution have served the alumni in their jobs. Piloted in 2004-05, [Alumni data](#) have been sent to IR and made available on the IR website for academic departments to examine in relation to their academic programs.
- The School of Graduate Studies & Continuing Education requires graduating students to complete an online survey that collects student perception data about how effectively their graduate program helped them achieve a series of graduate-level comprehensive learning outcomes, and evaluates services that the campus provides to support their educational experience. [Program-specific data](#) is sent to the graduate program coordinator in five-year intervals, prior to the required A&R self-study.
- The National Survey of Student Engagement (NSSE), administered annually, provides data on the educational experiences of undergraduates, particularly classroom activities and those faculty and peer practices found to produce high-quality undergraduate student outcomes. [NSSE data](#) is also forwarded to IR, where it is reviewed, compiled, and uploaded to the IR website for use by the colleges, academic departments, and units in Student Affairs. Information about specific majors and minors can be extracted from this database.
- The Cooperative Institutional Research Program (CIRP) is implemented each year by the New Student Programs Office, surveying new students. [CIRP data](#) is also forwarded to IR, where it is reviewed, compiled, and uploaded to the IR website for use by academic departments and units in Student Affairs.

Academic programs use data from the above-mentioned surveys for assessment, which will be discussed in greater detail in Chapter Three. However, data collected in these surveys is also useful for planning purposes, including trend data and responses that reveal graduating seniors' and alumni perspectives on the extent to which the University has prepared them in general education skills (e.g., critical thinking, writing, working in teams).

Data Collection in Non-Instructional Programs

Non-instructional units have also recognized the necessity of collecting data for planning and assessment purposes. For instance, Academic Support Services has added a retention coordinator who works with each unit's database. The retention coordinator reviews data collection and analysis procedures with the campus institutional planner.

The Admissions Office has revised its website. From a link on the University's home page, "Follow Me 2 Admissions" takes users to the Admissions website, which includes online application forms and a box in which visitors to the site can submit

questions about UW-W online to which Admissions staff respond. These questions are collected and reviewed, and are used for updating information on the Admissions web site. The questions also assist Admissions staff in developing recruitment plans that are better targeted to address questions and concerns of prospective students.

Other non-instructional units have developed systems for collecting client-centered information. The following is a select list of data collection efforts used by co-curricular units to assist with planning and performance evaluation:

- iCIT regularly collects and analyzes data to monitor and improve organizational performance and processes. Resource monitoring and management software collect system performance and reliability data that is used in infrastructure capacity planning. Surveys collect [customer satisfaction data](#) for Helpdesk, Training, Application Support, and Learning Technology Center areas.
- The University Library regularly collects and analyzes [collection holdings, usage, and service assessment data](#), which it compares with data at peer institutions using surveys such as the biennial U.S. Department of Education's Academic Library Survey and the international library survey LibQual+. Results have been used to guide Library changes and improvements.
- The LEARN Center [evaluates all faculty development programming](#), including the First Year Program for newly hired tenure-track faculty, the Peer Coaching Program, the Teaching Scholars Program, and the Scholar-Mentor Program. Data is shared with the Faculty Advisory Board to facilitate planning.
- The Office of Research & Sponsored Programs [collects client feedback](#) via survey immediately after a proposal submission; preliminary data is reviewed monthly in order to implement immediate changes to enhance responsiveness. Annual forums (focus groups) are held and data are analyzed to guide goal development for the next fiscal year.
- Credit Outreach collects [course evaluation data](#) from all students enrolled in outreach courses. Data is compiled and shared with the instructor and the department. Camps & Conferences in Continuing Education Services administer satisfaction surveys to all program participants (nearly 30,000 annually) and shares the results with camp directors.
- Facilities Planning & Management systems for data collection and analysis include: Computerized Maintenance Management System (CMMS); systems for recording, reporting, communication, assessment and management of all campus space; associated accounting; inventory/materials; custodial; grounds; maintenance; and project information.

As described above, most data collection takes place at the department or unit level. Data collection typically includes survey instruments directed to students or clients, exit interviews, and comparison of internally collected data to various benchmarks. iCIT offers online survey tools that allow campus organizations to create and collect survey information to gather feedback for instructional and administrative purposes.

In order to support data collection and storage efforts, iCIT has implemented more efficient, centralized data storage architecture and doubled the data storage capacity. This architecture enables reliable and secure storage while increasing the flexibility and ease of reallocation of storage resources as growth occurs in different areas. In addition, web-based access has been provided to enterprise storage in order to provide universal access to resources for collaborative work.

Data Sharing with Internal and External Constituents

IR publishes an annual online *Fact Book* that includes overall university information, a common data set, NSSE, and CIRP data, five-year trend data on majors, minors and graduate students, and individual data requested by units across campus. Programs and units use this data in A&R and OPR reports, annual reports, and accreditation reports. Administrators access and use these data when making strategic decisions.

In addition to web access, *Fact Book* information is also shared externally. For example, CIRP data have been used in newsletters sent to parents and are routinely shared with students and parents in the Summer Preview Program.

A number of academic university programs hold external accreditations (e.g., AACSB, NCATE) and are subject to rigorous periodic and systematic reviews relative to external professional standards of quality and effectiveness. For example, expectations for maintaining AACSB accreditation require that a Business School Questionnaire be completed annually and that Annual Maintenance of Accreditation Reports be prepared each year to be included in the five-year reaffirmation process. All data are used to evaluate the College against established standards of performance quality, and to compare the College to all other AACSB-accredited programs.

The Regents are the UW System decision-making body. Regents review progress toward UW System goals in an annual *Accountability Reports*. The Governor and Legislature review UW System accountability *Reports* and make funding decisions, in part, based on these data.

Federal agencies require data related to federal grants and awards. TRIO programs, for instance, require annual performance reports that involve electronic databases. In general, the information in the federal reports may overlap with information included in state or campus reports.

With the expansion of the Internet, the dissemination of University information to the public continues to become more open and innovative. The University's *Annual Report* is now published online. University news articles and updates are regularly published on UW-W's homepage. Major fundraising initiatives, such as the Beyond Tradition campaign for a new College of Business & Economics building, use designated websites.

iCIT maintains robust and reliable web infrastructure to assist in disseminating institutional information to the public. To support enrollment management and assessment activities, as well as decision-support functions, iCIT has established and maintained a Data Warehouse, which stores and makes available for retrieval key enrollment data and other institutional data elements. iCIT is revising the University's website through a system that will visually unify the first two levels of the college and division web pages. Another Content Management System (CMS) that is currently being implemented will facilitate sharing of information throughout the site, enabling multiple web publishers to provide up-to-date information to their audiences.

Evidence 2c-2: The institution’s internal review procedures keep academic and co-curricular programs accountable, oriented toward systematic, data-driven performance evaluation, and focused on improvement.

UW-W has come to realize that collecting data serves little purpose unless they are examined, interpreted, and used in ways that prompt reflection, planning and improvement. Such efforts have become more of a cultural norm at the institution and are a part of its review processes for both academic and co-curricular units.

Academic Program Review

The Audit & Review (A&R) process, conducted in five-year intervals, requires academic programs to provide self-study reports that depend on data analysis. As Fig. 2.7 suggests, this data-driven process requires programs to reflect on topics such as student learning, enrollment trends, curricular efficiency, faculty productivity, and resources.

Data/Information Collected & Reported	Data/Information Gathered By	Data Used to Cue Judgments for Changing/Improving
Enrollment Data	Institution	Recruitment & Program Promotion, Program Admission Criteria, etc.
Student/Faculty Ratio	Institution	Program Admission Decisions, Personnel Resources, etc.
Credits to Degree	Institution	Program Admission Policies, Curriculum, Advising, etc.
Graduation Data	Institution	Program Admission Policies, Curriculum, Advising, etc.
Student Placement Data	Institution & Department/Program	Curriculum, Advising, Student and Faculty Recruitment, etc.
Indirect Academic Assessment Data (e.g., graduation & exit surveys)	Institution & Department/Program	Curriculum, Pedagogy, Advising, Scheduling, Delivery Method, Learning Outcomes, Assessment Data Collection Efforts, etc.
Direct Academic Assessment Data (e.g., curriculum-embedded tests)	Department/Program	Curriculum, Pedagogy, Advising, Scheduling, Delivery Method, Learning Outcomes, Assessment Data Collection Efforts, etc.
Employment Projections	Department/Program	Resource Allocations, Curriculum, New Programs
Faculty Productivity <ul style="list-style-type: none"> ● Instructional Improvement ● Scholarly/Creative Activity ● Service 	Department/Program	Faculty Professional Development, Teaching Loads, Resource Allocations, etc.
Available Resources (budget, library holdings, technology, etc.)	Department/Program	Resource Requests, Resource (re)Allocations, etc.

Figure 2.7: *Data/Information Collection and Use in the Audit and Review Process*

The Undergraduate and Graduate A&R Committees annually assess the effectiveness of the questions on the self-study outline that programs complete. In addition, during fall 2004, the Associate Dean of the School of Graduate Studies & Continuing Education conducted a focus group session of department Chairs whose programs had recently undergone A&R. Chairs noted that the intensive effort required by A&R left department Chairs and graduate coordinators little time to reflect on the results. Based on the assessment of the A&R Committees and the focus group session, the A&R Committees revised the self-study forms in fall 2005. The number of appendices

was decreased, links to data sources were added to the self-study form, and the Committees agreed that those departments whose programs are assessed as “continuation without qualification” (the highest standard) would be allowed to complete an expedited self-study during the next review cycle.

In addition to the five-year A&R process, academic programs engage in an internal annual assessment process for the primary purpose of identifying student learning outcomes and evaluating effectiveness in achieving these outcomes. Assessment results are included in the annual reports submitted by each academic department and the A&R documentation. Deans are responsible for annual performance reviews of their respective Directors and/or Chairs. Departmental goals are critiqued for progress and revised as necessary to keep the department moving forward. Areas needing improvement are cited; ensuing discussions focus on factors that inhibit success and what can be done differently to attain more satisfactory results.

Office Performance Review

As noted previously, the Office Performance Review (OPR) process reviews non-instructional and co-curricular units on a five-year cycle, reviewing progress toward their stated goals and priorities as measured by program-provided data/information. The number of clients served and customer satisfaction surveys are typically provided as evidence. Internal review teams and/or external reviewers provide input on perceived strengths and weaknesses. All OPR evaluation and planning processes incorporate the guiding principles of continuous quality improvement, stewardship, and customer service.

Conclusion

Over the last 10 years, the University has invested time, resources, and personnel in expanding its efforts in data collection and analysis. These efforts have occurred at all levels of the university in response to demands from internal and external constituencies. Whether through A&R, OPR, or annual reports to the Dean or division head, program personnel increasingly are collecting, analyzing, and using data in academic and co-curricular program planning.

Core Component 2d:

All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

Overview

As discussed throughout Chapter Two, planning takes place across all levels of the University. Academic and co-curricular units, divisions, and University administration engage in planning processes that are oriented toward satisfying the select mission for UW-W within a variety of environmental contexts, including the UW System, dynamic demographic characteristics, and the state’s financial situation.

Three statements support the alignment of planning and mission at UW-W:

Evidence 2d-1: Strategic and operational planning and budgeting processes have resulted in progress toward fulfilling the mission.

Evidence 2d-2: Planning and follow-up processes are flexible, allowing focus on the mission even when addressing shifts in internal requirements and external conditions.

Evidence 3d-3: Planning processes are inclusive, creating collaborative and environmentally-focused planning.

Evidence 2d-1: Strategic and operational planning and budgeting processes have resulted in progress toward fulfilling the mission.

Between 2000 and 2005, the University supplanted a traditional strategic planning process with set of University goals. The goals focused campus attention and guided short-term planning. Although the 38 University Goals did not take the form of a traditional strategic plan from 2000 to 2005, they functioned as an operational plan for advancing the University's mission.

Chancellor Miller reviewed quantitative and qualitative data relative to each goal annually, assigning a letter grade to indicate progress toward achieving the goals. He summarized the University's progress in meeting these goals in his annual State of the University speech, which he delivered on the first day of the fall semester orientation. Printed copies of the Report Card were distributed following his speech.

According to the [2004 Report Card](#), Chancellor Miller assessed fourteen goals, or 38 percent, as being of "A" or "A-"quality. These included:

- Student Access: 3 of 5 goals
- Student Retention and Graduation Goals: 3 of 7 goals
- Management: 1 of 3 goals
- Facilities and Community Presence: 2 of 3 goals
- Faculty, Staff, Classified Personnel Diversity and Support: 5 of 8 goals
- Funding: 2 of 6 goals

Moreover, 11 additional goals received grades in the "B" range. Thus, the 2004 *Report Card* showed that 68% of the University's goals either had been met or were close to being met. This high percentage of success demonstrates that processes are in place at UW-W to allow the University to succeed.

Division-level planning efforts, such as the *ITSP*, college-level strategic plans, and the *Facilities Planning & Management (FP&M) Action Plan*, have also proven effective in leveraging mission accomplishment because they are closely linked to the Institutional Mission. The FP&M Action Plan, for instance, is drawn from its own mission and vision statements which, in turn, have their origins in the University's Core Values, Select Mission, Objectives and Goals. Units are consistently reminded of the need to align divisional plans and goals with the Institution's Mission, Core Values, and Objectives—a requirement built into the A&R and OPR processes.

Much of the success of planning efforts results from campus-wide knowledge of and involvement in planning processes. For instance, during the most recent round of state-imposed budget reductions, the SPBC helped to prioritize campus reductions based upon the University's Select Mission, Core Values and Goals. These priorities were then reviewed by the Academic Affairs Staff, the Faculty Senate, the Academic

Staff Assembly and WSG. Final priorities, such as a commitment to preserving instruction as well as maintaining student access and faculty development, guided the campus budget decisions that were approved by the administration and governance bodies.

Adaptation to changing circumstances is one factor in UW-W's success in its planning processes. Equally important, the University understands how to accomplish goals by making the most of opportunities. For instance, revised UW System guidelines regarding enrollment targets allow institutions to identify enrollment targets and to retain more dollars from excess tuition revenues, within limits. UW-W's new Enrollment Management Plan allows the campus to capture additional tuition revenue, which has been used for retention activities relevant to its goals.

Evidence 2d-2: Planning and follow-up processes are flexible, allowing focus on the mission even when addressing shifts in internal requirements and external conditions.

The operational and strategic planning processes are instrumental in framing the University's future. They influence how the academic and non-instructional units across campus function in achieving their own goals and the institution's mission. Operating budget allocations are revised as necessary to best meet divisional priorities in support of these goals and mission. UW-W's decentralized budget management process allows each division to evaluate priorities in light of their importance to unit-level and institutional goals.

Plans are reviewed when needed, often annually, to determine what modifications would be appropriate, given changing environmental conditions. Plans function on a "rolling horizon," in which new information is continuously introduced and interpreted. Thus, plans are modified to accommodate new parameters, restrictions, or environmental factors.

One example is the [Residential Life Master Plan](#). This plan called for reducing housing capacity by 100 beds while converting over 450 beds to accommodate student demand for suite-style housing. Subsequent analysis revealed that construction of new facilities with suite-style living accommodations would be a more cost-effective alternative.

Similarly, units across campus continue to make adjustments in how to implement their strategic plans. A 16% reduction in repair and maintenance staff required Facilities Planning & Management personnel to effectively use the remaining human resources in this unit. Critical repair and maintenance needs are now addressed through assigning technicians to "zones" or areas. All remaining needs beyond the capacity or expertise of zone-designated personnel are satisfied through a newly developed campus-wide Central Maintenance Pool.

In order to cope with constant change, some units have developed planning mechanisms that operate on shorter cycles. The rapid pace of innovation in technology mandates flexibility in the reprioritization of goals. The ITSP is built upon the expected implementation of "cutting edge" technology which often becomes outdated

long before the strategic plan has run its course. For instance, the recent infusion of wireless technology necessitated significant change in planned acquisitions and implementations that are part of the 2005 ITSP. These include reducing the number of computer workstations as the campus continues to implement wireless access.

Academic programs have also been strengthened through reassessment. Recent changes to the Management Computer Systems curriculum, for example, resulted in large part from input from that program's Advisory Board. The interdisciplinary Social Studies Broadfield Council was created in 2005 to resolve the issue of program ownership as departments in the Colleges of Letters & Sciences, Business & Economics, and Education struggled to find a "home" for the interdisciplinary BSE degree in social studies.

Finally, in its dynamic operating environment, strongly influenced by the state's fiscal health, the University needs not only to find new methods or new operating efficiencies as means for achieving its mission but also to consistently reassess its capacity for achieving its goals. Therefore, planning requires revisiting and revamping the institution's goals and strategic plan to keep them realistic, current, and aligned with UW-W's Mission Statement and Core Values.

Evidence 2d-3: Planning processes are inclusive, creating collaborative and environmentally-focused planning.

Internal involvement is critical for effective planning and creating a sense of ownership among the various UW-W constituencies. Internally, UW-W operates in a system of shared governance with input from faculty, academic staff, classified personnel, and student governance groups. The University also consults with external stakeholders, including UW System, governmental, and other external agencies and boards.

Internal Stakeholders

As the primary planning group on campus, the SPBC has representation from 16 campus constituency groups, including the Provost, Faculty Senate, Academic Staff Assembly, classified staff, WSG, IR, Budget & Finance, University Advancement, Student Affairs, Administrative Affairs, and the colleges. The SPBC functions as an advisory group to the Chancellor.

The Associate Vice Chancellor for Budget & Finance provides input and insight on the feasibility of planning recommendations and their projected impact, given the changing financial status of the University.

The decision for differential tuition to support the establishment of the Academic Advising & Exploration Center was student-initiated. WSG members brought the proposal to the Provost for consideration, and the students voted their approval. Similarly, students were involved in all phases of the planning process for the remodeling and construction of the University Center, scheduled to begin in spring 2006, because student fees will be used to fund most of the remodeling costs.

The UW-Whitewater Foundation Board works with the Chancellor, Assistant Chancellor for University Advancement, and other administrators on campus to plan funding for future needs as they are identified by campus constituencies.

External Stakeholders

As stated previously, UW-W is governed by the Regents through a centralized UW System administration. Thus, Regents are involved in UW System planning processes. The Chancellor, Provost & Vice Chancellor for Academic Affairs, Vice Chancellor for Administrative Affairs, and Assistant Chancellors for Student Affairs and University Advancement meet regularly with UW System administration and their counterparts at other UW System schools for evaluation and planning activities.

UW System and the Regents are given the authority to approve new degrees. The System-wide Academic Program Planning & Review process requires that Entitlement to Plan proposals for new degrees be submitted to all UW System campuses for review and comment prior to their being considered for implementation. This process also requires that all new programs seek feedback from two external consultants before the proposal can be placed on the Regents' agenda for approval.

Similarly, capital and operational planning activities require external input from the Regents, the Wisconsin Department of Administration, and the Wisconsin Department of State Facilities.

Police and emergency services seek input from federal Homeland Security agencies as well as access and security service companies. Applications from all international students require registration through Homeland Security's SEVIS system.

Many academic departments and co-curricular units on campus also have advisory boards consisting of representatives from multiple external constituencies. The advisory boards provide important planning perspectives on job markets, environmental conditions, and changing employer expectations. Examples include the Advisory Boards of three of the four undergraduate colleges—Arts & Communication, Business & Economics, Letters & Sciences, and the Science Alliance—whose members not only advise the science programs on curricula, but also act as role models for students and lobbyists for the needs of the sciences on campus.

Finally, academic and co-curricular units engaged in regular accreditation reviews gather important environmental feedback that directly link to planning and improvement efforts. Completing the accreditation process provides an opportunity to closely examine both accomplishments and shortfalls. Beyond that, new ideas, trend data, and an increased awareness of environmental factors identified by visiting accreditation teams provide valuable perspectives that influence planning activities.

Conclusion

Planning at all levels and in all functional areas of the institution is both environmentally influenced and mission-driven. Institution-level planning has been focused on finding ways to leverage the dwindling state assistance in ways that ensure educational quality. The SPBC has and will continue to play a critical role in

planning, making certain that planning efforts are informed from its multiple governance groups.

Division-level planning will continue to be influenced by institution-level planning and mission documents. Planning decisions and revisions to planning decisions made at this level will continue to be strongly influenced by valuable input from academic, non-instructional, and co-curricular units and external constituencies.

Planning for the Future at UW-Whitewater: Conclusions Relevant to the Four Cross-Cutting Themes

UW-W as a Future-Oriented Organization

Strength: Complex and fluid environmental conditions have led to the adoption of shorter, more responsive strategic planning cycles.

The University's operational planning mechanisms (enrollment management, budgeting, staffing plans, and facilities planning) have traditionally operated on one or two-year cycles. This has been a necessity to accommodate state-based biennial budgets, evolutions in the UW System enrollment target plans, and mandates relative to staffing.

Strategic planning cycles have tended to run longer. The University's Strategic Plans developed in 1991 and 1996 provided the institution with guideposts for implementing its mission. Recent years have brought significant and widespread changes in the institution's operating environment that, when coupled with changes in institutional leadership, have led the University to approach strategic planning in shorter cycles. University Goals established in 2000 to replace the 1996 Strategic Plan were reviewed and revised in 2003. These University Goals are currently being reviewed and incorporated into a new Strategic Plan. The new plan will be structured such that strategic priorities can be revisited by the SPBC in view of new opportunities and challenges.

Challenge: State-mandated budget reductions and internal budgeting practices hinder the perception of an integrated campus planning process.

The biggest challenge that UW-W has faced in the past several years has been the trend of decreasing state (GPR) support. Cuts have been major, and often with little time to respond. Budget reductions are beyond the control of the University, and are likely to continue in the years ahead.

The pre-1996 decision to decentralize budgets was fully implemented during this review period. Decentralized budgeting is advantageous in that units are able to respond quickly to changes in the environment, as evidenced in the implementation of budget cuts during the past two biennia. The process of allowing units to carry over unspent funds into the next fiscal year has also given departments/units greater control and flexibility in the annual planning and operations.

However, decentralized budgets mean that the institution does not have central funds to assist units in covering budget shortfalls or to fund anything beyond basic needs and emergencies. Moreover, unit fiscal autonomy also makes the perception of an integrated institutional planning process less apparent to units than it would be if budgets were more centralized.

Effective planning will require that the University identify and pursue strategies to secure funding for integrated, institution-wide strategic initiatives that may arise in the future.

UW-W as a Learning-Focused Organization

Challenge: Continued reductions in operating budgets threaten instructional quality and student learning.

The self-study process revealed the capacity of the University to respond to budget reduction mandates in ways that minimize the impact on instruction. Reductions have been targeted primarily in the areas of administration and physical plant.

Regardless, state-mandated budget cuts have led to reductions in instructional FTE, increasing the University's instructor-to-student ratio, and led to increased teaching loads for instructional academic staff. The institution must monitor the effect of future reduction decisions on student learning opportunities generally, and on the quality of academic programs, instruction, and support services for students specifically.

UW-W as a Connected Organization

Strength: Strategic decisions relevant to the implementation of technology have improved access to critical information and data.

Improved data storage, architecture, and expanded web-based access, coupled with an increased investment in Institutional Research, make it easier for students, faculty, and staff to connect with information and institutional data. Greater access has improved the quality of performance evaluation and made planning a more informed process. The implementation of a Content Management System will allow the institution to provide more timely information to internal and external audiences.

UW-W as a Distinctive Organization

Strength: Internal quality assurance processes lead academic and non-instructional programs to be reflective, accountable, and focused on improvement.

The institution's Audit & Review (A&R) and Office Performance Review (OPR) processes require instructional and non-instructional programs to conduct thorough self-studies every five years. The University's A&R process has been recognized as a model for other institutions in the UW System.

Both processes require programs to prepare self-studies that: link their purposes to the Select Mission; identify goals and objectives for the review period; present data and

information relevant to these goals and objectives; and reflect on strengths and areas for improvement. Both processes also include evaluations by internal (and in the case of the OPR process, optional external) reviewers that identify department or unit strengths and future actions for improvement.