

Strategic Priorities Accomplishments

December 2012

Compiled by the Continuous Improvement and Planning Team (CIPT)

STRATEGIC THEME 1: Academic Excellence – Develop a creative and dynamic learning environment within a liberal arts tradition that enables students to meet their individual goals while fostering life-long learning.

Goal 1: Implement the Liberal Arts initiatives including Writing Across the Curriculum, Academic Service-Learning, Senior Experience, Global Awareness, and First-Year Experience

In 2005, five “Implementation Groups” submitted reports containing recommendations for implementation of each of the five designated public liberal arts initiatives. These reports and recommendations were approved through governance, and the campus received DIN funding from UW System to support the five initiatives. What follows is a summary of the level of implementation for each of the five initiatives relative to the original Implementation Group recommendations.

Academic Service Learning: Currently, the ASL program at UW-Superior is best described as a robust version of “innovation” level of implantation, with budget and staff support roughly equivalent to that called for in the Implementation Group Report for that level. The program is moving ahead, however, with elements of the “transformational” level of implementation as it works with a number of specific departments and programs (Psychology, Earth Science, Writing and Library Science, and Music) to imbed academic service learning across these curricula in sustainable and developmentally appropriate ways.

First-Year Experience: The First-Year Experience Implementation Group recommended an ambitious set of interrelated initiatives designed to reconstruct the experience of first-year students to:

- Intellectually engage the first year student, providing a diversity of ideas, challenging and supporting students’ growth in intellectual and communication skills, and embodying the characteristics of a liberal arts education.
- Develop a sense of anchoring and belonging within the UW-Superior academic, social, and cultural community.
- Develop habits and expectations that facilitate academic success.
- Begin the student’s preparation to play an active role in the larger community of humankind.
- Coordinating the first year experience and annually assessing its effectiveness.

What has been accomplished?

- Implementation of an academically-focused First-Year Seminar requirement.
- Development of an early-warning system for students who demonstrate at-risk academic behaviors.
- Development of a new student induction ceremony.

- Implementation of a peer mentor program. (The campus continues to pilot potential models of the program.)

Other specific proposals have not been implemented. Many of these proposals called for changes in daily practice, both within the classroom and without, rather than discrete programs. The report, for instance, called for an ambitious rethinking of teaching and learning in the first-year curriculum with a faculty development component that would make UW-Superior a national center of expertise in the transformation of dispositions and the development of intellectual skills through freshman courses. Many of the activities of CETL, including the recent conversations among general education faculty, are consistent with this recommendation but fall short of its transformative ambitions. Similar recommendations for changes in daily practice were made in other aspects of the first-year student experience.

In the process of implementation the First-Year Experience initiative, one significant change was made in the recommendations. The original report recommended that overall responsibility for the First-Year Experience be placed in the hands of a faculty coordinator. In the process of implementation, responsibility was split between a First-Year Experience Coordinator housed in student life and a faculty coordinator of the First-Year Seminar program.

Global Awareness: The Global Awareness Implementation Group recommended an extensive list of steps to be taken to further global awareness among UW-Superior Students. UW-Superior received DIN funding to support implementation of these recommendations. The following is an update on each of recommendations of the group.

Accomplishments:

- Creation of a Department of World Languages and Literatures
- Faculty hires in French and Chinese language and literature—partially accomplished. The hires were made. In December, 2012, however, a decision to eliminate the Chinese position was made with the Chinese program to be closed by Spring 2014
- Stabilization of Ojibwa language offerings by making a long-term commitment to staffing of current Ojibwa language course. The campus has made a long-term commitment to one section of Ojibwa per year. (One full year of Ojibwa language is offered on a two-year rotation.)
- Creation of a Global Studies minor
- Expansion of international opportunities such as study abroad, exchanges, international internships, international student teaching, and international service learning—Accomplished. There has been significant expansion of international opportunities, including more student-abroad international partnerships, more faculty-led student abroad programs, and international student teaching opportunities. The percentage of students participating in study abroad has also increased significantly. Given the absence of goals in the original recommendations, there is certainly room for further expansion of such opportunities
- Faculty position in global economic development
- An international speaker series—Partially accomplished. The Global Studies Minor program currently sponsors a “Global Perspectives Series” in which various offices, department, and organizations on campus present on global issues. This is a relatively

small-scale effort that may have the visibility anticipated by the Implementation Group's recommendation.

- Increase staffing in the International Programs Office to 4 FTE positions (International Student Advisor, International Admissions Specialist, Study Abroad Advisor, and Program Assistant) with one of the professional positions designated as Director of the International Programs Office—Accomplished. (Due to the specific needs of the office, academic staff, rather than classified staff, was hired for the fourth position.)
- Reform of the TAP program—Accomplished. The TAP program has been reformed and replaced by the non-tuition waiver program.
- Funding for international student recruitment—Partially accomplished. A significant increase in the S&E budget of the international programs office has allowed for funding of international student recruitment activities. For a period of two years, an additional sum of designated funds was provided for international student recruitment. These additional funds, however, have been terminated.
- International cuisine in campus food service on a daily basis—Efforts have been made in this area.

What has NOT been accomplished?

- Moving Japanese and Arabic out of Continuing Education into a World Languages and Literatures Department—Not accomplished. Japanese and Arabic are no longer offered either through Continuing Education or through the World Languages and Literature Department.
- An international Gen Ed requirement—Not accomplished. The existing non-western general education requirement has not been re-examined since the time of the Global Awareness report
- Doubling of scholarships for study abroad—Not accomplished. There has been no significant increase in scholarships for student abroad.
- Incorporation of kitchen facilities into Swenson Hall—Not Accomplished

The Implementation Group also recommended institutional accountability for these recommendations through departmental and campus-wide annual reporting on progress. No such annual reporting has taken place. It should also be noted that, unlike the other four initiatives, the Global Awareness Report took the form of a set of discrete items rather than an integrated systematic approach toward global awareness. The report defined progress primarily in terms of the creation of new positions and funding of new initiatives, rather than in terms of student participation in the various initiatives or student outcomes. To assess our progress in promoting global awareness, someone or some group should be charged with gathering and analyzing data on such items as enrollment in language courses, numbers of declared global studies minors, numbers of students pursuing globally-focused coursework, student participation in study abroad, numbers of international students, etc.

Senior Experience: The Senior Experience initiative is largely implemented. Each major does have an approved senior experience activity that meets the criteria recommended by the Implementation Group. Due to university budget cuts, however, the \$1,000 in support to each department has been eliminated. Also, while the senior experience presentations have high

visibility in individual programs and departments, it appears they have not achieved the level of campus-wide visibility envisioned by the Report.

Writing Across the Curriculum: The student development model recommended by the group has been successfully implemented, with student use of the University Writing Center nearly tripling since the WAC program was initiated. The WAC coordinator conducted a needs assessment by meeting and consulting with all academic departments. Based on this needs assessment, the WAC coordinator has focused on faculty development, both in informal consultation with individual faculty and programs and through a WAC grant program that offers funding and professional support both for individual faculty and entire program areas. The WAC program also offers professional development opportunities through a brown bag lunch series and Enhancement Day workshops. Faculty development activities related to WAC have been embraced in certain segments of the campus, but the embrace has been uneven. While the WAC program has not emphasized the curriculum development model, a Writing Excellence Certificate program for undergraduates is in the planning stages. This program would involve both a curricular element, with student completed a certain number of writing intensive courses, and a certification program, with excellence in writing being certified via a portfolio process.

Goal 2: Recognize and support practices that encourage and celebrate student achievements.

- Senior Year Experience presentations are advertised and featured on the University web pages .
- The campus sponsors an annual “Celebration of Undergraduate Research, Scholarship and Creative Activity”
- Student regularly present at the UW System Symposium and at Posters in the Rotunda
- DBE sponsors Shippar-Beam Fund contest for best undergraduate research paper
- Students are encourage to participate in UW System’s Liberal Arts Essay Competition
- University and departmental web pages routinely feature student success stories
- Campus web page features “UW Superior Points of Pride”

The campus could, however, build upon these successful efforts in a more systematic and strategic fashion. As noted above, departmental senior experience presentation could achieve a higher level of campus-wide visibility and participation. Also, the costs of the activities to encourage and celebrate student achievements could be more explicitly incorporated in the University budget process.

Goal 3: Expand undergraduate research and internship opportunities

The campus has established a Committee on Undergraduate Research, Scholarship and Creative Activity (URSCA) to exert leadership in promoting undergraduate research. The committee has thus far conducted a survey on campus involvement with URSCA and implemented a scholarship program for students to conduct summer research with funding from Swenson’s, LSRI and Chancellor’s office. The committee appears to highly energetic and committed to expanding undergraduate research opportunities for our students. The campus also has a very

active McNair Scholars program that engages students from under-represented groups, including first-generation college students, in undergraduate research.

Among the steps needed to expand undergraduate research opportunities are:

- Provide mechanisms to increase student research opportunities for all disciplines
- Provide support for more faculty to work with more students
- Seek additional fellowship funding through the University Foundation

In terms of internships, the campus actively advertises research and internship opportunities through departmental mailing lists and Jacket Jobs. There are a number of departments and programs that are very active in promoting internships. There is little campus-wide coordination, and it is not clear whether campus-wide statistics are kept on student internship experiences.

Goal 4: Respond to the continuing and changing needs of both traditional and non-traditional students

While there have been many specific initiatives to respond to the continuing and changing academic needs of both traditional and non-traditional students, this has not been done in a strategic or systematic manner at the institutional level. The Academic Planning Process and the Program Review Process provide avenues through which the campus might be more strategic and systematic in pursuing this goal.

STRATEGIC THEME 2: Culture of Respect – Create and foster an accepting community in which all staff and students feel safe, and diverse perspectives are valued.

Goal 1: Create a community of shared leadership and decision-making.

What has been accomplished?

- A Classified Staff Advisory Committee was created in Fall 2012 to provide a similar campus-level governance voice and process to classified staff.
- Departments are following up on the Planning and Budgetary Committee's report from Spring 2012; department chairs were directed to lead department-level discussions on budgetary issues and provide input by reporting back to the Planning and Budgetary Committee.
- Beginning in Fall 2010, faculty were guided to engage in identifying program objectives and developing program assessment plans that lead towards the university's curricular goals as a whole; the General Education Committee is leading alignment of goals, objectives, and assessment plans for that campus-wide program.
- The Integrative Planning Process initiated in Fall 2010 involves all stakeholders.

What has NOT been accomplished?

- There remains lack of Senate status for Classified Staff; this lacks equivalency to the governance structures for faculty (Faculty Senate) and Academic Staff (Academic Staff Senate).

- The balance between thorough participation in shared governance and overly arduous service obligations needs careful attention. Some have expressed concern over the service load maintained.
- Continued clarification needs to be made regarding the roles of different individuals and position-holders within shared decision-making, particularly with regard to issues requiring difficult decisions.
- The impact of loss of collective bargaining rights, especially for current classified staff, needs to be addressed.

Goal 2: Foster the highest standards of ethical conduct, both personally and professionally.

What has been accomplished?

- Expectations for ethical conduct are stated in faculty and staff handbooks.
- Grievance processes exist for individuals' concerns to be addressed.

What has NOT been accomplished?

- As of yet, there has been no broad campus discussion about what ethical conduct looks like or consists of. Different definitions and perspectives make it difficult to determine what is ethical, particularly when personal and professional situations meet.
- Accountability for ethical conduct may be lacking in some departments/entities.
- It appears that some department chairs/unit leaders are trying to make many decisions without engaging or involving the other members of the department/unit.
- Students have a clear protective process to follow when rights are infringed upon; faculty lack process in situations involving students.

Goal 3. Create a campus and classroom climate that celebrates diversity and creates a nurturing environment for all.

What has been accomplished?

- Some entities on campus are working hard to do this (eg, by gathering and analyzing data from student satisfaction in advisement and course instruction/offerings).
- A campus-wide Campus Climate Survey was conducted and the issue will be part of the forthcoming Strategic Plan.
- Several curricular programs require a diversity component.
- Academic disciplines are engaged in various aspects of diversity and exploring them through scholarship, courses, study abroad opportunities, etc.
- There is visible diversity in several departments/units across campus. Awards and recognitions are given, promoting it; scholarships
- The campus has units and programs in place to provide a nurturing environment, such as the Center for Excellence in Teaching and Learning; the Veteran's Center; development grant programs for faculty, academic staff, and classified staff; and departmental mentoring of new faculty.

- Building design and remodeling has provided for several furnished open spaces, encouraging small groups to gather for conversation and work. Larger open spaces are used for campus-community events celebrating achievements and recognitions.

What has NOT been accomplished?

- As the silent protest of Fall 2012 indicates, some campus members believe we don't have a celebratory or nurturing environment for all.
- Diversity in employee characteristics is uneven at the moment; some entities may have it and pockets may not. We need to ensure that this is just happenstance. The diversity guidelines for recruitment and hiring may not be effective in practice, or the climate in some departments/units may be somewhat exclusive or unwelcoming.
- Newer faculty feel vulnerable to senior faculty in some areas.
- The loss of daycare on campus reduces the welcoming, nurturing, and supportive sense of the university with regard to students and employees with young children.
- Various data sets (Equity Scorecard data, Inclusive Excellence data) exist but have not been thoroughly analyzed for information and trends to be extracted and compiled.

Goal 4. Implement strategies for Making Excellence Inclusive (Goal added 2010)

What has been accomplished?

- There have been several ad-hoc committees and task forces directed at inclusive excellence in recent years. Current actions focus on instating a campus-wide standing committee for Inclusive Excellence in Spring 2013.

What has NOT been accomplished?

- A broad definition of inclusive excellence has been used in the initiative, ranging from issues of diversity to those of high standards of conduct. A clear common campus-wide definition (or set of definitions) need to be established.

STRATEGIC THEME 3: Campus Life – Create an intellectual and cultural experience outside of the classroom that supports, complements and enhances the in-class experience, reflective of the public liberal arts education.

What has been accomplished?

Goal 1: Increase participation in intellectual, cultural, and social activities.

- Not completed - Progress has been made in some areas ...opportunities have increased in number in the past 5 years. Examples include:
 - Student Health Services has doubled the number of student contacts at their outreach tabling in the past year
 - Participation in intramurals, outdoor activities, and Well-“beeing” Wednesdays has increased
 - The number of Alternative Spring Break trips has increased from 1 to 3
 - The American Indian Student for a Day program has expanded to students from other cultural backgrounds and participation has increased
 - Instituted a Diversity Leadership Retreat as to develop capacity for leadership in our underrepresented minority students

- Increased leadership development opportunities for all students through the Leadership Challenge and Leadership Seminar series
- Occupancy of residence halls at record highs
- Increased collaborative curricular/co-curricular programming in res halls, like Reference Librarian in Halls, Advising Center staff consulting with students in res halls
- Increased opportunities for student employment
- Host book clubs
- Increased number of para-professional experiences and internships for students
- Increased participation in YAC programs, Open Mic Nights, Grocery Bingo, etc.

Goal 2: Develop programs targeted at increasing student retention

- Not completed, in progress. Retention rate is still below goal but have developed and initiated programs such as:
 - Resident reports from RAs in halls
 - Mentoring programs in Office of Multicultural Affairs
 - Diversity Leadership Retreat
 - SOAR expanded to 1.5 day event
 - Meetings for all First Years to meet with faculty advisors during WoW
 - Transfer Social as part of orientation programs
 - Hive Night
 - Roommate Gateway, permits students to choose roommates
 - Fall-a-palooza – Family Weekend
 - Vet’s/Non-trad Center
 - Gender Equity Resource Center and programs geared towards fathers

Goal 3: Develop programs that enhance our unique natural environment.

- Goal partially met but more can always be done. Following programs/initiatives take advantage of, preserve or utilize our unique environment
 - Superior Adventures
 - WoW activities and trips
 - First Nations Center Fall Walkaround
 - RHA Vista Cruise
 - Community Paddles/Peddles
 - Res Life Community Garden
 - Sustainability features of YU (and Swenson)
 - SGA Sustainability Committee

Goal 4: Develop inclusive programming that allows greater participation of non-traditional/commuting students, staff and the local community.

- Goal partially met but more to be done. There is a significant amount of programming that takes place at times and in ways that are convenient for students, staff and the local community. Such programming is emerging for non-traditional and commuting students.
 - Opening of Non-Traditional and Veteran Students Center

- Programs and support groups for students who are fathers and mothers offered by Gender Equity Resource Center
- Winterfest
- Youth Climbing Leagues
- Science Night
- Fall-a-palooza
- Theater and music performances
- 2011 All Campus/Community Reunion

Goal 5: Promote and recognize outstanding leadership of staff and students (Goal Accomplished 2010)

Goal 6: Increase the number of opportunities for leadership development for all staff and students.

Goal partially met

- Residence Halls are staffed completely by students and Campus Recreation has increased the number of student manager positions.
- Student programming dollars for leadership programs are stagnant or have decreased due to enrollment decline. Current programs include:
 - Leadership Challenge
 - Leadership Seminars
 - Professional development opportunities provided via student employment
 - Increase in number of para-professional level positions providing practical experience in leadership
- Leadership development program for staff who supervise other staff has been instituted and includes topics such as:
 - Coaching for Peak Performance
 - Team Building
 - Performance Feedback
 - Resolving Conflicts
 - Human Resource Management

What has NOT been accomplished?

Goal 1: Increase participation in intellectual, cultural, and social activities.

- Student fee funding is decreasing due to declining enrollments and it is not feasible, given the current economic climate, to increase student fees. Better use must then be made of existing fees including re-evaluating current SUFAC priorities and allocations to align funding with current and emerging programming needs. Additional funding sources should be identified to supplement the SUFAC funding for cultural and intellectual programming.
- Students note that there does not seem to be much school spirit here. Attention should be paid to developing and maintaining campus-wide traditions, thereby enhancing student connections to the university.

Goal 2: Develop programs targeted at increasing student retention

- Maintain current levels of attention and emphasis

- Remain focused on improving all phases of the student experience, reflecting on what the issues are without defensiveness
- Determine who we are and how we can best support unique, differentiated groups of students
- Utilize data from EBI (student satisfaction survey administered by Residence Life) and other survey instruments to determine unit priorities

Goal 3: Promote programs that enhance our unique natural environment

- Continue to develop outdoor experiences via Superior Adventures
- Continue to pursue sustainable techniques in our facilities

STRATEGIC THEME 4: CONTINUOUS IMPROVEMENT – The university will improve its programs and services on a continual basis. All facets of operations will be regularly assessed and modified when appropriate.

Goal 1: Develop a culture of evidence, accountability, and transparency (Goal Accomplished 2010).

Goal 2: Develop and implement tenure, promotion, and evaluation processes that provide meaningful and measurable feedback. NOT COMPLETED.

The following four items must be completed in 2012-13.

- In January 2012, The Chancellor sent the Faculty Personnel Rules back to Senate Executive Committee for the purposes of reviewing the revising the section related to promotion. Senate charged the Faculty Personnel Council of the Faculty Senate to revised the promotion process and present it to Faculty Senate by April 2012. This was not accomplished prior to the end of the Spring 2012 Semester. Expectation is for this to be completed by December 2012 to allow the Faculty personnel rules to be sent back to the Chancellor, and then on to System Legal for review and to the Board of Regents for approval. This process must be completed by Faculty Senate no later than the final Senate meeting in December to ensure that Personnel Rules are approved by the Board in early 2013.
- In 2012, Faculty Senate Personnel Council is also working on guidelines for tenure and promotion. Tenure guidelines were approved by Faculty Senate in May 2012. Promotion guidelines are in development and will be approved in Fall 2012.
- All Academic Departments must review and revise their Department’s personnel rules to reflect the new Faculty Personnel Rules once they are approved. Faculty Senate must establish a timeline for this to be completed by each Department and approved by Senate.
- In November 2012, the Dean of Faculty developing guidelines for Department Chairs for the review process that includes sample letters to reference when they write their review. These will be used for reviews in 2012-13.

Goal 3: Launch a continuous quality improvement program (Goal Accomplished 2010).

Goal 4: Develop and implement a comprehensive student and program outcomes assessment and improvement plan. NOT COMPLETED. In progress.

- Major and minor program level assessment of student learning outcomes: As of spring 2012, 26 out of 27 major programs, 21 out of 24 stand-alone minor programs, 6 out of 7 graduate programs, and all certificate programs have developed student learning outcomes appropriate to their respective disciplinary areas. These learning outcomes are made available to the public on the Office of Assessment website as well as in the 2012-14 Catalog. In addition, in fall 2011 and spring 2012 many of these programs completed curricular mapping to check the alignment of their respective curriculum with program-level student learning outcomes and have begun collecting and analyzing assessment data.
- General Education Program assessment: The learning outcomes were drafted by the General Education Committee during Spring 2012. The draft outcomes were presented to the campus during an open forum held in June 2012. That feedback was incorporated during a second edit of the draft outcomes. This second draft has been distributed to departments and programs for additional input. The General Education Committee then plans to forward the outcomes to faculty governance yet this fall.
- Liberal Arts High Impact Practices: Progress is being made and it seems that different approaches to assessment are being taken.
- CAS – Co-Curricular programs have begun working on assessment. Some programs (Student Health and Counseling Service, Campus Recreation, Student Conduct, Student Leadership, Residence Life, Campus Activities, and Yellow Jacket Union) have adopted student learning outcomes that are grounded in the Council of Advancement of Standards in Higher Education (CAS).
- Graduate Programs – progress in outcomes assessment.
- Liberal Education Learning Goals: (LELGs) have been established and the process of collecting and analyzing assessment data was begun during the 2011-2012 academic year.

Goal 5: Develop an improved campus-wide process for student evaluation of instructor and advisor effectiveness. NOT COMPLETED.

- Developed a requirement for a policy in each academic department to ensure minimum expectation is met for evaluation of instruction to ensure consistency across the institution as to how often faculty and instructional staff are evaluated by students.
- Evaluation of Advisor Effectiveness. NOT COMPLETE. Expectation is that process and tool for evaluating advisor effectiveness will be developed in early 2013. Education Advisory Board is conducting a customized study of best practices. This will help inform next steps and will be completed in December 2012.

STRATEGIC THEME 5: RESOURCE MANAGEMENT – Exercise responsible stewardship of all resources.

Goal 1: Develop an administrative and academic structure for the university that is functionally sound.

What has been accomplished?

- Academic Affairs and Campus Life were restructured
- The Student Success Center was created
- The faculty PBC undertook a thorough review of academic budgets, which may have organizational implications
- Some auxiliary units were shifted to the Administration and Finance division
- University Relations moved to the Chancellor's division
- The campus is still discussing key vacancies and how to organize (example: Institutional Research moving to Institutional Effectiveness, becoming part of IT, or becoming part of some other department)
- The Classified Staff Advisory Committee was created

What has NOT been accomplished?

- Continue to review all operations for efficiencies and effectiveness – continuous improvement
- Huron Consulting will be engaged in early 2013 to do a focused efficiencies review of several administrative areas

Goal 2: Develop an efficient and productive scheduling process to maximize the use of resources.

What has been accomplished?

- Looked for ways to use the events feature of the web site more effectively
- Several campus offices have purchased scheduling software to meet those departmental needs

What has NOT been accomplished?

- The campus needs a comprehensive scheduling mechanism to provide consistent access and information for all departments/buildings and address the various functional needs, i.e. classrooms, meeting rooms, specialized areas
- All staff should be required to use their Outlook calendars
- Can we utilize any capabilities in PeopleSoft for class scheduling that we are not currently using?

Goal 3: Utilize shared governance through which fiscal priorities are established, annually reviewed, and communicated.

What has been accomplished?

- The Classified Staff Advisory Committee was created

- The campus has instituted an integrated planning process to involve the campus in decision making
- The campus has held several budget information forums seeking input and feedback

What has NOT been accomplished?

- Campus communication forums need to continue

Goal 4: Seek alternative funding mechanisms.

What has been accomplished?

- Created a grants office, which has led to increased funding awards
- The UW-Superior Foundation has reorganized and will be able to provide reliable support to the campus
- Seeking out and applying for Title III grants
- The Twin Cities initiative was developed to increase enrollments
- The Growth Agenda was awarded to help meet enrollment targets
- UW Extension is developing programs targeted to specific markets
- The campus has received funding from outside entities such as GEARS and the Duluth Superior Community Area Foundation

What has NOT been accomplished?

- The campus' next strategic planning process needs to explore markets
- The campus needs to explore ways to further utilize auxiliary units during the summer months
- Increased camps and clinics
- Facility rentals
- Retention

Goal 5: Foster relationships with public and private entities.

What has been accomplished?

- Academic Service Learning
- Career Services Office
- Transportation and Logistics student placement
- Internships with WI DOT, Bong Museum, etc.
- Workstudy – Boys and Girls Club, Superior Public Museums, City of Superior, etc.
- Alternative Spring Break Trip by Campus Volunteer Group
- Chancellor Board Memberships – Duluth Superior Area Community Foundation, Lucius Woods, Superior Chamber of Commerce

What has NOT been accomplished?

- Service activities of campus staff members that we don't know about – we should survey them?
- Become more involved with Duluth organizations – Duluth Chamber of Commerce, FUSE
- Improve our relationship with Superior High School, other regional high schools and WITC

Goal 6: Develop attractive physical environments and appropriate infrastructures.

What has been accomplished?

- \$200 Million+ physical transformation of the campus
- Residence Halls need improvements/Hawkes/Ross Hall
- Broadband Grant

What has NOT been accomplished?

- Athletic Fields need upgrading
- Outdated Master Plan – will create a new one this year to address the following areas: Athletic fields, NERR, Parking Acquisitions, Barstow Hall, Holden Fine Arts, and Old Main
- Need to update/improve the campus' aesthetics
- Technology infrastructure/IT Plan
- Library collection needs secure, dry space

Goals 7 and 8: Develop facilities that conserve and protect natural resources/reduce the campus' energy consumption (combined with # 8).

What has been accomplished?

- Campus building projects are designed according to LEED standards.

What has NOT been accomplished?

- Need to enforce the state temperature mandates of 68 degrees in the winter and 76 degrees in the summer.
- Reduce/eliminate use of small appliances in offices.
- Turning off lights and shutting blinds, etc.
- Consolidate class scheduling in a single building during off-peak times

STRATEGICE THEME 6: Enrollment Management – Utilize enrollment management principles to ensure a diverse student body while strengthening our academic standards.

Goal 1: Develop and implement a recruitment and admissions plan that addresses our changing demographics. (In Progress)

- Developed the 2012-15 Twin Cities campaign and the WATR initiative which includes **Website** enhancement and redesign; Using **Analytics** to inform our enrollment processes; Attention to **Transfer** opportunities, especially through articulation agreements; and Special **Recruitment** campaigns, especially in the Twin Cities.

- Leadership from new Associate Vice Chancellor for Enrollment will advance these efforts

Goal 2: Review existing articulation agreements and develop new agreements to make the transfer process more easily navigable. (ongoing)

- Agreement with Minnesota State Colleges and Universities (MNSCU) has been completed – first time ever.
- Agreements with Gogebic Community College in process.
- Existing agreements being updated with Lake Superior College, WITC, Fond du Lac Community College, Lake Superior College, and Lac Courte Orielles Community College.

Goal 3: Develop and implement a comprehensive student retention plan. (In progress)

- Student Enrollment and Retention Committee used best practice research to develop retention strategies that are in progress.
- Director of Student Success and the Student Retention Committee are leading campus-wide efforts to increase retention.
- Significantly increased use of the Early Warning System permits us to intervene in a timely manner when students' needs are identified.
- A data team is identifying opportunities for retention improvement.

Goal 4: Increase diversity of the student body. (In progress)

- Initial data show a total of 243 students of color enrolled in Fall 2012 which is a ten-year record.
- Multicultural programs such as College Student for a Day and Making College Accessible will continue to contribute to our successful recruitment of students of color.
- A possible English as a Second Language Institute on campus could increase international enrollment from currently underrepresented countries.
- Partnership with ACT's Global Assessment Centers has already led to an increase in applications.
- Several other initiatives have been launched to increase international enrollment.

Goal 5: Develop and implement a seamless recruitment, admission, advisement, and registration process. (In progress)

- Implementation of Hobson's CRM software has dramatically enhanced the ability of the admissions office and individual admission counselors to communicate effectively with their prospects and applicants.
- Creation of the Student Success Center intends to provide more cohesive services that should enhance student satisfaction and retention.

STRATEGIC THEME 7: University Image – Project a positive image of the university that promotes our unique qualities and enhances public relations, recruitment and retention.

Goal 1: Develop and maintain a vibrant and engaging web presence.

What has been accomplished?

The homepage was refreshed in January 2011 to provide space for quick links and rotating content. The intention is to keep content fresh and have more centralized location to promote student recruitment, success and other campus news stories. A centralized multimedia content specialist position was created to help with continuous improvement of webpages. Thus far, a rewrite of the Distance Learning degree and other high profile pages have occurred. Continued training and support is being provided to campus faculty and staff, as well as an increased emphasis on Google analytics, to track user behavior and conversions.

What has NOT been accomplished?

- Complete the website redesign project. Upon completion, the revamp will include a new architecture for the entire site, a fresh modern look that matches with our new marketing campaign, and a new homepage that focuses on marketing to external audience.
- Launch admissions microsite around March 1, 2013. Before the full website is launched the creation of an admissions microsite will launch with a fresh creative, design and simplified content.
- Re-evaluate the process and concept of having our Catalog online and no hard copies available.

Goal 2: Implement a unified, comprehensive marketing strategy.

What has been accomplished?

University Relations has created and updated a visual identify system, style guideline, brand guidelines and review process. This is used for all external promotional pieces for consistency in creative and message. In the fall of 2010, branding research was conducted to guide key messages and key words for messaging. Centralized tracking of marketing efforts is also occurring with more focus on consistency, quality and efficiency.

What has NOT been accomplished?

- Continued training for all campus units on key messages, key words and the brand review process.
- A formal written plan to serve in conjunction with the new creative tag and visual. This plan will come from the new recruitment campaign and website redesign. The plan development will be guided by enrollment management plans and targets, allowing marketing dollars to be more focused and strategic.

Goal 3: Strengthen campus connections with alumni, parents, and families.

What has been accomplished?

To strengthen campus connections with parents and families, intentional outreach efforts have been integrated into Freshman Year Experience (FYE), Admissions, Financial Aid Office and Foundations programming. In the last two years, partially as a result of an increase in recruitment and programming being provided for parents and families, FYE has seen an increase in the number of student's parents and families who have attended Student Orientation and Registration (SOAR). The fall of 2012 kicked-off a Parent and

Family send-off on opening day. Although there was room for improvement, the efforts expected outcome is to more intentionally connect with and include parents and families into the student's transition to college at the time it's happening. Foundation staff have participated in alumni and admissions recruitment receptions, Preview Days and orientation programs to help connect with potential students and parents. Parents have also been added to the foundation's database to ensure they receive on-going updates from UW-Superior. Admissions informs juniors and seniors each year about options in attending college, what to expect during the application process, and provides them with scholarship ideas. Lastly, every year our Financial Aid office reaches out to senior students and their families to educate and provide support for their completion of the FAFSA.

To strengthen connections with Alumni, an affinity short term health insurance program is provided to recent graduates and their parents at a group savings rate. Alumni have also been invited to participate in college fairs to meet potential students and their families. In March of 2013, our men's baseball teams' tournament is being held in Arizona. Parents and families will also be invited to this event.

What has NOT been accomplished?

- Find ways to increase local parent and family participation in SOAR. Many local parents express that they believe they "know" the college because they live here. However, knowing the area and knowing to support a student in college are two different things.
- Begin making intentional connections with the parents and families of our international students.
- Identify ways to provide more support for parents and families of First Generation students. Some of the standard communication we do with parents who have been to college may not be enough to help them understand the broad picture of what as a University we do, who we are and how we can partner with them to support their student.
- Now that we have their information in our database, identify more alumni events that we can invite parents and families to attend.
- Potentially establish a Students Alumni Association, which will help identify ways to connect with and increase involvement of parents with UW-Superior.

Goal 4: Develop the campus as a cultural center and regional destination point.

What has been accomplished?

At UW-Superior, five Centers and Programs play a key role in accomplishing this goal. The Multicultural Center, the First Nations Center, the Gender Equity Resource Center, the Office of International Student Programs, and the Veterans and Non-Traditional Resource Center (new in 2012) provide opportunities for both the campus and the surrounding communities with an array of programs and presentations throughout the year. Marketing of programs and events to the campus and surrounding regional community is frequently done via email, listservs, website articles, Facebook pages, and by contacting directly with the media. Some of these programs and events are as follows.

Cultural Night, an annual event produced by the World Student Association, is the largest student-planned event and brings over 400 people to the campus each November. College Student for a day is a racial/ethnic focused recruitment program, that began in Fall of 1999, to connect high school students of color with university students of color for a day of actual college experience. The relatively new freshman mentoring program connects new freshmen of color with upperclassmen of color for the first year at UW-Superior. The Diversity Dialog Series, which is open to the community and the entire campus, are 4 to 5 open dialog forums that occur each academic year and feature various topics, all with a diversity theme. The Diversity Leadership Retreat is held for three intense days annually in January for students who want to sharpen their leadership skills. Through a three-part-process, relationships and connections have been built between UW-Superior and the Duluth Public School staff to ultimately build relationships with the students themselves. This collaborative effort is in the 2nd phase which is currently working with middle school parents and their children. Additional collaboration efforts are continually being formed throughout the year to help bring in speakers, entertainers, workshops, and seminars to make UW-Superior a cultural center and regional destination.

What has NOT been accomplished?

- Increase collaboration with other groups on campus to support the integration of Inclusive Excellence. As the Inclusive Excellence Committee grows in the scope of its vision and purpose, the University will further develop its goal to make inclusive excellence part of the seamless fabric of the university. The Office of Multicultural Affairs and the other offices with diversity focuses are too limited to take on the challenge exclusively alone but will be engaged in supporting the Inclusive Excellence Committee with advancing their goals.

Goal 5: Increase public awareness of the University's contributions to regional economic development.

What has been accomplished?

In 2010, our University Relations (UR) Office was created. They support the strategic plan by projecting a positive image of the University that promotes our unique qualities and enhances public relations, recruitment, and retention. To highlight local businesses stories of progress, plans, and successes, UR has recently partnered with Chamber of Superior-Douglas County, the City of Superior and several business and civic organizations to create the Positively Superior Magazine which highlights business stories on progress, plans and successes. Recent examples of UW-Superior contributions to regional economic development include, but are not limited to, the following.

In 2010, a partnership with UW-Extension, NOAA, and other research and educational partnered to create the Lake Superior National Estuarine Research Reserve. The LSNERR provides new opportunities for scientific research and education. See <http://lsnerr.uwex.edu>.

More recently, the university has partnered with seven other education providers in northwest Wisconsin to create Northwest Educators for Regional Development, NorthWERD. This organization is designed to provide connections between new and emerging enterprises, educators, and economic development organizations in the region. See www.northwerd.org<<http://www.northwerd.org>.

Through a partnership with the American Society for Transportation and Logistics (AST&L), the university has developed an online certificate in Transportation and Logistics. This certificate supports the transportation and logistics functions of industries in our region. See www.uwsuper.edu/ctl<<http://www.uwsuper.edu/ctl>. We also provide three additional certificate programs, in Nonprofit Administration, Ethical Leadership and Fund Development, which are of importance to nonprofits.

A program funded through a federal grant to Lac Courte Oreilles Ojibwa Community College will support completion of UW-Superior Elementary Education degrees and teaching licensure in Native American communities of northern Wisconsin, addressing needs in tribal schools. This program will incorporate online and classroom course options. Also, a working relationship has been established with the Lac du Flambeau Tribal Education Center for both professional development courses and adult degree completion, in response to needs identified by the tribal government.

The university has partnered with Nicolet Area Technical College in Rhinelander to establish a UW-Superior Outreach Office, staffed by a fulltime outreach specialist, on the Nicolet campus. This office is providing both adult degree completion and continuing professional education services in the North Central Wisconsin region.

Lastly, on-going programs for professional development have been maintained. These include Leadership Superior/Douglas County, Northwoods Nonprofits, Peerspectives executive development program, regional Business Breakfast series in Superior and in Ashland, Superior/Duluth Inventors and Entrepreneurs Club, and certificate programs in Human Resources, Paralegal Studies, Mediation/Conflict Resolution, Sustainable Management, and others.

What has NOT been accomplished?

- Implement a strategy for providing professional development to educators in the post union contract environment
- Develop a one-stop approach to providing business creation and professional development services
- Develop a robust custom training program for businesses and organizations
- Create an internship and/or Academic Service-Learning relationship between the Small Business Development Center and the Department of Business and Economics, to further engage students in learning and service opportunities while supporting business development.
- Further engage in health related professional development in the region
- Create new online graduate degree programs to meet regional needs

- Build closer working relationships with academic departments to generate more professional development opportunities
- Create new opportunities to engage community and region with the university through lecture series, the arts, and a culture festival

Goal 6: Create and foster connections and partnerships with government, businesses, non-profits, and K-16 schools that foster development and economic growth.

What has been accomplished?

As discussed above in questions 3, 4 and 5, UW-Superior partners with numerous government, business, non-profits, and K-16 schools to foster development and economic growth. Some that are not mentioned above include the 4,708 employer contacts that are posted in our relatively new Career Services Jacket Jobs. And the 1,259 student 'Academic Service-Learners' who donated 20,573 hours of community based service and learning to over 50 non-profits, schools, and small businesses in the 2011-2012 academic year. In a dollar amount, this resulted in over \$370,000 worth of time donated by students to our local region. Also, through two grant-funded pre-college prep programs, local first generation and at-risk Superior School District students build skills for their future development through our Upward Bound and Gaining Early Awareness and Readiness in Superior (GEARS) program, respectively. Lastly, our Leadership Superior Douglas County continues coordinating a local community leadership program in collaboration with the City of Superior, Douglas County, The Development Association, and The Chamber. Each year, between 25-30 people from a variety of sectors in the county meet for full day sessions on topics such as Business and Economic Development, Nonprofit, Education, Courts and Law Enforcement, and Health and Human Services to learn about the key issues in our community.

What has NOT been accomplished?

- Continue to work with academic staff and faculty to develop programs and lectures of interest to government, business and the nonprofit sectors on key topic areas for the region.
- Find ways for external constituents' to easily connect with University resources they are seeking through a one-stop-shop website presence
- Increase internal communication amongst outreach groups to enhance current connections and to find new, collaborative ways to foster development and economic growth.