

*Purpose Made Possible* Goals with Academic Affairs Outcomes and Strategies  
Draft, 05-04-21

Chancellor Gibson has requested a five-year strategic plan that develops specific outcomes and strategies from the *Purpose Made Possible* goals. This document is a draft of the outcomes and strategies we might pursue within Academic Affairs to contribute to the institution's goals. (Note: the *Purpose Made Possible* goals are in **bold** and not subject to revision.) The chancellor has requested that we prioritize our actions for Year 1 of the plan, which begins next fall. In the draft below, **those outcomes and strategies are highlighted in yellow**. We will have additional time early in the fall semester to refine our longer-term planning.

Align Financial Model with Institutional Vision

1. **We will align University expenditure levels with available resources. Annual expenditure levels in university departments will be within the annual state budget allocation or the program revenue generated.**
  - Outcome 1.1: Align space utilization with available resources to maximize student success and financial sustainability.
    - Strategy: Improve classroom utilization rates to 50% by Spring 2022 and 75% by Fall 2022 to gain UW-System funding for classroom modernization.
    - Strategy: In collaboration with Facilities, create a new campus Master Plan by XXXX.
  - Outcome 1.2: Investigate and implement financial efficiencies within the new school structure.
    - Strategy: Review areas where curricular collaboration can support efficient use of university talent and funds.
    - Strategy: Investigate curricular delivery efficiencies within school structures.
2. **We will utilize financial models that will be data informed, transparent, objective, and action-oriented in order to respond to over-arching institutional priorities as well as the goals outlined in the other strategic themes. The financial models will inform decisions to allocate new and reallocate existing resources.**
  - Outcome 2.1: Implement the activity-based (80% SCH/10% Majors/10% Graduates) budget allocation model for the degree-granting colleges by July 2022.
    - Strategy: Work with the colleges and the General Education Committee to formalize constraints on the model's tendency to incentivize large classes.
    - Strategy: Ensure that the model's implementation is nuanced and informed by data, not driven mechanically by the included metrics at both the college and school levels.
    - Strategy: Create a faculty advisory committee to provide input to the provost and deans on the annual utilization of the model.
3. **We will create ethical processes and metrics to support the financial models and to inform decision-making, resulting in greater transparency and understanding of the current financial situation of the university, the rationale for decision making, and the need to ensure long-term financial sustainability.**
  - Outcome 3.1: Improve broad understanding of budget and financial issues within Academic Affairs, including the varied funding mechanisms that support different programs.

- Strategy: Provide regular budget updates and information through email and regular meetings with divisional leadership groups.
  - Strategy: Create a website that defines key financial terminology and major funding mechanisms (e.g. GPR, tuition, differential tuition, program revenue, segregated fees, distance education fees, etc.)
4. We will encourage and achieve financial growth. New revenue sources will be explored and analyzed for financial viability. These new revenue sources will complement existing financial resources to allow diversification of university finances.
- Outcome 4.1: Create a sustainable financial model to support summer and winterim course offerings and revenue growth by May 2022.
  - Outcome 4.2: By 2025, generate \$200,000 of program revenue annually for use by the institution through non-credit outreach.

Expanding Opportunities for Student Success:

5. We will increase and expand access by enhancing strategic partnerships with high schools and other educational institutions that support college-bound student success, college completion, and enrollment growth for a diverse student body.
- Outcome 5.1: Double the number of articulation agreements with WTCS institutions by May 2022.
    - Strategy: Complete ongoing grant-funded project to develop a master UW System transfer agreement for the liberal arts WTCS degree.
    - Strategy: Extend existing UWSP articulation agreements to other WTCS institutions.
    - Strategy: Explore offering needed degree-completion programs online to expand access to place-bound, working students.
  - Outcome 5.2: Strategically increase the number of concurrent and dual credit programs with high schools.
6. We will grow programs and harness technologies to support post-traditional and graduate learners through creative delivery methods including but not limited to branch campuses, hybrid, online, or collaborative models. This shall involve strengthening student support in terms of course timing/availability, academic calendars, evening/weekend classroom, office and service access, and prior learning experience.
- Outcome 6.1: Create a multifaceted credit for prior learning structure by May 2022.
    - Strategy: Work with schools to evaluate which disciplines are most appropriate for prior learning.
    - Strategy: Evaluate competitive landscape to understand how technical, private, and UW schools structure credit for prior learning.
  - Outcome 6.2: Create a structure to develop online programs to serve targeted needs, support multiple online delivery methods, and support students in online programs.
    - Strategy: Develop options for an administrative structure to support online programs.

- Strategy: Evaluate the program areas and student segments for which there is a market demand for online offerings.
- Strategy: Develop a pipeline of new online programs targeted to post-traditional students by XXXX.
- Strategy: Purposefully develop online programs to serve traditional and technical college transfer students.
- Outcome 6.3: Develop new program opportunities to support students in the Marshfield and Wausau campus communities.
  - Strategy: Develop a work-based bachelor's degree program in partnership with Marshfield faculty and staff, Stevens Point faculty and staff, and community and business stakeholders. This post-traditional learner program will incorporate credit for prior learning and work-based learning outcomes as well as flexible and focused general education coursework.
  - Strategy: Based on market data, explore additional stacking bachelor's degree and graduate degree pathways for the Wausau campus.
- Outcome 6.4: Expand graduate programs to ensure that each of UW-Stevens Point's schools offers at least one professional-focused graduate degree by XXXX.
  - Strategy: Utilize the cost-recovery financial model to ensure sustainability of resources.
  - Strategy: Consider broadening access with educational pathways that utilize stackable certificates, 4+1 structures, and other approaches.
- 7. We will develop and implement internal systems and structures to better serve diverse prospective students in our market. The system should use data to determine financial and program viability, and inform new programs/offerings relevant to K-12 traditional, post-traditional, graduate, and continuing ed students.
  - Outcome 7.1: Create a regular process supporting new program development, including majors, certificates, and "stackable" academic credentials, in partnership with the Division of Marketing and Enrollment by May 2022.
    - Strategy: Expand and evaluate the use of Burning Glass for market research and career outcome data.
    - Strategy: Annually scan for program development opportunities best able to reach traditional and post-traditional students, noting best options to improve access through instructional modality or campus location.
    - Strategy: Formalize the rigorous evaluation of market demand, instructional capacity, and other financial requirements for all proposed programs.
  - Outcome 7.2: Provide an annual program health report with key performance indicators for all undergraduate and graduate programs by May 2022.
- 8. We will increase our unique cross-disciplinary work to leverage (or promote) our strengths in sustainability, global awareness, and diversity, equity, and inclusion, for prospective students at all credential and continuing education levels.
  - Outcome 8.1: Launch Community Sustainability major by January 2022.

## Enhance the Student Experience

### 9. We will prioritize and expand high-impact practices (HIP) to boost student learning, development, and engagement.

- Outcome 9.1: Focus efforts on high impact practices we can do well as an institution and for which we can demonstrate markers of quality
  - Strategy: Develop an understanding of markers of quality and a rubric for assessing existing and new high impact practices.
  - Strategy: Ensure that every graduate can demonstrate mastery of rigorous critical thinking skills utilizing assessments familiar to employers.
  - Strategy: Ensure that every graduate participates in discipline-specific undergraduate research, defined broadly as scholarly, creative, or professional activity.
  - Strategy: Ensure that every graduate has an internship or professional field experience.

### 10. We will deliver vibrant yet tailored student services that support the retention and success of all students.

- Outcome 10.1: Ensure that all incoming students receive a full-year academic schedule during STAR by May 2022.
  - Strategy: Implement use of the Navigate or Peoplesoft academic planning tools to allow students to graduate on time with the help of a four-year plan developed in tandem with an academic advisor during their first semester on campus by May 2022.
- Outcome 10.2: Achieve and maintain an annual first-to-second year retention rate of 80% by XXXX.
  - Strategy: Engage faculty and academic staff in professional development related to classroom-based retention strategies.
  - Strategy: Analyze and address curricular barriers to student success in the first two years by identifying high D/F/W courses and working with departments to collaboratively design changes.
  - Strategy: Increase the number of students with mid-semester balances who can enroll in subsequent semesters by leveraging institutional aid and retention strategies.
- Outcome 10.3: Achieve a 10% increase in first-to-second year retention of students of color by 2025.
  - Strategy: Refine teaching and academic support models to mitigate achievement and retention gaps for underrepresented and underserved students by fall 2023:
    - Disaggregate all student success data by race, ethnicity, gender, etc. and by major to identify and address equity gaps.
    - Disaggregate D/F/W rates by demographic categories to identify bottleneck courses and provide targeted equity-minded professional development to the instructors of those courses.
    - Ensure that students experience at least one curricular high impact practice in their first academic year by providing appropriate training, support, and incentives for faculty and staff.
- Outcome 10.4: Reduce the attrition of first-year students to the WTCS by 10% by XXXX.

- Strategy: Ensure that all first-year students engage in their major coursework and intended career pathways.
- Outcome 10.5: Create first-year experiences that purposefully guide students in exploring career options, selecting a major, and achieving key academic milestones.
  - Strategy: Develop collaborative programming with academic departments to encourage major exploration and connection with faculty and first-year students by Fall 2023.
  - Strategy: Increase percentage of first-year students earning 30 credits during their first two semesters.
  - Strategy: Implement Co-Requisites in Mathematics by Fall 2023.

## 11. We will build and enhance a community that values inclusion, equity, and diversity.

- Outcome 11.1: Ensure that all UWSP students, regardless of major or program, have high quality academic engagement with social justice content by fall 2023.
  - Strategy: Gather baseline data as to where and how in the major/minor curriculum and programming students are encountering social justice and EDI issues.
  - Strategy: Upon identification of gaps in the aforementioned strategy, make discipline-appropriate adjustments to more thoroughly integrate EDI content into course work and programming. This may mean adding a first-year experience or a book read within departments or via the GEP.
  - Strategy: Ensure that our General Education classes specializing in U.S. Diversity (USD) and Global Awareness (GA) actively engage scholars committed to dismantling white supremacy and other forms of systemic oppression, such as colonialism, and holding accountable the courses/instructors that do not successfully meet the USD and GA learning outcomes.
- Outcome 11.2: Evaluate and reward contributions to EDI work by faculty and academic staff by fall 2023.
  - Strategy: Require annual EDI reporting relevant to the goals listed in this document from all schools and/or colleges.
  - Strategy: Make contributions toward EDI a mandatory metric for all annual personnel (P&T, merit, etc.) and program reviews, and hold people accountable when no progress is made.
  - Strategy: Add department, faculty and staff awards for contributions to EDI work to UWSP's annual recognition process.
  - Refine policies for addressing incidents of hate and bias from faculty and staff toward students and their colleagues so that offending parties are held accountable and supported in efforts toward change in a consistent manner.
- Outcome 11.3: Improve recruitment and retention of underrepresented faculty and academic staff by XXXX.
  - Strategy: Revise the role and mechanisms of course evaluations in order to minimize the effects implicit bias, explicit racism, homophobia, transphobia, sexism, ableism, xenophobia, etc. from students.
  - Strategy: Require all search committees to assess candidates' commitment to EDI. (For faculty, this might mean writing a diversity statement. For other employee categories, it may involve interview questions.)

- Strategy: Upon review of retention and promotion data, make appropriate changes to departmental supports, criteria, and processes related to employment to address equity gaps.
- Strategy: Revive the Inclusive Teaching Fellows program by Fall 2022.

**12. We will create an enriched learning environment through the use of advanced evidence-based practices and educational tools, innovative technologies, and equity-minded pedagogies.**

- Outcome 12.1: Resume the UW-Stevens Point sabbatical program by January 2022 with financial resources to support a minimum of four projects per year.

### Serving our Internal and External Communities for Impact

**13. We will develop initiatives that promote community building, emphasizing how we tell our stories to each other and to our stakeholders, and how we experience community together.**

- Outcome 13.1: Develop initiatives that support the rural communities we serve.
  - Strategy: Develop a Center for Rural Health Education to serve the continuing education needs of rural health and wellness professionals by June 2022.
  - Strategy: Open a satellite location for the Harju Center for Equity in Education on the Marshfield campus to focus specifically on outreach to rural school districts by XXXX.
- Outcome 13.2: Expand community partnerships on the Marshfield and Wausau campuses, including facility sharing, community activities, and the arts.

**14. In our internal and external collaborations, we will focus on our commitment to be more inclusive and promote equity and diversity.**

- Outcome 14.1: Contribute scholarly perspectives on social justice and structural oppression to community-wide conversations and initiatives by fall 2023.
  - Strategy: Use the existing campus structures (e.g. the Wisconsin Idea Collaborative) to create community-focused and collaborative conversations focused on EDI issues in Marshfield, Stevens Point, and Wausau.
  - Strategy: Recognize faculty and staff engagement in community initiatives as part of their UWSP service obligations.

**15. As an educational and cultural resource for the communities we serve, we will develop and promote new types of collaborations that align with the mission of UW-Stevens Point and that lead to greater efficiency, greater opportunity for a UWSP credential, and greater student success through internships and other experiential learning.**

- Outcome 15.1: Achieve the Carnegie Community Engagement Classification by 2024.
- Outcome 15.2: Explore curricular partnerships with other universities to offer joint programs on the Wausau and Marshfield campuses.