

## Draft Annual Goals with Action Steps

### Priority: Increased Community Engagement

**Point Persons:** Provost, Colleges, Community Engagement Council (CEC) until Office of Community Engagement (OCE—*see Goal 4*)

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

*Goal 1: Initiate strategies that create and promote increased opportunities for students' community engagement that are academically grounded.*

Action Steps	Who Involved?	Dates
1. Conduct a systematic study of community engagement practices on campus, looking for evidence of the success of particular experiences and which students are getting them, and investigate best practices on other campuses (peer, aspirant, and thought-leader campuses in outreach) and relevant research literature.	Institutional Research (IR), Center for the Advancement of Teaching and Learning (CATL), Annual Program Reports (APR), state-wide yearly reporting data, CEC until OCE ( <i>see Goal 4</i> )	1-2
2. Educate campus on outreach opportunities and connections, community engagement portal, outreach best practices, outreach as a High Impact Practice (HIP), funding for outreach opportunities and practices, community engagement events, relationship-building best practices, etc.	CATL, Communications, Admissions, Foundation, Office of Research and Sponsored Programs (ORSP), CEC until OCE ( <i>see Goal 4</i> ), Colleges, Departments,	1-2
3. Ensure that all students have access to at least one HIP outreach/community engagement learning opportunity (i.e. internships, service-learning, client-service projects, course-embedded outreach, undergraduate research, etc.) in their time at UWL. ( <i>This will connect to the SP goals of Transformational Education and A More Inclusive UWL</i> ).	Provost, Colleges, Departments, CEC until OCE ( <i>see Goal 4</i> ), University Centers	2-4
4. Address the complexity of workload associated with outreach according to best practices, and provide initial support (time, money, resources) to help departments/instructors develop strong, academically-grounded HIP outreach activities and sustainable, mutually-beneficial relationships with community partners.	Provost, CFO, CEC until OCE ( <i>see Goal 4</i> ), ORSP	2-3

<p>5. Codify the work of the Community Engagement Council (CEC) with a direct report to the Chancellor’s Cabinet and coordinated by the Provost. As this group involves all offices and locations across campus, having this kind of outreach to these groups will ensure that we are, at all levels, promoting and supporting all outreach work to the best of our abilities.</p>	<p>Provost, Chancellor’s Cabinet, CEC</p>	<p>1</p>
--	---	----------

**Why this/why now?** UWL is committed to outreach because of its location as a AAC&U HIP and because it is an important way UWL connects to our area communities/to the larger System missive of the Wisconsin Idea. Such a commitment also aligns with UW System’s current strategic plan, 20/20FWD, that focuses on “engaging the people of Wisconsin...in opportunities to lead and...reinvest in the Wisconsin Idea by building stronger connections between stakeholders and the university to collaboratively address the state’s challenges.” As such, the institution’s commitment to outreach is strong and connected to our larger organizations and their missives and best practices; the aim in these actions steps, then, is to build upon, sustain, and grow current and future relationships with our varying communities and establish UWL as a location of excellence with regards to outreach and community engagement/impact.

One of the concerns regarding outreach, however, is that such work is currently decentralized/individualized and can, at times, be haphazard and seem disconnected to external populations as a result. As an institution, we recognize that to increase opportunities for students to engage in our varying communities in academically-grounded ways that benefit students, our institution, and our communities, UWL must have a strong external- and internal-facing infrastructure that supports and sustains such activities and relationships. Sustainability is especially a concern in this location in this timeframe, considering turn-over in personnel and the potential loss of contacts/colleagues as a result—without a location responsible for connecting and being responsible for relationship-maintenance, generation, and growth, we risk appearing haphazard, replicating services, and sending unprepared faculty, staff, and students to community partners with little to no training. As such, one way to have consistency with this work is to have a central contact location that provides training in best practices in relationship-building and community outreach, can advocate for and promote faculty and staff external to UWL with regards to the work being done in the community, assesses outreach practices, assists IR in tracking data, and provides a multitude of other services. The generation of this office is inline with peer and aspirant institutions, as well as other outreach-leading institutions.

As a result, our other three goals could be supported underneath the creation of this office—Goal 4 also addresses this need.

**Projected Resources Needed:** Grant funding, reassigned time backfill, additional support for IR and CATL, funding for an Office of Community Engagement (OCE—see Goal 4).

**Measures of Success/ Progress:**

- 1) Baseline participation in outreach measured.
- 2) 85% of faculty and staff understand what outreach is/can be, why outreach is integral to UWL/The WI Idea, best practices in assessing outreach activities, and methods to improve our collective approaches to outreach.
- 3) 70% of faculty have taken part in/actively structure an outreach practice that centers on student academic learning.
- 4) 5% of faculty engaged in scholarly research that directly impacts varying communities and provides academically-grounded outreach opportunities for students.
- 5) Each student experiences at least one outreach opportunity during their time at UWL.
- 6) Creation of an Office of Community Engagement.

**Milestone Dates to Check Progress: End of years 2 and 4**

## Draft Annual Goals with Action Steps

### Priority : Increased Community Engagement

**Point Persons: CEC until OCE (see Goal 4), Provost, Colleges**

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

*Goal 2: Measure, assess and create accountability structure for community engagement across UWL*

Action Steps	Who Involved?	Dates
1. Create accounting mechanism for cataloging community engagement activities across campus. Differentiate university-based as compared to individual engagement.	See Below, 2-4	1-2 onward
2. Instructional Staff: Digital Measures—add community engagement checkbox.	DM Staff/HR	1
3. Non-instructional Staff: Use Outside Activity Report or expand DM to encompass all UWL employees.	Provost, CEC until OCE ( <i>see Goal 4</i> ), Career Services, Ugetconnected	1-2 onward
4. Students: Track numbers through Eagle Opportunities (interns), Ugetconnected (volunteers), Community Partnership Portal (course-embedded research, independent research, client-service projects, etc.).	Provost, CEC until OCE ( <i>see Goal 4</i> ), ORSP, Career Services, Ugetconnected	1-2 onward
5. Create and widely disseminate an annual report of community activities, monetize said activities for clear contribution to area/economic impact, as well as provide context for social and cultural impact. ( <i>This may connect with Outreach SP Goals 3&amp;4</i> ).	UComm/Media, Provost/Chancellor, Colleges, CEC until OCE ( <i>see Goal 4</i> ), Social Justice Institute (SJI)	1-4 onward
6. Provide campus with best practices in outreach assessment rubrics, relying on research from Carnegie, AAC&U Value Rubrics, ACE, and outreach-expericed faculty/staff on the UWL campus.	CEC until OCE ( <i>see Goal 4</i> )	1-2 onward
7. Survey faculty, staff, students, and community partners who have participated in outreach activites to garner qualitative data regarding experience, processes, and	CEC until OCE ( <i>see Goal 4</i> )	1-2 onward

potential revision suggestions/formative feedback.		
<p><b>Why this/why now?</b> One of the ways UWL can demonstrate the value of community engagement to internal and external contingencies, as well as accomplish our state compliance with outreach reporting, is to work these mechanisms into already-existing structures that will support tracking while streamlining data gathering—this accomplishes many goals, including an increase in self-reporting and understanding more in-depth the types and partners that UWL employees have externally to UWL, a more efficient method of data gathering and reporting, as well as a way to promote the value of the outreach/WI Idea approach to education at UWL to our larger constituencies. Additionally, the better our abilities to measure, assess, and have accountability structures embedded within our practices and principles at UWL, the better those mechanisms assist in supporting long-standing, sustainable relationships with various external entities as well as provide tangible evidence of progress and outreach impact of an institution of higher education within a local community and beyond. We are doing outreach currently (and will have a more robust notion of that outreach as a result of <i>Goal 1, Action Step 1</i>), and to support Goal 1 and its action steps, Goal 2 is intended to close the loop with regards to both employing and improving UWL’s best practices in outreach.</p>		
<p><b>Projected Resources Needed:</b> time/re-assignment time, technology support/funds for technology support</p>		
<p><b>Measures of Success/ Progress:</b></p> <ol style="list-style-type: none"> <li>1) Creation of DM category for outreach tracking.</li> <li>2) Continued increased return on self-reporting of outreach data.</li> <li>3) Yearly dissemination of annual report of community activities and monetary/social/cultural impact of UWL on larger community.</li> <li>4) Provide best practices in outreach assessment rubrics to larger UWL community for use/implementation.</li> </ol> <p><b>Milestone Dates to Check Progress: End of years 1 and 2</b></p>		

## Draft Annual Goals with Action Steps

### Priority : Increased Community Engagement

**Point Persons: CEC until OCE (see Goal 4), UComm, Colleges, Chancellor/Chancellor’s Cabinet**

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<i>Goal 3: Market mutually beneficial relationships between UWL and private/public organizations in the greater La Crosse community, state, region, and globally; in particular, focus on the importance of public/community engagement in advancing UWL’s mission centered on the value of a Liberal Arts education.</i>		
Action Steps	Who Involved?	Dates
1. <i>“Create” Campaign—internal campaign to create and promote mutually-beneficial relationships between internal and external constituencies; focus on educational component (content marketing).</i>		Years 1-2
2. Internal marketing campaign re: outreach portal, CEC, OCE, importance/possibilities of outreach work.	UComm, CEC until OCE (see Goal 4), Ugetconnected, ORSP, Colleges, Outreach Ambassadors	Years 1-2
3. Increase story-flow to UComm; internal education re: UComm and about working with UComm; create departmental liasons.	UComm, Colleges, Departmental PR Liasons, Chairs, CEC until OCE (see Goal 4), Outreach Ambassadors	Years 1-2
4. <i>“Market” Campaign—market externally the created infrastructure, the commitment to community partnership, the value-added of having an institution of higher education committed to Liberal Arts within the larger community.</i>	PR-Related Positions with external targets (UComm, Provost, Chancellor/Chancellor’s Cabinet, Colleges, System Liason, Chamber of Commerce, City Government, etc.), CEC until OCE (see Goal 4), SJI, Outreach Ambassadors	Years 2-5
5. Local marketing campaign to continue to highlight impacts of UWL/community partnerships. (Connected to Goal 2.5 above)	PR-Related Positions with external targets (UComm, Provost, Chancellor/Chancellor’s Cabinet, Colleges, System Liason), CEC until OCE (see Goal 4), SJI, Outreach	Years 2-5

	Ambassadors	
6. Legislative marketing campaign	PR-Related Positions with external targets (UComm, Provost, Chancellor/Chancellor's Cabinet, Colleges, System Liason, Chamber of Commerce, City Government, etc.), CEC until OCE ( <i>see Goal 4</i> ), Outreach Ambassadors	Years 2-5

**Why this/why now?** By scaffolding outreach capacity building in Goals 1 and 2, to actualize that capacity we recognize that we first must make internal audiences aware of outreach opportunities, best practices in outreach, resources for outreach, and other growth-oriented information and opportunities. As we are currently already working in a grassroots location (CEC) for infrastructure building with regard to outreach and our web portal, having a more formal approach to marketing and roll-out as articulated above is an important portion of ensuring success for the portal, the OCE, and the employment of best practices. This two step stage builds interest and knowledge first interally, and then employs that knowledge and activity externally to our larger communities. In listening sessions, one of the major themes has been that communication is sparse and scattered—if we can streamline that work, it can do much to build our reputation amongst our community partners.

**Projected Resources Needed: UComm staff needs/time, release time, funding for marketing materials, funding for Outreach Ambassadors**

**Measures of Success/Progress:**

- 1) Increase self-reporting of awareness and use of outreach opportunities via OCE/community engagement portal (Qualtrics survey); request feedback/revisions.
- 2) OCE/CEC—Outreach Summit/Traveling Ambassadors engage and educate stakeholders; target and recruit social justice focused/non-profit locations in addition to corporate and public entities.
- 3) Increase in the use of OCE/community engagement portal from community partners, faculty, staff, and students.
- 4) Using data from Goal 2, provide a variety of stakeholders with monetary, social, and cultural impact of UWL outreach practices.
- 5) Attain Carnegie Engagement Classification.

**Milestone Dates to Check Progress:**

- Year 1; qualtrics self-report/usability study
- Year 2 and Year 4; measure analytics from website and foot traffic/development
- Years 2, 3, 4 and 5; report out publicly

## Draft Annual Goals with Action Steps

### Priority : Increased Community Engagement

**Point Persons:** Faculty Senate, Colleges, Provost, CEC, CATL

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

**Goal 4:** *Integrate community engagement into UWL policies and procedures*

Action Steps	Who Involved?	Dates
1. Create an Office of Community Engagement that would coordinate engagement efforts of scholarship, research, creativity, and teaching with external partners. <i>(See U of MN for best practices; Goal 1)</i>	CEC, CATL, Provost, Career Services, University Centers, CFO	Year 1 and 2
2. Continue to use CEC to provide consultation for issues related to UWL's engagement with the community, tie to OCE <i>(see Goal 1.5)</i> .	CEC, CATL, Provost, Career Services, University Centers, OCE	Year 1
3. Increase opportunities for “engaged scholarship” that would include opportunities both in and out of the classroom. <i>(see Goal 1)</i> .	CEC, CEC until OCE	Year 2
4. Include engaged scholarship as part of promotion, review, and tenure.	Faculty Senate	Year 3
5. Develop rubric for assessment of community engagement using student learning outcome for community.	CEC until OCE	Year 2-3
6. Train faculty, staff, and administration on service-learning/community engagement.	CEC until OCE	Year 1-2

**Why this/why now?** This particular goal connects with the goals of transformational education, as outreach is a form of experiential learning—a high-impact practice which benefits students by providing applied skills necessary for essential learning goals and future employment. As a best practice, it is integral to have institutional accountability when it comes to recognizing the work of outreach in our policies and procedures at UWL; also important to note that outreach increases the profile of the university within the community by putting students into real-world situations in which they can apply knowledge gained in the classroom and illustrate the value of that knowledge via civic and professional action in the community.

**Projected Resources Needed:** Funding for OCE, grants for engaged scholarship incentives, time/release time

**Measures of Success/ Progress:**

- 1) Creation of an Office of Community Engagement (OCE).
- 2) Integrate CEC with the work of the OCE.
- 3) Outreach recognized in promotion, retention, review, and tenure policies.
- 4) Training modules/courses created regarding service-learning, client-service projects, course embedded undergraduate research, entrepreneurship, and other outreach activities.
- 5) 80% of outreach activities have a pre-, during-, and post- assessment that becomes part of program assessments at the institutional level.

**Milestone Dates to Check Progress: End of years 1, 2, & 3**

## Draft Annual Goals with Action Steps

### Priority : Increased Community Engagement

**Point Persons:** Foundation, Provost's Office, Colleges, ORSP

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

**Goal 5:** *Secure funding to support continued community engagement*

Action Steps	Who Involved?	Dates
1. Increase Rada Margins of Excellence Experiential Learning Opportunities Endowment.	Foundation, Provost's Office, ORSP, CEC until OCE ( <i>see Goal 4</i> )	Years 1 & 2
2. Identify financial needs in Goals 1-4 as they develop and mature. Adjust funding requests based on these needs.	Foundation, Provost's Office, ORSP, CEC until OCE ( <i>see Goal 4</i> )	Years 3-5

**Why this/why now?** We recognize that outreach is not a cost- or time-neutral investment, and to support UWL's work in investing in people and the WI Idea, we also hope to have multiple funding streams to rely on for outreach activities. With community partners benefiting from the work of UWL human resources and services, we may also consider how community partners might engage with funding opportunities, as well.

**Projected Resources Needed:** Reassignment/workload adjustment backfill

**Measures of Success/ Progress:**

- 1) Increase Endowment.
- 2) Explore avenues to tie marketing (*Goal 3*) to funding through campaigns or other ways to highlight the importance of funding to external stakeholders.

**Milestone Dates to Check Progress:** End of years 2 & 4

## Draft Annual Goals with Action Steps

### Priority: Transformational Education

#### Point Persons: Provost

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

#### Goal 1: Ensure that all students engage in high impact practices across all years at UWL

Action Steps	Who Involved?	Years
1. Conduct a systematic study of high impact practices (HIPs) on campus, looking for evidence of the success of particular experiences and which students are getting them, and investigate best practices on other campuses and relevant research literature. Expand/implement the HIPs that work best.	IR, CATL, APR (asking departments to report)	1-3
2. Educate campus on the Liberal Education and America's Promise initiative (LEAP) and HIPs, and promote/advertise the HIPs that are working for students at UWL.	Provost, CATL, Communications, Admissions, Foundation	1-2
3. Ensure that all students participate in key HIPs throughout their time at UWL, including a first year seminar and a capstone experience.	Provost, Colleges, Departments	1-3
4. Create a mechanism for designating course/student records where HIPs are happening, and make participation in a set of HIPs a graduation requirement.	Provost, Registrar, UCC, Gen Ed Committee	4

**Why this/why now?** UWL has a proven track record of providing quality education to a wide variety of students, and exposes many of them to HIPs via independent research, experiential activities like internships, and the like. However, it appears that not all of our students take, or are given, the same opportunity to participate in these activities. We are in a situation where a strong infrastructure exists to provide HIP opportunities more broadly. Additionally, research indicates that high-impact practices most benefit students from historically underserved populations, yet they are also the most likely not to engage/be engaged in such practices. UWL does not currently have a means to gauge the extent of our participation in HIPs, much less the means to assess current impact or justify expanding access. UWL should be actively engaged in contributing to this research to add to our array of HIPs, improve those we already do, and expand students' access to those we already do well. Admissions knows that some students already choose UWL for our emphasis on particular HIPs. We can do more to assist in recruiting a diverse student body by doing HIPs well, showing that our students experience them, and working to further our inclusive excellence and diversity goals through these practices.

**Projected Resources Needed:** Grant funding, reassigned time backfill, additional support for IR and CATL

**Measures of Success/ Progress:**

- 1) Baseline participation in HIPs measured.
- 2) 85% of faculty offer one or more HIPs.
- 3) 85% of faculty understand what HIPs are, why they work, how to assess the HIPs they do, and methods to improve them.
- 4) 5% of faculty engaged in research on HIPs.
- 5) Each student experiences at least one HIP each year, including a first year seminar and a capstone experience.

**Milestone Dates to Check Progress:** End of Years 2 and 4

## Draft Annual Goals with Action Steps

### Priority: Transformational Education

**Point Persons: Director of IEE, Chair of International Education Committee**

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

#### Goal 2: Expand international/global learning opportunities for all students

Action Steps	Who Involved?	Years
1. Establish a working definition of what “global learning” and “global competence” means at UWL.	IEE, Provost, IEC	1
2. Review best practices in international/global learning and establish best practices to implement at UWL.	Provost, IEE, IEC	1
3. Document and highlight current international/global learning at UWL and increase the opportunities that exist for the UWL community both on and off campus.	IEE, IR, Residence Life, Provost, University Centers, Departments, ISO	1-3
4. Develop tools/training/grant opportunities for faculty, staff, and students on how to incorporate global learning into curriculum and co-curriculum activities.	IEE, CATL, Grants, ITS	1-3
5. Increase partnerships between faculty, staff, students and IEE.	IEE and many departments and student groups around campus	1-4
6. Create a task force to engage campus in an effort to include international/multicultural students and staff in campus community/classroom, including training faculty and staff on how to do this effectively.	IEE, Student Affairs, CATL	1-3

**Why this/why now?** A call for internationalization in higher education has been made to reflect the global nature of society and the business environment. In support of the UWL Mission and Vision to provide a diverse learning environment and to foster a thirst for knowledge, it is essential that all students have access to global learning experiences. The ability to apply scholarship to solving problems locally, nationally, internationally, and globally is an important skill to develop in our students.

**Projected Resources Needed:** Funds for grant opportunities, re-assignment time

**Measures of Success/ Progress:**

- 1) A working definition of global learning (GL) for UWL that is clearly communicated throughout the campus and/or incorporated into the mission statement.
- 2) A compilation of best practices on GL that is made available to the campus community.
- 3) A database of, and system for, documenting GL practices on campus.
- 4) An increase in GL activities on and off campus.
- 5) Establishment of training programs, GL toolkit, and grants for faculty, staff and students.

**Milestone Dates to Check Progress:** Ends of Years 1 and 2

## Draft Annual Goals with Action Steps

### Priority: Transformational Education

#### Point Persons: Director of Graduate Studies

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

#### Goal 3: Invest in graduate education

Action Steps	Who Involved?	Years
1. Shift Graduate Education from a decentralized administration toward a coordinated approach between departments and central administration.	Office of Graduate Studies, Provost Office, Graduate Council, Vice Chancellor for Finance and Administration, Department Chairs and Graduate Program Directors	Years 1-2
2. Strategically develop new programs and expand/revise existing programs by providing creative, logistical, and resource support; focus should be on programs that a) match faculty expertise with societal needs and b) increase non-traditional program delivery systems to expand student access.	Office of Graduate Studies, Graduate Council, Associate Vice Chancellor for Academic Affairs, Department Chairs/Grad Program Directors, Continuing Education	Years 1-5
3. Enhance the graduate student experience by recruiting a more diverse graduate faculty and student population, increasing financial support, improving university-wide communication, and providing more grad-specific services.	Office of Graduate Studies, Graduate Council, Graduate Student Organization, Admissions, Graduate Program Directors, Graduate Advisory Council, Student Life, UWL Foundation, Continuing Education	Years 2-5
4. Enhance the graduate faculty experience by addressing workload equity, providing graduate faculty professional development, strengthening the graduate education culture throughout the university, and improving communication on graduate education.	Office of Graduate Studies, Graduate Council, Deans/Deans Council, department chairs/graduate program directors, CATL, University Comm.	Years 3-4
5. Integrate and expand inclusive excellence and interdisciplinary opportunities throughout graduate education.	Office of Graduate Studies, Graduate Council, Associate Dean for Diversity & Inclusion, Graduate Program Directors	Years 1-5

**Why this/why now?** Solid graduate programs are essential for the ongoing overall success of UWL. Some of the strongest research on campus relies on graduate students. Several faculty members have stated that they came to, and have remained at, UWL because of their departments' graduate programs. Many undergraduate students, especially those in the sciences, come to UWL because they intend to continue in UWL's science and health professions master's programs.

UWL must invest in graduate education if it is to continue to compete at the regional and national level. According to the most recent national data available from the Council of Graduate Schools (*Graduate Enrollment and Degrees: 2004 to 2014*), first time enrollment of graduate students is at an all-time high. At UWL over the past two years, two thirds of newly approved degree programs and degree programs under development have been at the graduate level. According to UW System (*2017-2019 Biennial Operating Budget*), employment growth is steadiest for those with a master's degree or above, even during periods of recession. Several of UWL's peer and aspirant institutions have already made enhanced graduate programming a priority for serving the overall educational needs of their regions.

**Projected Resources Needed:** Full-time graduate director (from ½ FTE to 1.0 FTE), one additional FTE IAS in Office of Graduate Studies, graduate program development grants, graduate program director summer stipends/reassigned time, graduate student scholarships/tuition grants

**Measures of Success/ Progress:** (the following match the graduate strategic plan)

- 1) Increase in the number of graduate students, especially diverse students and students in non-traditional programming.
- 2) Centralized measures of program quality, graduate student satisfaction and success in place.
- 3) Increase in the number of new graduate programs (or expansions of current programs), especially interdisciplinary and/or non-traditional offerings.
- 4) A fair, supportive, and equitable work environment for graduate faculty and graduate program directors.

**Milestone Dates to Check Progress:**

Progress reviews in each year, including:

- Students numbers each September
- Graduate APR as each program comes due
- Exit interviews with students toward end of each semester
- Program updates each September (including program additions, program deletions, certificate programs, delivery options, concentration)

## Draft Annual Goals with Action Steps

### Priority: Transformational Education

#### Point Persons: Provost

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

#### Goal 4: Increase opportunities for, and awareness of, experiential learning

Action Steps	Who Involved?	Years
1. Establish a definition of experiential learning on campus, and a common understanding of best practices.	Provost/Deans, Student Affairs	1
2. Document and highlight current experiential learning on campus (coordinating with study of high impact practices).	IR, Undergraduate Research, University Centers, Career Services (Community Portal Group), Departments	1
3. Review best practices in experiential learning and apply them to UWL, including answering the question: who should be responsible for experiential learning on our campus (i.e., which office or person)?	Provost, Undergraduate Research, University Centers, Career Services (Community Portal Group), Departments	2
4. Develop tools, training, and grant support for faculty/staff/students to include experiential learning (including student reflection on it) in courses across campus.	Provost, CATL	2-3
5. Review best practices for incentivizing co-curricular activities and student employment.	Provost, Student Affairs	2-3

**Why this/why now?** Experiential learning is a high-impact practice that benefits students by providing applied skills necessary for essential learning goals and future employment. It also increases the profile of the university within the community, serving a secondary goal of outreach and engagement. Experiential learning also demonstrates the utility and value of an undergraduate education, by putting students into real-world situations in which they can apply knowledge gained in the classroom. We have many things going on at UWL that address this goal, so in addition to expanding these experiences for all students, we also need to promote and make visible work we are already doing, ensuring that it is recognized as experiential learning.

**Projected Resources Needed:** Grant money to develop EL opportunities, grants for student incentives, release time

**Measures of Success/ Progress:**

- 1) A working definition of experiential learning (EL) for UWL that is clearly communicated throughout the campus and/or incorporated into the mission statement or other public statements.
- 2) A compilation of best practices on EL that is made available to the campus community.
- 3) A database of, and system for, documenting EL practices on campus.
- 4) Each student having at least one EL activity by graduation.
- 5) Establishment of training programs, EL toolkit, and grants for faculty, staff and students.

**Milestone Dates to Check Progress:** End of Years 1, 2, and 3

## Draft Annual Goals with Action Steps

### Priority: Transformational Education

#### Point Persons: AVC for Academic Affairs

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

#### Goal 5: Increase opportunities for cross-disciplinary teaching and learning

Action Steps	Who Involved?	Years
1. Explore models at other schools and on our campus for delivering cross-disciplinary courses and programs.	Provost, Deans, Department Chairs	1
2. Develop a university-wide structure for approving, instructing, and listing cross-disciplinary courses and co-curricular partnerships, including policies for how load is assigned and goals/criteria for approval.	Provost, Deans, Department Chairs	2
3. Provide reassignment time to develop cross-disciplinary courses and programs within Colleges and across the University.	Provost, Deans, Department Chairs	3-4
4. Assess the cross-disciplinary skills students are developing, in order to improve courses and contribute to the research literature.	Provost, Deans, instructors, Assessment Coordinator	4

**Why this/why now?** Students are looking for options to investigate important questions that require multiple perspectives and develop the interdisciplinary skills that will make them better problem solvers and creative thinkers. Many contemporary problems require the knowledge and approach of multiple disciplines, which means that students who can work effectively with others whose disciplinary approach and skill set differs are currently in demand and will continue to be well into the future. These skills prepare students for a lifetime of learning, and are among the most valued in future employment.

**Projected Resources Needed:** Reassignment/workload adjustment backfill

**Measures of Success/ Progress:**

- 1) Goals/criteria for approving cross-disciplinary courses are developed and approved.
- 2) Workload and reassignment policy developed, approved, and implemented.
- 3) Assessment plans developed and implemented.

**Milestone Dates to Check Progress:** End of Years 2 and 4

DRAFT

## Draft Annual Goals with Action Steps

### Priority: Transformational Education

**Point Persons: Provost**

*Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.*

#### **Goal 6: Evaluate and revise the General Education program**

Action Steps	Who Involved?	Years
1. Utilizing resources and research, map a process for evaluating the structure and requirements of the general education program.	Provost, GEC	0-1
2. Collect information about the purpose of general education at UWL, the cost and load of the current program (for both students and departments), what is wrong with it, and how it can be improved.	Provost, GEC, IR	0-1
3. Create a task force to use information gathered and recommendations given through steps 1 and 2 to revise general education program to better serve students.	Provost, IR, Task force	1-3
4. Working alongside other transformational education goals, develop a plan for incorporating high impact practices and essential learning outcomes in a comprehensive redesign of general education.	Provost, GEC, Task force	2-4

**Why this/why now?** Faced with increasingly pointed questions from outside the University about the value of a 4-year liberal arts education, renewed attention to what that exactly means for us at UWL will allow us to better make the case for the real value we provide our students. General Education could be a place for all our students to have transformative educational experiences – maybe it is already. However, our current structure makes it difficult to develop General Education courses emphasizing interdisciplinary learning, and potentially limits our ability to include high-impact practices. Our program is also already quite large, so adding on new elements does not seem like a good approach. Many programs on campus depend critically on General Education enrollments, so there are potentially large ramifications to any changes made to the program. Therefore, if we

want to consider how General Education could promote transformational education, we need to lay the groundwork for that discussion first, predicated on maintaining a strong role for the arts, humanities, and social sciences in any new program structure.

**Projected Resources Needed:** Time for program evaluation, determining resources to deliver any revisions will be part of the planning process

**Measures of Success/ Progress:**

- 1) A report on general education at UWL, including goals, what it accomplishes, and the resources it uses.
- 2) A plan and vision for General Education reform articulated by Provost, approved by Faculty Senate, and charged to GEC.
- 3) A revised General Education curriculum.

**Milestone Dates to Check Progress:** Report: Year 1, Plan and vision: Year 2, Revised General Education curriculum Year 4

## Annual Goals with Action Steps

**Priority: Achieving Excellence Through Equity and Diversity**

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<b>Goal 1: UWL will achieve demographic equity in access and retention for students, staff, faculty, and administrators, strengthening our community and enabling us to become a more competitive university.</b>		
Action Steps	Who Involved?	Dates
1. Establish a liaison program focused at the departmental or unit level with support and coordination from the college or division level. The liaison will coordinate department/unit-level efforts to assess equity gaps in the recruitment and retention of students, staff, and faculty from underrepresented groups, and to develop strategies to remedy these gaps.	Departments/Units, Deans, VCs, Convener of Liaisons and Diversity Trainer for Liaisons	Year 1
2. The university will provide financial and human resources to strengthen its efforts to recruit and retain underrepresented students. Units and Departments will collaborate with Admissions to develop and implement focused recruitment strategies to assist in reaching demographic equity.	Enrollment Services; Deans; Admissions, Department and Unit Heads, A&F	Year 1?
3. Each department/unit will annually assess equity in retention and recruitment of faculty, staff, and students. New reporting template(s) will be developed. This will be incorporated into existing assessment processes (APR, EOY reports) where applicable.	Departments, Provost, VC, IR, AA, Unit Heads, HR and IR	Year 1 and 2?
<p><b>Why this/why now?</b> To strengthen our community and become a more competitive university. Diversity strengthens the foundation of the institution. Identifying and resolving inequities that affect underrepresented populations is both a strategic and moral imperative for the campus. Efforts must be undertaken at the level of individual departments/units in order to address unique challenges faced by employees in different areas of campus and by students in different programs/colleges.</p> <p>In this and other areas of the plan, appropriate attention will be paid to unique issues and challenges faced by various under-served populations including: domestic people of color of various racial/ethnic backgrounds, people with disabilities, veterans, LGBT individuals, non-traditional age students, first-generation students, international students, and to the intersectionalities between these groups.</p>		

**Projected Resources Needed:** Action Step 1. Reassigned time for department liaisons. Consultant who will lead the training of liaisons, and college/division leaders.

Action Step 3. Ad hoc group to create template(s) for annual reporting of equity in retention and recruitment.

**Measures of Success/ Progress:**

By 2021 the number of faculty and staff of color as a percent of all faculty and staff will match the demographics of relevant benchmark populations of available and qualified individuals, according to job categories.

By 2021 the number of students of color as a percent of total student enrollment will increase by 3 points, working toward matching the demographics of the college-age population of the State of Wisconsin.

By 2021 there will not be a gap in the retention rates of veterans compared to non-veterans, Pell Grant recipients compared to non-recipients, women retained in STEM majors compared to men retained in STEM majors, domestic students of color and white students, faculty and staff of color and white faculty and staff.

**Priority: Achieving Excellence Through Equity and Diversity**

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<b>Goal 2. The university will provide fully inclusive educational experiences for all students.</b>		
<b>Action Steps</b>	<b>Who Involved?</b>	<b>Dates</b>
1. Governance groups will collaborate to develop a question related to diversity & inclusion to be added to standard campus-wide SEI.	Faculty Senate	Day 1?
2. Create an icon or badge symbolizing an instructor's skill in, and commitment to, inclusive educational practices. This symbol should be one students, staff and faculty can meaningfully identify. Provide support for faculty in universal design for learning and develop incentives for incorporation of inclusive teaching practices within curricula (e.g. college-specific workshops on developing culturally competent curricula; funding of small grants for course development to embed inclusive criteria).	Ad hoc Committee of Faculty Senate (icon) Offices of Diversity and Inclusion, Student Life, CATL (implement)	Day 1
3. Establish restorative justice as a university-wide model of restoration and reconciliation of conflict.	Student Life (Paula Knudson) and Provost's Office and Res Life	Year 1
4. Implement best practices for continuous/ongoing instructor support (e.g. create a system of instructional rounds [similar to medical rounds] and/or professional learning communities for professors/teachers/administrators to focus on the problem of practice) for inclusive teaching practices, such as culturally relevant pedagogies, universal design of learning, and anti-bias instruction.	CATL, Provost, College Offices	Year 1-2
5. Create fellowship positions in student affairs and academic affairs that will strengthen the partnerships between departments and student affairs programs such as OMSS, Campus Climate, Res Life, Access Center, the International Education office, etc.	Student Affairs & Academic Affairs	Year 1-3
6. Infuse more diversity into general education curricula and consider the content of the course (e.g. content about diversity, inclusion, equity, justice) as a fundamental reason for maintaining/growing the class; further, any General Education reform must take into account the need for diverse and inclusive experiences for students.	GEC, GEAC and Faculty Senate	Year 1-5 (map this onto Transformation Ed)

**Why this/why now?** Our last two HLC reports identified lack of coordination of diversity/inclusion efforts on campus as a major area requiring improvement. These suggested steps will allow the University to offer fully inclusive educational experiences for all students by 2021.

**Projected Resources Needed:** Action Step 2. Minimal funds for creation and dissemination of icon. Action Step 3. Possible reassigned time for campus coordinators of restorative justice programs. Action Step 4. If department liaisons are charged with developing this system, factor into reassigned time for liaisons. Action Step 5. Funding support for creation of fellowships.

**Measures of Success/ Progress:**

By 2017, there will be a university-wide question on inclusive teaching practices as a standard question on all SEIs and a visible presence of the icon on our campus.

By 2021, there will be an established and robust department liaison program and fellowship program partnership between Student Affairs and Academic Affairs.

By 2021, the number of classes that self-identity as having inclusive content will substantially increase.

By 2021, the faculty and staff opting into workshops on inclusive best practices, professional learning communities, instructional rounds, etc. Will substantially increase.

By 2021, University marketing materials will infuse and highlight these ongoing efforts.

**Priority: Achieving Excellence Through Equity and Diversity**

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<b>Goal 3: All employees will be engaged in creating a dynamic and welcoming campus community.</b>		
<b>Action Steps</b>	<b>Who Involved?</b>	<b>Dates</b>
1. Develop and implement department-level assessment of inclusive workplace practices, reported on student surveys, faculty/staff APRs, IDPs, annual reports, and free-standing evaluations and reports. <i>[Reference Goal 2, Action step 1]</i>	Dept./Unit Leads, Liaisons	Year 1
2. Create a UW-La Crosse Inclusive Excellence award within the areas of teaching, research, and campus and community outreach to recognize individuals and departments (both academic and non-academic) for inclusivity.	Dept./Unit Leads, Chancellor's Cabinet	Year 1
3. Provide resources to develop diversity-related training to improve inclusivity/competency within campus-wide practices and programming. Participation in this training will begin at new employee orientation and will be assessed in annual IDPs and APRs. <i>[Reference to Goal 2, Action Step 2&amp;4]</i>	Dept./Unit Leads, HR, Liaisons	Year 2
4. Develop and implement a training program for all campus supervisors, academic and otherwise, that actively and intentionally creates a workplace climate that maximizes satisfaction, engagement, appreciation, respect and collaboration through inclusivity.	Dept./Unit Leads, HR, VC's	Year 2
<b>Why this/why now?</b>		
All members of our campus community are responsible for creating an atmosphere of inclusivity. We will provide training opportunities to create a dynamic and welcoming campus community and look to our employees to incorporate inclusive practices in their work.		
<b>Projected Resources Needed:</b>		
Financial and infrastructural resources required for trainings, assessment, and award.		

**Measures of Success/ Progress:**

- Question addressing the assessment of inclusive workplace practices included on all evaluations and reports.
- Establish Inclusive Excellence Award, and honor recipients.
- Successful development and implementation of inclusive training programs.
- Reflection of increased morale of employees on EOY reports and/or climate surveys

**Milestone Dates to Check Progress:**

**Priority: Achieving Excellence Through Equity and Diversity**

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<b>Goal 4: UWL’s Equity &amp; Diversity efforts will be highly visible and coordinated across campus, with shared accountability and dedicated resources, in order to fully realize the university’s mission.</b>		
<b>Action Steps</b>	<b>Who Involved?</b>	<b>Dates</b>
1. Individuals and offices communicating on behalf of the university shall integrate concepts of equity, diversity, and inclusion into their communications, as core values of UWL’s identity. These values shall be intentionally prioritized in the university's messaging to new and prospective students and employees (of all backgrounds) and the community.	Senior leadership, Marketing, Advancement, Admissions	Year 1+
2. Campus shall support extramural initiatives (e.g. Title III) to address unmet needs to deal with student retention issues, esp. addressing challenges facing mid-program (2 <sup>nd</sup> 3 <sup>rd</sup> year) students from underrepresented backgrounds, esp. those that are transfer, non-trad, veterans, via joint efforts across divisions.	Provost, Deans, VC Student Affairs, D&I Leadership	Year 1+
3. UWL’s diversity leadership structure shall be modified to provide maximum visibility, coordination, accountability, and senior-level expertise/advocacy on diversity issues. Options to be evaluated shall include: a Chief Diversity Officer; reorganization of divisions/units; and/or diversity steering committee.	Chancellor, ad hoc working group?	Year 1
4. The university shall restore funding and staffing for diversity-related offices and programs that have been cut during the past 5 years, and shall, to the maximum extent possible, centralize the funding for these offices and protect them from future budget cuts.	Budget Office, JPB	Year 1+
5. The university shall develop a new resource pool to support sustainable high-impact practices for underrepresented students, supported by strategic diversity fund-raising from donors, alums, foundations, corporations, community, etc. ( <i>link to Transformative Education goals</i> )	Advancement, Provost/Deans, Undergraduate Research, CATL, D&I Leadership	Year 1+
6. UWL will leverage existing relationships with external stakeholders and develop new initiatives to support diversity and social justice in the greater La Crosse community. ( <i>Link to Community Engagement goals</i> )	Chancellor, External Relations, D&I Leadership	Year 1+

**Why this/why now?** The campus community has indicated with a clear and unified voice that equity, diversity and inclusion are top priorities and are critical for the university's survival, sustainability, and growth into the future. This requires a visible engagement and a tangible commitment at all levels of the university.

UWL's diversity efforts have been recognized for their excellent work, but HLC et al. have indicated the need for greater coordination. We do not have a top level administrator with an primary focus on diversity and inclusion (including leadership, supervisory, and budget authority over key offices, as well as a mandate to hold other leaders and divisions accountable for diversity-related goals and priorities). Changes to leadership structure are necessary to ensure the continued progress of our efforts, and will mirror other peer and aspirant universities, while also serving as a powerful and visible marker of the priority UWL places on these efforts.

[Re: action step 4] The most recent round of funding and staffing cuts were not strategic and had a disproportionate impact on underserved communities. The fact that diversity and inclusion have been identified as a top strategic priority for the university provides a mandate for the restoration of this funding and staffing.

**Projected Resources Needed:**

- Funding + staffing for action step 4
- Funding for action step 2
- Possible funding for action step 3, depending on the structural change option that is chosen
- Action step 5 to be support primarily by new fund-raising from external donors

**Measures of Success/ Progress:**

- As an outcome of action step 1, analytics will show that marketing materials generated by uComm and iComm for inclusivity and diversity reflects the UWL mission and vision statements.
- As an outcome of action step 2, resource funding proposal(s) will be created and submitted to extramural funding sources.
- As a general outcome of all of these steps, internal and external stakeholders experience a greater and more visible commitment to diversity and inclusion on the part of the university, reflected in the attainment of these action steps.

## Annual Goals with Action Steps

### Priority: Investing in our People

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<b>Goal 1: Prioritize Employee Compensation</b>		
Action Steps	Who Involved?	Dates
1. Use national data metrics for assessing employee compensation	Institutional Research, Budget office, Human Resources	Year 1
2. Increase self-funding- non-state monies. Look for alternative sources for funding faculty and staff compensation. Reallocation of funding to compensation from streamlined business processes and services (e.g., In-sourcing and/or Out-sourcing).	Vice Chancellors, Deans/colleges, Department and Unit Heads, UWL Foundation, Community Members (tie-in with Community Engagement Pillar)	Year 1 and ongoing
3. Achieve compensation parity to market (private and public) equivalent positions based upon factors, such as: role, experience, skill set, qualifications, achievements, certifications, education, and/or performance	Budget Office, Human Resources	Years 2-5
4. Maintain compensation adjustments that meet or exceed national cost of living increases.	Budget Office, Human Resources	Years 3-5
5. Develop and implement career progression processes for all UWL employees, where processes do not exist.	Human Resources, Governance groups	Years 1-3
<b>Why this/why now? There are documented challenges in hiring and/or retaining personnel in various positions (e.g., faculty in Accounting, staff in IT). Faculty and staff at all levels and in a diversity of divisions indicate that their compensation has not maintained pace with inflation and is below market value when compared to peer institutions and peer industries/positions in the private sector.</b>		

**Projected Resources Needed**

- Subscription to data metrics if not freely available
- Resources to conduct market survey
- Human Resource to cross reference the data
- Grant writer
- Enrollment growth to provide revenue for compensation plans
- Engage Community Partners
- Financial resources to meet market parity
- Financial resources to maintain market parity
- Exit survey data on personnel who leave or choose not to come to UWL because of salary deficiencies

**Measures of Success/ Progress:**

- Increased funding available for compensation (2)
- Data driven alignment with market comparable position (1)
- Improved Recruitment (all positions paid within 10% of market parity (3,4)
- Improved Retention (50% increase in retention of personnel for 3+ years in their position) (3,4)
- Reduction by 50%-100% in the number of staff at UWL who are eligible for state/federal aid based on their income (such as TANF) (3,4)
- Developed and implemented career progression paths and processes for all UWL employees (5)

**Notes**

- Gather data from a variety of sources
  - Gartner (Information Technology)
  - National data (e.g., Bureau of Labor Statistics, etc.)
  - CUPA-HR (Higher ED)
  - Market Survey (Regional - Public & Private Sector)
- Efficiency Studies - processes, programs, and services
- Explore funding sources such as
  - Public and Private Partnerships

Federal Grants, private grants

**Priority: Investing in our People**

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<b>Goal 2. Promote an environment of employee inclusion, ownership and engagement.</b>		
<b>Action Steps</b>	<b>Who Involved?</b>	<b>Dates</b>
1. Create a survey to assess the extent of employee engagement (feelings of reward, value, and respect) and workload fairness.	Human Resources, Affirmative Action, Potential Third Party Provider	Year 1
2. Use the survey data to develop a fair and equitable system for the dissemination of workloads, responsibilities and the procurement of resources.	Human Resources, Governance Groups, Deans/colleges, Department and Unit Heads	Year 2
3. Create or identify existing opportunities to promote workplace happiness and reward effort.	Human Resources, Governance Groups, Deans/colleges, Department and Unit Heads	Year 2
4. Create or identify existing opportunities to promote personal growth, leadership/professional development, and community engagement.	Human Resources, Governance Groups, Deans/colleges, Department and Unit Heads	Year 3
<p><b>Why this/why now?</b> People are our largest asset at the University. Research proves that the student experience is influenced by employee happiness and engagement. We need to investigate why our people are leaving in order to resolve retention issues (retirement, voluntary departure, market equity, etc.) and turnover costs and inefficiencies. Although we recognize that there are financial constraints, not all work related satisfaction is monetary. It is time to invest in our people.</p>		

**Specific Actions (Applicable Steps)**

- Convene interdisciplinary focus groups to define what non-wage incentives and rewards would look like (3).
- Research other universities for best practices (2, 3, 4).
- Examine existing UWL programs, identify gaps, through benchmark data from surveys, to create reasonable goals for improvement (2, 3, 4)
- Research a productivity model such as LEAN (2)
- UWL Quality Service (customer service) training (3)
- Leadership training (2, 3, 4)

Utilize benchmark data from previous surveys to create reasonable goals of improvement.

**Projected Resources Needed:**

1. UWL or Third Party resources to administer Employee Engagement Survey, and mine historical Campus Climate Survey data which applies to work systems, effective leadership, organizational culture, and professional development.
2. Productivity model (e.g. LEAN) or process to identify workflow patterns and eliminate unnecessary activity that increases operational cost.
3. Budgetary resources to research and develop new programs.

**Measures of Success/ Progress:**

1. Improved employee engagement data year over year
  - a. Increase overall score by 0.5% every year over baseline
  - b. Overall participation in the survey to exceed 40%
2. Reduction in five-year operational costs due to increased productivity and decreased turnover of faculty and staff.
3. Increased five-year retention rates of faculty and staff (determine baseline value)
4. Increases in five-year student SEI core question scores, such as:
  - a. The instructor was helpful to students.
  - b. The instructor was well prepared.
5. Increases in five-year resource requests for personal/professional/leadership development (research current measurement process)

**Priority: Investing in Our People**

<i>Consider where you want to be in 2021 with this priority, and work backwards to identify goals for year one.</i>		
<b>Goal 3: Create clear and consistent assessment and accountability policies for all employees</b>		
<b>Action Steps</b>	<b>Who Involved?</b>	<b>Dates</b>
1. Explore best practice models of evaluation procedures for all higher education employees	Human Resources, Governance Groups	Year 1
2. Seek employee involvement in developing policies and procedures for performance reviews	All employees, all departments and divisions	Year 2-3
3. Create a system to implement employee reviews and accountability measurements	Human Resources, Governance Groups, departments and divisions	Year 4-5
<b>Why this/why now?</b> Inconsistencies and inequities exist across campus related to which employees are and are not reviewed annually for performance and the accountability of such reviews. These issues need to be analyzed and corrected with revisions and additions to current policies and procedures in order to create consistency across all employee groups. Questions that need to be addressed: Why are certain employees reviewed annually and others not reviewed at all? Why are some reviews very formal with high accountability standards and other sectors are very informal without any accountability? Are there any good reasons why an employee should not be reviewed on an annual basis? Is there an accountability piece tied to every performance review? Who sees or uses the performance review results? How should all of this be included in promotion and retention procedures?		
<b>Projected Resources Needed:</b> Human Resources data on the review process and number of completed reviews for each employee sector on campus. Reassigned time for individuals to gather data and develop proposed changes.		

**Measures of Success/ Progress:**

Compilation of all current policies/procedures in one place that is accessible to all employees such as the employee handbook.

Established written and published policies and procedures for each sector of employees.

Human Resources devised metric showing annual percentage of personnel with a documented review (goal= 100%).