

CHARRETTE COMMENTS

Group #5 – Effectively Managing for our Mission

1. Create a process to develop and assess priorities

- Priority: create critical mass of diverse students on campus
- How often do we change priorities? Annually? Semesterly? Every 5 years?
- We don't seem to prioritize and then manage those priorities—we still want to keep everything we have and add more—we can't keep doing that.
- What should our mission be?? Resources should match priorities when mission and priorities are determined. What will be the mechanism to re-align resources?
- In a way, it seems this priority and mission clarifying activity might have worked better before launching into the other work group topics because our mission and priorities will likely dictate other *decisions*. For example, are we a “regional comprehensive liberal arts” university or a “public liberal arts university?” For the former, we would have a bigger obligation to the Chippewa Valley than for the later.
- If everything is a priority then nothing is a priority
 - Good point
 - Yes
- Is excellence our mission? If so, priorities must reflect this mission in every area on campus.
 - Every area? Can't do that, impossible.
 - “Excellence”...in what? Manifested how?
 - What external definitions do we have of our measure of excellence?
- Provide a mechanism for our current assessment activities to improve what we do. The University Assessment Committee has a ton of data that could be put to good use. But how?
 - Assessing priorities is fine, but we need action! Talk the talk but then walk the walk!
 - Amen
- I feel we must paint a detailed picture of our ideal graduate (mission/campus/faculty/staff). Where do we want to be short term? Long term? Big goals with feasible steps. Capture all the ideas and get black and white methods on paper.
 - I agree, and this requires the university to define itself in the process, which is a good thing.
- Assessment data needs to filter down to classroom instruction so we can align our priorities for student learning.

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- And then allocate resources accordingly. I like that we are “strategic planning,” now I hope something comes of it.
- What is excellence? What are the specific, measurable and attainable ways to get there?

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2. Develop program prioritization process
 - a. Examine and revise Baccalaureate goals
 - b. Link decision making and resource allocation to priorities
 - c. Establish a formal process for requesting FTE
 - d. Develop a process to evaluate existing vs. new programs
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- The Chancellor’s Carbon Neutral declaration and the Clean Commute Initiative provide momentum for support of the Environmental Studies Institute, which could be a mark of excellence for UW-Eau Claire.
- I would support a re-examination of the baccalaureate goals and revision to fit some of our current initiatives.
 - Not again!
 - Ditto (S. McIntyre)
 - But we must!!! Change or die!
- This becomes “managing” on a huge scale, so details and priorities are missed and/or overlooked. What works for one college/department may adversely affect another.
- How will the prioritization avoid a “zero sum” mentality? “If I (and my dept. as a unit) win, somebody has to lose.”
 - Then change your attitude. This can be a win-win.
- Yes to prioritization. We can’t be everything to everyone! We must act like a private business – choose 2-3 things we can do very well and tout those things.
 - Agree!
- I believe that the Baccalaureate goals committee has proposed a set of revised goals. I recommend that those be (1) adopted or (2) at least be distributed widely for feedback (3) not ignored. Many initiatives are being stalled because we know the Baccalaureate goals are being revised and the new ones are needed for further change.
 - Yes, let’s get this process completed.
- I agree that we definitely need to assess our FTE and have a formal process for requesting it.
- We need to re-define LTE without the FTE scare!
- More resources
- Re: Budget: Let’s decentralize the budget. If departments/units have control over their own resources, they will be better manager of their own \$. What happens to salary savings? Who makes decisions on where these \$ go? We need a real budget process.
 - This makes sense to me.
 - As a chairperson, I couldn’t agree more strongly.

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- These sound like good ideas, but I think the back goals are pretty decent→don't throw the baby out with the bathwater. Recognize that new B. Goals and/or new GE will trickle down to (yet another) total revamping of the major curriculum as well.
- Give the students more autonomy and responsibilities for GE. Make fewer individual requirements. Allow more flexibility between colleges so that if (when) a student change majors, GE's already taken will "count" in the new college.
- 2b is critical! Yesterday they were painting the bulletin boards in Schneider while we have peeling paint and exposed cinder block in Phillips! We need to assess overall facilities not the facilities for science vs. facilities for business.
- We need a prioritization, the key will be how priorities are decided and by whom.
 - I agree – include the Faculty & Academic Staff not just the administrators.
 - Including LTEs. They are a very integral part of the University but almost ignored...not supported.
 - Try completely.
 - Administration acts as if we don't exist!

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3. Improve operational efficiencies
 - a. Identify best practices for shared governance
 - b. Empower senators to represent university; not home area
 - c. Reconstitute the handbook
 - d. Student-centered schedule building
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- A frank discussion and new direction for shared governance and its purpose is needed.
- Classified staff needs to be recognized as part of the shared governance.
 - They are too often forgotten and excluded. Everyone needs to participate. We all contribute to the success.
 - Yes. Boy this is an under-statement! Our cart would forever be in the ditch without these people!
- I like the student-centered scheduling idea. We would no longer have a classroom space crunch if we scheduled classes at alternate times.
 - I agree
 - Ditto
 - Another ditto.
- The handbook is badly in need of revision. Perhaps it could be revised by someone who knows how to write.
- Accommodating faculty schedules is one way to keep/attract faculty in lieu of appropriate salaries.
- It seems like there's a lot of lip-service to shared governance, especially as it pertains to students.
- These people are important. But often they have more time to participate in various kinds of activities that guide policy/governance than the instructors (e.g. senate) and may have a disproportionately large impact.
 - That is simply not true; perhaps they are visible because they make governance a priority. Many APAS are directly scheduled with students 30 or more hours a week. They also have other obligations which often require a more than 40 hour work week just as many faculty and IAS do.
 - Faculty and IAS have more control of their time beyond the 12 or 15 credit hours they teach (Yes, some have labs on a 2 hour = 1 credit basis) than do many APAS.
 - Everyone is busy here – faculty, academic staff, classified staff and students.
 - So an efficiency analysis of activity within units would look like...?
- Education currently, our scheduling is focused more on student availability. Our students drive our schedule.
- Student-centered schedule building – yes – we must offer incentives to help staff with their other life responsibilities – not all can teach evening or weekend.

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- Stout added 5 minutes to each class period and reduced the semester length by one week.
- I do a good deal of work at the system level that is supposedly collaborative. In the end, it's doing what Madison or Milwaukee wants. I'd like us to examine the system – imposed inefficiencies and propose alternate ways of collaborating with other UWs.
 - Absolutely
- This is not new for education. We teach at night, on weekends, and during the summer!
- I think making a schedule-centered schedule building would be awesome. Making time more valuable for the students on the campus.
- In the spirit of shared governance, Student Senate must be less of an advisory body and more of a policy maker. Students pay administrators, not the other way around.
- Shared governance could use a total overhaul. I found a lot of “party line” type attitudes that better serve “protecting one’s turf” than “advancing innovation”.
 - I agree!
 - I agree – what an arcade idea.
- Student-centered schedule building – In theory, it makes sense – I suspect most students would prefer 2 day/week or less classes, and classes that are not earlier in the morning. I'm all for considering their input, but also don't want to have no say in my teaching schedule. If all of a sudden I were expected to do all my teaching in evenings and weekends (esp. if we are moving toward non trads) I would be unhappy. This could be a good idea, but needs to have balanced input and agreement by all affected by it.
- Student vs. faculty—driven scheduling of course! Remember (DEMAND ANALYSIS.) This can be easily done technically – what would be resisted is faculty approval.
- What is cumbersome regarding course/curricular changes? Just empower APC of University Senate to deal with course curricular - already in place – no need for another level of administration – the proposed College of Curricular Studies.
 - Good work – keep thinking!

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4. Develop a comprehensive facilities plan linked to campus priorities
 - a. Partner with private and community groups
 - b. Initiate capital campaign for building and renovation
 - c. Ensure space allocation is aligned with priorities
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- We have tremendous resources in our community. Let's tap them.
 - Contact the Physical Plant Planning Committee – they have been planning for years.
- Make sure building or remodeling uses a contract that is geared toward the product – good teaching environment, rather than process – an itemized list. Think Phillips!
 - Amen.
 - Yes. The Phillips remodel was a case study in how poorly the process can be done.
- Will the new Education building really highlight education? I think not, it is already planned to house multiple programs. It should be viewed as a multi-purpose building.
- They Physical Plant Planning Committee has already developed plans for:
 - 1) Garfield
 - 2) Putnam Park entrance
 - 3) Comprehensive parking planAll have been ignored by Administration.
- Review the current Administrative Planning procedures. They are a complete failure – think of river bank, Phillips Hall, first Union plan – all disasters.
- Why is the Center for Students with Disabilities on the second floor of any building? It seems rude, whether or not we provide an elevator.
- When planning learning spaces begin with how faculty/students want the space to be – not with the HVAC!
 - Which is always too noisy – there are ways to design quieter systems
- I keep hearing about a new building. I think with the new administration we might just get it!
- Facilities have fallen behind! Whitewater and Oshkosh are way ahead of us...how do they get their funding? Most others are ahead too – River Falls and La Crosse.
- New classrooms should reflect new learning/teaching philosophies; active, collaborative, discovery-based.
- Any facilities plan must include/address accessibility & Universal Design Principles. Space allocation is not done in a fair way based on the needs of students. Why are students with physical disabilities unable to live in all dorms just like their friends & classmates? Space needs to be designed to meet current and future needs of all.

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- 4C is critical!
- While our facilities have fallen behind – I would rather see funds spent on reducing class size. A student will, in general, learn more in a poor classroom with 30 students, than in a great classroom with 60 or 80.
 - Actually I feel the class sizes at UWEC are very good.
- If we are focused on retaining diverse students, why are professional staff working with these people located in the basement? While LTS have prime space on first floor for storage? This sends a message that helping them and retaining them is not a priority.
- Recently, Student Services offices have been moved to the Schofield basement (ugly) while computers have moved to prime, river-front space. What message does this sent to students?
- Where is the “new Brewer Hall?” I’ve been waiting 17 years. I’ll retire in 8. My entire career here will have been spent in a moldy basement...with students who will recall all those learning-full days in the basement.
 - Why was UWEC founded as the Eau Claire Teachers College, yet Brewer Hall the Education Building is an old unattractive building. If this is such a great school to attend, if you plan on becoming a teacher, then why is the Ed Building getting responses such as the one above?
- These are good ideas – focus first on replacing buildings that are unhealthy or unsafe and then move to those which are more cosmetic in nature. COB partnerships have led to some cool resources/classrooms in SSS – may need to consider more of this.
- Having a plan for our facilities is critical!
- Need a facilities position that will campaign on UWEC behalf for funds for new buildings – not more remodels (UW-Whitewater on 3rd new Academic building!).
 - Agreed! We need extreme advocating for space (new building).
 - We’re wasting money with temporary remodels.
 - Yes!
 - Absolutely.
- Let’s empower people to pursue naming rights within departments – touch base with alumni, etc.
- Use lifecycle costing for all facilities systems
- Develop a plan for getting projects added to campus Master Plan.
- We need a REAL Master Plan – one that goes beyond analyzing square footage. One that complements our vision!
- When developing a plan for facilities (Master Plan) inform & request input from campus departments/population.

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- Any new facilities must be green building projects that enhance the campus landscape and the flow of people instead of cars and parking. Green buildings are a campus priority because we need to use less energy and lead by example.
 - Yes! Agree strongly.
 - Agree Strongly.
 - I very strongly agree. Can we involve students/courses in the planning and implementation process
- Make campus green space a priority.
- A facilities plan needs to also be a transportation plan. We need better facilities for alternative transportation such as bike lockers and shelters; a safer bridge crossing; better crossings across Clairemont and State streets; a bust terminal in the place of the campus school.
 - Definitely – its very difficult for pedestrians and sometimes dangerous
 - Yes, I've almost been hit twice
 - Get city bus schedule expanded – if we could get places and back in even ½ the current time, bus use may increase.
 - We need evening transportation to reduce parking on campus.
 - I strongly agree, more shuttle systems and more places to lock one's bike around campus.
- Involve key people in decision-making for new building. Think outside of the box on parking issues. Keep the priority to have events on campus while working with community. Expand initiatives for naming rights to improve not only buildings but also rooms, furniture.
 - Perhaps COB could help...or share!
 - I agree – we must investigate and pursue private funding to improve facilities – and areas inside the building – labs, classrooms, seating areas, etc...
- Develop a gateway to campus that welcomes visitors – leads to admissions, financial aid, etc – evaluate the actual layout of campus – student/visitor friendly?
- Create a process whereby classrooms and other learning spaces are designed to actually facilitate learning – at the least this would require more and different people than just Facilities Mgmt folks making decisions about learning space design.
 - Yes! And that they listen to people who teach in those spaces!
 - Yes, let's practice what we're learning in T&L sessions!
- It would be very helpful if full-time instructional staff (with an average of 200 students/semester) would not have to share an office.
 - Wow, I think of various areas on campus that have unused space. Re-use it.
 - True, but make sure they are close to network with the rest of the dept.
- Two points: Green and well. Healthy earthy and healthy bodies. This message is most important – beyond GPA's and degrees! Lifestyle choices that are critical to our longevity individually and the human race. Look at the other UW schools – we must attract students. Our current facilities do not. We must appeal to the 'visual' and update McPhee to entice people to be fit. Start at the obvious tangible factors.
 - But we must still make efforts to address these!

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- Recruitment and retaining the best possible faculty should be our first priority or we will spiral down the excellence scale. Our researchers (especially those in the sciences) will quietly leave. We are known for our dedication and commitment to faculty/student collaboration in research. Nothing inspires me and many others like our precious researchers who are driven to conduct research and share this incredibly wonderful ability with their students and the rest of us. Unless our research labs are state-of-the-art facilities, many of our grant proposals will not be funded. Our University has not kept up with our sister institutions. Without our researchers who work so well, so hard, much of our equipment/chemicals would not exist. I believe that researchers who obtain grants need to be rewarded monetarily for work they do way beyond the call of duty. Our excellence in research is at risk. We must all appreciate those conducting research with and for our students. This is truly teaching at its best. Field trips, experiential learning, and working for the common man are the true values that will sustain our future. Our research facilities need to be addressed immediately.
- With Davies reconstruction and a new School of Education building in the wings, this is a perfect opportunity to design and build green. Using national LEED sustainability standards, these construction projects could provide an excellent learning experience for engineering, ENPH, ES minor, and resource conservation students to get involved. Dovetailing with the Chancellor's carbon neutral pledge and the Clean Commute Initiative, the building projects would solidify UW-Eau Claire's green credentials, helping to attract students into the nascent Environmental Studies Institute.

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5. Develop a process to determine the enrollment mix
 - a. Appoint an enrollment management taskforce
 - b. Explore access issues
 - c. Give issues of diversity top priority
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- Accessibility needs to be more than meeting minimum standards
- Diversity issues will always be an issue at a regional campus in a homogenous community.
 - But we must still make efforts to address these!
 - Absolutely
- Isn't this covered by Group 6?
- It seems a first decision needs to be who we plan to serve. As demographics shift, do we try to attract a traditional from beyond the region or a more non-traditional population from our region? Many other decisions about priorities will hinge on this decision.
 - But we must still make efforts to address these!
 - I completely agree
 - We also need to consider who will be available to serve. It is arrogant to assume that our 'decision' to serve will result in people coming here. We need to get real. Strip the elite attitude but maintain high standards.
 - Yes, who are we trying to be/ what is our mission – I am more confused regarding this now than before I came to this charrette.
 - Very true. Our real growth opportunities and service to the state lie with non-traditional students who have different needs and expectations
 - But we need a program away to attract them!
 - Agreed. Are we a public liberal arts institution or a regional comprehensive? Need to start with who we are!
 - Agree. Who are we?
 - Agree. Who do we serve? This question of mission needs to be answered before we strategically plan to meet our mission.
 - As a public institution, all age groups should be served. Continuing Ed and non-traditional are not catered to like the freshmen just out of high school.
- Accessibility needs to be more than meeting minimum standards
 - Absolutely
- We need to commit more doors to rooms. We need auto-open features. Are vending machines accessible?
- Which diversity issue is priority? Culture, economic background, first generation student, non-traditional student, boomer generation, rural/urban.
 - Disability
 - All
 - Why not?

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- What would be the role of an enrollment management task force? I guess I just don't get it.
 - See several comments related to enrollment on all sheets. An En. Group would address them.
- Highly support the look at new governance and taking a look at revamping handbook.
 - This could result in a real change – a chance to think about and address issues we didn't face ten years ago.
- Are we not already knocking ourselves out in an attempt to recruit diverse student from distant communities when there is no reason for them to come here? I'm all for diversity, but we need to face the fact that a n African American kid from inner city Milwaukee is not going to see this as an attractive option for college.
 - Why not?
- With the recent and alarming spread of urban sprawl our campus is continuing to become more confined to our specific location. I believe for the sake of our mission and quality of student/faculty life that we should manage outside properties. UW-Stevens Point and Southern Illinois University manage thousands of acres of property that add to curriculum, outreach and student life. We are located at the head of the lower Chippewa River State Natural area. The area is a tremendous resource from UW-Eau Claire to the mouth of the Chippewa River. We should be extremely active in new collaborations down river that blend with service curriculum, outdoor adventure, conservation and research. We could also entertain the possibility of outposts in the west and Canada that would serve this same function.

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