CHANCELLOR’S CABINET MEETING NOTES  
July 18, 2013  * Priory

RETREAT OUTCOMES EXECUTIVE SUMMARY

**SUMMARY OF KEY CORE PRINCIPLES**

- Student success
- Positive impact on society
- Wise use of resources (stewardship not ownership)
- Maximize student experience, second to none
- Ethical integrity, implication of actions
- Diversity, inclusiveness
- Excellence as an outcome – high expectations
- Community engagement, regional service, leverage regional resources interdependence
- Innovation
- Access
- Take care of each other
- Transparency—owning decisions, trust, accountability
- Shared governance
- Learning community
- Adaptable, nimble, responsive
- Proactive, intentional/purposeful
- Forward looking (historically informed)
- Leadership
- Distinctive – Blugold pride
- Evaluative (step back and re-assess)
- Sustainability (leave it better when we’re done)

**SUMMARY OF INTERPERSONAL CORE PRINCIPLES**

- Seek to avoid classifications by job; silos
- Respect, courtesy, candor
- Inclusive communication
  - Cross-functional
  - Accessible, avoid jargon
  - Focused
  - Best mode to communication
- Active engagement
- Understand and know each other as individuals
- Support and coach one another - critique not criticize
- Seek mutually beneficial solutions– win-win
- Campus perspective –stewardship
- Inclusive –broader participation
- Everyone has responsibility to take initiative
- Maintain professional dialog and relationships

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• Consistency – united across campus
• Seek cross-functional relationships
• Solution-based thinking
• Reserve judgment
• Consider your wake – consequences of actions and decisions
• Provide the information/data to make good decisions

SUMMARY OF ISSUES DISCUSSIONS

Challenges
• Uncertainty and budget
• Maintaining quality
• Improving processes
• Helping everyone own enrollment
• Misperception or ignorance of issues
• Engaging more people across campus on initiatives, committees, etc.
• Awareness of EDI and resources on campus

Solutions
• Improve communication
• Recognition that student recruitment and success are our lifeblood
• Increase campus knowledge about complex issues
• Collaborations with UW System, the community and across functions
• Look outside the university for partners and innovation
• Apply data to drive decisions
• Accountability for goals
• Invest one time dollars to incentivize action
• Enhance professional development
• Use shared governance
• Reorganize “ninja leaders” at all levels and celebrate achievements
• Communicate more deeply about EDI
• Provide support for those individuals carrying the burden of EDI

Culture hurdles
• NIMBY
• Making tough decisions
• ‘no time’ to make changes
• “not my job”
Members Present: Sue Ayres, David Baker, MJ Brukardt, Mary Canales, Greg Falkenberg, Cora Fox, Mitch Freymiller, Dave Gessner, Debbie Gough, Beth Hellwig, Diane Hoadley, Christine Hupy, Stephanie Jamelske, David Jones, Paul Kaldjian Patricia Kleine, Heather Kretz, Teresa O’Halloran, Geoff Peterson, Julie Poquette, Mark Reeves, Mike Rindo, Gail Scukanec, Sherrie Serros, David Sprick, Kim Way, Mike Wick, Tyler Will, Katie Wilson, Linda Young
UPC Members attending: Rose Battallo, Robin Beeman, Steve Drucker, Andy Nelson, Troy Terhark

SHARED RESUME EXERCISE

Table 1
- Commitment to students/alumni
- Active listener
- Knowledge of student development theory
- Passion
- Speech writing
- Community connections
  - Criminal justice
  - Parks and recreation
  - Leadership Eau Claire/Chamber
  - Visit Eau Claire
  - Ecumenical Religious Center (ERC)
  - CVTC
- Community connections (individual, tap into and make university)
- Deep Institutional memory
- Build trusting relationship-collaboration
- Higher ed experience at 10 other universities
- Facilitation – process
- Fundraising
- Attention to detail
- Realistic optimism
- Willing to work hard
- Global perspective
- Corporate experience
- Government relations
- Team player and competitive
- Data perception/relationship
- Opportunity seeking
- Crisis management (r)
- Reacting (r)
- Project management

What skills are we using effectively?
- Passion
- Commitment to students/alumns
- Community connections
- Willing to work hard
- Data driven thinking
- Collaboration among students/faculty/staff/departments
- Problem solver/implementer
- Good listener

What skills are untapped?
- Communication and marketing expertise to support recruitment, retention- advancement goals
- Process improvement
- Political relationship building
- Information management - how best to distribute/keep/store
- Tying liberal ed curriculum to employer/industry needs
- Community connections (individual, tap into and make university)
- Build trusting relationship-collaboration
• Time management
• Faculties experience
• Decision/deadline focus

Table 2
• CPR certified
• Humor (sense of)
• Bridge building
• Problem solvers
• Data driven thinking (g)
• Grade under pressure
• Ability to surround with bright people
• Team oriented
• Collaborative work style
• High tolerance for ambiguity
• Dedication
• Ability to identify key people and issues
• Good listening
• Broad thinking, but attention to detail
• Foolishly optimistic/focus on positive
• Ability to “see through other lenses”
• Self-aware
• Ability to say “no”/set limits without compromising relationships
• Justice-minded
• Student-oriented
• Responsive
• Absorb chaos/return calm
• We got the beat

Table 3
• Real Estate expertise
• Legal perspective
• Financial modeling
• Survey design-stats.
• Student and marketing research
• Enrollment understanding
• Website/data base development
• Fundraising strong/diverse community networks
• Process improvement
• Cattle and sheep branding
• Professional chef
• Political governing-Madison
• Student leadership development
• Student teaching, advising, mentoring
• Institutional memory

What skills are missing?
• Build trusting relationship-collaboration (red)
• Ability to prioritize and say not when appropriate, letting go of outdated thing
• Add or consider adding ORSP or LTS rep to Cabinet
• Work/life balance
• People management and talent development
• Staff and professional development
• Assessment – effectively and efficiently
• Technology/tech innovator (what are the possibilities)
• Digital/social media capacity
• EDI – adaptive to change
• Work-life balance
• Visioning-learning from assessment
• Financial implications of decision
• Crisis management
- International perspective/language understanding
- Integrative opportunism
- Speaking-ambassadorial skills
- Willingness to push/test boundaries
- Musicians/artists-support of the arts

**Table 4**

- Communication and marketing expertise to support recruitment, retention- advancement goals (faculty, staff, administrators)
- Diverse leadership roles
- Perspectives from other higher ed institutions
- Historical perspectives
- Collaboration between: among students/faculty/staff/departments
- Student governance
- Create thinking
- Writing
- Organization
- Sustainability
- Information management - how best to distribute/keep/store
- With no subtraction
- Tying liberal ed curriculum to employer/industry needs
- Maintaining relationships with recent alumni, informal assessment and translation of knowledge back to current students
- Knowledge of data for campus and data mining
- Media relations
- Founding father of fraternity
- Risk taker
- Critical thinking
- Add ORSP and LTS to Cabinet

**Table 5**

- Ability to prioritize and say ‘no’ when appropriate
- Letting go of outdated things
- Leadership
- Candor (b)
- Know how to relieve stress – gardening and wine
- Lean administrative structures
- Everybody represented on everything
- Problem solver/implementer
- Organization
- Mechanical skills/abilities
- Research/analytical
- Good listener
- Good communicator, outside of silos at university
- Broad experiences at UW-Eau Claire/other institutions/professions
• Networking/collaborations
• First adopter of technology
• Ethical/moral compass

CORE PRINCIPLES DISCUSSION

Table 1
• Ethical
• Preparing students for success
• Student focused
• Serve our state
• Access for students
• Provide education second to none
  o Quality in all we do
• Help each other thrive – civil, collegial, candid
• Sustainability and follow through
• Adaptable
• In it for the long haul
• Stewardship of all resources
• Multicultural/international
• Welcoming and inclusive
• Innovation
• Engaged with our community – active

Table 2
• Invested in student future and success
• Immersive education
• Foster opportunity
• Embrace, encourage; respect and diversity
• Seek positive societal impact
• Promote economic development
• Wise use of resources (Sustainability, fiscal, human, physical)
• Promote a supportive environment

Table 3
• Commitment to EDI
• Student centered
• Sustainability (environment)
• Shared governance
• LE/student learning and service learning
• Transparency
• Education for citizenship
• Resource allocation
• Innovation
• Ethical/moral decision-making
• Strategic planning

SUMMARY OF KEY CORE PRINCIPLES
• Student success
• Positive impact on society
• Wise use of resources (sustainability not ownership)
• Maximize student experience, second to none
• Ethical integrity, implication of actions
• Diversity, inclusiveness
• Excellence as an outcome
  o High expectations, own decisions
• Community engagement, regional service, leverage regional resources interdependence
• Innovation
• Access
• Take care of each other
• Transparency-owning decisions, trust, accountability
• Shared governance
• Learning community
• Adaptable, nimble, responsive
• Proactive, intentional/purposeful
• Forward looking (historically informed)
• Leaders
• Distinctive – Blugold pride
• Evaluative (step back and re-assess)
• Sustainability (leave it better when we’re done)
Table 4
- Learning community
- High expectations – assume the best
- Respectful and mutually beneficial partnerships
- Excellence as an outcome
- Academic integrity/centrality of our decision
- *Stewardship of our resources
- *Ownership of our decisions

Table 5
- Protect/prioritize/nurture the core “excellence”, “maximize the minimum student experience”
- The whole student “fundamentally we are a teaching institution built on close interactions with students”
- “Hands on” scale/maintain/enhance high-impact practices
- Invest in human resources
- Inclusive/social/justice/equity
- Absorb chaos/retain calm
- Meeting regional needs
- Evaluative/continuous improvement
- Ethical/integrity/accountable
- Fiscally responsive/responsible

INTERPERSONAL PRINCIPLES

Table 1
- Transparency with understanding, build trust
- Understand colleagues, personal characteristics-good – bad, so we don’t
- University take behaviors personally
- Expect citizenship active engagement in university business/decision-making
- Providing the important information in an accessible format
- Face to face huddles
- Empower leadership in the ranks – training
- Coaching teams – get engaged and effective leadership, teaching each other

Table 2
- Respect (courteous, trust, acceptance, commonalities, listening)
- Communication
- Collegial/non-hierarchical
  - Cultural of cross-level collaboration
- Encourage cross-function interaction

SUMMARY OF INTERPERSONAL CORE PRINCIPLES DISCUSSION
- Identify – classifications; silos
- Respect, courtesy, candor
- Inclusive communication
  - Cross-functional
  - Accessible
  - Focused
  - Best mode to communication
- Active engagement
- Understand and know as individuals
- Support and coach one another - critique not criticize
- Mutually beneficial – win-win
- Campus perspective –stewardship
- Inclusive –broader participation
- Everyone has responsibility to take initiative
- Maintain professional dialog and relationships
- Avoid jargon – effective communication
- Consistency – united across campus
- Seek cross-functional relationships
- Solution-based thinking
- Reserve judgment
- Consider your wake – consequences
- Provide the information/data to make good decisions
- Open-minded
- Honesty
- Conflict resolution

Table 3
- Courtesy
- Trust
- Truth and honesty
- Have relationships (e.g. keeping your name
- Listening
- Candor
- Critique not criticize (don’t make personal, don’t take personally)
- Inclusion- welcoming, soliciting input
- Proper medium of communication
- Solution (not blame) minded
- Reserving judgment
- Look for common ground
- Consider your wake

Table 4
- Integrity-respect, honesty, consistent, courtesy, civility
- Open-personable, conversational, brief, timely, approachable, responsive
- Self-awareness and respect for others cognizant of own biases.
- Avoid being territorial
- Professional dialogue, not personal attack
- Mind the jargon!

Table 5
- Respectful
- Mutually beneficial partnership
- Expect the best from others
  - Give benefit of the doubt
- Civil
- Avoid turf – campus perspective
- Not everyone has to be at the table to make decision
- Trust others to do job well; value everyone
- Stewards, not owners
- Look for win-win; say ‘yes’
- AND not BUT
- Inclusive, beyond “usual suspects”
- Be accountable; close loop
- Classification silos
- Everyone has responsibility to take initiative
PRINCIPLES INTO ACTION DISCUSSION

1. **Resource implications of the biennial budget**
   - Additional ambiguities/uncertainties
   - Difficult decisions about how reductions will be allocated...in other words, who will need to make budget cuts, and how much?
     - System level
     - On campus
   - Managing complex and difficult communication in understandable language.
   - Challenges to daily operations and overall planning for:
     - General operations budget
     - Blugold Commitment differential tuition
     - Capital planning and facilities:
       - Strategic thinking?
       - Long-range planning?
       - Plan for best way to leverage/maximize resources?
       - What will our campus look like and feel like in 3 years? 5 years? 10 years?
       - Capacity? What is the “right size”?  
       - Collaborative financial partnerships
       - Expand innovative funding

   - How to deal
     - Small group repeated sessions:
       - Outline uncertainties/unpack them
       - Ongoing communication plan based on latest and best information
       - Roll out conversation at fall breakfast
       - Sustainable budget – how does tuition impact campus budget?
       - Informed conversations in practical language
       - Revamped budget website

   - Culture change?
     - Must acknowledge that student enrollment/retention/success is our **lifeblood**
     - Increase campus budget literacy
     - NIMB4 – not in my budget yard!
     - Campus/unified thinking

   - Cabinet?
     - Disseminate budget information
     - Encourage conversations about budget
     - Reinforce unified solutions

2. **Gold Arrow Goal 8**

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Working Well
- Shared services collaboration
- Shared servers with CVTC

Opportunities
- Back office processes – financial
- HR processes
- Lack of institutional memory – committees duplicate efforts
- Get better at implementation and closing the loop

Solutions
- Use on-time dollars to help improve processes
  - External expertise
- Capture institutional memory
  - Create repository of charters and outcomes
- Better define project scope and expectations
- Provide templates – share on-line
- Leverage abilities across campus
- Align resources with priorities
- Communicate the reality

Culture Issues
- Making tough decisions
- “No time” for change
- Turf prevents prioritization

3. Recruiting & Retaining Students
- What is working well, challenges
  - The past no longer works
    Challenge: campus embrace importance
- Campus agreement on right size and right mix
- Target goals – optimal enrollment – can’t rely on popular programs to carry us, we need to graduate people, focus on transfers.
- Recruitment and retention ARE US!
- Carrot vs. Stick
- Role of finances
- ID data needed for Cabinet to make data decisions
  - Adopt enrollment plan
  - Need an enrollment champion!

4. Leadership Development
Well
- Leadership fellows
- Faculty and staff collaborative
- WHEEL
- Faculty and staff senate opportunities
- Many opportunities campus wide

**Opportunities and changes**
- New leaders academy
- Cross unit professional development
- Promoting opportunities (calendar, council meetings)
- Faculty chair leadership training
- Utilizing performance evaluations (cultural change)
- Increasing mentoring opportunities
- Talent development
- Leadership incentives
- Collateral assignments (cross-campus opportunities)

**What can cabinet do this fall?**
- Leadership shadowing program
- Incentives-innovative. Beyond stipends – release, etc.
- Leadership exchanges, external shadowing
- Regional classified staff chairs council
- Faculty senate host a comparative UW System Senate (River Falls and Stout)
- Shared governance meetings
- Leadership development grants
- Nominate UW faculty and staff to EC Chamber of Commerce or other external opportunities
- Intentional shoulder tapping
- Intentional recognition
- Leadership ninja recognition program
- Common leadership reading for Cabinet
- Mentoring within Cabinet veterans – new members

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5. **EDI at UW-Eau Claire**

**What’s working?**
- LGBTQ initiatives
- Awareness of EDI challenges
- Incorporating EDI content into curriculum (book groups, speakers, etc.) – *Late Homecomer, 13 Loops, White Like Me*
- Hmong Studies initiative

**Needs improvement**
Climate to be more welcoming atmosphere for international students
Atmosphere for international students
Demographics at UWEC to reflect populations
Consider disability/women in relation to climate