A Report on the Strategic Themes, Challenges, and Opportunities for UW-River Falls

September 2011
# Table of Contents

**Section 1: The Strategic Themes and SWOT Process**  
A. Campus Strategic Planning Taskforce  
B. Campus and Community Strategic Themes and SWOT Sessions

**Section 2: Emerging Strategic Themes**

**Section 3: Emerging Strategic Issues**

A. Internal Strengths of the UWRF Campus  
B. Internal Weaknesses of the UWRF Campus  
C. External Opportunities for the UWRF Campus  
D. External Threats Facing the UWRF Campus

**Appendices**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Division/College and Town Hall Meetings Process</td>
</tr>
<tr>
<td>B</td>
<td>UWRF Division/College Vision Themes</td>
</tr>
<tr>
<td>C</td>
<td>UWRF Division/College SWOT Themes</td>
</tr>
<tr>
<td>D</td>
<td>Results from Office of Chancellor and Provost Session</td>
</tr>
<tr>
<td>E</td>
<td>Results from College of Education and Professional Studies Session</td>
</tr>
<tr>
<td>F</td>
<td>Results from College of Arts and Sciences Session</td>
</tr>
<tr>
<td>G</td>
<td>Results from Student Affairs Session</td>
</tr>
<tr>
<td>H</td>
<td>Results from College of Business and Economics Session</td>
</tr>
<tr>
<td>I</td>
<td>Results from Summary of Administration and Finance Session</td>
</tr>
<tr>
<td>J</td>
<td>Results from College of Agriculture, Food, and Environmental Sciences Session</td>
</tr>
<tr>
<td>K</td>
<td>Results from Town Hall Meeting #1</td>
</tr>
<tr>
<td>L</td>
<td>Results from Town Hall Meeting #2</td>
</tr>
</tbody>
</table>
Section 1: The Strategic Themes and SWOT Process

A. Campus Strategic Planning Taskforce

The University of Wisconsin at River Falls (UWRF) initiated a process in the spring of 2011 to build upon UWRF’s previous plan (Living the Promise, 2007-2012) by creating a new strategic plan for 2012 through 2017. As part of that process, a Strategic Planning Coordinating Group was formed to lead and integrate the development of the new strategic plan. In addition, a number of taskforces were created to perform a variety of tasks to move the strategic planning process forward.

One of the groups formed was the Environmental Scan Taskforce. This taskforce was charged with leading the collection of quantitative data to support decision making and action planning within the strategic planning process. This taskforce completed their Environmental Scan Report in July, 2011 and this document is available on one of UWRF’s strategic planning web pages (UWRF Strategic Plan). This Environmental Scan will be used to complement the SWOT Analysis and other materials and research to form the basis for the vision and goals of the Strategic Plan.

A SWOT Analysis Taskforce was also organized. This group gathered data comparing UW-River Falls to the other (like) Wisconsin System institutions and also identified trends in UW-RF data relevant to strategic planning. The group organized the data into the categories of strengths and weaknesses. That information is also posted on the Strategic Planning website.

The Strategic Planning Coordinating Group (SCG) initiated and deployed a survey of various stakeholders to identify key strengths and weaknesses of the campus. The survey was deployed to over 7,500 UWRF stakeholders (including all current faculty, staff, and students; alumni, emeriti faculty, and friends of the university. This taskforce completed its survey in May, 2011 and issued their summary of findings as well as a verbatim list of all responses to all questions in June. In addition, the taskforce reviewed a wide variety of data sources (e.g., UW System statistics, 2010 Campus Climate Survey, UWRF Investing in the Future Report, etc.) and developed a summary of UWRF strengths and weaknesses. The taskforce’s reports are available on the same web page as above (UWRF Strategic Plan).

The findings from the taskforces serve as foundational sources to inform the entire campus community of (a) the current and emerging environment in which UWRF operates and (b) the macro-trends in demographics and economics that will significantly influence UWRF’s future.
B. Campus and Community Strategic Themes and SWOT Sessions

UWRF contracted with Russell Consulting, Inc. (RCI) to facilitate a series of campus meetings to build upon the work done by the ES Scan and SWOT Analysis Taskforces and engage the entire campus community in exploring UWRF’s future and identifying key issues that should be considered by the campus as it creates its 2012-2017 strategic plan.

RCI conducted seven two-hour division and college sessions on August 25 and 26, 2011, that engaged participants in identifying key elements to be considered in the UWRF vision and internal/external factors and forces that might enable or disable the university’s progress toward its new vision. The seven sessions were organized around specific divisions and colleges:

- Session #1: Office of the Chancellor and Provost
- Session #2: College of Education and Professional Studies
- Session #3: College of Arts and Sciences
- Session #4: Student Affairs
- Session #5: College of Business and Economics
- Session #6: Administration and Finance
- Session #7: College of Agriculture, Food, and Environmental Sciences

In addition, RCI facilitated two Town Hall meetings on September 1, 2011. Each of these three-hour long sessions explored the same issues as the division/college sessions, but addressed these issues with a blend of participants representing all campus divisions and colleges as well as students, alumni, and community and legislative representatives.

The pages that follow in this report highlight the key findings across all division/college meetings and the two Town Hall sessions. These findings reflect a broad meta-analysis of the vision themes and the SWOT dimensions explored in each of the nine events. The reader is encouraged to review the summary pages for each of the nine events (Appendices D – L at the end of this report) and the source documents generated by each table workgroup in each of the nine sessions. Contact any member of the UWRF Strategic Planning Coordinating Committee to request a review of these documents.
Section 2: Emerging Strategic Themes

The following themes are a blend of what surfaced as the most important and frequently cited strategic themes for UWRF’s future that emerged from the seven campus unit (division or college) meetings and the two Town Hall sessions.

These themes are not listed in order of importance but do reflect a prioritizing process conducted in the seven division/college meetings. The full results from the seven division/college meetings (including how each division/college ranked their strategic elements) and the two Town Hall meetings are found in Appendices D - L.

- **Engaged students, faculty, and staff** — students prepared to learn, experienced faculty fully engaged in teaching/research, and experienced staff fully engaged in supporting the learning environment.

- **Diverse community of students, faculty, and staff** — demographic and educational diversity.

- **Sustainable and green campus** — environmentally sustainable; good stewards of resources; and thoughtful, sustainable growth.

- **Welcoming campus community** — beautiful buildings and grounds, safe and inviting, collaborative spaces, small class sizes, good signage, adequate parking, alternative transportation modes, recreational trails and spaces, etc.

- **Collaborative** within the UWRF campus and with groups/communities outside the campus; building strong partnerships to support learning.

- **Financial stability and independence** — balanced funding sources.

- **Accessible quality education** — affordable; accessible faculty; personalized education; an alternative to larger impersonal campuses.

- **Adaptive, facilitative, and forward-looking technology** — technology enhances teaching and learning and enables 24/7 learning on a global scale; technology is always in flux, adapting to emerging capacities and new ways of teaching and learning.

- **Diverse learning opportunities and experiences** — including internships, services learning, international experiences, and 24/7 online learning.

- **Active research supports learning** — research is an integral part of learning; undergraduate research opportunities.

- **Focused, distinctive, and unique academic vision** — regional leader, academic specialization.

- **Globally Connected/International Campus** — the campus is deeply connected to a global learning community through internationalization of the curriculum; faculty connect and collaborate with international colleagues; students travel internationally to enhance their learning; the campus is welcoming to international students and visiting faculty.
Section 3: Emerging Strategic Issues

Each of the seven division/college visioning and strategic issues sessions and the two Town Halls explored an array of possible strategic issues for consideration of integrating into the UWRF strategic plan using a SWOT analysis. SWOT is an acronym that stands for Strengths, Weaknesses, Opportunities, and Threats.

Individuals who participated in the seven division/college sessions used Post-It Notes to personally identify SWOT issues from their perspective and then their table group surfaced, labeled, and discussed the key themes that surfaced for each SWOT dimension. For the Town Hall sessions, the groups simply identified and discussed what they viewed as the key issues within each SWOT dimension.

The following lists reflect an integration of the SWOT lists that emerged from across the seven division/college sessions and the two Town Halls as well as the results from the UWRF Strategic Planning 2012-17 Survey that was conducted in the spring of 2011 (see the UWRF strategic planning webpage for a copy of the survey results).

Note: the lists of items within each of the SWOT dimensions are not arranged in order of importance.

A. Internal Strengths of the UWRF Campus

- **Engaged Students** — dedicated; student leadership opportunities; and strong student programming; undergraduate research.

- **Student Focus** — active; hands-on student-centered learning; accessible faculty and staff; personal attention; applying theory to practice; faculty and staff excited about student learning; first year transitions program; small class sizes; and faculty mentoring students; student/faculty ratio.

- **Friendly, Welcoming, and Accessible Campus Community** — inviting facilities; positive campus climate; small, tightly-knit community feel; small class sizes; and inclusive campus.

- **Sustainability Focus** — green spaces; green student center; St. Croix Valley for Sustainable Community Development; good resource planning and financial management.

- **Great Location** — near Twin Cities but small town environment; and rural community.

- **Beautiful Campus** — grounds and buildings; green spaces; trail system; safe; and inviting physical facilities.
• **Strong Academic Programs and Reputation/Image** — including undergraduate research and unique offerings (e.g., CAFES); agriculture and teacher education; a commitment to teaching; a range of academic offerings; relevant programs; accredited; and industry connections.

• **Affordable** — UWRF is a great value for the price; quality education at a great price; and association with the UW brand at an affordable price.

• **Engaged, Dedicated, Hard-Working, and Resourceful Faculty and Staff** — faculty and staff dedicated to a strong future; resourceful at leveraging resources to best serve students; and faculty and staff excited about student learning.

• **Visionary and Forward-Looking Campus** — new leaders; entrepreneurial; openness to new ideas; continuous improvement; and adjusting to a changing environment.

• **International Programs** — Wisconsin in Scotland; established programs; and variety in type and length.

• **Community Partnerships** — Strong partnerships with local communities and groups and actively engaged with the community.

**B. Internal Weaknesses of the UWRF Campus**

• **Technology** — not up-to-date; breakdowns in e-mail; not enough digital learning; poor data collection and storage; restrictive IT policies; and outdated web portal.

• **Funding/Budget** — insufficient to meet the needs of the campus; need a plan that all can understand; unable to fill positions or pay people adequately; too many competing priorities; inadequate funds for operations; has an impact on teaching and learning; and budget cuts.

• **Marketing/Image/Brand** — bland image; need stronger PR; not selling our positives/benefits; low profile/visibility of campus; we’re too modest about our contributions; and lack of identity and focus.

• **Infrastructure** — aging buildings; inadequate parking; lack of public transportation (and distance to Twin Cities); and lack of classroom space.

• **Resistance to Change** — 8 to 5 mentality; need to rethink offerings and organization; academic territoriality; silo mentality; lack of open-mindedness to new ideas; and people generally set in their ways — slow to change/embrace new ideas.

• **Communication** — within and between work areas/colleges; need to share more information; not enough bottom-up communication; and changes not being communicated; silo mentality.
• **Diversity** — need greater appreciation of diversity; need to be more inclusive; not a very diverse faculty and staff; and poor recruitment of top students/diverse students.

• **Community Involvement** — need stronger connections to local community.

• **Faculty and Staff Morale** — heavy teaching load for faculty; low salaries; and feeling devalued.

• **Student Preparedness** — too many students not ready for college; little help for marginal students once on campus; little support for students unprepared for college; and lots of first generation students.

• **Student Support** — inadequate advising; continuing education; financial aid; no student assistantships; little help for off-campus students; too many students have to work to afford their education; and not enough interaction with students.

• **Staff Development** — not enough development opportunities; and lack of professional development.

• **Leadership/Administrative Issues** — lots of turnover/volatility at the top; lack of follow-through on past strategic planning efforts; overly bureaucratic; slow decision making; lots of red tape; lack of integration of processes; and inability to make tough decisions; lots of talk, no action.

• **Lack of a cohesive community** — difficulty in setting priorities; silo mentality; lack of communication between departments; fragmentation between departments; lack of a shared identity; and inequities in resources across campus.

**C. External Opportunities for the UWRF Campus**

• **Technology** — online/distance learning opportunities and interest expanding; becoming more affordable; creating flexible learning communities; connecting to a global community; streamlining business processes; leveraging social media to facilitate learning; enhancing classroom learning; new learning tools for students; and miniaturization and virtualization.

• **Collaborations and Partnerships** — collaborating with other schools in the region; with other UW campuses in western Wisconsin; with technical and community colleges; with the UW System; leveraging goodwill toward UWRF; funding through partnerships; reaching out to health care institutions; sharing resources and funding with outside groups (e.g., local schools); collaborating/partnering with businesses; and economic crisis drives renewed interest partnerships.
• **Rise of Adult Learners** — reaching out to new populations of students (Twin Cities and military); the Hudson Center; and recession bringing people back to school.

• **Location** — proximity to Twin Cities; access to natural areas; Twin Cities a high growth area; and diverse student population of Twin Cities.

• **Globalization** — students more globally aware; technology enables reaching a global market; enhances campus diversity; increasing interest in study abroad; increase in global volunteering; and exchanges with sister cities.

• **Economy** — people see the value of education/reeducation; families becoming more price-conscious due to economic hardship; growing need for post-secondary education; and we are driven to innovation due to political and economic climate.

• **Community Involvement and Support** — exploring opportunities presented by the business community; meeting the needs of the local community through UWRF projects; artistic support in the community.

• **Growing Interest in Sustainability/Environmental Stewardship** — continued interest in green buildings, recycling, and self-sufficiency.

• **Alumni Community** — strong stakeholder group; increase in foundation giving; leveraging successful graduates; and strong advocates for UWRF.

• **Less Control from Madison** — greater flexibility within UW System; and political and budgetary support for cutting through red tape.

• **Growing Interest In Sustainable, Safe Food** — strong reputation of CAFES programs; increasing population leading to an increase in the need for food; and increasing interest in locally-grown, organic, and sustainable food.

• **Demographics** — greater diversity; growing population of possible students (traditional and non-traditional); changing demographics of Twin Cities area; fewer farm families; and baby boomers retiring.

**D. External Threats Facing the UWRF Campus**

• **Political Climate** — attack on public employees; uncompromising political environment; threats to UW System; threat of ending reciprocity; lack of faculty voice; lack of civility; political polarization; devaluation of the middle class; insular political views; and uninformed politicians.

• **Funding/Budget** — funding decreases; declining student financial aid availability; lack of faculty/staff compensation; lack of flexibility within UW System; and the high cost of technology solutions.

• **Demographics** — shrinking number of 18-22 year olds in western Wisconsin; aging population; helicopter parents; cultural shift toward lack of personal
responsibility and respect (“make it happen for me!”); and lower high school graduation rates.

- **Public's Devaluing of Education** — declining view of value of BS degree; focus on jobs vs. liberal arts education; no support or respect for people who work in education; attacks on teacher education programs; anti-intellectual climate; decreased K-12 quality; teaching not viewed as important; the brain-drain as good faculty and staff leave UWRF; declining high school education standards; and students less prepared for college.

- **Competition** — public, private, and online universities competing with UWRF; Minnesota schools; private for-profit schools; more scholarship money available to private Minnesota schools; too close to Twin Cities, Stout, and UW-Eau Claire; bland image of UWRF easily out-marketed; technical education vs. liberal arts; and UWRF programs not well-known.

- **The Economy** — the ongoing recession; unavailability of jobs; lower incomes (less available for education); higher tuition; higher gas/fuel prices; high unemployment; continued uncertainty/instability; tight job market; increased wealth/income inequality; unskilled job market (no need for education); and agriculture will be marginalized by movers and shakers.

- **The Pace of Technological Change** — unable to keep up-to-date; other institutions adapting to technological change more quickly; cyber security issues; and “sage on the stage” (which is common on campus) is two one-dimensional for today’s and tomorrow’s students.

- **Lack of Public Transportation Options** — lack of mass public transportation limits student options; requires that students own automobiles; and high cost of gasoline.
Appendices

Appendix A  Division/College and Town Hall Meetings Process
Appendix B  UWRF Division/College Vision Themes
Appendix C  UWRF Division/College SWOT Themes
Appendix D  Results from Office of Chancellor and Provost Session
Appendix E  Results from College of Education and Professional Studies Session
Appendix F  Results from College of Arts and Sciences Session
Appendix G  Results from Student Affairs Session
Appendix H  Results from College of Business and Economics Session
Appendix I  Results from Summary of Administration and Finance Session
Appendix J  Results from College of Agriculture, Food, and Environmental Sciences Session
Appendix K  Results from Town Hall Meeting #1
Appendix L  Results from Town Hall Meeting #2
Divison/College Visioning and SWOT Sessions

Seven college/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward its vision.

Each of the seven sessions followed this process:

1. **A Vision for UWRF’s Future in 2021** — Working in small table groups, participants were asked to imagine that they visited the UWRF campus ten years from now and to write a postcard back to the present. They were asked first to make notes to themselves and then to share their postcards at their table. Each table then reported out to the large group the key themes from their individual stories. Based upon the small groups reporting out, the facilitators then asked the large group to identify the major themes arising from across all of the table groups. These key themes were recorded on flipchart paper and posted at the front of the room. In addition, each table group documented its own vision themes on a Table Worksheet.

2. **Exploring SWOT** — The facilitators then guided the table groups in exploring each dimension of the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The same process was used for each SWOT dimension: (a) individuals used Post-Its to record their SWOT ideas (with each idea on a different Post-It); (b) individuals then placed their Post-Its on their table group’s flip chart page; (c) the table group then organized the Post-Its into related clusters and labeled each cluster with a descriptive word or phrase; and (d) the table groups reported out a broad overview of their group’s clusters. Each table group was asked to document the cluster labels and some supporting details from the Post-Its related to each cluster on a Table Worksheet — which were collected by the facilitators.

3. **Prioritizing the Vision Themes** — Following the four SWOT exercises, the facilitators then guided participants in the final activity. Before people exited the session, the facilitators asked each person to review the vision themes posted on flipchart paper at the front of the room and to identify the three vision elements that were the most important to their idea of strong UWRF future. Each person was given three sticky dots: 1 red dot and 2 green dots. The red dot reflected the most important of their three top vision elements and the two green dots were somewhat less important than the red — but more important that those elements not selected. After the participants left the session, the facilitators tallied the red (2 points) and green (1 point) dot scores to determine a ranking of the vision themes.
Town Hall Meetings

Two Town Hall meetings were held on September 1 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

Each of the two Town Hall meetings followed this process:

1. **A Vision for UWRF’s Future in 2021** — Working in small table groups, participants were asked to imagine that it was the year 2021 and that they came across an article in a newspaper or magazine about something noteworthy that UWRF had accomplished. They were asked to write the headline of this article and the first paragraph or two — and then to read their article to their table group. Each table then reported out to the large group the key themes from their individual articles. Based upon the small groups reporting out, the facilitators then asked the large group to identify the major themes arising from across all of the table groups. These key themes were recorded on flipchart paper and posted at the front of the room. In addition, each table group documented its own vision themes on a Table Worksheet.

2. **Refining the UWRF Vision** — Following the sharing of the table group vision themes with the large group, the facilitators first displayed the vision themes that surfaced in the division/college meetings and then asked the table groups to develop a refined vision statement or set of themes that reflected what they had heard from others at the Town Hall meeting and from the division/college sessions. Groups were encouraged to document their refined vision statements/themes in words or graphics on their Table Worksheet and then shared their refined vision with the larger group.

3. **Exploring SWOT** — The facilitators then guided the table groups in exploring each dimension of the SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis. The same process was used for each SWOT dimension: (a) individuals were asked to record their SWOT ideas on a pad of paper; (b) individuals then shared their ideas with their table group; (c) the table group identified and decided upon the key issues; and (d) the table groups reported out a broad overview of their group’s issues. Each table group was asked to document their issues and offer as much detail about each issue as possible on a Table Worksheet — which were collected by the facilitators.
Appendix B: Division/College Vision Themes

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the vision themes that were identified at each of the division/college sessions. Once the vision themes were identified by each group, each person was given three “votes” (1 red and 2 green) where they identified the most important vision theme (red) and the two second most important themes (greens). The red votes counted 2 points each with the green counting 1 point each.

The session summaries that follow display the vision themes for each session ranked from the highest ranked to lowest ranked (no votes) themes.

### SESSION #1 – Chancellor/Provost Office

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td><strong>Engagement</strong> – instructional and non-instructional – engaged faculty and staff; infrastructure that facilitates learning; alumni and community engagement (17 red, 16 green)</td>
</tr>
<tr>
<td>49</td>
<td><strong>Current/forward-looking technology</strong> – instruction and work – off-campus – data integration and access (12 red, 25 green)</td>
</tr>
<tr>
<td>41</td>
<td><strong>Academic specialization</strong> niche, unique value – responsive academic offerings (16 red, 9 green)</td>
</tr>
<tr>
<td>25</td>
<td><strong>Sustainability/beautiful campus</strong> buildings/grounds – alternative transportation modes, infrastructure and maintenance – parking (1 red, 23 green)</td>
</tr>
<tr>
<td>21</td>
<td><strong>Accessibility</strong> – keeping UWRF affordable – doors open – student focused services – parking/transportation (3 red, 15 green)</td>
</tr>
<tr>
<td>17</td>
<td><strong>Diversity</strong> of faculty, staff, and students (demographic) (3 red, 11 green)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Community involvement</strong> – global connections (2 red, 6 green)</td>
</tr>
<tr>
<td>7</td>
<td><strong>24/7 learning options</strong> for students (1 red, 5 green)</td>
</tr>
</tbody>
</table>
### SESSION #2 – College of Education & Professional Studies (CEPS)

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Increase in graduate education – doctoral programs (6 red, 4 green)</td>
</tr>
<tr>
<td>14</td>
<td>Broad types of learning experiences/opportunities (faculty/staff/students) – campus learning community; all engaged (2 red, 10 green)</td>
</tr>
<tr>
<td>13</td>
<td>Sustainability – being green – sustainable systems – community/social justice/economy – human resources; managed thoughtful growth; financially self-sustaining (3 red, 7 green)</td>
</tr>
<tr>
<td>11</td>
<td>Diversity – staff, faculty, and students – “non-traditional” students goes away (as a label or category) (2 red, 7 green)</td>
</tr>
<tr>
<td>10</td>
<td>Technology enhances learning and growth – increased distance learning; new ways to connect with students (3 red, 4 green)</td>
</tr>
<tr>
<td></td>
<td>Welcoming/collaborative community/culture – learning and sharing; accessible faculty (4 red, 2 green)</td>
</tr>
<tr>
<td>10</td>
<td>Health and wellness – holistic, lifelong health (1 red, 4 green)</td>
</tr>
<tr>
<td>4</td>
<td>Community connections – outreach; political savvy (4 green)</td>
</tr>
<tr>
<td>2</td>
<td>Beauty of buildings and grounds – safe and inviting – welcoming (2 green)</td>
</tr>
</tbody>
</table>

### SESSION #3 – College of Arts & Sciences (CAS)

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Highly engaged and prepared students – first choice for higher education; toward a higher purpose – not just a “job” (11 red, 7 green)</td>
</tr>
<tr>
<td>17</td>
<td>Self-funded – stable, sustainable (5 red, 7 green)</td>
</tr>
<tr>
<td>10</td>
<td>Sustainability – light rail; alternative transportation modes (4 red, 2 green)</td>
</tr>
<tr>
<td>Total Points</td>
<td>Vision Theme</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td><strong>Collaboration within campus community</strong> – multi-disciplinary (1 red, 7 green)</td>
</tr>
<tr>
<td>8</td>
<td><strong>Better support for research</strong> (all levels) (1 red, 6 green)</td>
</tr>
<tr>
<td>8</td>
<td><strong>Regional leader</strong> – academic excellence (2 red, 4 green)</td>
</tr>
<tr>
<td>7</td>
<td><strong>International/global engagement/connections</strong> – place of destination; global footprint; leverage technology (1 red, 6 green)</td>
</tr>
<tr>
<td>7</td>
<td><strong>Increased diversity</strong> – demographic, cultural, international, non-traditional, global (1 red, 5 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Technology</strong> – facilitating learning; integration with teaching (3 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Nice spaces</strong> (1 red, 1 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>24/7 learning options</strong> – learning beyond classroom door (3 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Community connections</strong> – deeply connected to broader community; strong partnerships (3 green)</td>
</tr>
<tr>
<td>0</td>
<td><strong>Efficient processes</strong> that support sustainability (0 votes)</td>
</tr>
</tbody>
</table>

**SESSION #4 – Student Affairs**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td><strong>More collaboration across departments</strong> and between academic affairs and student affairs (13 red, 3 green)</td>
</tr>
<tr>
<td>13</td>
<td><strong>Stewardship of resources</strong> – balanced funding sources (2 red, 9 green)</td>
</tr>
<tr>
<td>11</td>
<td><strong>Recognition and accountability</strong> (1 red, 9 green)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Increased diversity</strong> in faculty, staff and students – retention (3 red, 4 green)</td>
</tr>
<tr>
<td>8</td>
<td><strong>First year seminar</strong> (8 green)</td>
</tr>
<tr>
<td>6</td>
<td><strong>Sustainability</strong> (6 green)</td>
</tr>
</tbody>
</table>
### Appendix B: Division/College Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td><strong>Data-Driven culture</strong> <em>(3 red)</em></td>
</tr>
<tr>
<td>6</td>
<td><strong>Common advising model</strong> <em>(1 red, 4 green)</em></td>
</tr>
<tr>
<td>5</td>
<td><strong>Adaption to changing technology</strong> <em>(2 red, 1 green)</em></td>
</tr>
<tr>
<td>5</td>
<td><strong>More intentional student engagement</strong> <em>(2 red, 1 green)</em></td>
</tr>
<tr>
<td>5</td>
<td><strong>More focused academic vision</strong> – not being all things to all people – focus on core programs <em>(5 green)</em></td>
</tr>
<tr>
<td>3</td>
<td><strong>More recreational activities/space</strong> <em>(3 green)</em></td>
</tr>
<tr>
<td>1</td>
<td><strong>More inclusion</strong> for those who face barriers <em>(1 green)</em></td>
</tr>
<tr>
<td>0</td>
<td><strong>Alternative transportation systems</strong> to and around campus <em>(no votes)</em></td>
</tr>
<tr>
<td>0</td>
<td><strong>Special attention to high impact practices</strong> – broader access to these practices <em>(no votes)</em></td>
</tr>
<tr>
<td>0</td>
<td><strong>Campus tradition</strong> <em>(0 votes)</em></td>
</tr>
<tr>
<td>0</td>
<td><strong>More efficient recruitment of staff</strong> <em>(0 votes)</em></td>
</tr>
<tr>
<td>0</td>
<td><strong>Greater connection and involvement with alumni</strong> <em>(0 votes)</em></td>
</tr>
</tbody>
</table>

**SESSION #5 – College of Business & Economics (CBE)**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td><strong>Accessible quality education with supportive technology</strong> – innovative; appropriate use of technology; online; hybrid – distance ed; multiple formats; choices <em>(3 red, 10 green)</em></td>
</tr>
<tr>
<td>15</td>
<td><strong>Active research agenda</strong> – finding the right balance – defining the right kind of research; maintaining teaching strength (leverage this strength); interdisciplinary and integrated with learning and teaching; involve students in scientific thinking <em>(5 red, 5 green)</em></td>
</tr>
<tr>
<td>11</td>
<td><strong>More engaged learning process</strong> – internships; across disciplines; service learning; find new ways to strengthen classroom <em>(3 red, 5 green)</em></td>
</tr>
<tr>
<td>Total Points</td>
<td>Vision Theme</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Experienced faculty – engaged and involved – immersion in practice (2 red, 6 green)</td>
</tr>
<tr>
<td>10</td>
<td>Graduate programs – more programs and diverse students (2 red, 6 green)</td>
</tr>
<tr>
<td>4</td>
<td>Diversity of faculty, staff and students – all types of students; traditional and non-traditional; different academic interests and goals (e.g., certificates); students who are “retooling” (specialized, applied focus) (1 red, 2 green)</td>
</tr>
</tbody>
</table>

**SESSION #6 – Administration & Finance (VCAF)**

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>Independence – financial, self-sufficiency, environmental – entrepreneurial (15 red, 17 green)</td>
</tr>
<tr>
<td>34</td>
<td>Preparing students for learning and collaboration (13 red, 8 green)</td>
</tr>
<tr>
<td>28</td>
<td>Focusing our efforts – deciding what we do well, who we are; adaptive to emerging society needs (8 red, 12 green)</td>
</tr>
<tr>
<td>27</td>
<td>Adaptive technology – supportive of teaching and learning (8 red, 11 green)</td>
</tr>
<tr>
<td>27</td>
<td>Welcoming campus – inviting; learning outside; community gathering; collaboration spaces; maintaining grounds/building beauty (1 red, 25 green)</td>
</tr>
<tr>
<td>24</td>
<td>Strong community – within campus, between departments; with River Falls and beyond; partnership/collaboration (5 red, 14 green)</td>
</tr>
<tr>
<td>11</td>
<td>Integrating campus experience with work experience and community (1 red, 9 green)</td>
</tr>
<tr>
<td>9</td>
<td>Going green (2 red, 5 green)</td>
</tr>
<tr>
<td>8</td>
<td>Increased diversity – students, faculty, staff (1 red, 6 green)</td>
</tr>
<tr>
<td>2</td>
<td>Increased global community and learning (2 green)</td>
</tr>
<tr>
<td>0</td>
<td>Blended learning spaces (0 votes)</td>
</tr>
<tr>
<td>Total Points</td>
<td>Vision Theme</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>27</td>
<td><strong>Engaged students, faculty and staff</strong> – high faculty/staff morale (11 red, 5 green)</td>
</tr>
<tr>
<td>17</td>
<td><strong>Maintaining CAFE’s status</strong> as key part of UWRF – distinction (3 red, 11 green)</td>
</tr>
<tr>
<td>11</td>
<td><strong>Technology</strong> – flexibility in teaching and learning; variety in modes of teaching methods; hands-on/applied research and experience; graduate? (1 red, 9 green)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Global connections/reach</strong> – strong connections with industry, businesses, regional, local, etc.; international (3 red, 4 green)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Intelligent/thoughtful “growth”</strong> – making conscious choices about how we grow, who we attract, etc. (3 red, 4 green)</td>
</tr>
<tr>
<td>6</td>
<td><strong>Teaching/supporting sustainability</strong> (0 red, 6 green)</td>
</tr>
<tr>
<td>5</td>
<td><strong>Facilities reflect sustainability and facilitate learning</strong> – relevant and up-to-date (1 red, 3 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Greater diversity of students</strong> (1 red, 1 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Strong sense of community</strong> – interpersonal connections; accessible/personal touch; collaboration (3 green)</td>
</tr>
</tbody>
</table>
Appendix C: Division/College SWOT Themes

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the SWOT themes that were identified at each of the division/college sessions.

A. Internal Strengths

B. Internal Weaknesses

C. External Opportunities

D. External Threats

A. Internal Strengths

Provost/Chancellor Session

Table 1 – UWRF’s Internal Strengths

- Opportunities to – Hands-on experience for students; global opportunities; opportunities for faculty and staff
- Academics – Some great academic progress
- Access to – Accessible to students; accessible faculty and staff; engaged faculty and staff
- The feel – Safe, we are nice
- The place – Great location; beautiful staff

Table 2 – UWRF’s Internal Strengths

- Engaged community/campus
- Friendly – Approachable faculty and staff
- Passionate alumni
- Beautiful campus
- Hardworking staff
- Opportunities – Excellent undergrad research opportunities; learning options/advancement
- Strong academic programs – Good mix of general education classes

Table 3 – UWRF’s Internal Strengths

- Beauty – Campus is beautiful and well-maintained within budget
• Recognizing opportunity – Tech classrooms; strive to be better; potential
• CAFES – Unique programs
• Student focus – Student-oriented
• Sustainability – Physical and interest
• Engagement – Undergrad research; faculty/student collaboration
• Affordable – Tuition is reasonable
• “The Place” – Great location
• Community – Sense of community; good staff
• Global focus – Global/international focus/interest; online; travel

Table 4 – UWRF’s Internal Strengths
• Sustainability – We ARE green; truly committed in both word and actions to sustainability
• Community involvement – We are committed to greater community involvement; Hudson Center good example of reaching out to new populations
• Faculty/student engagement – We ARE student focused; faculty are engaged with students; focus on undergraduate research
• Location and size – Location makes us very accessible; small size encourages engagement

Table 7 – UWRF’s Internal Strengths
• Campus beauty – Small campus setting; beautiful grounds
• Academic reputation – Strong programs; variety of programs; well-rounded
• Student-centered – Student-centered learning; customer service; affordable
• Passion
• Comfortable feel around campus

Table 9 – UWRF’s Internal Strengths
• Sustainability – Sustainability; beautiful campus (2 people); well-kept campus grounds
• Engagement – Engagement (3 people); friendly/welcoming community; passion; customer service; student focus; faculty/student rations
• Accessibility – Accessibility/affordability (3 people)
• Active learning – Active learning; innovation/flexibility; student research

Table 12 – UWRF’s Internal Strengths
• Welcoming/engaged with community – Chancellor well-liked; affordable; community invited to lectures, events; creative, inclusive art and music
• Student-staff-faculty relationships – Faculty/student ratio; faculty care about students; strong relationships, connections, advising; committed staff and faculty
- Location – Small town/big city
- Sustainability – Pioneers/leaders in the community; attractive, green campus
- Academic focus – Forward thinking; study abroad encouraged; excellence; comprehensive; students’ support increasing/improving

**Table 13 – UWRF’s Internal Strengths**
- Sustainable initiatives – Movement toward sustainability
- Location – Proximity to Twin Cities area
- Affordability – Not cost prohibitive to attend
- Academic reputation – Strong programs, accredited
- Faculty/staff/student engagement – Student focused; research
- Campus beautification – Nice facilities

**Table 15 – UWRF’s Internal Strengths**
- Availability to faculty and staff – Small class sizes; access to resources such as tutoring; relationships with faculty and staff
- Sustainability and grounds – Great maintenance of outdoor space and effort put into sustainability
- Access to education – Affordability; access for students to earn a degree
- Study abroad options – Wisconsin in Scotland; variety in type and length
- Opportunities for students – Clubs and organization variety; job variety
- Hands-on learning – undergraduate research; access to internships

**Table 17 – UWRF’s Internal Strengths**
- Programs – Ag; Horse; Chemistry; Biology; Study Abroad; research opportunities; sustainability; Library service
- External relations – rural community in desirable metro area; engaged professors; collaboration with community; accessibility; campus beautification
- Internal/organizational community – Faculty recognition; self-examination; shared governance; friendly accessible atmosphere

**Table 18 – UWRF’s Internal Strengths**
- Green campus spaces and buildings – Sustainability focus
- Community – Feeling of being known; knowing the community; student development
- Strong relationships – Faculty; staff; students
College of Education and Professional Studies

Table 3 – UWRF’s Internal Strengths

- Sustainability – Tuition is affordable; growing student population; green student center; St. Croix Valley for Sustainable Community Development
- Graduate students – Hudson Center
- Community – Mentoring students by faculty; Student Affairs – diversity awareness dissemination of information; CEPS trains great elementary teachers; community partnership and communication
- Tech – Tech communication and progress (1 person)
- Buildings/grounds – Building and grounds maintenance; trail system; safe and peaceful campus; beautiful campus

Table 6 – UWRF’s Internal Strengths

- Technology – Support; types available
- Community – Partnerships; connections (with schools, practicum sites, non-school)
- Welcoming – Feel of surroundings

Table 9 – UWRF’s Internal Strengths

- Campus/facilities – Small, tightly-knit community feel; beautiful, aesthetically (campus, grounds)
- Teaching/learning – A variety of learning opportunities are available; excellent teaching instruction that focuses on student-centered learning; emphasis on education, engages students in applying theory to practice
- Campus climate – Welcoming/attentive to students
- Community connections/outreach – Serving the community is important; engagement with community partners; block programs in elementary education allows intensive field experiences
- Faculty/administration – Faculty collegiality is evident; there are strong and compassionate leaders campus-wide (for the most part)
- Sustainability – Grounds/facilities
- Technology – The support of technology on our campus
- Graduate programs – Supportive of graduate students’ needs/education

Table 12 – UWRF’s Internal Strengths

- Physical attributes – Beautiful campus; location; size (not too big or small); buildings; inviting physical facilities
- Connection with students – Engaging our students; welcoming; faculty and staff excited about student learning
• Academic programs – Broad range of programs; accredited programs at state and national level; great reputation for teacher ed and agriculture
• Sustainability – Focus on sustainability; economical; environmental, affordable; accessible
• Diversity – Focus on being more diverse
• Community – Community connections

Table 15 – UWRF’s Internal Strengths
• “Feel” of environment – Small; safe; welcoming
• Appearance – Beautiful; rural campus
• Responsiveness – Approachable; responsive; students and faculty engaged
• Field experience – Outreach for training
• Reputation – Teach Ed/Ag programs/Business/ Communication Disorders, etc
• Sustainability – Committed to efforts

College of Arts and Sciences

Table 3 – UWRF’s Internal Strengths
• Commitment to student success
• Sustainability
• Unique programs
• International
• Collaboration
• Community social connections
• Location
• New leaders
• Financial flexibility

Table 6 – UWRF’s Internal Strengths
• Hardworking and dedicated staff
• Working towards sustainability
• Focus on undergraduate education
• Unique and well-meaning students
• Good size, location, and beauty of campus

Table 7 – UWRF’s Internal Strengths
• Curriculum
• Campus/atmosphere
• Faculty
• Established international programs
• Individual collaboration and research between faculty and students
• Efficiency – maximizing with existing technology and budgets
• Location

Table 9 – UWRF’s Internal Strengths
• Dedication/commitment
• Research activity and commitment
• Leadership
• Campus size and location
• Sustainability
• Experience with our student population

Table 12 – UWRF’s Internal Strengths
• Faculty/staff
• Active students
• RSCA
• Community
• Location
• Technology
• Sustainability
• Value

Table 13 – UWRF’s Internal Strengths
• Sustainability
• Location
• Multi-disciplinary
• Research
• International

Student Affairs

Table 2 – UWRF’s Internal Strengths
• Physical campus
• Committed staff
• Resources and planning
• Students
Table 3 – UWRF’s Internal Strengths
- Staff retention and recruitment
- Financial management
- Sustainability
- Student engagement
- Facilities and grounds

Table 4 – UWRF’s Internal Strengths
- Student focused
- Work environment
- Wellness
- Infrastructure

Table 6 – UWRF’s Internal Strengths
- First Year transitions strong
- Human Resources
- Student focused
- Strong Student Affairs/Residential
- Regional opportunities

Table 7 – UWRF’s Internal Strengths
- Dedicated faculty and staff
- Small campus nature
- Unique and beautiful external grounds and physical spaces
- Dedicated students
- Openness to collaboration
- Unique programmatic offerings for students – academic; unique leadership opportunities which provide excellent skill development
- Affordability
- Invested in sustainable efforts
- Division vision for student learning

Table 9 – UWRF’s Internal Strengths
- Student focused approach
- Welcoming and kind environment
- Small-town connection, big opportunities
• Resourceful
• Aesthetically pleasing campus

**College of Business and Economics**

**Table 3 – UWRF’s Internal Strengths**
• Facilities – building; infrastructure
• Visionary/growth – entrepreneurial
• Faculty (accreditation, personal attention, diversity)
• Price – value – quality education at a great price
• Location – Twin Cities, Fortune 500

**Table 6 – UWRF’s Internal Strengths**
• Good location
• Part of UW System
• Personal attention
• Affordable education

**Table 8 – UWRF’s Internal Strengths**
• Faculty commitment and care for students
• Reasonable cost, high quality education
• Close to Minneapolis
• Advising and teaching first generation students
• Commitment to faculty development

**Table 15 – UWRF’s Internal Strengths**
• Faculty
• Beautiful campus
• Location
• Great programs
• Open to new ideas/things

**Administration and Finance**

**Table 1 – UWRF’s Internal Strengths**
• Green campus/beautification
• Students
• Inclusive campus (great people – dedicated staff, all inclusive campus)
• Campus and community (great location – near metro but country; new buildings, strong relationships with community)
- Vision/forward thinking (we know where we want to go, continual improvement, we need to build a good foundation)

**Table 2 – UWRF's Internal Strengths**
- Faculty/staff commitment
- Student environment
- Sustainability commitment/image
- Diversity
- Image

**Table 3 – UWRF’s Internal Strengths**
- Sustainability
- International expansion
- Physical appearance
- Strong student programming
- Dedicated staff (support and faculty)

**Table 4 – UWRF’s Internal Strengths**
- Sustainability
- Location
- Affordability
- Faculty/student relationships
- Range of studies
- Committed workforce
- Working on growing diversity
- Campus appearance
- Adjusting to changing environment

**Table 6 – UWRF’s Internal Strengths**
- Quality staff
- Physical campus
- Selling points (class size, affordable)

**Table 8 – UWRF’s Internal Strengths**
- Sustainability
- Campus beauty and accessibility
- Community involvement
- Well-rounded student and staff interaction
Table 9 – UWRF’s Internal Strengths
- Comforting campus
- Good workplace
- Focus on students

Table 12 – UWRF’s Internal Strengths
- Connected, related campus
- Talented employees committed to successful future
- UC (going green complete)

Table 13 – UWRF’s Internal Strengths
- Staff
- Students
- Location
- Facilities

Table 15 – UWRF’s Internal Strengths
- Physically beautiful campus
- IT improving
- Leadership
- Focus on sustainability
- Student engagement

Table 17 – UWRF’s Internal Strengths
- Staff
- Beautiful campus
- Community
- Collaboration (with UW System)

College of Agriculture, Food, and Environmental Sciences

Table 3 – UWRF’s Internal Strengths
- Variety of teaching/learning styles and majors
- Engaged faculty/staff
- External connection
- Undergraduate research
- Excellent facilities/location/opportunities

Table 6 – UWRF’s Internal Strengths
- Diverse group of engaged students
• Faculty
• Commitment to teaching with result of growing student human capital
• Industry connections
• Relevant program (hands-on learning, undergraduate research, diversity of programs that allow students to find their niche)

**Table 8 – UWRF’s Internal Strengths**
• Student organizations
• Engaged faculty
• International/global connection

**Table 9 – UWRF’s Internal Strengths**
• CAFES reputation and trust
• Location
• Faculty
• Students
• Student/faculty ratio

**Table 12 – UWRF’s Internal Strengths**
• Sense of community connectedness
• Dedicated faculty
• Relevancy
• Hands-on/teaching undergrads
• Engaged students

### B. Internal Weaknesses

#### Provost/Chancellor Session

**Table 1 – Internal Weaknesses/Improvement Areas**
• We need to/must change – Trapped in our self-imposed limitations; heavy job loads – absorbing positions; need to think about our organization; need CE for staff and faculty; not focused; need to respect staff and level (?) of staff strength
• Technology – Breakdowns (?) of e-mail; not modern IT
• Budget – We a dynamic plan that everyone can understand
• Our students – Need to respect their time and money; not friendly to adult learners
• Miscl. – Need to do better job of selling ourselves (?); we are NOT green
Table 2 – Internal Weaknesses/Improvement Areas

- Budget – Office positions; solicit external funding/support; faculty/staff compensation
- Parking
- Technology – Integration of HRS – ESIS
- Offer more classes
- Marketing, PR
- Engagement
- Office/building utilization – Better use of what we have

Table 3 – Internal Weaknesses/Improvement Areas

- Lack of diversity and inclusivity – Staff, students, classes of staff (?)
- Infrastructure – Space use; transportation
- Accountability – Need for accountability for all
- Compensation – For all
- Program niche – Program prioritization; losing our focus; what is our niche
- Funding – Need more
- Records – Digital records; record keeping
- Technology – Need more DL and work; digital learning
- Bland image/showcasing on good programs/actions
- Misc. – Faculty research; communication; loss of institutional memory with retirements/leaving; letting bad overshadow what we could be; local/college (?) collaboration; unwillingness to make tough decisions

Table 4 – Internal Weaknesses/Improvement Areas

- Diversity – This is still a weakness; seem to have less international students
- Communication – Depts. Need to share more information
- Research – Still need more opportunities
- Community relations – We need to do MORE
- Accessibility and affordability – Wages; budget; can’t keep doing more with less
- 8 – 5 – Need to get out of the 8 – 5 mentality
- Modesty – Still too modest; BRANDING

Table 7 – Internal Weaknesses/Improvement Areas

- Communication and collaboration – Internal and external; need to see big picture and commit to it; need to get our product quality out there
- Culture of inclusion – Appreciate diversity; appreciate all instead of just certain groups or classes
• Engagement – Get students, staff, faculty all engaged; alumni engagement; engagement in campus experience (athletics, music, student activities)
• Quality of teaching/learning environments and facilities – Technology; up to date; maintenance
• Academic student profile
• Culture of philanthropy
• Mentoring program

Table 9 – Internal Weaknesses/Improvement Areas

• Resources – More resources needed; tighter and tighter budgets
• Accessibility – Online courses, evenings, weekends; need expanded office hours
• Reputation – Academic specialization; getting the word out about us
• Technology – Behind in technology; learning spaces are outdated; poor data collection/storage
• Diversity – Appreciation of everyone on campus; interconnectedness of all offices; increase diversity; capitalize on diversity that exists; broaden our definition

Table 12 – Internal Weaknesses/Improvement Areas

• Better technology – Lack of technology relative to what is available; more technology, efficiencies, streamlining
• Sufficient funding/prioritize use of resources – Lack of competitive wages for staff and faculty; lacking needed resources/budget; invest in marketing – awareness of state of Wisconsin; overseas programs made more affordable for community; diffusion of energy into too many priority areas; declining/limited resources and opportunities for faculty and staff development
• More community involvement and deeper sustainability – Community involvement in innovative gardens and food for needy; walk the talk more on sustainability and conservation on campus; outreach to community could be strengthened
• More student involvement/engagement – Student collaboration; many students do leave campus on weekends; undergraduate research
• More diversity – Better diverse student recruitment; lack of student diversity (2 people)

Table 13 – Internal Weaknesses/Improvement Areas

• Campus diversity – Demographic diversity; faculty, students
• Technology – Slow
• Inflexibility – Dealing with off campus and adult students; class delivery options
• Name recognition/reputation – Visibility; location – competition, decisions made elsewhere
- Funding – Operational funds; research
- Infrastructure – Parking; some facilities
- Faculty/staff resources – Spread thin; little employee development; campus collaboration; little room for job growth

**Table 15 – Internal Weaknesses/Improvement Areas**
- Cohesiveness – Lack of collaboration among departments; not seeing all types of students
- Competiveness – We don’t brag enough – too humble; lack of affordability for graduate programs
- Academic limitations – Limited evening/weekend/online opportunities
- Employee development – Individual opportunities lack for classified, academic staff and faculty; lack of employee accountability; low pay
- Campus communication – Comprehensive recruiting (all-campus effort); poor communication among offices
- Outdated technology – Website usability; lagging resources
- Outdated facilities – Lack of parking; lack of public transportation

**Table 17 – Internal Weaknesses/Improvement Areas**
- Physical and tech support for education – Building maintenance problems; continual need to chase technology
- External relations, voter support for education – Communication of the value of public education
- Class offering shortcomings – Secondary education; whole in course offerings; academic rigor issues
- Student support – Advising; continuing ed; financial aid
- Internal communication issues – Professional development; what’s happening on campus; collaboration between departments

**Table 18 – Internal Weaknesses/Improvement Areas**
- Parking – Need more of it
- Community involvement – Communication at all levels
- Technology – Updated resources; records management
- Staff development – Development/advancement; valued; wage increase; training
- Specific goals – Be specific, not 50 goals

**College of Education and Professional Studies**

**Table 3 – Internal Weaknesses/Improvement Areas**
- Faculty – Clear criteria for promotion; tenure faculty morale
• Tech/buildings/grounds – Lack of parking; faculty should have choice in PC’s or Mac’s (PC’s should not be forced on us); pool, dated recreational facilities; no uniformity in teaching technologies and classroom space; laptop campus – choice of platform; lack of communication and classroom space

• Community – Inequitable policies for women faculty who have children; mentors need to be assigned to freshmen; diversity of faculty and staff

• Curriculum/graduates – Interprofessional – interdisciplinary climate; rigorous graduate programs; rigorous graduate curriculum and criteria for degrees; graduate student needs – low graduate program emphasis

• Student support – No student assistantships – paid for tuition; more scholarship money for students in order to retain them; no infrastructure for underprepared students – not enough classes in writing improvement, study skills, reading comprehension for retention

**Table 6 – Internal Weaknesses/Improvement Areas**

- Diversity – Increase diversity; too much focus on diversity – treat students as individuals
- Learning options – Technology to reach others
- Communications – Internal; department
- Graduate education – More focus on graduate programs
- Faculty and staff compensation and resources – Faculty compensation; investment in staff

**Table 9 – Internal Weaknesses/Improvement Areas**

- Lack of diversity – Poor recruitment of top students/diverse students
- Low salaries
- Lack of recognition and support of graduates – Support needed for learning opportunities for graduate programs to further develop
- Learning experiences – Transform curriculum; renew teaching resources; consistently smaller class size, not forward thinking
- Not politically active
- Lack of support for students – Needed so that students don’t need to work so much
- Actions do not reflect the vision – Need to go from silos to pastures; need internal collaboration; leaders disconnected from faculty/staff; lack of faculty enhancement; lack partnership with River Falls and Hudson Schools

**Table 12 – Internal Weaknesses/Improvement Areas**

- Resources (physical) – Lack of resources; decreased state money and support; increased reliance on ad hoc, deferred maintenance; keeping up with technology; infrastructure for technology
• Diversity – Lack of diverse students, faculty and staff; transportation for students once on campus
• Student preparedness – Some students not ready for college; not enough remedial help; enter as a student with marginal credentials but no help once they’re on campus
• Resources (program and personnel) – 12/12 teaching load; wages; need for tuition to increase to support programs
• Political – Lack of political pull – far removed from Madison; easy to forget about our campus’ needs

Table 15 – Internal Weaknesses/Improvement Areas
• Diversity – Retaining and recruiting students of color; diversity
• Ineffective systems and processes – System don’t work; creation and introduction of processes; disjointed/inefficient processes for paperwork
• Communication – Collegiality; lack of internal logistical communication; integration communication; collaboration across colleges/units; consultation with support staff before making changes; bottom-up communication
• Marketing – Not selling positives; low visibility as a campus; marketing its programs
• Academic support for struggling or off campus – Do not serve students well who are not campus-based; intrusive/proactive academic; support for struggling students
• Support for grad programs – Not supporting grad programs
• Parking – Not enough!

College of Arts and Sciences

Table 3 – Internal Weaknesses/Improvement Areas
• Financial challenges
• Facilities
• Data limitations
• Technology
• Morale
• Marketing
• Staff development
• Academic standards

Table 6 – Internal Weaknesses/Improvement Areas
• Low self-esteem
• Poor public support (financial and moral)
• Students – First generation, student preparation
• Faculty workload
• Lack recognition and notice – need better PR

Table 7 – Internal Weaknesses/Improvement Areas
• Demands on faculty
• Compensation
• Facilities/technical resources
• Procedural redundancies
• Student preparation
• Student retention
• Internship weaknesses
• Self-promotion coordination

Table 9 – Internal Weaknesses/Improvement Areas
• Financial
• Facilities
• Students
• Recruitment
• Faculty

Table 12 – Internal Weaknesses/Improvement Areas
• Resistance to change
• Low profile
• Unprepared students
• Facilities
• Weak financially
• Lack of diversity
• Student resources (too many have to work)

Table 13 – Internal Weaknesses/Improvement Areas
• Academic territoriality
• Workload
• Administrative turnover
• Facilities
• Communication
Student Affairs

Table 2 – Internal Weaknesses/Improvement Areas

- Marketing and recruitment
- Community value
- Diversity
- Human resources
- Financial resources
- Facilities
- Graduate retention rates
- Inconsistent advising
- Internship support
- Lack of innovation, support for new ideas and change
- Talk too much, more doing
- More assessment and follow through on results

Table 3 – Internal Weaknesses/Improvement Areas

- Financial safety
- Prohibit change
- Lack of identity
- Staff support
- Technology

Table 4 – Internal Weaknesses/Improvement Areas

- Employee HR concerns
- Frustrations
- Lack of communication
- Lack of student interaction
- Need more sustainability

Table 6 – Internal Weaknesses/Improvement Areas

- Financial resources
- Accountability
- Lack of decision making
- Staff
- Shared governance
Table 7 – Internal Weaknesses/Improvement Areas

- Lean staff (especially in Student Affairs)
- Behind in technology
- Devaluation
- Lack of financial stability
- Commitment to inclusion (lack of structural support for multicultural students)
- External and internal clarity

Table 9 – Internal Weaknesses/Improvement Areas

- Lack intentional decision-making
- Lack focus
- Lack recruitment and retention of diverse populations
- Advising
- Campus inequities
- Sustainability efforts
- Resistance to change/progress
- SA lacks voice and recognition

College of Business and Economics

Table 3 – Internal Weaknesses/Improvement Areas

- Facilities (out of space)
- Students (inconsistent quality)
- Budgets (IT)
- Compensation (faculty)
- Adult learning

Table 6 – Internal Weaknesses/Improvement Areas

- Lack of public transportation
- Poor evaluation systems (no feedback from international students, poor faculty evaluations)
- Lack of systemic organization (poor vision, decentralized and sporadic decision making)
- Lack of information (Don’t follow up on alumni, need more data to make decisions)

Table 8 – Internal Weaknesses/Improvement Areas

- Lack of resources and space
• Faculty compensation
• Space – classrooms, storage, offices
• Academic preparation of students
• Transportation limited to Twin Cities and parking (international students find travel difficult)

Table 15 – Internal Weaknesses/Improvement Areas
• Technology (DOTS, restrictive IT policy, hardware and its support, e-mail crashes, calendar)
• Funding (decreased from state, faculty salaries, shabby facilities)
• Culture (resistance to change, heavy teaching load, lack of research support, isolation, i.e., silo, colleges and departments, shared governance, student commuter culture)

Administration and Finance

Table 1 – Internal Weaknesses/Improvement Areas
• Lack of professional development
• Need for updated technology
• Lack of communication
• Lack of resources (retention, better professor/student ratio to serve students, upkeep to campus)
• Turbulent change
• Transportation (parking, walkways, shuttles)

Table 2 – Internal Weaknesses/Improvement Areas
• Lack of cohesion (collaboration barriers, fragmentation between departments, lack of agreement, weak communication between all groups, lack of patience/compassion/understanding, lack of shared identity, lack of common goals)
• Financial
• Fear (not everyone represented equally, bureaucracy, regulations/contracts, policies that limit entrepreneurial actions)

Table 3 – Internal Weaknesses/Improvement Areas
• Technology (outdated equipment, no training)
• Poor retention of staff (too many new people at one time, turnover in leadership, increased workload)
• Funding
• Parking – no plan (poor, expensive)
• Communication (changes not communicated)
Table 4 – Internal Weaknesses/Improvement Areas
- Delays and analysis paralysis (follow through with plans to the end – they take years to complete, inability to change quickly, lack of open-mindedness)
- Funding/finance
- Infrastructure/old facilities (old infrastructure can’t support new technology; costs a lot to make improvements on obsolete buildings and technology)
- Morale
- Staff development
- Parking

Table 6 – Internal Weaknesses/Improvement Areas
- Lack of state resources
- Staff retention
- Lack of campus “unity” (difficulty in setting priorities, communication between departments)

Table 8 – Internal Weaknesses/Improvement Areas
- Parking
- Challenged infrastructure
- Personal responsibility and communication
- Leadership/consolidated curriculum/staff education
- Funding deficits

Table 9 – Internal Weaknesses/Improvement Areas
- Old facilities
- Outdated technology
- Parking
- Budget cuts
- Misc! (not engaged enough with city, need better recycling efforts)

Table 12 – Internal Weaknesses/Improvement Areas
- Lack of diversity
- Shortage – limited resources
- Space and structure causes us to be inflexible
- Safety walking on campus (crosswalks are not safe, sidewalks are not well-lit)

Table 13 – Internal Weaknesses/Improvement Areas
- Staff
- Finances
• History
• Programs
• Diversity

**Table 15 – Internal Weaknesses/Improvement Areas**

- Financial (have had no budget process – just slide along for years, unwise old contracts means waste and high cost; little cost-recovery funds and not doing it!)
- Relationships (lack of respect and cooperation between faculty and staff, silos, we do things only because we have always done it that way)
- Larger community relationship (disconnected from Twin Cities yet so close)
- Infrastructure (high level of deferred maintenance, need for new buildings, lack of badly-needed staffing)
- IT (no portal, all looks out-dated to students, slow/unstable, lack of people soft support, no document imagining – LAST school in UWS)

**Table 17 – Internal Weaknesses/Improvement Areas**

- Space/parking
- Communication
- Athletic facilities
- Diversity
- Staffing (retention, knowledge loss in retirements)

**College of Agriculture, Food, and Environmental Sciences**

**Table 3 – Internal Weaknesses/Improvement Areas**

- Morale
- Facilities and equipment
- Resources
- Diversity/inclusivity
- Retention

**Table 6 – Internal Weaknesses/Improvement Areas**

- Faculty support (lacking, intentional development of existing faculty, more support for research, management doesn't understand teaching challenges, high teaching loads, some teaching methods not supported)
- Facilities (rigid learning spaces, not up to date)
- Resources
- Community/collaboration (across depts... colleges, disciplines, lack of college vision, CAFES' direction not inclusive of faculty input)
Table 8 – Internal Weaknesses/Improvement Areas

- Space/facilities
- Marketing
- Adopting new/better teaching methods
- Funding

Table 9 – Internal Weaknesses/Improvement Areas

- Morale
- Lack of direction and leadership
- Decision making ability
- Social and political environment

Table 12 – Internal Weaknesses/Improvement Areas

- Technology
- Faculty support
- Money
- Student recruitment
- Improve engagement in decision making

C. External Opportunities

Provost/Chancellor Session

Table 1 – External Opportunities

- Programs – Add programs that are in high demand; promote programs that set our students apart; develop programs that respond to MODERN needs, e.g., sustainability; science and research programs top notch
- Online and other technology – IT – make it usable 24/7
- 24/7 – Need to meet needs of 24/7 campus with our business practices; we need to change
- Adult learners – Adult learners add to our mix; go to big city and military to offer courses; promote ourselves OUT to groups!
-Misc. – Broader fundraising for money to help budget/external grants – SEEK THEM; promote our location, our atmosphere; community involvement/expertise/experience

Table 2 – External Opportunities

- Access to – Twin Cities, local school districts and businesses, major rivers and state parks
- Study Abroad programs

Appendix C: Division/College SWOT Themes
• Technology and improvement
• Learning/Distance Learning – Youth options; older students; other universities
• Collaboration with others – UW System; technical and community colleges
• Engagement – Community and alumni

Table 3 – External Opportunities
• Partnerships – Regional basis (?) with community, region, state; alumni engagement
• Tech/communication
• Demographics – Changes; adult learner; the __? Center
• UW/WI/MN collaboration – UW-MN collaborations
• Global engagement in learning – Study abroad; global education; student exchange
• Grant/research funding
• Misc. – Leverage individual political influence; embrace change; strike “can’t” from vocabulary; be more proactive - pioneer

Table 4 – External Opportunities
• Technology – Utilize it better; more affordability should drive more innovation
• Community involvement – More opportunity for inter-campus collaboration; seize opportunities presented by the business community, i.e., internships
• Curricular change driven by demand – We must keep up with changes and update our curriculum
• Demographics and location – Changing demographics of the Twin Cities
• PR – Tell our story
• Global opportunities – Take advantage of expanding opportunities

Table 7 – External Opportunities
• Collaboration with other regional schools – Other UW campuses in western Wisconsin
• Proximity to Twin Cities – Close; we will be a suburb of Twin Cities
• Technology – Flexible learning communities; more connections to the larger world; social media
• Relationships – State Legislature; businesses; Minnesota reciprocity program; alumni are in many key positions
• Environmental opportunities – Philanthropic support; emphasis on sustainability

Table 9 – External Opportunities
• Politics – Political environment; elect new politicians
• Budgets – Campus flexibility; outside funding sources; funding/grants budget
- Economy – Recession means students are looking for better value
- Relations – Internships; relationship with community resources
- Global opportunities -- Internationalization

**Table 12 – External Opportunities**

- Better technology makes things easier – Streamline business processes; software that could help us function more efficiently; technology makes access to learning easier
- People more globally literate – Become more globally aware/internationally literate; global volunteering; exchanges with sister cities
- Capitalize on connections with alums/community – Bring alums to campus – bring to classroom to make teaching relevant to real world; relationships with Twin Cities; musical links with other musicians
- Funding through partnerships, strong engagement of friends – Lot of goodwill toward UWRF; work with businesses, community; funding from outside sources; economic trend to localize instead of globalize

**Table 13 – External Opportunities**

- Technology – What to expect
- Favorable hiring environment – Changing job markets; deep labor pool
- Collaboration/partnership – University friends; potential donors; partnerships; community involvement; global education
- Regional focus and growth – Twin Cities; area growth; power of local legislatures; making decisions locally
- Leadership – Strong leadership; continuity of leadership
- Increasing diversity – Changing student demographics
- Student recruitment – Competition of private schools – more affordable; CAFES recruiting in California

**Table 15 – External Opportunities**

- Metro area – Twin Cities (other large metro areas); close to large metro area with diverse student population; access to metro for hands-on learning
- Technology – Programs/technology for alternate delivery; technology/Skype, computers, internet; technology advancements; social media
- Sustainability – Sustainability organizations; recycling
- Community – Community projects/organizations; UWRF helps meet community needs that have arisen with budget shortages
- Global opportunities – Global connections; travel; international
- Affordability – Need for affordable education; Minnesota reciprocity
- Research
• Need for quality educators

Table 17 – External Opportunities
• Technological and communication opportunities – Facebook; Twitter; iPads; e-readers
• Education involvement – Accelerating international students; servicing businesses’ educational needs; global education
• Diversity and globalization – Globalization; expand diversity
• Transportation – Increasing need for public transportation

Table 18 – External Opportunities
• Community support – Grow to share; artistic support in community; local business support; city support
• Flexibility of UW System – Madison remains part of System
• Technology – Online technology; social media
• Sustainability on a global scale – It connects us globally

College of Education and Professional Studies

Table 3 – External Opportunities
• Collaborations – Proximity to urban-suburban-rural; community involvement in sustainability; external – health – Hudson Hospital, Marshfield Clinic; academic expertise to grow graduate program; partnerships with professional places to clinical practice; international collaboration; links to the Twin Cities
• Community and collaborations – Leadership for standards and faculty professional organization and accreditation; sharing resources such as community pool; social media; online communication; external technology/wireless; learning community; partnering with different businesses; expertise of faculty for sustainability

Table 6 – External Opportunities
• Partnership and connection in community – Businesses; expand; alumni involvement
• System efficiency – Take advantage of more grant resources; invest in technology
• Geography (location) – Capitalize on location – students attending
• Communicate with Legislators – Get involved

Table 9 – External Opportunities
• Changing demographics – Recruit a more diverse student/staff/faculty population
• Economy – Entices people to reinvent themselves and go back for more education

Appendix C: Division/College SWOT Themes
• Alumni – Stronger stakeholder groups; foundational giving increases
• International relationships – Forges more international partnerships; join forces with other institutions
• Outside professional connections/organizations across college – Leading to external accreditation
• Geographical location – Close to urban/rural/suburban areas
• Expanded partnerships with outside entities – School budget cuts; shared funding of clinical experiences through partnerships; support for Hudson and regional partnerships; collaboration; create a lab school (K-12) on campus
• Advances in technology – Maximize the use of technology

Table 12 – External Opportunities
• Community links – Recognized by the immediate community as a resources; multiple resources to offer the greater community; companies willing to sponsor tech upgrades
• International – Emphasis on international opportunities; interest in international connections
• Graduate program growth – Growth in graduate programs; number of applicants to communicative disorders program
• Location – Location to metro area; willingness to extend to community; demographics (close to Cities), beauty of St. Croix Valley
• Capital Campaign Alumni – Capital campaign; alumni who are successful and advocate for the university

Table 15 – External Opportunities
• Location – Hudson campus
• Politics – Increased interest in politics; expansion of political climate change internationally; budget crises lead to partnerships; collaborations with Twin Cities, businesses, school districts
• Population trend changes – increase of ethnic populations in U.S.; access to large/diverse market in Twin Cities; aging population; trend of first generation college students
• Cost/economy – Cost of education; economy makes everyone to want value for their money
• Technology – Increased technology; emerging technology for course delivery

College of Arts and Sciences

Table 3 – External Opportunities
• Location, location, location
• Local support
• Communication ubiquitous
• Financial flexibility
• Sustainability markets
• Internationality
• Potential donors

**Table 6 – External Opportunities**
• Educational experience
• Financial
• Region

**Table 7 – External Opportunities**
• Space to grow
• Demographics
• Cultural and individual interests
• Economy
• Environmental issues emphasis
• Location
• International students

**Table 9 – External Opportunities**
• Diverse underrepresented population nearby in Twin Cities
• Space
• Alumna
• Local/regional companies
• Head start on sustainability

**Table 12 – External Opportunities**
• Demographic
• We will represent more of a value as more students become more price sensitive
• Lack of state funding will force us to be more self-sufficient
• Can increase and improve profile with successful strides (?)
• Technology

**Table 13 – External Opportunities**
• Location
• Change instructional paradigms
• Sustainability
Student Affairs

Table 2 – External Opportunities
- Alumni
- High impact practices
- Location

Table 3 – External Opportunities
- Increase enrollment
- Fundraising and grants
- Marketing and media
- Location
- Sustainability focus

Table 4 – External Opportunities
- Money/funding sources
- Employee options (flexibility)
- More teaching learning opportunities
- Sustainability
- Relationship collaboration

Table 6 – External Opportunities
- Globalization
- Financial
- Technology
- Geography

Table 7 – External Opportunities
- Competitive job market
- Innovative technology
- Community that values and embraces the university
- Close proximity to diverse students
- Sustainability efforts
- Strong Twin Cities media
- Returning adult learners due to economy
- Scholarships

Table 9 – External Opportunities
- Sustainability focus
• Utilize alumni
• UW-System
• Outside of the UW-System

College of Business and Economics

Table 3 – External Opportunities
• Adult programs
• Increasing local control (not Madison)
• Corporate partnerships
• Remote learning
• Global partnership

Table 6 – External Opportunities
• Alumni connections
• Collaboration with other universities
• Vibrant business community

Table 8 – External Opportunities
• International partnerships
• Growth and size of metro area (internship opportunities, philanthropic resources)
• Proximity of adult students
• Academic reputation in area
• Student demand for low cost, high quality education; employer demand for skills

Table 15 – External Opportunities
• Technology (advances to improve classroom, alternative delivery, new learning tools for students)
• Global (emerging economies need for education – India, China, Brazil, global classroom)
• Non-traditional education and graduate (retooling workers, recession brings people back to school)
• Alternative funding sources (private)
• Demand for business majors and faculty and tech majors (need for tech workers, need for faculty expertise, need for integrated liberal arts and business education)

Administration and Finance

Table 1 – External Opportunities
• Growth of technology
• Growing population of students
• Green movement
• More graduates for Wisconsin (and beyond)
• Possible changes in Legislative/government structure

**Table 2 – External Opportunities**
• Changing demographics
• Self-sufficiency
• Connectedness
• Technology
• Financial opportunities

**Table 3 – External Opportunities**
• Location to metro
• Technology
• Politics (increased awareness, cutting through red tape)
• Global partners

**Table 4 – External Opportunities**
• Desire to teach/demand for education
• Increasing diversity
• Community and business relations (get more involved with business to create opportunities for our students)
• Utilize existing physical accessibility to campus
• New employees
• Marketing/branding

**Table 6 – External Opportunities**
• Globalization
• Sustainability
• Flexibility/independence (less state resources and ever-growing alumni bank steers us towards financial independence, self-sufficiency)

**Table 8 – External Opportunities**
• Geographic location (western Wisconsin, Twin Cities)
• Small community feel
• Technology – be on the cutting edge
• Demand for education due to larger student base
• Creative funding

Appendix C: Division/College SWOT Themes
Table 9 – External Opportunities
- Location
- Financial
- Technological

Table 12 – External Opportunities
- Agricultural technology
- Mobility of technology
- Maturing, adult non-traditional students

Table 13 – External Opportunities
- Population growth
- International students

Table 15 – External Opportunities
- Cultural awareness
- IT (advances, miniaturization, virtualization)
- Save money (from community, decreasing costs, sustainability, partner with others)
- Demographics (learning from younger generation)
- Change (we have to accept change – with that will come the control people seem to want)

Table 17 – External Opportunities
- Next to MSP
- Small town
- Student population
- Alumni

College of Agriculture, Food, and Environmental Sciences

Table 3 – External Opportunities
- Food security and safety
- Industry demand for grads
- Technology
- Environmental and natural resource pressures

Table 6 – External Opportunities
- Food (interest in locally grown, organic, sustainable food; increasing income in China means increasing demand for meat, feed grains means increasing demand for CAFES; need for ag program knowledge)
• Sustainability (increasing emphasis on this, more sustainable models for community and ag development, response to climate change)
• Reputation of CAFES (alumni network, CAFES' strong reputation for quality programs)
• Changing domestic demographics (fewer rural/farm background students, baby boomers retiring)
• Students (growing interest/need for MS programs)

**Table 8 – External Opportunities**

• Funding opportunities
• Connections to external groups
• Marketing/location
• Interest in ag/sustainability
• Technology

**Table 9 – External Opportunities**

• Ag economy (ag economy is booming, increasing population, need for food and fuel)
• Increasing interest in food (with discussion of climate change, more people interested in food)
• Fewer competitors in ag education (with recession more people go to school, increasing costs of universities nationwide makes UWRF a good value)
• Student comfort with technology

**Table 12 – External Opportunities**

• Media/PR
• Teaching opportunities (partnerships across discipline, externally; prep for post-grad; expectation for more educated workforce; set self apart; multi-generational)
• Global growth in ag
• Dollars

**D. External Threats**

**Provost/Chancellor Session**

**Table 1 – External Threats**

• World is changing and we must change too – Price of gas; commutes for faculty, staff, students; no mass transit; technology; no diversity; 18-24 student demographic is going away (?)
• Politics – Wisconsin Legislature; reciprocity
Everyone hates change – we are not nimble (like private schools)
Money – The economy (financial fitness of the country and state); budget cuts
The sell – If we are out-marketeted, our students will go elsewhere

**Table 2 – External Threats**
- Budget – No money to better our campus
- Technology – Better technology at other schools
- Affordability – Rising tuition; commuting costs; technical/community colleges are cheaper
- Program offerings – Better and more focused at technical and community colleges

**Table 3 – External Threats**
- Support change – Change resistance; not embracing
- Funding – Lack of; compensation; alternative funding
- Political support – Wisconsin political standing; regulations; changes state and federal
- Reputation/appreciation – Bland image; lack of appreciation for higher education; reputation; social media
- Competition – UW; online university; Minnesota schools
- Classroom tech – Instruction is one-dimensional; “sage on stage,” behind on classroom and work technology, changes that students want to learn
- Demographics – Changing; declining high school grads – are we prepared?

**Table 4 – External Threats**
- Budget – Decrease in state funding; politics – budget; non-compromising political environment
- Devaluing of higher education – Students need to find jobs vs. a liberal education; de-emphasis on education; why are less males attending college; less educated workforce (domestic); view importance or need for college degree; people can take online courses anywhere – don’t need to come to campus
- Staying relevant – Agriculture in the future
- Narrow vision of the world – If not diverse, students/staff won’t get exposure needed for future work/life and ideas; highly educated skilled workers (global)

**Table 7 – External Threats**
- Budget reductions – threat of closure of campuses
- Economic conditions – Gas prices; increase of tuition may make us unaffordable; global melt-down; access to campus for some students
- Private for Profit schools – The meet students’ needs better than us
• Failure to change – Refusing to change what we offer based on what our students want or need

Table 9 – External Threats
• Budget/political – State budget; political climate; higher salaries elsewhere make it difficult to retain talent
• Other universities – Academic niche; online education; location (closer to home)
• Misunderstanding/misperception – Who we are, what we do; does the public support us?
• Location – Not good access to Wisconsin metropolitan areas; broadband/internet access

Table 12 – External Threats
• Competition – Competition from other campus, local and in Minnesota and Wisconsin
• Loss of expertise – Massive retirements; loss of many under adverse circumstances
• Declining resources – Funding; budget; declining resources; loss of medical care; keeping up with technology
• Unfavorable political climate – Tea Party; Division of UW System; political forces that devalue education; ending reciprocity between Minnesota and Wisconsin
• Negativity – Anxiety and other stresses on employees, students, and community

Table 13 – External Threats
• Economy – Can’t afford college; job market; depressed economy; local, state, national, global; loss of talented workforce to private sector
• Competition – Growth agenda for all UW-System schools; University/learning saturation; competition for students; aggressive recruiting of other higher ed institutions; Twin Cities private college scholarships; decreasing number of high school grads in Wisconsin and Minnesota
• Politics – Government; totally uninformed legislative representation; political climate
• Devalued higher education – Higher education less valued
• Budget/funding – Lack of budget control; declining state support; state funding
• Technology – Outdated technology
• Falling behind in all of these areas

Table 15 – External Threats
• Budget – UW System representation; funding; budget concerns; budget constraints
• Public image – State border – lack of media; lack of public knowledge; reputation if general
• Location – Remote; semi-rural; climate
• Increased competition – Competition from other institutions; decrease of high school age population
• Tunnel vision – Underrepresentation of cultural diversity/earth/nature
• Technology – Not up to date with current
• Government – Walker and other politicians; Wisconsin political environment; reciprocity __?

Table 17 – External Threats
• Public support for education – Voters; church and state separation need; tax support; tuition costs; tuition reciprocity
• Retention and attraction of quality staff and faculty
• Shrinking number of 18-22 year old in western Wisconsin
• Technology race

Table 18 – External Threats
• Walker/politicians – Lack of political support for education
• Economy – Increasing gas prices; financial assistance not as available; global unrest
• Staffing – Retirements; driven out by lower wage
• Lack of funding – Financial aid

College of Education and Professional Studies

Table 3 – External Threats
• Politics – Lack of faculty voice – we are not heard; political atmosphere that vilifies the public employee; no support or respect for people who work in education
• Lack of collaboration and vision – Faculty issues are not resolved by administration, agreement or consensus; band-aid solutions; short-sighted vision re: technology; short-sighted technology that does not allow creativity
• Marketplace – Technology – one size fits all economy; proximity to Twin Cities – competition; lack of money and funding; lack of faculty compensation; threat of the economy; changes in the marketplace – threat of collapse of UW-System
• Bullying in the workplace – Bullying behavior is ignored or even rewarded

Table 6 – External Threats
• Politics – Political Legislature; silo thinking
• Public perception of education – Devalue education
• Lack of economic resources – Partnership
• Change – can we keep up? – Length of time to respond or update programs
- Growth of competition – Local schools developing programs to compete

**Table 9 – External Threats**
- Politics – Leads to lower funding; core values are re-invented/shaped; political environment equals apathy
- Economy – Less dollars for students to attend college, due to unemployment
- Lack of diverse populations
- Competition – Branding – too little, too late
- Attacks on teacher preparation programs – Allow only numbers and dollars to drive future programs; community becomes disengaged
- Attacks on higher education of students – Lack of confidence in higher education

**Table 12 – External Threats**
- Political climate – Political climate devalues higher education; anti-intellectual climate; lack of respect for education
- Morale, campus climate – Lack of involvement; lack of commitment to be involved; teaching not viewed as important
- Resources – Decreased state support; increased tuition; unemployment or low family income; cost of health care, cost of maintaining facilities
- Resources impacting faculty/staff – Low median salaries compared to peers; decreased tenure track lines; increased contribution to health insurance and retirement

**Table 15 – External Threats**
- Politics – Political climate; lack of civility; political polarization of population; international politics
- Competition – Liberal Arts vs. technical education; private institutions give Minnesota residents more scholarship money; competition find our niche; view of education as a business
- Cost and economy – Rise in tuition; cost of education even the affordable is too costly; local, nation, world economy; unstable economy; is college affordable
- Population changes – Few nursing or certification (?) programs in areas poised for growth; wide age range of workforce; aging population
- Technology – Not being able to keep up with changing technology; population and growth of online learning institutions

### College of Arts and Sciences

**Table 3 – External Threats**
- Competition for students
- Intolerance
• State politics
• Attitudes regarding education
• Student preparation

Table 6 – External Threats
• Public attitude toward higher education
• Economic
• Competition
• Political

Table 7 – External Threats
• Loss of public support
• Competition
• Anti-intellectual climate
• Finances
• Preparing Students with wide range of abilities

Table 9 – External Threats
• Political climate
• Economy
• Competition
• Anti-intellectual climate

Table 12 – External Threats
• Climate that de-values education
• Political
• Economic climate

Table 13 – External Threats
• Anti-intellectualism
• Global climate change
• Economic
• Competition online

Student Affairs

Table 2 – External Threats
• State government/funding
• Finances for families
• Staff
• Location
• Misc.

**Table 3 – External Threats**
• Politicians
• Economic recession
• Competition
• Lower high school graduation

**Table 4 – External Threats**
• Government funding loss
• Rising educational costs
• Tight job market
• Rising food costs

**Table 6 – External Threats**
• Politics
• Economy
• Financial
• Competition
• Staying relevant

**Table 7 – External Threats**
• Changing demographics
• Perception of higher education/education
• Competition
• Budget and bureaucracy

**Table 9 – External Threats**
• Lack of funding
• Not recognizing current trends
• Information gathering
• Lack vision in technology and sustainability efforts

---

**College of Business and Economics**

**Table 3 – External Threats**
• Budgets (retain quality faculty)
• Economy
• Decrease in college aged kids
• Culture
• Politics
• Better funded, endowed schools (online)

**Table 6 – External Threats**

- Political climate (lack of state funding, image among the public, lack of flexibility within UW System)
- Economy (availability of jobs, funding issues, lower incomes)

**Table 8 – External Threats**

- Less support from and attacks on public sector
- Visa restrictions
- Lack of appreciation for liberal arts education
- Competing with private institutions with deep pockets
- Decline in high school graduates

**Table 15 – External Threats**

- Funding (divisive politics/instability; decreased public funding; decreased student access to affordable funding; faculty exodus)
- Political/economic instability (increased wealth/income inequality; continued devaluation of middle class; insular political views)
- Attitude toward education (decreased K-12 quality; decreased respect and appreciation)
- Increased competition (similar institutions; online; applied education)

**Administration and Finance**

**Table 1 – External Threats**

- Current Legislature
- Recession
- Culture of fear
- Vo-Tech (online degrees, vocational schools)

**Table 2 – External Threats**

- Turnover
- Environmental
- Demand
- Polarized politics

**Table 3 – External Threats**

- Unskilled job market (no need for an education, trade-oriented)
• Political
• Location (too far from Madison, too close to Stout and Eau Claire, too close to Metro)
• Technology (not as advanced as other campuses, isolated)

**Table 4 – External Threats**

- Competition (other institutions are adapting to change more quickly, online options)
- Emerging criticism of higher ed
- Funding
- Political mindset
- Job security
- Willingness to change/break traditions

**Table 6 – External Threats**

- Finances/economy
- Political climate
- Population decline (fewer high school aged people)
- Unrealistic goals

**Table 8 – External Threats**

- Politics
- Internalization
- Terrorism and gangs, crime, drugs
- Attrition – lack of quality faculty and staff to replace people leaving
- Lack of student aid at time when more money is needed to go to school

**Table 9 – External Threats**

- Competition
- State government
- Economy

**Table 12 – External Threats**

- Virtual online delivery competition
- State funding
- Changing personal expectations of students
- Hostile political environment

**Table 13 – External Threats**

- Cyber security
• Over-population
• Geological changes
• Climate extremes
• Economy

Table 15 – External Threats
• Money (energy costs, federal and state funding cuts, economy)
• Politics
• Student and parent cultural shift (lack of personal responsibility and respect, helicopter parents, consumerism in education, “make it happen for me”)
• Competition with other versions of high ed (cheaper, online, credibility vs. price)
• Demographics

Table 17 – External Threats
• Compensation
• Technology
• People (perceptions that don’t change when we do, negativity, government not talking to others)
• Economy (lower wages, budget, state funding decreasing, higher tuition)

Table 3 – External Threats
• Public perception of education
• Funding/affordability
• Competition (for resources and students)
• Prioritization (too much to do)

Table 6 – External Threats
• Funding (increased reliance on a tuition based funding model; diminishing legislative support)
• Support (attack on government employees; decreasing public support for education)
• Student enrollment threats (increasing competition for decreasing population of students; increasing competition from online, for profit schools; high tuition)
• Image problems (campus not well known; CAFES does not display vision to external parties; lack of positive image for CAFES brand)
• Program diversity (reduced diversity of programs for bottom-line objective; lose sight of importance of low-enrollment programs; as a small school, we will be seen as expendable)

Appendix C: Division/College SWOT Themes

College of Agriculture, Food, and Environmental Sciences
Table 8 – External Threats

- Reduced public funding
- Politics
- Community awareness of CAFES awareness
- Students' choice

Table 9 – External Threats

- Recession
- Decreasing capabilities constrain future growth (make decisions today that affect areas of growth tomorrow; technology only gets cheaper but importance of faculty interaction is only more important)
- Ag will be marginalized by movers and shakers (urbanization; ag isn't sexy so hard to market, decreasing familiarity with ag production)

Table 12 – External Threats

- Budget
- View of undergrad BS degree
- Political atmosphere
- Student prep for college
- Brick and mortar going away (competition from online)
College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the Vision and SWOT themes that were identified at the Office of the Chancellor and Provost Session. An estimated fifty-five people attended this session.

A. Session Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>50</td>
<td><strong>Engagement</strong> – instructional and non-instructional – engaged faculty and staff; infrastructure that facilitates learning; alumni and community engagement (17 red, 16 green)</td>
</tr>
<tr>
<td>49</td>
<td><strong>Current/forward-looking technology</strong> – instruction and work – off-campus – data integration and access (12 red, 25 green)</td>
</tr>
<tr>
<td>41</td>
<td><strong>Academic specialization</strong> niche, unique value – responsive academic offerings (16 red, 9 green)</td>
</tr>
<tr>
<td>25</td>
<td><strong>Sustainability/beautiful campus</strong> buildings/grounds – alternative transportation modes, infrastructure and maintenance – parking (1 red, 23 green)</td>
</tr>
<tr>
<td>21</td>
<td><strong>Accessibility</strong> – keeping UWRF affordable – doors open – student focused services – parking/transportation (3 red, 15 green)</td>
</tr>
<tr>
<td>17</td>
<td><strong>Diversity</strong> of faculty, staff, and students (demographic) (3 red, 11 green)</td>
</tr>
<tr>
<td>10</td>
<td><strong>Community involvement</strong> – global connections (2 red, 6 green)</td>
</tr>
</tbody>
</table>
B. Table Vision Themes

**Table 1—Vision for the Future**
- Campus open 24/7
- Spaces are inviting and safe
- Resource for ALL – campus and community
- Technologically current and moving forward

**Table 2—Vision for the Future**
- Effectively modernize and keep up with technology while still maintaining a beautiful campus
- Banners on campus mall displaying the strengths of UWRF
- Enrollment Services altogether in one building
- Continuing to have a helpful and friendly faculty/staff and responsible students
- Records on document imaging
- New HHP building welcomed as much as the new Student Center

**Table 3—Vision for the Future**
- Balanced combination of digital and physical campus
- Specialized and prioritized programs
- River Falls beautification project
- Regional values – how do we fit in with the region
- Broader student demographics
- Maintain student focus

**Table 4—Vision for the Future**
- More students
- Greater diversity
- More active research involvement
- Technology infused throughout campus (IPad 42 – Skype 8.0)
- "Green" sustainable settings (buildings and grounds)
- Beautification of grounds
- Learning spaces with better collaboration
- Better parking and transportation
### Table 7—Vision for the Future
- Strong regional reputation
- Diversity/global
- Technology – distance learning
- Beautiful campus, sustainable
- Engage campus community – spirit/pride

### Table 9—Vision for the Future
- Being a model
- Being a leader
- Passion of students, faculty, staff
- Obvious – people know what we’re doing
- Engaged
- Accountability
- Student-focused services
- Money
- Diversity
- Active learning opportunities: high impact practices
- Physical beauty of campus
- Technology improvements

### Table 12—Vision for the Future
- Diversity and appreciation of differences
- More international students and faculty
- More engaged with community and alumni – bringing them into classrooms; increased financial support
- Active collaboration among students/community
- Technology – updated
- Welcoming environment, closeness
- Students aware – socially engaged, expanded horizons – beyond personal concerns
- Focus and implementation – exemplary modeling of sustainability principles, e.g., bicycles, recycling, no plastic bottles
- Small feeling, welcoming – classes, informal groups, intellectual exchanges
- New buildings – especially HHP, Sciences
- Interdisciplinary emphasis
• Music in unusual places
• Solid foundation for future professional and personal life

Table 13—Vision for the Future
• One on one faculty/staff – student interaction
• New buildings/facilities – sustainable
• Increased diversity (age, ethnicity, country, etc.)
• Flexible class scheduling/delivery
• Academic excellence and reputation
• Greater study abroad and undergraduate research and participation
• Additional study abroad immersion programs

Table 15—Vision for the Future
• Increased technology
• Parking options
• Online classes/virtual campus
• Evolving student population (and changing demographics)
• Grounds/building growth and improvements
• Academic niche
• Continued/expanded research and hands-on learning
• More collaboration (internal and external)
• Strategic partnerships (UW System, community organizations, etc.)
• Green campus (beautiful and sustainable)

Table 17—Vision for the Future
• Campus infrastructure maintained and improved – parking; small, welcoming and inclusive atmosphere
• Up to date 2011 (?) technology
• Maintaining a broad-based liberal arts perspective while still producing employable students

Table 18—Vision for the Future
• Maintaining beauty of the campus and preserving the environment
• Increased exposure to local and global cultures
• Maintain sense of community
• Utilize all buildings on campus vs. expansion
• Parking
• Value career development for all
## C. Internal Strengths

### Table 1 – UWRF’s Internal Strengths

- Opportunities to – Hands-on experience for students; global opportunities; opportunities for faculty and staff
- Academics – Some great academic progress
- Access to – Accessible to students; accessible faculty and staff; engaged faculty and staff
- The feel – Safe, we are nice
- The place – Great location; beautiful staff

### Table 2 – UWRF’s Internal Strengths

- Engaged community/campus
- Friendly – Approachable faculty and staff
- Passionate alumni
- Beautiful campus
- Hardworking staff
- Opportunities – Excellent undergrad research opportunities; learning options/advancement
- Strong academic programs – Good mix of general education classes

### Table 3 – UWRF’s Internal Strengths

- Beauty – Campus is beautiful and well-maintained within budget
- Recognizing opportunity – Tech classrooms; strive to be better; potential
- CAFES – Unique programs
- Student focus – Student-oriented
- Sustainability – Physical and interest
- Engagement – Undergrad research; faculty/student collaboration
- Affordable – Tuition is reasonable
- “The Place” – Great location
- Community – Sense of community; good staff
- Global focus – Global/international focus/interest; online; travel

### Table 4 – UWRF’s Internal Strengths

- Sustainability – We ARE green; truly committed in both word and actions to sustainability
- Community involvement – We are committed to greater community involvement; Hudson Center good example of reaching out to new populations
• Faculty/student engagement – We ARE student focused; faculty are engaged with students; focus on undergraduate research
• Location and size – Location makes us very accessible; small size encourages engagement

**Table 7 – UWRF's Internal Strengths**
• Campus beauty – Small campus setting; beautiful grounds
• Academic reputation – Strong programs; variety of programs; well-rounded
• Student-centered – Student-centered learning; customer service; affordable
• Passion
• Comfortable feel around campus

**Table 9 – UWRF's Internal Strengths**
• Sustainability – Sustainability; beautiful campus (2 people); well-kept campus grounds
• Engagement – Engagement (3 people); friendly/welcoming community; passion; customer service; student focus; faculty/student rations
• Accessibility – Accessibility/affordability (3 people)
• Active learning – Active learning; innovation/flexibility; student research

**Table 12 – UWRF's Internal Strengths**
• Welcoming/engaged with community – Chancellor well-liked; affordable; community invited to lectures, events; creative, inclusive art and music
• Student-staff-faculty relationships – Faculty/student ratio; faculty care about students; strong relationships, connections, advising; committed staff and faculty
• Location – Small town/big city
• Sustainability – Pioneers/leaders in the community; attractive, green campus
• Academic focus – Forward thinking; study abroad encouraged; excellence; comprehensive; students’ support increasing/improving

**Table 13 – UWRF's Internal Strengths**
• Sustainable initiatives – Movement toward sustainability
• Location – Proximity to Twin Cities area
• Affordability – Not cost prohibitive to attend
• Academic reputation – Strong programs, accredited
• Faculty/staff/student engagement – Student focused; research
• Campus beautification – Nice facilities

**Table 15 – UWRF’s Internal Strengths**
• Availability to faculty and staff – Small class sizes; access to resources such as tutoring; relationships with faculty and staff

---
Appendix D: Office of the Chancellor 6
• Sustainability and grounds – Great maintenance of outdoor space and effort put into sustainability
• Access to education – Affordability; access for students to earn a degree
• Study abroad options – Wisconsin in Scotland; variety in type and length
• Opportunities for students – Clubs and organization variety; job variety
• Hands-on learning – undergraduate research; access to internships

Table 17 – UWRF’s Internal Strengths
• Programs – Ag; Horse; Chemistry; Biology; Study Abroad; research opportunities; sustainability; Library service
• External relations – rural community in desirable metro area; engaged professors; collaboration with community; accessibility; campus beautification
• Internal/organizational community – Faculty recognition; self-examination; shared governance; friendly accessible atmosphere

Table 18 – UWRF’s Internal Strengths
• Green campus spaces and buildings – Sustainability focus
• Community – Feeling of being known; knowing the community; student development
• Strong relationships – Faculty; staff; students

D. Internal Weaknesses

Table 1 – Internal Weaknesses/Improvement Areas
• We need to/must change – Trapped in our self-imposed limitations; heavy job loads – absorbing positions; need to think about our organization; need CE for staff and faculty; not focused; need to respect staff and level (?) of staff strength
• Technology – Breakdowns (?) of e-mail; not modern IT
• Budget – We a dynamic plan that everyone can understand
• Our students – Need to respect their time and money; not friendly to adult learners
• Misc. – Need to do better job of selling ourselves (?); we are NOT green

Table 2 – Internal Weaknesses/Improvement Areas
• Budget – Office positions; solicit external funding/support; faculty/staff compensation
• Parking
• Technology – Integration of HRS – ESIS
• Offer more classes
• Marketing, PR
- Engagement
- Office/building utilization – Better use of what we have

**Table 3 – Internal Weaknesses/Improvement Areas**
- Lack of diversity and inclusivity – Staff, students, classes of staff (?)
- Infrastructure – Space use; transportation
- Accountability – Need for accountability for all
- Compensation – For all
- Program niche – Program prioritization; losing our focus; what is our niche
- Funding – Need more
- Records – Digital records; record keeping
- Technology – Need more DL and work; digital learning
- Bland image/showcasing on good programs/actions
- Miscl. – Faculty research; communication; loss of institutional memory with retirements/leaving; letting bad overshadow what we could be; local/college (?) collaboration; unwillingness to make tough decisions

**Table 4 – Internal Weaknesses/Improvement Areas**
- Diversity – This is still a weakness; seem to have less international students
- Communication – Depts. Need to share more information
- Research – Still need more opportunities
- Community relations – We need to do MORE
- Accessibility and affordability – Wages; budget; can’t keep doing more with less
- 8 – 5 – Need to get out of the 8 – 5 mentality
- Modesty – Still too modest; BRANDING

**Table 7 – Internal Weaknesses/Improvement Areas**
- Communication and collaboration – Internal and external; need to see big picture and commit to it; need to get our product quality out there
- Culture of inclusion – Appreciate diversity; appreciate all instead of just certain groups or classes
- Engagement – Get students, staff, faculty all engaged; alumni engagement; engagement in campus experience (athletics, music, student activities)
- Quality of teaching/learning environments and facilities – Technology; up to date; maintenance
- Academic student profile
- Culture of philanthropy
- Mentoring program
Table 9 – Internal Weaknesses/Improvement Areas

- Resources – More resources needed; tighter and tighter budgets
- Accessibility – Online courses, evenings, weekends; need expanded office hours
- Reputation – Academic specialization; getting the word out about us
- Technology – Behind in technology; learning spaces are outdated; poor data collection/storage
- Diversity – Appreciation of everyone on campus; interconnectedness of all offices; increase diversity; capitalize on diversity that exists; broaden our definition

Table 12 – Internal Weaknesses/Improvement Areas

- Better technology – Lack of technology relative to what is available; more technology, efficiencies, streamlining
- Sufficient funding/prioritize use of resources – Lack of competitive wages for staff and faculty; lacking needed resources/budget; invest in marketing – awareness of state of Wisconsin; overseas programs made more affordable for community; diffusion of energy into too many priority areas; declining/limited resources and opportunities for faculty and staff development
- More community involvement and deeper sustainability – Community involvement in innovative gardens and food for needy; walk the talk more on sustainability and conservation on campus; outreach to community could be strengthened
- More student involvement/engagement – Student collaboration; many students do leave campus on weekends; undergraduate research
- More diversity – Better diverse student recruitment; lack of student diversity (2 people)

Table 13 – Internal Weaknesses/Improvement Areas

- Campus diversity – Demographic diversity; faculty, students
- Technology – Slow
- Inflexibility – Dealing with off campus and adult students; class delivery options
- Name recognition/reputation – Visibility; location – competition, decisions made elsewhere
- Funding – Operational funds; research
- Infrastructure – Parking; some facilities
- Faculty/staff resources – Spread thin; little employee development; campus collaboration; little room for job growth

Table 15 – Internal Weaknesses/Improvement Areas

- Cohesiveness – Lack of collaboration among departments; not seeing all types of students
- Competiveness – We don’t brag enough – too humble; lack of affordability for graduate programs
- Academic limitations – Limited evening/weekend/online opportunities
- Employee development – Individual opportunities lack for classified, academic staff and faculty; lack of employee accountability; low pay
- Campus communication – Comprehensive recruiting (all-campus effort); poor communication among offices
- Outdated technology – Website usability; lagging resources
- Outdated facilities – Lack of parking; lack of public transportation

**Table 17 – Internal Weaknesses/Improvement Areas**

- Physical and tech support for education – Building maintenance problems; continual need to chase technology
- External relations, voter support for education – Communication of the value of public education
- Class offering shortcomings – Secondary education; whole in course offerings; academic rigor issues
- Student support – Advising; continuing ed; financial aid
- Internal communication issues – Professional development; what’s happening on campus; collaboration between departments

**Table 18 – Internal Weaknesses/Improvement Areas**

- Parking – Need more of it
- Community involvement – Communication at all levels
- Technology – Updated resources; records management
- Staff development – Development/advancement; valued; wage increase; training
- Specific goals – Be specific, not 50 goals

**E. External Opportunities**

**Table 1 – External Opportunities**

- Programs – Add programs that are in high demand; promote programs that set our students apart; develop programs that respond to MODERN needs, e.g., sustainability; science and research programs topnotch
- Online and other technology – IT – make it usable 24/7
- 24/7 – Need to meet needs of 24/7 campus with our business practices; we need to change
- Adult learners – Adult learners add to our mix; go to big city and military to offer courses; promote ourselves OUT to groups!
• Miscl. – Broader fundraising for money to help budget/external grants – SEEK
  THEM; promote our location, our atmosphere; community
  involvement/expertise/experience

**Table 2 – External Opportunities**

- Access to – Twin Cities, local school districts and businesses, major rivers and state
  parks
- Study Abroad programs
- Technology and improvement
- Learning/Distance Learning – Youth options; older students; other universities
- Collaboration with others – UW System; technical and community colleges
- Engagement – Community and alumni

**Table 3 – External Opportunities**

- Partnerships – Regional basis (?) with community, region, state; alumni engagement
- Tech/communication
- Demographics – Changes; adult learner; the ___? Center
- UW/WI/MN collaboration – UW-MN collaborations
- Global engagement in learning – Study abroad; global education; student exchange
- Grant/research funding
- Miscl. – Leverage individual political influence; embrace change; strike “can’t” from vocabulary; be more proactive - pioneer

**Table 4 – External Opportunities**

- Technology – Utilize it better; more affordability should drive more innovation
- Community involvement – More opportunity for inter-campus collaboration; seize opportunities presented by the business community, i.e., internships
- Curricular change driven by demand – We must keep up with changes and update our curriculum
- Demographics and location – Changing demographics of the Twin Cities
- PR – Tell our story
- Global opportunities – Take advantage of expanding opportunities

**Table 7 – External Opportunities**

- Collaboration with other regional schools – Other UW campuses in western Wisconsin
- Proximity to Twin Cities – Close; we will be a suburb of Twin Cities
• Technology – Flexible learning communities; more connections to the larger world; social media
• Relationships – State Legislature; businesses; Minnesota reciprocity program; alumni are in many key positions
• Environmental opportunities – Philanthropic support; emphasis on sustainability

Table 9 – External Opportunities
• Politics – Political environment; elect new politicians
• Budgets – Campus flexibility; outside funding sources; funding/grants budget
• Economy – Recession means students are looking for better value
• Relations – Internships; relationship with community resources
• Global opportunities -- Internationalization

Table 12 – External Opportunities
• Better technology makes things easier – Streamline business processes; software that could help us function more efficiently; technology makes access to learning easier
• People more globally literate – Become more globally aware/internationally literate; global volunteering; exchanges with sister cities
• Capitalize on connections with alums/community – Bring alums to campus – bring to classroom to make teaching relevant to real world; relationships with Twin Cities; musical links with other musicians
• Funding through partnerships, strong engagement of friends – Lot of goodwill toward UWRF; work with businesses, community; funding from outside sources; economic trend to localize instead of globalize

Table 13 – External Opportunities
• Technology – What to expect
• Favorable hiring environment – Changing job markets; deep labor pool
• Collaboration/partnership – University friends; potential donors; partnerships; community involvement; global education
• Regional focus and growth – Twin Cities; area growth; power of local legislatures; making decisions locally
• Leadership – Strong leadership; continuity of leadership
• Increasing diversity – Changing student demographics
• Student recruitment – Competition of private schools – more affordable; CAFES recruiting in California

Table 15 – External Opportunities
• Metro area – Twin Cities (other large metro areas); close to large metro area with diverse student population; access to metro for hands-on learning
• Technology – Programs/technology for alternate delivery; technology/Skype, computers, internet; technology advancements; social media
• Sustainability – Sustainability organizations; recycling
• Community – Community projects/organizations; UWRF helps meet community needs that have arisen with budget shortages
• Global opportunities – Global connections; travel; international
• Affordability – Need for affordable education; Minnesota reciprocity
• Research
• Need for quality educators

**Table 17 – External Opportunities**

• Technological and communication opportunities – Facebook; Twitter; iPads; e-readers
• Education involvement – Accelerating international students; servicing businesses’ educational needs; global education
• Diversity and globalization – Globalization; expand diversity
• Transportation – Increasing need for public transportation

**Table 18 – External Opportunities**

• Community support – Grow to share; artistic support in community; local business support; city support
• Flexibility of UW System – Madison remains part of System
• Technology – Online technology; social media
• Sustainability on a global scale – It connects us globally

**F. External Threats**

**Table 1 – External Threats**

• World is changing and we must change too – Price of gas; commutes for faculty, staff, students; no mass transit; technology; no diversity; 18-24 student demographic is going away (?)
• Politics – Wisconsin Legislature; reciprocity
• Everyone hates change – we are not nimble (like private schools)
• Money – The economy (financial fitness of the country and state); budget cuts
• The sell – If we are out-marketed, our students will go elsewhere

**Table 2 – External Threats**

• Budget – No money to better our campus
• Technology – Better technology at other schools
- Affordability – Rising tuition; commuting costs; technical/community colleges are cheaper
- Program offerings – Better and more focused at technical and community colleges

**Table 3 – External Threats**
- Support change – Change resistance; not embracing
- Funding – Lack of; compensation; alternative funding
- Political support – Wisconsin political standing; regulations; changes state and federal
- Reputation/appreciation – Bland image; lack of appreciation for higher education; reputation; social media
- Competition – UW; online university; Minnesota schools
- Classroom tech – Instruction is one-dimentional; “sage on stage,” behind on classroom and work technology, changes that students want to learn
- Demographics – Changing; declining high school grads – are we prepared?

**Table 4 – External Threats**
- Budget – Decrease in state funding; politics – budget; non-compromising political environment
- Devaluing of higher education – Students need to find jobs vs. a liberal education; de-emphasis on education; why are less males attending college; less educated workforce (domestic); view importance or need for college degree; people can take online courses anywhere – don’t need to come to campus
- Staying relevant – Agriculture in the future
- Narrow vision of the world – If not diverse, students/staff won’t get exposure needed for future work/life and ideas; highly educated skilled workers (global)

**Table 7 – External Threats**
- Budget reductions – threat of closure of campuses
- Economic conditions – Gas prices; increase of tuition may make us unaffordable; global melt-down; access to campus for some students
- Private for Profit schools – They meet students’ needs better than us
- Failure to change – Refusing to change what we offer based on what our students want or need

**Table 9 – External Threats**
- Budget/political – State budget; political climate; higher salaries elsewhere make it difficult to retain talent
- Other universities – Academic niche; online education; location (closer to home)
- Misunderstanding/misperception – Who we are, what we do; does the public support us?
- Location – Not good access to Wisconsin metropolitan areas; broadband/internet access

**Table 12 – External Threats**

- Competition – Competition from other campus, local and in Minnesota and Wisconsin
- Loss of expertise – Massive retirements; loss of many under adverse circumstances
- Declining resources – Funding; budget; declining resources; loss of medical care; keeping up with technology
- Unfavorable political climate – Tea Party; Division of UW System; political forces that devalue education; ending reciprocity between Minnesota and Wisconsin
- Negativity – Anxiety and other stresses on employees, students, and community

**Table 13 – External Threats**

- Economy – Can’t afford college; job market; depressed economy; local, state, national, global; loss of talented workforce to private sector
- Competition – Growth agenda for all UW-System schools; University/learning saturation; competition for students; aggressive recruiting of other higher ed institutions; Twin Cities private college scholarships; decreasing number of high school grads in Wisconsin and Minnesota
- Politics – Government; totally uninformed legislative representation; political climate
- Devalued higher education – Higher education less valued
- Budget/funding – Lack of budget control; declining state support; state funding
- Technology – Outdated technology
- Falling behind in all of these areas

**Table 15 – External Threats**

- Budget – UW System representation; funding; budget concerns; budget constraints
- Public image – State border – lack of media; lack of public knowledge; reputation if general
- Location – Remote; semi-rural; climate
- Increased competition – Competition from other institutions; decrease of high school age population
- Tunnel vision – Underrepresentation of cultural diversity/earth/nature
- Technology – Not up to date with current

---

Appendix D: Office of the Chancellor 15
• Government – Walker and other politicians; Wisconsin political environment; reciprocity __?

Table 17 – External Threats

• Public support for education – Voters; church and state separation need; tax support; tuition costs; tuition reciprocity
• Retention and attraction of quality staff and faculty
• Shrinking number of 18-22 year old in western Wisconsin
• Technology race

Table 18 – External Threats

• Walker/politicians – Lack of political support for education
• Economy – Increasing gas prices; financial assistance not as available; global unrest
• Staffing – Retirements; driven out by lower wage
• Lack of funding – Financial aid
Appendix E: College of Education and Professional Studies

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the Vision and SWOT themes that were identified at the College of Education and Professional Studies Session. An estimated twenty-five people attended this session.

A. Session Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Increase in graduate education – doctoral programs (6 red, 4 green)</td>
</tr>
<tr>
<td>14</td>
<td>Broad types of learning experiences/opportunities (faculty/staff/students) – campus learning community; all engaged (2 red, 10 green)</td>
</tr>
<tr>
<td>13</td>
<td>Sustainability – being green – sustainable systems – community/social justice/economy – human resources; managed thoughtful growth; financially self-sustaining (3 red, 7 green)</td>
</tr>
<tr>
<td>11</td>
<td>Diversity – staff, faculty, and students – “non-traditional” students goes away (as a label or category) (2 red, 7 green)</td>
</tr>
<tr>
<td>10</td>
<td>Technology enhances learning and growth – increased distance learning; new ways to connect with students (3 red, 4 green)</td>
</tr>
<tr>
<td>Total Points</td>
<td>Vision Theme</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>Welcoming/collaborative community/culture – learning and sharing; accessible faculty (4 red, 2 green)</td>
</tr>
<tr>
<td>6</td>
<td>Health and wellness – holistic, lifelong health (1 red, 4 green)</td>
</tr>
<tr>
<td>4</td>
<td>Community connections – outreach; political savvy (4 green)</td>
</tr>
<tr>
<td>2</td>
<td>Beauty of buildings and grounds – safe and inviting – welcoming (2 green)</td>
</tr>
</tbody>
</table>

### B. Table Vision Themes

**Table 3 – Vision for the Future**

- Physical – More green buildings; windmills that help generate power on campus; sustainable gardens that provide food/roof-top gardens; new science and technology center; enhanced library; pool; more hiking trails; more technology pods in buildings; light-rail transportation from the Twin Cities
- Community – Democracy in action; students in cohorts who move through their programs; student-faculty interdisciplinary spaces are needed; T.V.'s that communicate events in each building; examination of existing power structure on campus; more classroom space and lounge areas for students and faculty
- Curriculum complexity – Curriculum to reflect the complexity of the time, 2021

**Table 6 – Vision for the Future**

- Use of technology – less labs, more portable; use of technology increased
- More connections with off-campus experience (i.e., clinical)
- Maintain green environment

**Table 9 – Vision for the Future**

- Twin campuses – UWRF North and Central (Hudson)
- Clinical speech centers of excellence
- Grad programs double, clinical PhD in speech
- Increased distance learning options
- Political savvy
- Improvement to grounds to support learning, retain small campus feel; aesthetically pleasing
- Strong community connections through internships, clinical experience
- Increased funding for technology
- Cross-pollination between grads, undergrads, administration
• Broad spectrum of students
• Collaborative immersion experiences

**Table 12 – Vision for the Future**
• Health and wellness – interdisciplinary center for aging population; pool
• Facilities maintained, improved, expanded
• Fewer students (rest online)
• Beautiful campus
• International
• Diverse faculty, staff, students
• Completely “off grid” energy wise
• Positive, excited
• Giving back to the community – engaged with it
• Involved students
• Faculty mentoring, life-long learning
• Students actively engaged in learning – faculty are too
• Students focus on international study, research

**Table 15 – Vision for the Future**
• Natural beauty preserved
• Sustainability
• Population and diversity expanded – across all areas (race, gender, etc.) – no more “non-trads”
• New buildings and expansion – thoughtfully integrated
• People are relaxed/at ease
• Mutual respect/civility
• Early intervention for students having difficulty
• Defined expertise areas with focus on those
• Use of technology for benefit

**C. Internal Strengths**

**Table 3 – UWRF’s Internal Strengths**
• Sustainability – Tuition is affordable; growing student population; green student center; St. Croix Valley for Sustainable Community Development
• Graduate students – Hudson Center
• Community – Mentoring students by faculty; Student Affairs – diversity awareness dissemination of information; CEPS trains great elementary teachers; community partnership and communication
• Tech – Tech communication and progress (1 person)
• Buildings/grounds – Building and grounds maintenance; trail system; safe and peaceful campus; beautiful campus

**Table 6 – UWRF’s Internal Strengths**

• Technology – Support; types available
• Community – Partnerships; connections (with schools, practicum sites, non-school)
• Welcoming – Feel of surroundings

**Table 9 – UWRF’s Internal Strengths**

• Campus/facilities – Small, tightly-knit community feel; beautiful, aesthetically (campus, grounds)
• Teaching/learning – A variety of learning opportunities are available; excellent teaching instruction that focuses on student-centered learning; emphasis on education, engages students in applying theory to practice
• Campus climate – Welcoming/attentive to students
• Community connections/outreach – Serving the community is important; engagement with community partners; block programs in elementary education allows intensive field experiences
• Faculty/administration – Faculty collegiality is evident; there are strong and compassionate leaders campus-wide (for the most part)
• Sustainability – Grounds/facilities
• Technology – The support of technology on our campus
• Graduate programs – Supportive of graduate students’ needs/education

**Table 12 – UWRF’s Internal Strengths**

• Physical attributes – Beautiful campus; location; size (not too big or small); buildings; inviting physical facilities
• Connection with students – Engaging our students; welcoming; faculty and staff excited about student learning
• Academic programs – Broad range of programs; accredited programs at state and national level; great reputation for teacher ed and agriculture
• Sustainability – Focus on sustainability; economical; environmental, affordable; accessible
• Diversity – Focus on being more diverse
• Community – Community connections
Table 15 – UWRF’s Internal Strengths

- “Feel” of environment – Small; safe; welcoming
- Appearance – Beautiful; rural campus
- Responsiveness – Approachable; responsive; students and faculty engaged
- Field experience – Outreach for training
- Reputation – Teach Ed/Ag programs/Business/Communication Disorders, etc
- Sustainability – Committed to efforts

D. Internal Weaknesses

Table 3 – Internal Weaknesses/Improvement Areas

- Faculty – Clear criteria for promotion; tenure faculty morale
- Tech/buildings/grounds – Lack of parking; faculty should have choice in PC’s or Mac’s (PC’s should not be forced on us); pool, dated recreational facilities; no uniformity in teaching technologies and classroom space; laptop campus – choice of platform; lack of communication and classroom space
- Community – Inequitable policies for women faculty who have children; mentors need to be assigned to freshmen; diversity of faculty and staff
- Curriculum/graduates – Interprofessional – interdisciplinary climate; rigorous graduate programs; rigorous graduate curriculum and criteria for degrees; graduate student needs – low graduate program emphasis
- Student support – No student assistantships – paid for tuition; more scholarship money for students in order to retain them; no infrastructure for underprepared students – not enough classes in writing improvement, study skills, reading comprehension for retention

Table 6 – Internal Weaknesses/Improvement Areas

- Diversity – Increase diversity; too much focus on diversity – treat students as individuals
- Learning options – Technology to reach others
- Communications – Internal; department
- Graduate education – More focus on graduate programs
- Faculty and staff compensation and resources – Faculty compensation; investment in staff

Table 9 – Internal Weaknesses/Improvement Areas

- Lack of diversity – Poor recruitment of top students/diverse students
- Low salaries
- Lack of recognition and support of graduates – Support needed for learning opportunities for graduate programs to further develop
• Learning experiences – Transform curriculum; renew teaching resources; consistently smaller class size, not forward thinking

• Not politically active

• Lack of support for students – Needed so that students don’t need to work so much

• Actions do not reflect the vision – Need to go from silos to pastures; need internal collaboration; leaders disconnected from faculty/staff; lack of faculty enhancement; lack partnership with River Falls and Hudson Schools

Table 12 – Internal Weaknesses/Improvement Areas

• Resources (physical) – Lack of resources; decreased state money and support; increased reliance on ad hoc, deferred maintenance; keeping up with technology; infrastructure for technology

• Diversity – Lack of diverse students, faculty and staff; transportation for students once on campus

• Student preparedness – Some students not ready for college; not enough remedial help; enter as a student with marginal credentials but no help once they’re on campus

• Resources (program and personnel) – 12/12 teaching load; wages; need for tuition to increase to support programs

• Political – Lack of political pull – far removed from Madison; easy to forget about our campus’ needs

Table 15 – Internal Weaknesses/Improvement Areas

• Diversity – Retaining and recruiting students of color; diversity

• Ineffective systems and processes – System don’t work; creation and introduction of processes; disjointed/inefficient processes for paperwork

• Communication – Collegiality; lack of internal logistical communication; integration communication; collaboration across colleges/units; consultation with support staff before making changes; bottom-up communication

• Marketing – Not selling positives; low visibility as a campus; marketing its programs

• Academic support for struggling or off campus – Do not serve students well who are not campus-based; intrusive/proactive academic; support for struggling students

• Support for grad programs – Not supporting grad programs

• Parking – Not enough!
E. External Opportunities

Table 3 – External Opportunities

- Collaborations – Proximity to urban-suburban-rural; community involvement in sustainability; external – health – Hudson Hospital, Marshfield Clinic; academic expertise to grow graduate program; partnerships with professional places to clinical practice; international collaboration; links to the Twin Cities
- Community and collaborations – Leadership for standards and faculty professional organization and accreditation; sharing resources such as community pool; social media; online communication; external technology/wireless; learning community; partnering with different businesses; expertise of faculty for sustainability

Table 6 – External Opportunities

- Partnership and connection in community – Businesses; expand; alumni involvement
- System efficiency – Take advantage of more grant resources; invest in technology
- Geography (location) – Capitalize on location – students attending
- Communicate with Legislators – Get involved

Table 9 – External Opportunities

- Changing demographics – Recruit a more diverse student/staff/faculty population
- Economy – Entices people to reinvent themselves and go back for more education
- Alumni – Stronger stakeholder groups; foundational giving increases
- International relationships – Forges more international partnerships; join forces with other institutions
- Outside professional connections/organizations across college – Leading to external accreditation
- Geographical location – Close to urban/rural/suburban areas
- Expanded partnerships with outside entities – School budget cuts; shared funding of clinical experiences through partnerships; support for Hudson and regional partnerships; collaboration; create a lab school (K-12) on campus
- Advances in technology – Maximize the use of technology

Table 12 – External Opportunities

- Community links – Recognized by the immediate community as a resources; multiple resources to offer the greater community; companies willing to sponsor tech upgrades
• International – Emphasis on international opportunities; interest in international connections
• Graduate program growth – Growth in graduate programs; number of applicants to communicative disorders program
• Location – Location to metro area; willingness to extend to community; demographics (close to Cities), beauty of St. Croix Valley
• Capital Campaign Alumni – Capital campaign; alumni who are successful and advocate for the university

Table 15 – External Opportunities

• Location – Hudson campus
• Politics – Increased interest in politics; expansion of political climate change internationally; budget crises lead to partnerships; collaborations with Twin Cities, businesses, school districts
• Population trend changes – increase of ethnic populations in U.S.; access to large/diverse market in Twin Cities; aging population; trend of first generation college students
• Cost/economy – Cost of education; economy makes everyone to want value for their money
• Technology – Increased technology; emerging technology for course delivery

F. External Threats

Table 3 – External Threats

• Politics – Lack of faculty voice – we are not heard; political atmosphere that vilifies the public employee; no support or respect for people who work in education
• Lack of collaboration and vision – Faculty issues are not resolved by administration, agreement or consensus; band-aid solutions; short-sighted vision re: technology; short-sighted technology that does not allow creativity
• Marketplace – Technology – one size fits all economy; proximity to Twin Cities – competition; lack of money and funding; lack of faculty compensation; threat of the economy; changes in the marketplace – threat of collapse of UW-System
• Bullying in the workplace – Bullying behavior is ignored or even rewarded

Table 6 – External Threats

• Politics – Political Legislature; silo thinking
• Public perception of education – Devalue education
• Lack of economic resources – Partnership
• Change – can we keep up? – Length of time to respond or update programs
• Growth of competition – Local schools developing programs to compete
Table 9 – External Threats

- Politics – Leads to lower funding; core values are re-invented/shaped; political environment equals apathy
- Economy – Less dollars for students to attend college, due to unemployment
- Lack of diverse populations
- Competition – Branding – too little, too late
- Attacks on teacher preparation programs – Allow only numbers and dollars to drive future programs; community becomes disengaged
- Attacks on higher education of students – Lack of confidence in higher education

Table 12 – External Threats

- Political climate – Political climate devalues higher education; anti-intellectual climate; lack of respect for education
- Morale, campus climate – Lack of involvement; lack of commitment to be involved; teaching not viewed as important
- Resources – Decreased state support; increased tuition; unemployment or low family income; cost of health care, cost of maintaining facilities
- Resources impacting faculty/staff – Low median salaries compared to peers; decreased tenure track lines; increased contribution to health insurance and retirement

Table 15 – External Threats

- Politics – Political climate; lack of civility; political polarization of population; international politics
- Competition – Liberal Arts vs. technical education; private institutions give Minnesota residents more scholarship money; competition find our niche; view of education as a business
- Cost and economy – Rise in tuition; cost of education even the affordable is too costly; local, nation, world economy; unstable economy; is college affordable
- Population changes – Few nursing or certification (?) programs in areas poised for growth; wide age range of workforce; aging population
- Technology – Not being able to keep up with changing technology; population and growth of online learning institutions
Appendix F: College of Arts and Sciences

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the Vision and SWOT themes that were identified at the College of Arts and Sciences Session. An estimated twenty-nine people attended this session.

A. Session Vision Themes
B. Table Vision Themes
C. Internal Strengths
D. Internal Weaknesses
E. External Opportunities
F. External Threats

A. Session Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>Highly engaged and prepared students – first choice for higher education; toward a higher purpose – not just a “job” (11 red, 7 green)</td>
</tr>
<tr>
<td>17</td>
<td>Self-funded – stable, sustainable (5 red, 7 green)</td>
</tr>
<tr>
<td>10</td>
<td>Sustainability – light rail; alternative transportation modes (4 red, 2 green)</td>
</tr>
<tr>
<td>9</td>
<td>Collaboration within campus community – multi-disciplinary (1 red, 7 green)</td>
</tr>
<tr>
<td>8</td>
<td>Better support for research (all levels) (1 red, 6 green)</td>
</tr>
<tr>
<td>8</td>
<td>Regional leader – academic excellence (2 red, 4 green)</td>
</tr>
<tr>
<td>7</td>
<td>International/global engagement/connections – place of destination; global footprint; leverage technology (1 red, 6 green)</td>
</tr>
<tr>
<td>7</td>
<td>Increased diversity – demographic, cultural, international, non-traditional, global (1 red, 5 green)</td>
</tr>
</tbody>
</table>
## Appendix F: College of Arts and Sciences 2

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>Technology</strong> – facilitating learning; integration with teaching (3 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Nice spaces</strong> (1 red, 1 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>24/7 learning options</strong> – learning beyond classroom door (3 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Community connections</strong> – deeply connected to broader community; strong partnerships (3 green)</td>
</tr>
<tr>
<td>0</td>
<td><strong>Efficient processes</strong> that support sustainability (0 votes)</td>
</tr>
</tbody>
</table>

### B. Table Vision Themes

**Table 3—Vision for the Future**
- New active learning interdisciplinary science building
- Substantial increase in support for the staff research
- Diverse international and socioeconomic and age student body
- Shared bike program with city and vertical parking structure
- Vibrant, active campus year round
- Global perspective, study abroad (incl. space) for majority of students
- Sustainable teaching and modeling and off-grid energy
- Substantial foundation account, completed capital campaign and start of another
- 8,000 students
- First choice of students with defining programs (niche)
- Integrated program prioritization, planning, review, assessment
- Curriculum drives technology

**Table 6—Vision for the Future**
- Self-sufficient financially
- Size of campus increases – number of buildings and students
- More diverse student body
- Emphasis still on environment/sustainability – buildings, fleet vehicles, nuclear energy, weather station
- Academic leader in St. Croix River Valley
- More integrated campus layout – roads, high speed rail to Twin Cities
• Up to date technology in classroom
• Liberal Arts, not (?) students as consumers
• Students working with faculty

Table 7—Vision for the Future
• New buildings – STEM, HHP, Fine/Performing Arts
• More students of color, international students, under-represented students
• More resources – faculty time, research
• Nexus of intellectual, scholarly, creative end ___?
• Spaces – learning spaces conducive to learning, social spaces to build community
• Students engaged with learning

Table 9—Vision for the Future
• New Science Building under construction
• Student body that knows they are here to learn
• Engaged faculty with high morale
• Actively talking about learning in and out of classroom
• Clean/new facilities – offices, classrooms, etc. that facilitate learning
• Foundation that can sustain the campus
• Vibrant research and scholarly activity, especially in the summer – it is obvious and present all across campus
• Community support financially and intellectually

Table 12—Vision for the Future
• Increased diversity including non-traditional – moving from tolerance to appreciation
• Faculty/student engagement across disciplines
• Facilities/administration, structures that break down barriers
• Evidence that education, educators, student preparation are valued
• Tech for learning that unites rather than divides

Table 13—Vision for the Future
• New HHP building serves as a hub for the community
• Well-supported teaching and research
• Multi-disciplinary education transcending traditional discipline boundaries through multiple instructors
• Campus will be based on sustainable principles
• Campus will be more residential – more green space – motorized will be part of the reality – light rail system – or else new ten level parking ramp
• More applied technical education – job skills
• Beautiful, more efficient campus – plazas, walkways
• Students much the same – more diverse, age, ethnicity, race, etc.

C. Internal Strengths

Table 3 – UWRF’s Internal Strengths
• Commitment to student success
• Sustainability
• Unique programs
• International
• Collaboration
• Community social connections
• Location
• New leaders
• Financial flexibility

Table 6 – UWRF’s Internal Strengths
• Hardworking and dedicated staff
• Working towards sustainability
• Focus on undergraduate education
• Unique and well-meaning students
• Good size, location, and beauty of campus

Table 7 – UWRF’s Internal Strengths
• Curriculum
• Campus/atmosphere
• Faculty
• Established international programs
• Individual collaboration and research between faculty and students
• Efficiency – maximizing with existing technology and budgets
• Location

Table 9 – UWRF’s Internal Strengths
• Dedication/commitment
• Research activity and commitment
- Leadership
- Campus size and location
- Sustainability
- Experience with our student population

**Table 12 – UWRF's Internal Strengths**
- Faculty/staff
- Active students
- RSCA
- Community
- Location
- Technology
- Sustainability
- Value

**Table 13 – UWRF's Internal Strengths**
- Sustainability
- Location
- Multi-disciplinary
- Research
- International

**D. Internal Weaknesses**

**Table 3 – Internal Weaknesses/Improvement Areas**
- Financial challenges
- Facilities
- Data limitations
- Technology
- Morale
- Marketing
- Staff development
- Academic standards

**Table 6 – Internal Weaknesses/Improvement Areas**
- Low self-esteem
- Poor public support (financial and moral)
- Students – First generation, student preparation
• Faculty workload
• Lack recognition and notice – need better PR

**Table 7 – Internal Weaknesses/Improvement Areas**
- Demands on faculty
- Compensation
- Facilities/technical resources
- Procedural redundancies
- Student preparation
- Student retention
- Internship weaknesses
- Self-promotion coordination

**Table 9 – Internal Weaknesses/Improvement Areas**
- Financial
- Facilities
- Students
- Recruitment
- Faculty

**Table 12 – Internal Weaknesses/Improvement Areas**
- Resistance to change
- Low profile
- Unprepared students
- Facilities
- Weak financially
- Lack of diversity
- Student resources (too many have to work)

**Table 13 – Internal Weaknesses/Improvement Areas**
- Academic territoriality
- Workload
- Administrative turnover
- Facilities
- Communication
E. External Opportunities

Table 3 – External Opportunities
- Location, location, location
- Local support
- Communication ubiquitous
- Financial flexibility
- Sustainability markets
- Internationality
- Potential donors

Table 6 – External Opportunities
- Educational experience
- Financial
- Region

Table 7 – External Opportunities
- Space to grow
- Demographics
- Cultural and individual interests
- Economy
- Environmental issues emphasis
- Location
- International students

Table 9 – External Opportunities
- Diverse underrepresented population nearby in Twin Cities
- Space
- Alumna
- Local/regional companies
- Head start on sustainability

Table 12 – External Opportunities
- Demographic
- We will represent more of a value as more students become more price sensitive
- Lack of state funding will force us to be more self-sufficient
- Can increase and improve profile with successful strides (?)
- Technology
Table 13 – External Opportunities

- Location
- Change instructional paradigms
- Sustainability

F. External Threats

Table 3 – External Threats

- Competition for students
- Intolerance
- State politics
- Attitudes regarding education
- Student preparation

Table 6 – External Threats

- Public attitude toward higher education
- Economic
- Competition
- Political

Table 7 – External Threats

- Loss of public support
- Competition
- Anti-intellectual climate
- Finances
- Preparing Students with wide range of abilities

Table 9 – External Threats

- Political climate
- Economy
- Competition
- Anti-intellectual climate

Table 12 – External Threats

- Climate that de-values education
- Political
- Economic climate

Table 13 – External Threats

- Anti-intellectualism
- Global climate change
- Economic
- Competition online
Appendix G: Student Affairs

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the Vision and SWOT themes that were identified at the Student Affairs Session. An estimated twenty-eight people attended this session.

A. Session Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>More collaboration across departments and between academic affairs and student affairs (13 red, 3 green)</td>
</tr>
<tr>
<td>13</td>
<td>Stewardship of resources – balanced funding sources (2 red, 9 green)</td>
</tr>
<tr>
<td>11</td>
<td>Recognition and accountability (1 red, 9 green)</td>
</tr>
<tr>
<td>10</td>
<td>Increased diversity in faculty, staff and students – retention (3 red, 4 green)</td>
</tr>
<tr>
<td>8</td>
<td>First year seminar (8 green)</td>
</tr>
<tr>
<td>6</td>
<td>Sustainability (6 green)</td>
</tr>
<tr>
<td>6</td>
<td>Data-Driven culture (3 red)</td>
</tr>
<tr>
<td>6</td>
<td>Common advising model (1 red, 4 green)</td>
</tr>
<tr>
<td>5</td>
<td>Adaption to changing technology (2 red, 1 green)</td>
</tr>
<tr>
<td>5</td>
<td>More intentional student engagement (2 red, 1 green)</td>
</tr>
</tbody>
</table>
Appendix G: Student Affairs

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>More focused academic vision – not being all things to all people – focus on core programs (5 green)</td>
</tr>
<tr>
<td>3</td>
<td>More recreational activities/space (3 green)</td>
</tr>
<tr>
<td>1</td>
<td>More inclusion for those who face barriers (1 green)</td>
</tr>
<tr>
<td>0</td>
<td>Alternative transportation systems to and around campus (no votes)</td>
</tr>
<tr>
<td>0</td>
<td>Special attention to high impact practices – broader access to these practices (no votes)</td>
</tr>
<tr>
<td>0</td>
<td>Campus tradition (0 votes)</td>
</tr>
<tr>
<td>0</td>
<td>More efficient recruitment of staff (0 votes)</td>
</tr>
<tr>
<td>0</td>
<td>Greater connection and involvement with alumni (0 votes)</td>
</tr>
</tbody>
</table>

### B. Table Vision Themes

**Table 2—Vision for the Future**

- Increased indoor/outdoor recreation space
- First Year seminar
- Increased retention, decreased probation and suspension
- Stronger sense of community across divisions
- Strategic office locations
- Common calendar – better awareness of campus activities
- Better recognition of good work and accountability for inefficiencies
- Shared advising model that’s consistent across campus
- Variety of new buildings
- Internships required to graduate
- Collaboration across UWS
- Greater diversity – faculty, staff, students
- Public transit
- More prepared students (non traditional, graduate)
- Learning communities
- Salary adjustments
• Increased challenge of curriculum
• More flexible evening/virtual campus
• More collaboration between faculty/staff and see the value of it

**Table 3—Vision for the Future**
• Tech drives interactions
• Enhanced diversity
• Greater need for involvement/tradition to connect people
• Enhanced focus on meeting diverse needs of students
• Less people – more online/commuters due to cost of transportation
• Connect north side to south side of campus (UC to H&HP)
• Transportation from Metro to River Falls
• Greater need/support from alumni involvement/resources
• Sustainability visible throughout

**Table 4—Vision for the Future**
• H&HP is open and functioning smoothly to allow for greater health of all campus members (new synchronized swim)
• Beautiful campus and wind and solar energy to sell
• Technology changes – less textbooks, notepads
• Long distance teaching and learning abroad
• Teaching students how to be members in a face to face community

**Table 6—Vision for the Future**
• Facilities/grounds – pretty flowers for Larry
• Less traditional students
• Fewer textbooks or none – tablets
• More diverse/inclusive
• Add sustainability to course curriculum
• More online classes
• Academic Affairs ownership of cross-divisional leadership
• Regular engaging pedagogy/high impact practices
• Increased accountability for performance
• Less reliant on state funding, more gift giving
• More intentional data-driven decision making
• More department collaboration
- More focused academic vision

**Table 7—Vision for the Future**

- Collaboration – across Student Affairs and Academic Affairs, between departments that comes with greater understanding
- Continued use and expansion of high tech options – purposes of marketing and connection to students; all campus wireless; practical online delivery method; high tech, high touch
- Centralized advising and Fresh/first year student seminar course with an appreciative advising approach – student identity development, career development, transitions, etc.
- Increased sense of civility in our interactions and intentionality of our collaboration
- Increased recruitment and retention of diverse faculty, students, staff
- Centralized programming and learning outcomes based assessment
- Interdisciplinary research projects that occur between Student Affairs and Academic Affairs (with students)
- Increased engagement of all faculty and staff in high impact practices and intentional collaboration
- Data driven culture
- Greater connection with alumni
- Opportunity to have recognition and accountability
- Preserving, creating, and maintaining campus traditions
- Connection to sustainability
- More intentional and broader student engagement

**Table 9—Vision for the Future**

- Student transit system (bike friendly, shuttle to metro area)
- Increased student population (12,000?)
- Effective retention systems – academic support; support underrepresented populations; other
- First year seminars
- Celebrate and recognize campus traditions
- Increased student interaction space (non-academic, ex. University Center)

**C. Internal Strengths**

**Table 2 – UWRF’s Internal Strengths**

- Physical campus
• Committed staff
• Resources and planning
• Students
• Misc

Table 3 – UWRF’s Internal Strengths
• Staff retention and recruitment
• Financial management
• Sustainability
• Student engagement
• Facilities and grounds

Table 4 – UWRF’s Internal Strengths
• Student focused
• Work environment
• Wellness
• Infrastructure

Table 6 – UWRF’s Internal Strengths
• First Year transitions strong
• Human Resources
• Student focused
• Strong Student Affairs/Residential
• Regional opportunities

Table 7 – UWRF’s Internal Strengths
• Dedicated faculty and staff
• Small campus nature
• Unique and beautiful external grounds and physical spaces
• Dedicated students
• Openness to collaboration
• Unique programmatic offerings for students – academic; unique leadership opportunities which provide excellent skill development
• Affordability
• Invested in sustainable efforts
• Division vision for student learning
Table 9 – UWRF’s Internal Strengths

- Student focused approach
- Welcoming and kind environment
- Small-town connection, big opportunities
- Resourceful
- Aesthetically pleasing campus

D. Internal Weaknesses

Table 2 – Internal Weaknesses/Improvement Areas

- Marketing and recruitment
- Community value
- Diversity
- Human resources
- Financial resources
- Facilities
- Graduate retention rates
- Inconsistent advising
- Internship support
- Lack of innovation, support for new ideas and change
- Talk too much, more doing
- More assessment and follow through on results

Table 3 – Internal Weaknesses/Improvement Areas

- Financial safety
- Prohibit change
- Lack of identity
- Staff support
- Technology

Table 4 – Internal Weaknesses/Improvement Areas

- Employee HR concerns
- Frustrations
- Lack of communication
- Lack of student interaction
- Need more sustainability
Table 6 – Internal Weaknesses/Improvement Areas
- Financial resources
- Accountability
- Lack of decision making
- Staff
- Shared governance

Table 7 – Internal Weaknesses/Improvement Areas
- Lean staff (especially in Student Affairs)
- Behind in technology
- Devaluation
- Lack of financial stability
- Commitment to inclusion (lack of structural support for multicultural students)
- External and internal clarity

Table 9 – Internal Weaknesses/Improvement Areas
- Lack intentional decision-making
- Lack focus
- Lack recruitment and retention of diverse populations
- Advising
- Campus inequities
- Sustainability efforts
- Resistance to change/progress
- SA lacks voice and recognition

E. External Opportunities

Table 2 – External Opportunities
- Alumni
- High impact practices
- Location

Table 3 – External Opportunities
- Increase enrollment
- Fundraising and grants
- Marketing and media
- Location
- Sustainability focus
Table 4 – External Opportunities
- Money/funding sources
- Employee options (flexibility)
- More teaching learning opportunities
- Sustainability
- Relationship collaboration

Table 6 – External Opportunities
- Globalization
- Financial
- Technology
- Geography

Table 7 – External Opportunities
- Competitive job market
- Innovative technology
- Community that values and embraces the university
- Close proximity to diverse students
- Sustainability efforts
- Strong Twin Cities media
- Returning adult learners due to economy
- Scholarships

Table 9 – External Opportunities
- Sustainability focus
- Utilize alumni
- UW-System
- Outside of the UW-System

F. External Threats

Table 2 – External Threats
- State government/funding
- Finances for families
- Staff
- Location
- Misc.
Table 3 – External Threats
• Politicians
• Economic recession
• Competition
• Lower high school graduation

Table 4 – External Threats
• Government funding loss
• Rising educational costs
• Tight job market
• Rising food costs

Table 6 – External Threats
• Politics
• Economy
• Financial
• Competition
• Staying relevant

Table 7 – External Threats
• Changing demographics
• Perception of higher education/education
• Competition
• Budget and bureaucracy

Table 9 – External Threats
• Lack of funding
• Not recognizing current trends
• Information gathering
• Lack vision in technology and sustainability efforts
Appendix H: College of Business and Economics

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the Vision and SWOT themes that were identified at the College of Business and Economics Session. An estimated twenty people attended this session.

A. Session Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Accessible quality education with supportive technology – innovative; appropriate use of technology; online; hybrid – distance ed; multiple formats; choices (3 red, 10 green)</td>
</tr>
<tr>
<td>15</td>
<td>Active research agenda – finding the right balance – defining the right kind of research; maintaining teaching strength (leverage this strength); interdisciplinary and integrated with learning and teaching; involve students in scientific thinking (5 red, 5 green)</td>
</tr>
<tr>
<td>11</td>
<td>More engaged learning process – internships; across disciplines; service learning; find new ways to strengthen classroom (3 red, 5 green)</td>
</tr>
<tr>
<td>10</td>
<td>Experienced faculty – engaged and involved – immersion in practice (2 red, 6 green)</td>
</tr>
<tr>
<td>10</td>
<td>Graduate programs – more programs and diverse students (2 red, 6 green)</td>
</tr>
</tbody>
</table>
### Total Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Diversity of faculty, staff and students</strong> – all types of students; traditional and non-traditional; different academic interests and goals (e.g., certificates); students who are “retooling” (specialized, applied focus) (1 red, 2 green)</td>
</tr>
</tbody>
</table>

### B. Table Vision Themes

#### Table 3—Vision for the Future
- Tablets – wireless access, e-books, exams, current information
- Fewer students on campus – electric vehicle infrastructure; more students, more student life, HHP building, CBIE building (?)
- More specialized career focused degrees
- Corporate relations – professors of practice, endowments
- Business focus – financial independence; revenue focus; 24 hour access to labs (?), etc.
- Learners – online, global, high school students, degree completion, graduate, accelerated (3 years), etc.

#### Table 6—Vision for the Future
- More diversity (age, race, international)
- Sustainability (students need to understand the issues)
- More engaged learning process (community involvement, undergraduate research, integrated curriculum and learning)
- Secure external funding
- Use of hybrid and modern technology

#### Table 8—Vision for the Future
- Faculty – fair compensation, merit rewards, travel, time, technology, shared governance, faculty voice
- Programs – maintain commitment to diversity, more graduate programs, Chinese language, resources to support quality education, be creative, sustainability, greater efficiency
- Infrastructure – renew buildings, classroom, computers, parking, light rail, increased internships
- Students – more non-traditional, using technology, first generation students means have weaker background but are engaged
- Strengthen the Wisconsin Idea – link education and population, balance between in-class and e-distance, resources to shrink class size
Table 15—Vision for the Future

- Accessible QUALITY education – well-thought out programs (planned/strategy); support of technology to allow to do well; hybrid/online (choice – multi-formats, online, face to face, hybrid)
- Research center – community of scholarly activities; interdisciplinary research teams; supporter of community around us
- Diversity – faculty and students
- Investment in Human Resources – faculty and staff compensation
- Graduate programs – that look different, serve the student

C. Internal Strengths

Table 3 – UWRF’s Internal Strengths

- Facilities – building; infrastructure
- Visionary/growth – entrepreneurial
- Faculty (accreditation, personal attention, diversity)
- Price – value – quality education at a great price
- Location – Twin Cities, Fortune 500

Table 6 – UWRF’s Internal Strengths

- Good location
- Part of UW System
- Personal attention
- Affordable education

Table 8 – UWRF’s Internal Strengths

- Faculty commitment and care for students
- Reasonable cost, high quality education
- Close to Minneapolis
- Advising and teaching first generation students
- Commitment to faculty development

Table 15 – UWRF’s Internal Strengths

- Faculty
- Beautiful campus
- Location
- Great programs
- Open to new ideas/things
D. Internal Weaknesses

Table 3 – Internal Weaknesses/Improvement Areas

- Facilities (out of space)
- Students (inconsistent quality)
- Budgets (IT)
- Compensation (faculty)
- Adult learning

Table 6 – Internal Weaknesses/Improvement Areas

- Lack of public transportation
- Poor evaluation systems (no feedback from international students, poor faculty evaluations)
- Lack of systemic organization (poor vision, decentralized and sporadic decision making)
- Lack of information (Don’t follow up on alumni, need more data to make decisions)

Table 8 – Internal Weaknesses/Improvement Areas

- Lack of resources and space
- Faculty compensation
- Space – classrooms, storage, offices
- Academic preparation of students
- Transportation limited to Twin Cities and parking (international students find travel difficult)

Table 15 – Internal Weaknesses/Improvement Areas

- Technology (DOTS, restrictive IT policy, hardware and its support, e-mail crashes, calendar)
- Funding (decreased from state, faculty salaries, shabby facilities)
- Culture (resistance to change, heavy teaching load, lack of research support, isolation, i.e., silo, colleges and departments, shared governance, student commuter culture)

E. External Opportunities

Table 3 – External Opportunities

- Adult programs
- Increasing local control (not Madison)
- Corporate partnerships
- Remote learning
- Global partnership

**Table 6 – External Opportunities**
- Alumni connections
- Collaboration with other universities
- Vibrant business community

**Table 8 – External Opportunities**
- International partnerships
- Growth and size of metro area (internship opportunities, philanthropic resources)
- Proximity of adult students
- Academic reputation in area
- Student demand for low cost, high quality education; employer demand for skills

**Table 15 – External Opportunities**
- Technology (advances to improve classroom, alternative delivery, new learning tools for students)
- Global (emerging economies need for education – India, China, Brazil, global classroom)
- Non-traditional education and graduate (retooling workers, recession brings people back to school)
- Alternative funding sources (private)
- Demand for business majors and faculty and tech majors (need for tech workers, need for faculty expertise, need for integrated liberal arts and business education)

**F. External Threats**

**Table 3 – External Threats**
- Budgets (retain quality faculty)
- Economy
- Decrease in college aged kids
- Culture
- Politics
- Better funded, endowed schools (online)

**Table 6 – External Threats**
- Political climate (lack of state funding, image among the public, lack of flexibility within UW System)
- Economy (availability of jobs, funding issues, lower incomes)
### Table 8 – External Threats

- Less support from and attacks on public sector
- Visa restrictions
- Lack of appreciation for liberal arts education
- Competing with private institutions with deep pockets
- Decline in high school graduates

### Table 15 – External Threats

- Funding (divisive politics/instability; decreased public funding; decreased student access to affordable funding; faculty exodus)
- Political/economic instability (increased wealth/income inequality; continued devaluation of middle class; insular political views)
- Attitude toward education (decreased K-12 quality; decreased respect and appreciation)
- Increased competition (similar institutions; online; applied education)
Appendix I: Administration and Finance

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the Vision and SWOT themes that were identified at the Administration and Finance Session. An estimated sixty-one people attended this session.

A. Session Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>47</td>
<td>Independence – financial, self-sufficiency, environmental – entrepreneurial</td>
</tr>
<tr>
<td></td>
<td>(15 red, 17 green)</td>
</tr>
<tr>
<td>34</td>
<td>Preparing students for learning and collaboration (13 red, 8 green)</td>
</tr>
<tr>
<td>28</td>
<td>Focusing our efforts – deciding what we do well, who we are; adaptive to</td>
</tr>
<tr>
<td></td>
<td>emerging society needs (8 red, 12 green)</td>
</tr>
<tr>
<td>27</td>
<td>Adaptive technology – supportive of teaching and learning (8 red, 11 green)</td>
</tr>
<tr>
<td>27</td>
<td>Welcoming campus – inviting; learning outside; community gathering;</td>
</tr>
<tr>
<td></td>
<td>collaboration spaces; maintaining grounds/building beauty (1 red, 25 green)</td>
</tr>
<tr>
<td>24</td>
<td>Strong community – within campus, between departments; with River Falls and</td>
</tr>
<tr>
<td></td>
<td>beyond; partnership/collaboration (5 red, 14 green)</td>
</tr>
<tr>
<td>11</td>
<td>Integrating campus experience with work experience and community (1 red, 9</td>
</tr>
<tr>
<td></td>
<td>green)</td>
</tr>
</tbody>
</table>
### B. Table Vision Themes

#### Table 1—Vision for the Future
- Physical welcome entrance
- More access to buildings such as tunnels or skyways
- Higher diversity
- Significant student “buy-in” and participation
- Paperless campus
- More blend with student and faculty learning experiences
- Completely Green campus

#### Table 2—Vision for the Future
- Seamless
- International/global – few boundaries
- Personal technology and expansion
- Carbon negative/renewable energy supporting infrastructure/efficiency
- Everything digital
- Strong identity across campus/strong positive shared vision/culture
- Self-sufficiency

#### Table 3—Vision for the Future
- Engage students in activities on campus
- Green space – beautiful campus
- Parking no longer an issue – flexible schedule/online classes
- Incorporating latest technology
- Helpful, friendly staff – “wish you were here!”

#### Table 4—Vision for the Future
- Stay current with technology not only in class delivery but also campus wide
- Adaptability to society needs
- Participation in working communities
- Worldwide communication and connectivity
- Stay current with facility planning

**Table 6—Vision for the Future**

- Expand to the south side of the river
- New parking ramp solves parking problems
- Increased study abroad opportunities
- Increased student population with keeping small campus feel
- Not feel like a commuter campus
- More foundation money for scholarships to attract higher quality students
- Have document imaging
- New construction project at Karges/Nelso location
- Students visit Career Services and/or Academic Advisors more often (get a plan earlier and graduate on time)
- Appealing entrance to campus

**Table 8—Vision for the Future**

- Technology – increased computer classroom accessibility but not losing personal communication skills/relationships
- Beautiful buildings, green spaces, and south fork
- Sustainable and energy efficient
- Pride in UWRF history but open University to world access

**Table 9—Vision for the Future**

- Improved transit (to Madison, Minneapolis, etc.) and parking on campus
- New facilities (HH & P, stadium) or updated current buildings
- Increased use of remote computer access for classes or staff
- More students

**Table 12—Vision for the Future**

- Technology – online learning, everywhere, digital, marquis signage (?)
- Sustainable buildings – energy and non toxic
- Curriculum focus
- Collaborative Learning Hubs – areas in buildings to use to collaborate
- Skills – teach soft skills
- Technology follows people – global
- Front door to campus
• Skype style video screens of two-way communication

**Table 13—Vision for the Future**
• Focus on south fork of Kinny River as an asset
• Add to the mall, Dahlke amphitheater – impromptu concerts

**Table 15—Vision for the Future**
• Real time technology/wireless
• Largely central fountain on campus
• More structural dimension – landscape, architectural/master plan implemented
• Larger River Falls community integration
• More parking
• New enrollment services model
• Gym/sports complex
• Every way and everywhere – less waste
• Diversity (all populations)
• Hybrid/remote learning
• Faculty – staff mutual respect
• Changes in programs specific to River Falls
• Sustainability and independence – gardens in great places
• Financial and other resource support and staff/faculty/students feeling that support

**Table 17—Vision for the Future**
• Technology – more virtual
• Improved/increased diversity in student body and increasing globalization
• Facilities improvement for better retention of students

### C. Internal Strengths

**Table 1 – UWRF’s Internal Strengths**
• Green campus/beautification
• Students
• Inclusive campus (great people – dedicated staff, all inclusive campus)
• Campus and community (great location – near metro but country; new buildings, strong relationships with community)
• Vision/forward thinking (we know where we want to go, continual improvement, we need to build a good foundation)
Table 2 – UWRF’s Internal Strengths
- Faculty/staff commitment
- Student environment
- Sustainability commitment/image
- Diversity
- Image

Table 3 – UWRF’s Internal Strengths
- Sustainability
- International expansion
- Physical appearance
- Strong student programming
- Dedicated staff (support and faculty)

Table 4 – UWRF’s Internal Strengths
- Sustainability
- Location
- Affordability
- Faculty/student relationships
- Range of studies
- Committed workforce
- Working on growing diversity
- Campus appearance
- Adjusting to changing environment

Table 6 – UWRF’s Internal Strengths
- Quality staff
- Physical campus
- Selling points (class size, affordable)

Table 8 – UWRF’s Internal Strengths
- Sustainability
- Campus beauty and accessibility
- Community involvement
- Well-rounded student and staff interaction

Table 9 – UWRF’s Internal Strengths
- Comforting campus
- Good workplace
- Focus on students

**Table 12 – UWRF’s Internal Strengths**
- Connected, related campus
- Talented employees committed to successful future
- UC (going green complete)

**Table 13 – UWRF’s Internal Strengths**
- Staff
- Students
- Location
- Facilities

**Table 15 – UWRF’s Internal Strengths**
- Physically beautiful campus
- IT improving
- Leadership
- Focus on sustainability
- Student engagement

**Table 17 – UWRF’s Internal Strengths**
- Staff
- Beautiful campus
- Community
- Collaboration (with UW System)

### D. Internal Weaknesses

**Table 1 – Internal Weaknesses/Improvement Areas**
- Lack of professional development
- Need for updated technology
- Lack of communication
- Lack of resources (retention, better professor/student ratio to serve students, upkeep to campus)
- Turbulent change
- Transportation (parking, walkways, shuttles)
Table 2 – Internal Weaknesses/Improvement Areas

- Lack of cohesion (collaboration barriers, fragmentation between departments, lack of agreement, weak communication between all groups, lack of patience/compassion/understanding, lack of shared identity, lack of common goals)
- Financial
- Fear (not everyone represented equally, bureaucracy, regulations/contracts, policies that limit entrepreneurial actions)

Table 3 – Internal Weaknesses/Improvement Areas

- Technology (outdated equipment, no training)
- Poor retention of staff (too many new people at one time, turnover in leadership, increased workload)
- Funding
- Parking – no plan (poor, expensive)
- Communication (changes not communicated)

Table 4 – Internal Weaknesses/Improvement Areas

- Delays and analysis paralysis (follow through with plans to the end – they take years to complete, inability to change quickly, lack of open-mindedness)
- Funding/finance
- Infrastructure/old facilities (old infrastructure can’t support new technology; costs a lot to make improvements on obsolete buildings and technology)
- Morale
- Staff development
- Parking

Table 6 – Internal Weaknesses/Improvement Areas

- Lack of state resources
- Staff retention
- Lack of campus “unity” (difficulty in setting priorities, communication between departments)

Table 8 – Internal Weaknesses/Improvement Areas

- Parking
- Challenged infrastructure
- Personal responsibility and communication
- Leadership/consolidated curriculum/staff education
- Funding deficits
### Table 9 – Internal Weaknesses/Improvement Areas
- Old facilities
- Outdated technology
- Parking
- Budget cuts
- Misc (not engaged enough with city, need better recycling efforts)

### Table 12 – Internal Weaknesses/Improvement Areas
- Lack of diversity
- Shortage – limited resources
- Space and structure causes us to be inflexible
- Safety walking on campus (crosswalks are not safe, sidewalks are not well-lit)

### Table 13 – Internal Weaknesses/Improvement Areas
- Staff
- Finances
- History
- Programs
- Diversity

### Table 15 – Internal Weaknesses/Improvement Areas
- Financial (have had no budget process – just slide along for years, unwise old contracts means waste and high cost; little cost-recovery funds and not doing it!)
- Relationships (lack of respect and cooperation between faculty and staff, silos, we do things only because we have always done it that way)
- Larger community relationship (disconnected from Twin Cities yet so close)
- Infrastructure (high level of deferred maintenance, need for new buildings, lack of badly-needed staffing)
- IT (no portal, all looks out-dated to students, slow/unstable, lack of people soft support, no document imagining – LAST school in UWS)

### Table 17 – Internal Weaknesses/Improvement Areas
- Space/parking
- Communication
- Athletic facilities
- Diversity
- Staffing (retention, knowledge loss in retirements)
E. External Opportunities

Table 1 – External Opportunities
- Growth of technology
- Growing population of students
- Green movement
- More graduates for Wisconsin (and beyond)
- Possible changes in Legislative/government structure

Table 2 – External Opportunities
- Changing demographics
- Self-sufficiency
- Connectedness
- Technology
- Financial opportunities

Table 3 – External Opportunities
- Location to metro
- Technology
- Politics (increased awareness, cutting through red tape)
- Global partners

Table 4 – External Opportunities
- Desire to teach/demand for education
- Increasing diversity
- Community and business relations (get more involved with business to create opportunities for our students)
- Utilize existing physical accessibility to campus
- New employees
- Marketing/branding

Table 6 – External Opportunities
- Globalization
- Sustainability
- Flexibility/independence (less state resources and ever-growing alumni bank steers us towards financial independence, self-sufficiency)

Table 8 – External Opportunities
- Geographic location (western Wisconsin, Twin Cities)
• Small community feel
• Technology – be on the cutting edge
• Demand for education due to larger student base
• Creative funding

**Table 9 – External Opportunities**
- Location
- Financial
- Technological

**Table 12 – External Opportunities**
- Agricultural technology
- Mobility of technology
- Maturing, adult non-traditional students

**Table 13 – External Opportunities**
- Population growth
- International students

**Table 15 – External Opportunities**
- Cultural awareness
- IT (advances, miniaturization, virtualization)
- Save money (from community, decreasing costs, sustainability, partner with others)
- Demographics (learning from younger generation)
- Change (we have to accept change – with that will come the control people seem to want)

**Table 17 – External Opportunities**
- Next to MSP
- Small town
- Student population
- Alumni

**F. External Threats**

**Table 1 – External Threats**
- Current Legislature
- Recession
- Culture of fear
• Vo-Tech (online degrees, vocational schools)

**Table 2 – External Threats**
- Turnover
- Environmental
- Demand
- Polarized politics

**Table 3 – External Threats**
- Unskilled job market (no need for an education, trade-oriented)
- Political
- Location (too far from Madison, too close to Stout and Eau Claire, too close to Metro)
- Technology (not as advanced as other campuses, isolated)

**Table 4 – External Threats**
- Competition (other institutions are adapting to change more quickly, online options)
- Emerging criticism of higher ed
- Funding
- Political mindset
- Job security
- Willingness to change/break traditions

**Table 6 – External Threats**
- Finances/economy
- Political climate
- Population decline (fewer high school aged people)
- Unrealistic goals

**Table 8 – External Threats**
- Politics
- Internalization
- Terrorism and gangs, crime, drugs
- Attrition – lack of quality faculty and staff to replace people leaving
- Lack of student aid at time when more money is needed to go to school

**Table 9 – External Threats**
- Competition
- State government
• Economy

**Table 12 – External Threats**
- Virtual online delivery competition
- State funding
- Changing personal expectations of students
- Hostile political environment

**Table 13 – External Threats**
- Cyber security
- Over-population
- Geological changes
- Climate extremes
- Economy

**Table 15 – External Threats**
- Money (energy costs, federal and state funding cuts, economy)
- Politics
- Student and parent cultural shift (lack of personal responsibility and respect, helicopter parents, consumerism in education, “make it happen for me”)
- Competition with other versions of high ed (cheaper, online, credibility vs. price)
- Demographics

**Table 17 – External Threats**
- Compensation
- Technology
- People (perceptions that don’t change when we do, negativity, government not talking to others)
- Economy (lower wages, budget, state funding decreasing, higher tuition)
Appendix J: College of Agriculture, Food, and Environmental Sciences

College/division meetings were held on August 25 and 26 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision.

This appendix presents a summary of the Vision and SWOT themes that were identified at the College of Agriculture, Food, and Environmental Sciences Session. An estimated twenty-five people attended this session.

A. Session Vision Themes

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Vision Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>27</td>
<td>Engaged students, faculty and staff – high faculty/staff morale (11 red, 5 green)</td>
</tr>
<tr>
<td>17</td>
<td>Maintaining CAFE’s status as key part of UWRF – distinction (3 red, 11 green)</td>
</tr>
<tr>
<td>11</td>
<td>Technology – flexibility in teaching and learning; variety in modes of teaching methods; hands-on/applied research and experience; graduate? (1 red, 9 green)</td>
</tr>
<tr>
<td>10</td>
<td>Global connections/reach – strong connections with industry, businesses, regional, local, etc.; international (3 red, 4 green)</td>
</tr>
<tr>
<td>10</td>
<td>Intelligent/thoughtful “growth” – making conscious choices about how we grow, who we attract, etc. (3 red, 4 green)</td>
</tr>
<tr>
<td>6</td>
<td>Teaching/supporting sustainability (0 red, 6 green)</td>
</tr>
<tr>
<td>5</td>
<td>Facilities reflect sustainability and facilitate learning – relevant and up-to-date (1 red, 3 green)</td>
</tr>
<tr>
<td>Total Points</td>
<td>Vision Theme</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td><strong>Greater diversity of students</strong> (1 red, 1 green)</td>
</tr>
<tr>
<td>3</td>
<td><strong>Strong sense of community</strong> – interpersonal connections; accessible/personal touch; collaboration (3 green)</td>
</tr>
</tbody>
</table>

**B. Table Vision Themes**

**Table 3—Vision for the Future**
- Diverse campus linked globally (people and technology)
- Engagement – faculty, staff, students, industry, community
- Commitment to and infusion of sustainability – all aspects, infused in classes and campus
- Variety of learning styles and modes

**Table 6—Vision for the Future**
- Excited students and engaged faculty
- Diversity of classroom settings and styles
- Strong external connections with industry and other organizations
- Strong CAFES presence
- Strong student organizations
- New buildings

**Table 8—Vision for the Future**
- Nothing listed

**Table 9—Vision for the Future**
- Ag is/remains signature identity of the campus
- Intentional choices on student growth, faculty/student interaction
- Green space preserved
- Student focus

**Table 12—Vision for the Future**
- Keeping pace with technology
- Well-designed/utilized spaces
- Sustainability (multiple aspects)
- Engagement (research, in/out of classroom
- Multi-generational (continuing ed)
- Graduate programs increase
• Commuter college
• Feeding people

C. Internal Strengths

Table 3 – UWRF’s Internal Strengths
• Variety of teaching/learning styles and majors
• Engaged faculty/staff
• External connection
• Undergraduate research
• Excellent facilities/location/opportunities

Table 6 – UWRF’s Internal Strengths
• Diverse group of engaged students
• Faculty
• Commitment to teaching with result of growing student human capital
• Industry connections
• Relevant program (hands-on learning, undergraduate research, diversity of programs that allow students to find their niche)

Table 8 – UWRF’s Internal Strengths
• Student organizations
• Engaged faculty
• International/global connection

Table 9 – UWRF’s Internal Strengths
• CAFES reputation and trust
• Location
• Faculty
• Students
• Student/faculty ratio

Table 12 – UWRF’s Internal Strengths
• Sense of community connectedness
• Dedicated faculty
• Relevancy
• Hands-on/teaching undergrads
• Engaged students
D. Internal Weaknesses

Table 3 – Internal Weaknesses/Improvement Areas
- Morale
- Facilities and equipment
- Resources
- Diversity/inclusivity
- Retention

Table 6 – Internal Weaknesses/Improvement Areas
- Faculty support (lacking, intentional development of existing faculty, more support for research, management doesn't understand teaching challenges, high teaching loads, some teaching methods not supported)
- Facilities (rigid learning spaces, not up to date)
- Resources
- Community/collaboration (across depts., colleges, disciplines, lack of college vision, CAFES’ direction not inclusive of faculty input)

Table 8 – Internal Weaknesses/Improvement Areas
- Space/facilities
- Marketing
- Adopting new/better teaching methods
- Funding

Table 9 – Internal Weaknesses/Improvement Areas
- Morale
- Lack of direction and leadership
- Decision making ability
- Social and political environment

Table 12 – Internal Weaknesses/Improvement Areas
- Technology
- Faculty support
- Money
- Student recruitment
- Improve engagement in decision making
E. External Opportunities

**Table 3 – External Opportunities**
- Food security and safety
- Industry demand for grads
- Technology
- Environmental and natural resource pressures

**Table 6 – External Opportunities**
- Food (interest in locally grown, organic, sustainable food; increasing income in China means increasing demand for meat, feed grains means increasing demand for CAFES; need for ag program knowledge)
- Sustainability (increasing emphasis on this, more sustainable models for community and ag development, response to climate change)
- Reputation of CAFES (alumni network, CAFES’ strong reputation for quality programs)
- Changing domestic demographics (fewer rural/farm background students, baby boomers retiring)
- Students (growing interest/need for MS programs)

**Table 8 – External Opportunities**
- Funding opportunities
- Connections to external groups
- Marketing/location
- Interest in ag/sustainability
- Technology

**Table 9 – External Opportunities**
- Ag economy (ag economy is booming, increasing population, need for food and fuel)
- Increasing interest in food (with discussion of climate change, more people interested in food)
- Fewer competitors in ag education (with recession more people go to school, increasing costs of universities nationwide makes UWRF a good value)
- Student comfort with technology

**Table 12 – External Opportunities**
- Media/PR
- Teaching opportunities (partnerships across discipline, externally; prep for post-grad; expectation for more educated workforce; set self apart; multi-generational)
• Global growth in ag
• Dollars

F. External Threats

Table 3 – External Threats
• Public perception of education
• Funding/affordability
• Competition (for resources and students)
• Prioritization (too much to do)

Table 6 – External Threats
• Funding (increased reliance on a tuition based funding model; diminishing legislative support)
• Support (attack on government employees; decreasing public support for education)
• Student enrollment threats (increasing competition for decreasing population of students; increasing competition from online, for profit schools; high tuition)
• Image problems (campus not well known; CAFES does not display vision to external parties; lack of positive image for CAFES brand)
• Program diversity (reduced diversity of programs for bottom-line objective; lose sight of importance of low-enrollment programs; as a small school, we will be seen as expendable)

Table 8 – External Threats
• Reduced public funding
• Politics
• Community awareness of CAFES awareness
• Students’ choice

Table 9 – External Threats
• Recession
• Decreasing capabilities constrain future growth (make decisions today that affect areas of growth tomorrow; technology only gets cheaper but importance of faculty interaction is only more important)
• Ag will be marginalized by movers and shakers (urbanization; ag isn’t sexy so hard to market, decreasing familiarity with ag production)

Table 12 – External Threats
• Budget
• View of undergrad BS degree
• Political atmosphere
• Student prep for college
• Brick and mortar going away (competition from online)
Appendix K: Town Hall Meeting #1

Two Town Hall meetings were held on September 1 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision. The Town Hall meetings represented a blend of various departments and divisions on campus as well as involving student representatives and participants from the River Falls community.

This appendix presents a summary of the Vision and SWOT themes that were identified at Town Hall Meeting #1. An estimated sixty-nine people attended this session.

A. Vision Elements from Table Groups

Table 1 – Vision for the Future – Table Themes

- International education
- Through innovative thinking, a clear sense of priorities and a willingness to make tough decisions, UWRF is a thriving and vibrant institution with agility to respond to changing needs.
- TCIC – Biotech research leader (Tissue and Cellular Innovation Center)
- Partnering with the regional industries and in turn they are funding our programs. Start creating jobs that require a college education.

Table 2 – Vision for the Future – Table Themes

- Education for whole life
- Provide tools for learning (state of the art tools)
- Be the leader/model in sustainability
- Produce a culture of scholars – undergraduate research; graduate programs and research; faculty research

Table 3 – Vision for the Future – Table Themes

- UWRF excels at: global education/internationalized campus; research; sustainability (environmental, economic, social, students’ needs)
• New facilities – state of the art; business program (trading room, etc.)
• Streamlined majors – fewer electives (more depth in subjects)
• Self-supporting programs – certificate programs, MBA, etc.
• Programs shared with foreign university

Table 4 – Vision for the Future – Table Themes
• Practicality – specialization (“UWRF is the best place to study Ag”); placement (“99% placement within 6 months of graduation”)
• Experience – students and community get experience from experienced faculty – hands-on, real-world on-the-job experience
• Space – engaging spaces (“Campus turns community into classroom”); good mix of place and space
• Technology – including master preservation of electronic resources; modern learning tools for students

Table 9 – Vision for the Future – Table Themes
• Students receiving financial aid 50% or higher
• UWRF listed as top 50 – 100 public schools
• UWRF is the model for work-life balance
• Students engaged in international travel, learning, and sharing
• Staff reductions same number of students
• Achieve highest level of staff/faculty/student satisfaction

Table 10 – Vision for the Future – Table Themes
• Western Wisconsin university absorbed by Minneapolis metro, good regional service, science programs, but uncertain funding because 55%+ Minnesota students
• Degree completion programs; transitional advising center, connecting in and out of class experiences
• State of art dairy and ag science facilities (people to eat)
• Continuing to lead in undergraduate research, nationwide
• Last University of Wisconsin campus closes due to budget cuts
• Innovative programs in science application, outreach to regional community and sustainable environment
• UWRF becomes River Falls University due to funding cuts – becomes private university saved by Minnesota students

Table 11 – Vision for the Future – Table Themes
• UWRF ranks among the most beautiful campuses in the nation. UWRF arrived at this ranking by creating improved and new facilities that support sustainability
initiatives and interdisciplinary work campus-wide (academic, foundation, administration). The environment has resulted in student engagement on campus, in their communities, and in their future professions.

**Table 12 – Vision for the Future – Table Themes**

- Small
- Local
- International
- Quality, sustainability
- Best practices, high impact practices
- High retention
- High student engagement
- Health, wellness, fitness
- STEM
- Diversity
- Alternative delivery methods

**Table 13 – Vision for the Future – Table Themes**

- Digital Campus – Preservation of Electronic Resources – long term access to born (?) digital records; digitization of historical significant materials – web-based access
- Diversity (50% diversity) – students of color/different ethnic background; age – non-traditional; international (global)
- Ag program enhanced, state-of-art (dairy, organic farming) – on campus gardens, biotech

**Table 14 – Vision for the Future – Table Themes**

- Excellent job placement
- Increasing student population
- Advanced technology
- National recognition
- Sustainability and wind turbines
- Experiential learning in community and globally
- Success with fundraising
- URSCA
- Aesthetic campus and facilities
- Focus on personal interacting
- Ideal location so use it
• Collaborative learning spaces

**Table 15 – Vision for the Future – Table Themes**

- Focus on developing personal relationships to enhance commitment of students to life-long learning – both in and beyond classroom using dynamic programs to meet students’ needs; experiences at university use face-to-face and other interpersonal technologies to support this; globally; universe (considering our influence beyond “mother” Earth through sustainable practices; continuing education (certificates, licenses, outreach)

- Our graduates compete and excel in the global pool of graduates for jobs and opportunities.

- Commitment to Liberal Arts education to enhance sustainability, globalization, critical thinking, life-long learning

**Table 16 – Vision for the Future – Table Themes**

- Groundbreaking research

- Hub of undergraduate research and learning

- Number 1 educational institution in Western Wisconsin and Eastern Minnesota

- Engaged, socially involved students

- Worldwide reach – campus and courses

- Highest faculty and staff compensation

- Interdisciplinary organization

- Innovation in teaching and facilities – sustainable fully integrated into curriculum – global leaders

**Table 18 – Vision for the Future – Table Themes**

- Sustainable Community Development is THE UMBRELLA with the bottom line of social, environmental, physical, and economic health.

- UWRF needs to focus on building community with the numerous talents and myriad of knowledge and leaders.

- A multi-disciplinary Liberal Arts platform for every program, course, and pedagogy to nurture the entrepreneurial, civic and personal spirit and potential of every student, faculty, staff, and alumni.

- Creativity skills need to be developed with the ultimate goal of healthy, balanced, passionate people at all levels.

### B. Vision Themes from Large Group Discussion — Recorded on Flipchart

1. Sustainability – People, financial, environmental, etc.

2. Global/international – facilitates connections and learning; community is the classroom

3. Interdisciplinary
4. Funding – diversification
5. Interpersonal relationships with students
6. Research integrated into academics
7. Graduate education and certificate education
8. Work-life balance and good resource stewardship
10. Student social/civic engagement – service learning
11. Leading the way – distinctive programs; specialization
12. Technology connects and leverages learning
13. Beautiful campus and great facilities

C. Table Vision Themes Based Upon Large Group Discussion

Table 1 – Vision for the Future – Large Group Themes
UW River Falls will build upon its distinctive strengths to become a leader in student learning and academic excellence. Through engagement with global education, undergraduate research, and cutting-edge technologies, students are prepared to serve as outstanding professionals and leaders. Working and studying in a beautiful and sustainable environment, a diverse campus community will discover fulfilling professional and personal experiences.

Table 2 – Vision for the Future – Large Group Themes
Pie chart diagram included in table folder

Table 3 – Vision for the Future – Large Group Themes
Diagram drawn on back of vision worksheet showing student curriculum as the vision with 60 credits in Liberal Arts and 60 credits in Academic Discipline – all four years “ “for depth” – see detail on worksheet. Note: Also included several additional pages – not clear whether table’s effort or individuals’ sheets.

Table 4 – Vision for the Future – Large Group Themes
Diagram drawn on back of vision worksheet showing a “word cloud” with the Matterhorn as the backdrop. The words listed were UWRF: Respect, Priorities, specialization, balance, prioritize, community, Technology, creativity, implementation, experience, innovation, Practicality, engagement. Note: The size of the written words indicate degree of emphasis by the table group (see diagram included with Table 4’s notes).

Table 9 – Vision for the Future – Large Group Themes
Diagram included with table worksheets: UWRF in the center with two large circles with spokes going between circles and UWRF. One circle: Public Institution with spokes to accountability, following policies and procedures that are in place, and Ethics/Integrity! The other circle says: Liberal Arts with circles at the end of spokes saying: Sustainability, civic engagement, graduate education, research, work-life balance, welcoming
support and community, infrastructure to support under-prepared students, technology, diversity, global education, financial stability. No other narrative or explanation.

**Table 10 – Vision for the Future – Large Group Themes**

Included a picture with table worksheets that table group verbally described to large group but didn’t include any written narrative.

**Table 11 – Vision for the Future – Large Group Themes**

UWRF aspires to be the most admired and respected university of its type in the Midwest.

**Table 12 – Vision for the Future – Large Group Themes**

- High Tech – High Touch.
- “They don’t care how much you know, until they know how much you care.”
- Facets of sustainability
- Global think/local act
- Retaining liberal arts foundation

**Table 13 – Vision for the Future – Large Group Themes**

Drew picture on back of worksheet showing beautiful camps, diverse funding, specializations, research and science, interpersonal relationships.

**Table 14 – Vision for the Future – Large Group Themes**

Included a flipchart drawing with table worksheets.

**Table 15 – Vision for the Future – Large Group Themes**

Included a diagram on back of vision table worksheet. UWRF vision focuses on student learning through comprehensive education (connected to needs of society) which consists of Liberal Arts and dynamic specializations which are integrated and involve critical thinking, globalization, and sustainability. The comprehensive education is supported by strong infrastructure which involves technology, facilities, and transportation.

**Table 16 – Vision for the Future – Large Group Themes**

Nothing noted on table worksheet

**Table 18 – Vision for the Future – Large Group Themes**

Nothing noted on table worksheet

**D. Internal Strengths**

**Table 1 – UWRF’s Internal Strengths**

- Dedicated faculty and staff
- Location
- Widespread interest in diversity
• Desire and depth of what we want to do

**Table 2 – UWRF’s Internal Strengths**

- Quality and caring faculty and staff
- Undergraduate research
- International programs
- Sustainability focus
- Recognized programs

**Table 3 – UWRF’s Internal Strengths**

- Faculty engagement with students (teaching)
- Advising
- Take students with lower test scores and work with them (educate the Hoi Poloi)
- Faculty help with international
- Faculty support for conferences (attendance)
- Engagement with community (improving)
- Physical – farms, greenhouses, Student Center
- AACSB (?) -- MBA

**Table 4 – UWRF’s Internal Strengths**

- Connection with students
- Attractive campus
- Undergraduate research
- Hands-on opportunities

**Table 9 – UWRF’s Internal Strengths**

- Emphasis on student experience (high number of first generation college students, global education, great faculty and faculty accessibility)
- Sustainability
- Safe/small environment (good facilities and landscaping, small classes, personalized)
- Strong Liberal Arts basis

**Table 10 – UWRF’s Internal Strengths**

- Teaching – classes actually taught by faculty
- Community services – teaching first generation college students
- Financial efficiency in operations
- Environmentally very conscious
- International programs
• Student access to faculty and staff; relationships
• Research, undergraduate
• Use of local area and Minneapolis metro area
• Strong diverse programs
• Diversity

Table 11 – UWRF’s Internal Strengths
• Maximizing strength and potential of students (processes focused on student learning)
• Value for sustainability (incl. facilities, value proposition)
• On-campus experience (environment, right-sized classes)
• Connection to students (the faculty/staff care)
• Access and ability to work with faculty

Table 12 – UWRF’s Internal Strengths
• Dedicated employees (relationships and communication between faculty, staff, and students; personal touch)
• Beautiful campus – small town feel adjacent to a metro area
• Sustainability initiative
• Leadership opportunities for students (students working in offices that on other campuses are held by professional staff)
• International opportunities

Table 13 – UWRF’s Internal Strengths
• Faculty and staff
• Size and location (small size, next to metropolitan area, local community connections)
• Facilities (sustainable green; can be improved and should be)
• Student-centered (one on one, small class sizes, specialized programs, opportunities for research and global travel)
• Access (cost, faculty and people available)

Table 14 – UWRF’s Internal Strengths
• Faculty and staff (student-faculty ratio, collaborative, caring)
• Student engagement (URSCA)
• Location (facilities, beautiful, safe)
• Sustainability (facilities, awareness)
• Our alums and community (staying connected with alums)
Table 15 – UWRF’s Internal Strengths

- Student/faculty ratio – accessible interactions
- Able to work with lean resources – good stewards of public money
- Dedicated student/faculty/staff to student learning
- Student support for facilities and programming
- Location (urban, rural) and affordable
- Unique programming (Ag Science), student housing
- Strong student groups/organizations (interpersonal relationships)
- Research, global, international interdisciplinary relationships (developing interpersonal relationships)

Table 16 – UWRF’s Internal Strengths

- Faculty and support staff
- Value (quality education for great price)
- Location (beautiful campus, airport, safe, proximity to Twin Cities, small town feel)
- Study abroad programs

Table 18 – UWRF’s Internal Strengths

- Excellent variety of Liberal Arts classes
- Graduate Education Advising – personal
- Excellent classroom teaching
- Beautiful campus
- Communication with families of current students
- Number of international students for small size of campus
- Communication with students
- Alumni

E. Internal Weaknesses

Table 1 – UWRF’s Internal Weaknesses

None identified

Table 2 – UWRF’s Internal Weaknesses

- Lack of focus
- Continually striving to do more with less
- Insufficient funding
- “Silo” mentality, not collaborating and working across Departments and Colleges
- Red tape
- Administrative turnover

**Table 3 – UWRF’s Internal Weaknesses**
- Funding/endowment
- Follow through on plans (“lip service”) (bureaucracy)
- Change of leadership – six chancellors in ten years
- Lack of innovation from traditional education
- Paperwork

**Table 4 – UWRF’s Internal Weaknesses**
- Not streamlined – trapped in our own processes
- Ability to work together
- Marketing ourselves
- Classroom space/modernization
- Dealing with non-traditional students
- Parking

**Table 9 – UWRF’s Internal Weaknesses**
- Continuity of leadership (revolving administrators)
- Way we are affected by state politics
- No follow-up on data gathered (i.e., past strategic plan)
- Transparency (budget process)

**Table 10 – UWRF’s Internal Weaknesses**
- Financial
- Prioritization of programs is divisive and can create flexibility problems
- Students not connected to community, “suitcase campus”
- Anti-education sentiment in politics
- Bureaucratic difficulties getting things done in timely manner

**Table 11 – UWRF’s Internal Weaknesses**
- Funding (program support, facilities/research space)
- Communication (consultation across disciplines on curricular issues, lack of integration of processes)
- Slow to change (paralysis by analysis; risk taking is not supported, not incentivized)
- High, laudable aspirations but lack confidence they can be achieved
- Resources and infrastructure to support non-local and international students
Table 12 – UWRF’s Internal Weaknesses
- Operate in silos – each dept.
- Technology – communicate with users rather than just impose programs (systems must work)
- Parking
- Human Resources
- Decreasing state support, alternative ways to improve them

Table 13 – UWRF’s Internal Weaknesses
- Funding/budget (faculty leave, can’t have/do certain things, lack of staff)
- Lack of focus (focus on too plain programs, i.e., mediocre, just like other colleges; we are our worst enemy with a defeatist attitude)
- Infrastructure
- Technology (lack of online classes; behind the times; digital record keeping; web pages; communication and marketing)
- Experimental learning opportunities (Can we do more? Needs more support).

Table 14 – UWRF’s Internal Weaknesses
- Economic environment
- Decreasing morale
- Attracting faculty and staff
- Technology
- Knowledge of UWRF outside of our own region

Table 15 – UWRF’s Internal Weaknesses
- Too “siloed” in the way we educate students (modeling and working collaboratively to TEACH students
- Lack of resources to support faculty development – teaching innovation takes time and money; faculty time is spread too thin
- Exploring new and creative ways to support changes in education – get out of silo (university)
- Morale low – working in an adversarial relationship with campus, politics, community
- Inability to make tough decisions – talk, talk but no action and no movement forward

Table 16 – UWRF’s Internal Weaknesses
- Lack of resources
- Lack of brand awareness (insufficient marketing)
- Under-prepared students (K-12)
- DOTS (unresponsive, dictator, not support)

**Table 18 – UWRF’s Internal Weaknesses**

- Communications system!!!! Boast our strengths in and outside of campus! Institutional. Sell our product! Website, newspapers.

### F. External Opportunities

**Table 1 – External Opportunities**

None identified

**Table 2 – External Opportunities**

- Location
- Community connection
- Environment and nature

**Table 3 – External Opportunities**

- Links with foreign universities
- New technologies – iPod, etc.
- Online education
- Public attention to sustainability – energy, food, social structure, etc.
- Costs increasing – more students from local area; even better students; students from expensive areas come here

**Table 4 – External Opportunities**

- Changing demographics of students
- Emerging technologies

**Table 9 – External Opportunities**

- Attract new students (More kids must attend public institutions due to economy so market UWRF as a public institution that’s like a private education in terms of size, etc.)
- Needs assessments with businesses (find out what the private sector needs from our graduates – find a niche!)

**Table 10 – External Opportunities**

- Being part of Minneapolis metro, fastest growing part of state
- Being forced (??) to reinvent some of what we do, how we do it
- Large population of people needing degree completion or program certification
- Marketing, telling our story better
- Technology
Table 11 – External Opportunities

- Sustainability
- Social networking and marketing (admissions, alumni relations, fundraising technology)
- Recognize and react to change
- Focus on key areas that we can be “best” at
- Fundraising (engaging alumni proactively in the betterment of the university)

Table 12 – External Opportunities

- Population aging, baby boomers are retiring, each student is new
- Increase in veterans
- Location of campus
- Innovation necessary because of the political, economical nature

Table 13 – External Opportunities

- Technology (reaching globally; online classes; use tech to our advantage, i.e., marketing)
- Growth of the Cities (more students; more opportunities of all kinds; local connections with high schools in area; business/community partnerships)
- Need for higher ed (Degrees are required which leads to degree completion, MA is the new BA, more students go to college – 1st year)
- Funding (different programs/new opportunities – do something different)
- Global connections (relationship with global universities, traveling classrooms)

Table 14 – External Opportunities

- Technology (ability to connect globally via technology, take advantage of pace)
- Changing demographics of students (take advantage of it!)
- Wisconsin is better than many states right now (Many states in worse financial situations, education hurting worse in several other states)
- Several skilled employees available for hire (many skilled applications for our open positions)
- Articulation agreements with other UW schools (tech schools, 4 year and 2 year; great opportunity to bring in students)

Table 15 – External Opportunities

- Climate change provides learning, teaching, jobs, modeling opportunities
- Technology – support globalization/international; distance learning connections with new populations of students (adult learners); connection with student learning/training/research
• Research on education and brain/memory – lots to learn and enhance our practices
• Large population of local students as well as students/faculty/staff in hard hit areas

Table 16 – External Opportunities
• New student populations (returning adults, retooling, international, grad)
• Technology (online, hybrid, alignment face to face)
• Economy (students coming back)
• Business partnerships (relationships, consulting, hands on learning)

Table 18 – External Opportunities
• Sustainable practice (“Zimride” $12,000. Facebook. Car pooling system. Encourage motorcycles, mopeds for free/ minimal charge. Diesel bus between Hudson and River Falls. Maybe move us into A Category with this change.
• Communication (Falcon Daily – highlight departments on a rotating basis. “Sell our product success!”)
• Knowledge base is strong! (Lecture series for ourselves and community)
• Alumni (networking, fundraising, consulting, knowledge – more than just for graduation speaker!)

G. External Threats

Table 1 – External Threats
None identified

Table 2 – External Threats
• Lack of mass transit nearby
• Anti-intellectual climate
• Perpetual funding reductions
• Climate change implications
• World instability

Table 3 – External Threats
• Budgets tighter
• Online education – one professor teaches to whole world
• Increasing bureaucracy and paperwork
• Increasing costs – IT costs
• Brain drain – retirement; attrition
• Rapidly changing environments
Table 4 – External Threats

- Economy
- Competition ("Nimble neighbors")
- Transportation (Will we be included)

Table 9 – External Threats

- No vision for public education (state politics)
- Discouraged and lost employees (loss of employees, inability to attract and keep high quality employees due to salaries and benefits)

Table 10 – External Threats

- Transportation/energy prices
- Media vacuum
- Funding compensation and benefits are a deterrent to attracting people
- Decreasing population of 18 – 22 year olds
- Anti-education sentiment in politics and society at large
- Online, perceived to be cheaper (?), threat to in person teaching, labs, etc.
- Student debt
- Loss of Minnesota reciprocity
- Our location relative to Madison
- Suitcase campus

Table 11 – External Threats

- Inconsistent funding (higher cost of tuition; lack of ability to adjust benefits and wages; increased student debt; state funding is now the #3 funding source)
- Declining high school population in key recruiting markets
- Declining high school standards (yield less prepared students, higher costs in tutoring and remedial courses)
- Nationwide faculty labor pool is thinning
- Minnesota student population has passed Wisconsin residents at UWRF

Table 12 – External Threats

- Declining high school enrollment
- Declining resources
- Declining male population – disenfranchised males

Table 13 – External Threats

- Competition (programs similar to us, tech schools, online degree programs, Madison – UW breakup)
• Politics (red tape, political environment – telling our story)
• Funding (state/local funding)
• Economy (alumni contributions, cannot go to school)
• Transportation (parking, public contribution)
• Table noted that all of these threats are connected

**Table 14 – External Threats**

• Number of campuses (too many close by)
• Devaluing of higher education
• Bears!!

**Table 15 – External Threats**

• Silos – interdepartmental, inter-college, inter-university, inter-community/business (local), inter-community/business (global)
• Current political environment toward public education
• Lower cost alternatives lead to more flexible alternatives which compete with a four-year degree compared with a retrain opportunity
• Resources!! –students, faculty, staff, facilities
• Negative perception, negative press – “cheap” or “cost effective” or “value” – highly qualified students may avoid us, highly qualified faculty may turn away
• Pressure to reduce academic rigor to get more bodies through
• Skill level of entering students

**Table 16 – External Threats**

• Political environment
• Public attitude toward education
• Technology
• Economy

**Table 18 – External Threats**

• No threats identified.
Appendix L: Town Hall Meeting #2

Two Town Hall meetings were held on September 1 to explore elements of a shared vision for the campus of the future and identify internal strengths and weaknesses and external opportunities and threats that might enable or inhibit the campus moving toward that vision. The Town Hall meetings represented a blend of various departments and divisions on campus as well as involving student representatives and participants from the River Falls community.

This appendix presents a summary of the Vision and SWOT themes that were identified at Town Hall Meeting #2. An estimated twenty-five people attended this session.

A. Vision Elements from Table Groups 1
B. Vision Themes from Large Group Discussion — Recorded on Flipchart 2
C. Table Vision Themes Based Upon Large Group Discussion 3
D. Internal Strengths 3
E. Internal Weaknesses 4
F. External Opportunities 5
G. External Threats 6

A. Vision Elements from Table Groups

Table 2 – Vision for the Future – Table Themes
- Undergrad and graduate (more emphasis) programs
- Expansion – growth
- Green/self-sustaining
- Collaborative manner across campus
- Service organization across world
- Interactive partnership
- Research
- Increased resources
- Diversity
- World – suburban – urban-rural
- Included one person’s story – “Cows, Chemistry and Catalytic Change: How One Midwestern University is making a difference to feed the world

Table 3 – Vision for the Future – Table Themes
- Strong student/faculty relationship
• Strong student engagement and active learning
• Faculty and students are connected locally and globally
• Affordability of education
• Intellectual independence of students and faculty – intellectual/academic freedom
• State of the art teaching and learning facilities
• Adequate resources to support all of the above
• Well-paid faculty and staff
• Relevant academic programs and diverse array.

Table 11 – Vision for the Future – Table Themes

• Sustainability – accessibility (economic), environment – off the grid by 2018
• Scholarly output – grad and undergrad
• Study abroad and away – 80% of students study abroad
• Community partnerships
• Students are the focus – emerge as committed, engaged, interesting people who want to make a difference in the world
• 100% of students have good quality jobs within 2 months of graduation

B. Vision Themes from Large Group Discussion — Recorded on Flipchart

1. Student engagement
2. Making a difference
3. Global/local connections and partnerships – internationalization
4. Sufficient resources – including facilities
5. Graduate and undergraduate programs
6. Scholarly output – applicable; creative output; independence
7. Affordable and accessible
8. One hundred percent placement in relevant/professional academic programs
9. Expansion and growth – planned, smart growth
10. Sustainability – environment; social justice; economic; local community
11. High quality faculty/staff who are engaged and rewarded appropriately for contributions
12. Technology enables and facilitates teaching and learning
13. Distinctive contribution and value – reputation and image
C. Table Vision Themes Based Upon Large Group Discussion

Table 2 – Vision for the Future – Large Group Themes
UW River Falls has a culture of respect and support:
- Welcoming all-inclusive
- Sustainable/earth.
- Natural connections/community
- Distinctive
- Opportunities for students
- Healthy campus
- Pool!!

Table 3 – Vision for the Future – Large Group Themes
- Developing human capital in an inclusive culture of learning resulting in positive impacts on individuals and society

Table 11 – Vision for the Future – Large Group Themes
Drew diagram on back of visioning worksheet showing four columns:
- Alumni – strong data on alumni, strong partnerships and relationships
- Healthy campus – Green environment, focus on healthy policies for our bodies, financially stable and healthy, a socially just campus, tobacco free, facilities to support a healthy campus, swimming pool
- Globalization – Internationalized and nationalized students and faculty; globalized curriculum; increased cultural awareness
- Liberal Arts – Whole student; strong student faculty relationship

D. Internal Strengths

Table 2 – UWRF’s Internal Strengths
- Collaborative
- Student centered
- Faculty teach, not TA’s, and teach well
- Partnerships with community
- Beautiful campus
- Small classes
- Breadth of courses
- Broadening of Liberal Arts offerings
- Alumni and friends – maintain connections on campus
- Sustainability focus
Table 3 – UWRF’s Internal Strengths

- Warm and welcoming
- Mentor students
- Resilient
- Location
- Signature, recognized programs

Table 11 – UWRF’s Internal Strengths

- Student-staff relations
- Location (beautiful setting, small town, metro fringe (??))
- Sense of community on campus – welcoming
- Focus on teaching and learning – diverse array of relevant programs
- Engagement with community – economic and intellectual engine for the region

E. Internal Weaknesses

Table 2 – UWRF’s Internal Weaknesses

- Level of scholarship constrained by heavy teaching load; overburdened
- Lack of facilities
- Compensation – lack of competitive salaries
- Political climate in Wisconsin
- Lack of university grad programs
- Under-resourced
- High percentage of Minnesota students
- Lack of nimbleness in creating and modifying academic offerings
- Still building our identity – telling our story
- Still building fundraising process
- Proliferation of programs, initiatives that require more resources, attention – where do we find the money and time to address everything adequately?
- Large number of upcoming faculty and staff retirements
- Reliance on ad hoc faculty
Table 3 – UWRF’s Internal Weaknesses

- Money – limited resources, low salaries, cannot attract top quality faculty, pitted against each other for resources, no money for professional development
- Class size increasing – student/faculty interactions becoming fewer
- Location – so many campuses close together – weak visibility within the state, we are not selling ourselves well
- Lack of support for student – lack of scholarship; they are having to work so much to afford us; shifting of funding to students, i.e., differential tuition
- Morale – political climate
- Transition – leadership keeps changing

Table 11 – UWRF’s Internal Weaknesses

- We’re spread too thin – try to be all things to all people; teaching loads; depression era mentality – fail or are unable to ask for what we need
- Failure to follow through is a liability – there’s a habit of saying “that’s not the way we’ve always done it”
- Improve upon cultivating a culture that supports our disciplines
- Least proud of our facilities
- Lack of resources
- Lack of financial flexibility and independence from the state
- Morale (may be a threat?) – turf wars may do us in – slim down BUT must maintain our Liberal Arts core

F. External Opportunities

Table 2 – External Opportunities

- Continual contact with legislatures
- Grant writing
- Increase partnerships
- Increased access to information
- Media blasts in Wisconsin
- Continue thoughtful program prioritization
- World issues that create need for UWRF graduates of some specific programs, e.g., especially College of Ag, Food and Environmental Services
- Technology flattens the world – UWRF can have greater reach, capitalize on existing connections among faculty and staff with individual alumni
- Next generation of students are globally connected and aware, service oriented, compassionate
• Looming retirement of baby boomers

**Table 3 – External Opportunities**

• World is flat – Bachelor degrees are more in demand, opportunity to broaden opportunities for students as well as partnerships with other institutions. The “Wisconsin Brand” still means something.

• Niche market – UWRF still has a niche with our emphasis on teaching and learning excellence.

• Technology – Use technology to free up resources versus requiring more resources – cloud computing apps as an example. A high tech, high touch learning environment.

• Sustainability – Society, or parts of it, has embraced the broader meaning. We have programs uniquely tailored to meet this new found awareness – energy, water, food, etc.

• Alums – Untapped potential in approaching our alums – capital campaign opportunity.

**Table 11 – External Opportunities**

• Recall Walker

• Recession may be an opportunity and threat

• Service-based pricing

• Growth and development of grad programs

• More and more education and tech training needed for employment viability

• HHP Building

• Partnerships are an opportunity global and local

• Possibilities of financial flexibility and independence

• Program prioritization – work already done is an opportunity

• Sustainability movement becoming more mainstream – we are leaders

• Hard times – force us to be creative in thinking of new flexibility

• Lasso technology – technology is relatively cheap – laptops community?

**G. External Threats**

**Table 2 – External Threats**

• Volatile stock market – bad for donations

• Weak global economy

• Technology – trust concerns, more competition

• Public perception of value of education declining
- Lack of resources – can’t compete effectively for top talent (Federal and state budgets)
- Demographics – Fewer traditional aged students leads to competition
- Less prepared incoming freshmen (academic and social)
- High level of student debt
- Students more mobile
- Increasing tuition rates, declining accessibility

**Table 3 – External Threats**
- Everything can be prioritized – education is only about job training in sense of public good element of university education
- Cultural issues—demand for instant gratification, lack of value for education (anti-intellectual), hatred of government
- Inability to compete for talent – academia can’t compete with private sector for best/brightest
- Reciprocity -- lost would change campus dramatically
- Tech – Failure to adapt, competition
- State politics – hostility, decreasing state support leads to decreasing affordability
- Demographics – aging of population, decreasing number of traditional aged students

**Table 11 – External Threats**
- Political environment – focus on corporate wealth; anti-intellectualism; redistricting
- Decreased state support; higher tuition; inability to compete for students and faculty
- Vision of Higher Ed as glorified job training
- All of the above can cause burnout
- High percentage of Minnesota students – decreasing supply of educational resources on part of students
- Could do capital campaign and develop other streams of revenue
- Could actively engage and partner with community