Invent the Future: 
Steering Committee Final Report 
with Working Group Executive Summaries 
17 February 2015

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**Process and Purpose**

Chancellor Miller presented his Invent the Future (ITF) design on 22 September 2014, the purpose of which was “to reflect deeply as an institution about the strategy, operation, creative potential and organization of the University for the purpose of developing and embracing a narrative and vision of a growing institution as a state-wide and national innovation leader in a time of great change in American public higher education.” The structure outlined by Chancellor Miller included a Steering Committee and four Working Groups: 1) Academic Portfolio, 2) Enrollment, 3) Innovation & Growth, and 4) Partnerships & External Affairs. The Steering Committee was formed, which included many members from the Chancellor Search and Screen Committee and two new members. The Steering Committee met first on 26 September 2014 and reviewed the charges and structure set forth in the ITF document. The Committee solicited nominations for Working Group Members from the University Committee, Academic Staff Committee, University Staff Advisory Council, and Student Government Association from which they developed memberships for the four Working Groups. Additionally, members of the Steering Committee served on Working Groups and during the early weeks of the process members of the campus community expressed interest in serving on a Working Group and were invited to join.

Chancellor Miller established a timeline for the 2014-2015 phase of the ITF process in which the Working Groups were to complete their tasks by 1 March 2015 and the Steering Committee was to complete its work by 1 April 2015. The Steering Committee was charged with populating the Working Groups, approving Working Group schedules, providing feedback on updates from the Working Groups and to summarize and draw conclusions from the ITF process. The Steering Committee met five times during the fall semester. Initial discussions focused on formulating the Working Groups and clarifying the roles and outcomes of both the Working Groups and Steering Committee. The Committee established a guiding structure for their tasks per the original time frame, discussed President Cross’ Talent Initiative in relation to the ITF process, and created a guide for the Working Groups. In early November, the Committee agreed on an approach to data collection to avoid repeated asks for the same information from campus entities, discussed the need for a way to efficiently share data, and provided feedback to the Working Groups based on their first Interim Reports. The remaining fall meetings included updates from the Working Group Chairs and discussion about interdisciplinarity at UWGB and a discussion about competency based learning. A few groups discussed the topic of interdisciplinarity as part of this process and it is clear that there are differing opinions about most every aspect of interdisciplinarity from its very definition, to its interpretation as a degree requirement, to its impact on funding and organizational structure. The Steering Committee did not meet during January.

In late January, as a result of the severe budget cuts proposed by the Governor, Chancellor Miller requested that this phase of the ITF process be concluded by mid-February to allow the elements explored and ideas developed to be submitted for consideration during the budget process. Thus, the Working Groups were charged with submitting their Final Reports by 9 February. The new timeline afforded the Steering Committee only one final meeting to distill the Working Group Reports. While the majority of people involved in the ITF process expected that their work be given consideration, the shortened timeline did not allow the Steering Committee and Working Groups to complete their tasks as planned. Important research, data collection, and discussions did not take place that would have allowed the Groups and Committee to present more fully formed catalogs of
ideas and recommendations. Most notably, the following elements were not studied or are incomplete: 1) evaluation of overall program array, 2) approach to interdisciplinary education, 3) competency-based assessment, 4) the region’s perception of UWGB as a leader in the area of partnerships, 5) research and evaluation of potential partnerships, 6) evaluation of current resources as they pertain to partnerships, and 7) discussion to sufficiently distill the ideas and recommendations presented to the Steering committee by the Working Groups.

The final meeting of the Steering Committee focused on the most effective way to present the findings of the ITF process. Given the lack of time for all parties to fully complete their work, the Committee determined to present the connections that emerged from the findings, recommendations, and ideas of the four Working Groups. What follows is a summary of the key themes, including examples. The examples are not intended to indicate priorities nor are they exhaustive. The Committee has developed two versions of this report. The first includes this report in its entirety and the Executive Summaries from the four Working Group Final Reports: 1) Academic Portfolio, 2) Enrollment, 3) Innovation & Growth, and 4) Partnerships & External Affairs. The Second version includes this report in its entirety and the complete Final Reports of the Working Groups. The Committee highly recommends reading the Working Group Final Reports for details related to the themes presented below.

**Vision**

The Committee believes it is imperative that we create an internal culture of mutual responsibility and engagement for the wellbeing of the University. This culture must be built into the structure of the University to have widespread and lasting impact. Existing structures should be examined to determine where inefficient and ineffective systems hinder opportunities for advancements and growth. Operative structures are needed to improve efforts aimed at recruiting and retaining students, advising students, developing partnerships, promoting the University, establishing collaborations, and supporting faculty and staff.

**Themes**

**Academic Portfolio**

UWGB should offer a balance and array of programs to fulfill the liberal arts mission of our institution and preserve interdisciplinarity. Flexibility in program array is increasingly important to be vital in today’s higher education marketplace. The program array must prepare students to meet changing and emerging employment opportunities and for global citizenship in a dynamic world.

Academic offerings must extend the reach of the institution to maintain financial health and be an economic force in the region. We must utilize current resources and strengths in determining program expansions. Instructional formats must be able to serve local and global populations. A campus-wide discussion along with research should be instigated to develop a strategic plan to expand online offerings. The administration and support of expanded online offerings will be critical components to succeed.
Interdisciplinarity was the idea around which academic Units were formed when UW Green Bay was founded. Today, there is not a clear conceptualization and application of the interdisciplinary idea across all academic units and degree requirements. However, interdisciplinarity remains a strong and positive force in shaping approaches to teaching, research and service. In addition to interdisciplinarity, a UWGB degree offers depth and breadth. To this, the identification and assessing of specific skills is worth consideration as an educational component. While the topic of interdisciplinarity was not fully discussed due to time constraints, it is suggested that the next phase of the ITF process include an examination of new ways to approach achieving this important component of a UWGB education.

As the ITF process continues, the Committee hopes that the Graduate Studies Council will be included in the process given that the instructions set forth in this stage of the process did not include examination of graduate studies opportunities. The Graduate Studies Council has been active in developing and researching graduate programs and the Committee acknowledges the importance of graduate programs to the future of the UW Green Bay.

The appendices of the Final Report from the Academic Portfolio Working Group contain the entire list of programs, emphases, and certificates submitted during this process. Time did not permit exploring the viability of all of these programs and therefore we submit them for consideration during the next phase of the process.

**Partnerships & Community Connections**

The University is a valuable resource to the region and has the potential to become an even greater resource. We have strong outreach programs and activities connected with community programming and academic programs. In addition, the faculty has passion for building partnerships and employees have strong personal connections in the community. While continuing the many valuable relationships we have established with schools, community organizations, businesses, and industry, developing new partnerships that are mutually beneficial for faculty, students, and external partners will contribute to the University’s mission to serve the region. We can utilize current human resources to further explore the needs of the region and extend the reach and visibility of the University. We suggest establishing a structure and processes that are user friendly to internal and external parties in an effort to become a central constituent in the development and continuance of partnerships, collaborations, and entrepreneurial activities in collaboration with businesses, industry, public entities, and community organizations. The proper infrastructure will provide organization, streamline efforts, and facilitate efficiency and growth in this facet of the University’s activities and relations with external units.

Partnerships exist in many forms, including academic partnerships. In an effort to increase enrollments, meet students’ interests, and prepare students for employment and global citizenship, the Committee recommends exploring more links between technical and community colleges and high schools. The skills and content offered at two-year institutions may be combined with our academic offerings, experiences, and activities in new ways adding valuable degree components that will prepare students to succeed in a rapidly changing work environment and for lifelong learning.
Enrollment
Enrollment is and will continue to be a challenge. As stated previously, responsibility for recruiting and retaining students must become part of UWGB’s culture. A system and infrastructure that support enrollment initiatives and connect activities and opportunities for recruiting is essential to achieving widespread participation by university departments and personnel in order to address this challenge. Additional research, data collection, and discussion must occur to develop a structure that encompasses the many areas of campus that impact recruitment and retention. While there may be a multitude of ways in which recruiting and retention efforts can be enhanced, the Committee offers the following ideas to support this critical aspect of the University’s wellbeing: 1) develop a web site that offers easy access to information expected and required to compete in any market, 2) increase partnerships, 3) increase high impact practices, and 4) embrace the principles and practices of undergraduate research, scholarship, and creative activities (URSCA). Engaging students in high impact practices and campus life are suggested ways in which to improve recruitment and retention. The web site must serve as a valuable resource for students offering them information about opportunities and services that will further connect them with the people and activities of the University. Adopting data platform tools that track students and their activities from application through life as alumni will assist in developing allegiances to the University.

Processes & Methods
The research and discussions carried out by the Working Groups indicate that there are processes and practices in place that restrict our ability to be flexible and responsive to student needs and economic needs of the region. There are processes that can be streamlined to allow for greater responsiveness, such as those associated with new programs, emphases, individual major, and certificates.

The Committee suggests that decision making must be evidence-based with clear metrics and goals in order to promote innovation, growth, and determine future directions in all aspects of the enterprise, such as academic offerings, partnerships, growth agendas, and collaborations—both academic and business/community oriented. Pliant and transparent administrative and decision-making processes are needed to create and market new and existing programs and partnerships. The Committee acknowledges that not all faculty, staff, and administrators are trained in evidence-based processes and a structure may be needed to assist with the implementation of such processes to effectively utilize data.

Marketing, Promotion, & Reputation
A culture of mutual responsibility that includes all university personnel promoting and highlighting the innovative, high quality, and expansive range of research and creative activities, experiential learning, and high impact practices conducted by faculty, staff, and students will contribute to the University’s positive reputation. All supporters of the University should take and make every opportunity to promote the University; any and every interaction can contribute to this mission.

We suggest exploring opportunities, academic and otherwise, that encourages entrepreneurial endeavors and adds to students’ credentials. The proposed badge system offers attractive
advantages for our students and would highlight many of the skills and experiences afforded to students as part of their education at UWGB but not apparent in our current credentialing system.

External messaging about academic offerings and the advantages of an interdisciplinary education must be clear and relatable to potential students, their families, and employers. Feedback from various constituents indicates this will likely enhance recruitment and retention efforts. The demand for online instruction is on the rise for both on-campus and off-campus students. Online courses must increase student engagement to make our offerings desirable to the local, national, and global markets and improve the perception of academics at UWGB. The University’s web site and promotional activities should showcase the impressive examples of student, faculty, and staff projects that have utilized an interdisciplinary approach, demonstrate high impact practices, and draw attention to partnerships.

**Conclusion**

The Committee believes the Working Group Final Reports provide a solid starting place for exploring future directions for UW Green Bay. We expect that these documents will serve well the next phase of the Invent the Future process. It is the hope of the Steering Committee that both established and new groups will discuss and study the ideas and recommendations in the Final Reports. There has been widespread campus participation in the ITF process to date and many ideas have been generated during the past four months. The Steering Committee encourages reading the Working Group Final Reports in their entirety.
Memberships

Steering Committee
Paul Ahrens, Student Member
Lucy Arendt, Faculty Member
Andrew Austin, Faculty Member
Denise Bartell, Faculty Member
Brent Blahnik, Academic Staff Member
Judy Crain, Community Member
Greg Davis, Administrative Member
Matt Dornbush, Faculty Member
Mike Draney, Faculty Member
Cindy Estrup, University Staff Member
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Linda Tabers-Kwak, Faculty Member

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Linda Tabers-Kwak, Faculty Member
Christine Vandenhouten, Faculty Member
Lora Warner, Faculty Member
Amanda Wildenberg, University Staff Member
Appendices

Invent the Future Design Document

“Invent the Future

University of Wisconsin – Green Bay

Design

September 22, 2014

“The purpose of Invent the Future of the University of Wisconsin—Green Bay is to reflect deeply as an institution about the strategy, operation, creative potential and organization of the University for the purpose of developing and embracing a narrative and vision of a growing institution as a statewide and national innovation leader in a time of great change in American public higher education.”

Gary L. Miller, Chancellor

Introduction

The transition of a new Chancellor is a unique opportunity for an institution to reflect on its values, mission and future. The opportunity for this reflection is particularly important at this time of great change in American public higher education and in response to the changing demographic and economic environment in Wisconsin. The Invent the Future initiative is a coordinated, institution-wide process designed to accomplish this institutional self-reflection over the eight month period between October 2014 and May 2015. The initiative will be accomplished even as the operations of the university continue and, thus, will require enormous energy and commitment from everyone on campus. The goal is the development of a clear and compelling vision of the future of the University of Wisconsin – Green Bay along with strong recommendations about how to achieve that vision.

Goals of Invent the Future

The activities of the Invent the Future initiative are designed to accomplish the following specific goals:

• Review current approach in critical operational areas.
• Review articulation and efficacy of the interdisciplinary approach.
• Review university organizational structure in relationship to dynamic environment in higher education.
• Review institutional approach to community partnerships.

In addition to these goals, a new more transparent process for university planning and innovation is being implemented (see University Planning Design attached).

Invent the Future Structure
The structure for *Invent the Future* is depicted in Figure 1. Separate working groups will consider the University’s approach in four important areas: Innovation and growth, enrollment, academic portfolio and partnerships and external affairs. The activities of these groups will be organized and supported by a Steering Committee.

Working with university governance and senior leadership, the Steering Committee will develop the membership for the working groups. Members will be appointed by the Chancellor. Some overlap in working group membership is desirable in order to encourage the broadest discussions possible.

![Invent the Future Structure](image)

**Figure 1. Invent the Future Design.**

**Group Charges and Goals**

Following are the initial charges and goals for the Steering Committee and each of the working groups. While each group has a specific charge, there are elements for consideration that transcend all groups. For example, as they discuss their topic, each working group should consider broad university structure such as organization, leadership and external factors. Moreover, it is essential that each working group provide insights and recommendations about how President Cross’ system-wide talent initiative will operate at UWGB.

An important goal of this process is to create an environment for innovative thinking about the future of the university. Thus, the charges of the various working groups are designed as starting points for the group. It is hoped innovative directions will emerge from the work of each group.

**Steering Committee**

The Chancellor's Search and Screen Committee has been re-tasked to serve as the Steering Committee for the *Invent the Future* initiative. Through its extended work together in the Chancellor search process that group developed a unique perspective about the University’s challenges and opportunities and its leadership position in Wisconsin and the nation. The group has also developed a highly collaborative and collegial working relationship that will help it work efficiently.

The goal of the steering committee is to help initiate, monitor, organize and summarize *Invent the Future* initiative. Specifically the Steering Committee will:

- Populate the working group membership.
- Approve working group schedules.
- Hear updates and final reports from working groups.
- Summarize and draw conclusions from *Invent the Future* process.
The Steering Committee will also take on the issue of reevaluating our approach to interdisciplinarity and efficacy of the 360 degrees of learning branding program.

**Innovation & Growth**

In order for the university to prosper, it must position itself for innovation, develop a philosophy of growth and create and deploy well-constructed and impactful strategies for the integration of technology into learning, faculty research and operations. Among the activities of this group are:

- Recommend a university growth philosophy and suggest process and targets for such growth.
- Provide the key elements for a university-wide eLearning strategy and suggest a process for achieving the strategy.
- Investigate university capacity for evidence-based decision making at all levels and suggest approach to increase this capacity.
- Suggest approaches for the university to take advantage of growing opportunities and markets in areas such as health care, smart manufacturing, resource recovery and data analytics.

**Enrollment**

The University faces both proximate and long-term challenges in enrollment. The goal of this group is to carefully examine the assumptions and processes of our current enrollment strategy and recommend an enrollment approach that meets current and future challenges.

- Critique the current enrollment strategy.
- Suggest ways in which to develop a culture of institutional responsibility for enrollment.
- Suggest investments that will place the university in a competitive advantage in enrollment.

It is important this group be composed of members of the university community not involved in the current enrollment approach.

**Academic Portfolio**

The proposition that the University’s interdisciplinary approach and academic portfolio is consistent with contemporary demands of career and the modern imperative of public higher education to directly support talent creation and economic development must be carefully considered and affirmed or adjusted. This is the goal of this working group. Specific activities may include:

- Review academic program portfolio.
- Suggest ways to directly link interdisciplinarity with career success.
- Suggest how program efficacy can be included in the program review process.
- Suggest strategies for expanding graduate programs.

**Partnerships and External Affairs**

The University currently supports a large number of community outreach programs. These programs have created a strong base of support in the community. However, there is a growing expectation in the community that the university will take a leadership role in creating partnerships directly related to regional economic growth and prosperity. The Engineering Technology program is a good example of such expectations. Others are emerging in the areas of entrepreneurship and health care. Meeting this expectation will give the university important new opportunities for faculty and students and expand the
level of advocacy for the university in Wisconsin. An important goal of this working group is to examine our capacity to meet this leadership opportunity.

In addition to the opportunity for community leadership, the university must present a clear and passionate message about itself in the community. This includes all aspects of our external presentation including the web page, social media as well as traditional marketing approaches. Another goal of this group is to examine our current marketing and external communications strategies.

Among the possible activities of this group are:

- Suggest how the university might better organize for external partnerships.
- Analyze and make recommendations regarding the University marketing and communications strategy.
- Analyze and make recommendations regarding the university web page.

Schedule and Milestones

The *Invent the Future* initiative will begin October 1 and conclude at the end of the Spring 2015 semester. The vision narrative for the coming decade will emerge from the exercise with the first elements to be part of the Chancellor’s installation remarks in November 2014. Following is the proposed schedule.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Achieved by</th>
</tr>
</thead>
<tbody>
<tr>
<td>Populate working groups</td>
<td>October 1, 2014</td>
</tr>
<tr>
<td>Establish <em>Invent the Future</em> we page</td>
<td>October 1, 2014</td>
</tr>
<tr>
<td>Working groups first interim reports to Steering Committee</td>
<td>October 31, 2014</td>
</tr>
<tr>
<td>Chancellor’s Installation Remarks</td>
<td>November 14, 2014</td>
</tr>
<tr>
<td>Working groups second interim reports to Steering Committee</td>
<td>February 1, 2014</td>
</tr>
<tr>
<td>Final recommendations and reports to Steering Committee</td>
<td>March 1, 2014</td>
</tr>
<tr>
<td>Final report from Steering Committee</td>
<td>April 1, 2014</td>
</tr>
<tr>
<td>Vision rollout</td>
<td>End of Spring Semester</td>
</tr>
<tr>
<td>Connect with 50th year celebration</td>
<td>End of Spring Semester</td>
</tr>
</tbody>
</table>
Executive Summary

The Academic Portfolio Working Group was charged with exploring the university’s academic offerings and suggesting ways to link to interdisciplinarity to academic success. To meet these goals, we discussed four main areas:

1. Identifying possible new majors/certificates/emphases the university could offer.
2. Developing a portfolio-badge system to showcase the skills students develop and the works they create.
3. Discussing the university’s approach to interdisciplinarity and the strengths and limitations of that approach.
4. Identifying ways to increase student involvement in undergraduate research, scholarship, and creative activities

Three subgroups were created to meet these goals: New Majors/Certificates/Emphases, Portfolio/Badge System, and Potential Policy Changes.

With regard to New Majors, Certificates, and Emphases, the subgroup compiled data from faculty and staff across campus to generate a list of possible ideas. The list was extensive and, due to the compressed timeline, we were unable to develop specific recommendations for short-term, intermediate, and long-term program development, we made the following recommendations:

1. Distribute the list of new programs/certificates to all UWGB faculty and staff and encourage deans and departments to further develop the ideas.
2. Develop a working group to explore a potential “certificate initiative” (e.g. demand for certificates, audience interest in certificates, marketing certificates, etc.).
3. Identify a different mechanism to propose and start new programs.

Regarding the Portfolio/Badge System, the subgroup developed a preliminary vision of a model whereby student portfolios and/or badges could be used to make the interesting projects students complete more visible and demonstrate the obtainment of particular skills (e.g., research, data analysis, coding, critical thinking). We recommend the following:

1. Move to the system of “Skills, Breadth, Depth” where breadth is achieved through general education, depth is achieved through the chosen major, and the skills students develop are made outward facing through a badge system.

Regarding Interdisciplinarity, the working group focused mostly on our budgetary structure and the requirement that students obtain an interdisciplinary major or minor to graduate. The consensus of the working group was that the interdisciplinary mission is valuable and worth preserving but there was little consensus as to whether or not we are meeting our mission in the best way. We also explored different mechanisms by which we can meet our mission. We recommend the following:

1. Explore the effectiveness of the requirement that students have an interdisciplinary major or minor in meeting our problem-focused, interdisciplinary mission.
2. Explore a new process for setting up an individualized major that is less taxing on the faculty members and students involved and make the option of an individualized major more visible to students.

3. Implement a university policy that allows for increased opportunities to team teach as a way of fostering a culture of interdisciplinarity.

4. Explore how we communicate our mission to the public as well as how we market our majors. Consider questions like whether or not the names of our majors best describe them, whether or not our website and other recruitment materials best describe the mission and programs, and whether or not the pathways to particular careers are visible via our marketing materials.

Finally, regarding finding ways to increase student involvement in undergraduate research, scholarship, and creative activities we recognized that these high impact experiences are important elements of student learning, and are central to our mission of providing a problem-focused, interdisciplinary education. Such experiences also provide us with opportunities to showcase the outcomes of our interdisciplinary approach. Given the transformative nature of such experiences, we recommend the following:

1. Support initiatives by the Center for the Advancement of Teaching and Learning and elsewhere on campus intended to increase student participation in such activities and reward faculty who work with students on such activities.

Enrollment Executive Summary

Enrollment Working Group Executive Summary - Issues and Recommendations

1. **We currently lack a culture of institutional responsibility for enrollment.** We lack long term goals and benchmarks, as well as institutional structures. We do not put adequate resources (either financial or human capital) into enrollment efforts. Our current budget decision-making model impairs the effectiveness of enrollment efforts.

   *Recommendations:*
   a) Create strategic organizational structures for the work (“put someone in charge”)
   b) Allocate resources in ways that are consistent with our enrollment priorities
   c) Build enrollment work into administration, faculty, and staff workload responsibilities; professional development; tenure and promotion guidelines; merit review criteria; and awards and recognition

2. **We do not effectively utilize the data platform tools we have purchased and currently use.** We possess platforms that have the potential to share information about admitted students with
departments, provide early academic progress data and allow advisors to keep sharable records of contact with students (d2l, SIS, the CRM), but have not yet harnessed them to do so.

Recommendations:

a) Create a group to oversee decision-making in the area of data platforms, comprised of IT staff, other staff who utilize the platforms, faculty, and students
b) Provide resources to develop data tools and provide maintenance and support for their use
c) Create a campus wide early alert system, a more productive CRM, and an electronic storage method for advising records

3. **We underutilize the power of high impact experiences as retention and recruitment tools.**

Student participation in high impact experiences (HIE) improves retention, particularly for historically underrepresented students. They are also effective recruitment tools for prospective students and their families, showcasing our efforts to help students develop career skills and be more competitive on the job market once they graduate.

Recommendations:

a) Grow the number and quality of HIE, especially internships and undergraduate research
b) Create a central office and position that oversees the development of HIE
c) Utilize HIE as a marketing tool for prospective students and to build visibility in the community

4. **Our university website currently does not provide easy access to the information that students and parents want.** Prospective students and their families need to see evidence that a UW-Green Bay education is affordable and relevant to their goals. All students need to be able to easily access the information they need.

Recommendations:

a) Employ an in-house design and support team
b) Conduct focus groups of prospective students
c) Design pages for prospective students (first year and transfer) that provide immediate access to financial information, campus life information, transfer credits and application processes
d) Highlight student employability, graduate school, and other markers of student success

5. **We recruit fewer regional students than most of our peer UW institutions.** In order to boost enrollment of regional students, Admissions must have the resources to more effectively harness data on prospective students and target the needs of different student populations (e.g., traditional, transfer, diverse), and find ways to identify and attract regional transfer students.

Recommendations:

a) Enhance our visibility to local high school students and their families
b) Improve recruitment of transfer students from NWTC and other technical and two-year colleges

6. **The population of UWGB does not adequately reflect the diversity of our community.** As a comprehensive regional campus, we have an ethical obligation to serve all local students, and we currently under-serve local students of color. Doing so is also vital to the survival of our campus.
Recommendations:
  a) Increase outreach and contact with underrepresented students and their families
  b) Increase and publicize support and opportunities for underrepresented students

7. **We must enhance transition support for new students, particularly transfer and underrepresented students.** We provide very little transition support for transfer students and we have few institutionalized programs targeted towards the underrepresented students who are most at risk of not being retained.

Recommendations:
  a) Connect more quickly, more personally and more intentionally with admitted students
  b) Create more effective orientation experiences for transfer students
  c) Utilize peer leaders more in transition efforts
  d) Ease the process of transfer credit evaluation for new transfer students
  e) Utilize the AIC and Office of International Education more in transition support

8. **We must better support students’ path to graduation.** The support we provide for students in helping them to progress through their college education smoothly, successfully, and in a timely manner is critically important for retention.

Recommendations:
  a) Improve students’ advising experience
  b) Enhance collaboration between Career Services and other offices and programs that work to support students’ path to graduation
  c) Create an early alert system that allows us to identify barriers to students’ path to graduation and intervene effectively
  d) Develop a data platform that allows advisors to keep track of contact with students and share information across advisors
  e) Effectively communicate our resources supporting success to current and prospective students and their families

9. **We must create the perception of a more vibrant campus community with easy access to the city of Green Bay.** A common student criticism of UWGB is a lack of things to do on campus. Some of this is due to the lack of restaurants, shopping and entertainment venues within walking distance, coupled with a lack of viable transportation options for our residential students without cars. Students are also concerned about the quality and cost of campus dining options.

Recommendations:
  a) Create a campus shuttle that provides students with transportation to city business districts
  b) Reinstitute the practice that all FYS courses include a mandatory requirement of all students to attend three co-curricular events during the semester
  c) Explore ways to improve the quality and affordability of campus dining
Innovation & Growth Executive Summary

The Final Report from the Innovation and Growth Working Group
Executive Summary

Our working group had four charges. This is the executive summary of our findings.

**Charge 1:** Recommend a university growth philosophy and suggest processes and targets for such growth.

The key values of our proposed philosophy of growth are effectiveness and economy. We propose growth—the recruitment of students, the greater utilization of existing resources, the development of new programs, forging stronger ties with the community, and the development of university programs—within fiscal, demographic, and competitive parameters.

Growth is based on inspiring people to generate novel solutions with measurable value for UWGB. In other words, growth requires innovation and experimentation within the University. In light of this, the Working Group suggests:

1) Modeled after the popular TEDx Talks series, we need to have an annual event to drive innovative ideas and draw people from the community onto campus, utilizing UWGB faculty and staff and community leaders too.

2) Regional problem solving competition modeled on Hult Prize Competition.

3) Exploring student employment as a learning activity and resources for student-led innovation.

**Charge 2:** Provide the key elements for a university-wide eLearning strategy and suggest a process for achieving the strategy.

For the expansion of online programs, the Working Group suggests the following:

1) Centralizing all necessary student e-Services, which are made available on a web portal.

2) Creating more programs for which there is demonstrable student and extra-university demand (new Baccalaureate’s, new Master’s and new certificate’s)

3) Setting up interactive and engaged platforms for all online courses.

4) To create and sustain 1) through 3), creating an **Online Collaborative Committee** that brings together key players to determine the direction, make decisions, maintain a vision for online growth.

**Charge 3:** Investigate university capacity for evidence-based decision making at all levels and suggest approach to increase this capacity.
The Working Group suggests the following:

1) Establishing long-term strategic goals that can be incorporated into the goals and strategies of the Colleges and Departments at UW-Green Bay.

2) Developing a clearinghouse or web portal where reports and queries are published that can be utilized by departments and groups for evidenced-based decision-making.

3) Identifying key campus members to oversee collection, organization, and dissemination of data.

4) Training faculty and staff on how to utilize data and make evidence-based decisions.

5) Supporting the Academic Incubator developed by the Office of Outreach and Adult Access for developing new programs and innovation.

**Charge 4:** Suggest approaches for the university to take advantage of growing opportunities and markets in areas such as health care, smart manufacturing, resource recovery, and data analytics.

The Working Group suggests:

1) Hiring an internship-finder or appointing an internship officer to find student internships and match internships with students.

2) Setting up a team of market researcher/Academic incubator/faculty which collects data for market research, builds a close partnership with industries and businesses in the region to create programs on campus.

3) Creating a citizen advisory board of 10 – 12 people in various fields, especially industries and businesses, in the region to collect information on their needs and on how we can facilitate existing programs or start new programs with their assistance.

4) Developing programs that utilize existing resources and strengths, programs that fill in gaps or make up for weaknesses in other educational settings. For example,
   a. A College of Health Sciences and various Baccalaureate’s and Master’s programs within the college.
   b. Non-degree programs and Entrepreneurial Certificate Programs.
   d. A Master Program in Public Administration.
Partnerships & External Affairs Executive Summary

Executive Summary
The Partnerships & External Affairs Team (PEA Team) was charged with examining the university’s capacity to meet the “growing expectation in the community that the university will take a leadership role in creating partnerships directly related to regional economic growth and prosperity.” As described in Appendix A, three tasks were identified:

1. Partnerships. Describe, analyze, evaluate, and make recommendations for enhancing our institutional approach to formal partnerships.

2. External Messaging. Describe, analyze, evaluate, and make recommendations for enhancing our marketing and external communications strategies.

3. Leadership. Describe, analyze, evaluate, and make recommendations for “taking a leadership role in creating partnerships.”

Two subgroups were created to address the first two tasks. The third task was to be completed by the full PEA Team, after it reviewed and approved the subgroups’ recommendations for the first two tasks. Unfortunately, the third task was not completed due to the Team’s timeline being shortened by three weeks. The Team was exceptionally disappointed to have its momentum disrupted and its efforts prematurely terminated.

With respect to Partnerships, the Team recommends the following actions.

1. Create a “One Stop Shop” called the “Office of Community Engagement.” Do this by renaming and (slightly) repurposing the current Outreach operation. Change the title of the head of this operation to Vice Chancellor (or Dean) for Community Engagement, and have this individual report directly to the Chancellor and serve as a Cabinet member.

2. Create processes within the Office of Community Engagement that will enable it to:
   a. **Respond** – by visibly serving as the point of initial contact for external stakeholders seeking partnership opportunities
   b. **Support** – by continually facilitating ongoing collaborative relationships
   c. **Promote** – by proactively cultivating collaborative relationships between external stakeholders and university members and units/programs/projects

3. Develop and disseminate a strategically focused Community Engagement **plan**.

4. Create and sustain a Community Engagement **culture**. Identify the means for rewarding and recognizing community engagement activities for faculty, staff, and students.

5. Create a Community Engagement **Advisory Board** of external and internal advisors.

6. Extend the university’s **physical presence** beyond its current borders to include downtown Green Bay and locations throughout the region.

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2 “Urgent Change in timeline of ITF Work,” Email communication from Cheryl Grosso, Chair, Inventing the Future Steering Committee, January 29, 2015.
With respect to **External Messaging**, the Team recommends the following actions.

1. Develop and disseminate a strategically focused marketing and university communications **plan**.
2. Conduct an evaluation of marketing and university communications **talent** throughout the university.
3. Identify **signature** activities/behaviors/programs/people/statements that exemplify the desired outcomes delineated in the strategic marketing plan. Emphasize these!
4. Create a Strategic Marketing **Advisory Board** of external and internal advisors.
5. Identify **messaging conflicts** between organizational aspirations and marketing and university communications activities. Develop a plan to eliminate or reduce conflicts.
6. **Relocate** central marketing and university communications staff to physical location(s) that enable more frequent and richer interaction with university stakeholders.
7. Do not centralize all marketing and university communications activities. Instead, create a structure that enables **deployment** of marketing expertise as needed while ensuring **consistency** of marketing and university communications activities.

With respect to **Leadership**, the Team had a preliminary conversation about the possibility of the university seeking the **Carnegie Elective Classification for Community Engagement**. While generally perceived to be a positive step in the direction of establishing the university as a leader in the community, the Team did not have sufficient time to review and vet a recommendation that the university pursue the classification.

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3 For information on this classification, please see: [http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92#Effective%20Approaches](http://nerche.org/index.php?option=com_content&view=article&id=341&Itemid=92#Effective%20Approaches)