University of Wisconsin-Milwaukee
Chancellor's Retreat
Thursday, January 23, 2020, 9:00 a.m. – 2:00 p.m.
Golda Meir Libraries, fourth floor conference room

Summary of Strategic Direction Discussions
Note: Diversity, Equity and Inclusion was woven into each of the following sections.

OUTSTANDING LEARNING ENVIRONMENT

- Provide graduate-level credentials, real-world research
- Facilitate mindset on campus of a "good" education—co-ops extending time
- Infuse a positive customer service attitude for all faculty and staff
- Celebrate successes like graduating students
- Provide students with a range of options for career possibilities
- Understand the student experience (e.g., avoid office shuffle, supply journey maps)
- Be aware of too much change at the same time; let's focus on 2-3 measurable things that everyone knows by heart and works on with consistent focus
- Empower all on campus to facilitate student success and make things happen (e.g., eliminate "no"; end the reliance on a rule because "we've always done it this way")
- Be resourced to support dual mission
- Enact proactive interventions based on analytics; let's be sure we know our data and we are representing it accurately
- Garner support for educational resources; stable funding
- Utilize a holistic approach to student advising vs. focus of competing for student majors
- Collaborate across academic fields for better curriculum and experience for students
- Involve faculty in advising
- Metrics for OLE: increase beyond current target of 50% as 6-year graduation rate in 2030 (because we can do more; use Wayne State as a model)

COMMUNITY ENGAGEMENT AND TALENT PIPELINE

- Data management and assessment
  - Define partnership
  - Prioritize impact
  - How do we invest our resources?
- In for the long haul—understand lives of collaborators
- Central point for partnerships—building relationships
- "Sticky" alumni
- C. Service vs. C. Engagement
- M³: taking UWM into community; on-ramping to UWM
- Re-affirmed Carnegie Classification
- Focus on scaling + community + importance in talent pipeline
- CE is a long game; Exp. Learning is unevenly distributed; need a broader view of E.L.
- Make more connections with Service Learning

- "Up" scholarship funding to recruit students (e.g. E.L. School in state; distinctive identity)
- Variability to access to internships + looking at quality of the E.L. (Quality vs. Quantity & access)
- Helping students & their families to talent pipeline issues
- Make sure data is relevant and useful; recognize and define talent pipeline (e.g. mid-career, traditional, etc.)

RESEARCH EXCELLENCE

- Tension between research and access; how to support both?
- Research to support teaching
- Research support—improve the processes
- Link R1 and enrollment management
- Enforce workload policy across campus
- What if we lose R1? Use different criteria?
- More interdisciplinary research—clusters; collaboration - internal + external
- Time allocation? Too many things
- Be more selective in where we invest/focus: "Cannot be R1 in ALL AREAS"
- Fundable research—more focus
- Protect our people who are simultaneously strong at research and teaching
- Tenure faculty by 3 things; change criteria?

SUSTAINABLE FUTURE

- Non-traditional students have different needs; provide infrastructure to support this
- Employee development—upscale
- Diversity: Be the 'school of choice' BUT- 'Give them a 1st-choice experience'
- 'Just Do It'": Make decisions and proceed; less committee work and less "discussion fatigue"
- Toolbox for professional development for new employees
- Strengthen performance evaluation + professional development
- Better structures
- Hard budget choices—"just do it"
- Financial Aid for Students
    - $500 need to return (HELP)
    - Financial literacy
- Pro rata fee: Student
  - IT infrastructure in support of online teaching
  - Space utilization: Rethink how we use space (e.g., summer)
  - Bring more students to campus over the summer
  - Space aligned with realistic and future enrollments
- 'Quality Brand': attract students with better scholarships; most other states' 2nd most prominent universities make strategic financial aid package offers to high-achieving students that result in cost lower than student's flagship university cost
- 'Certification' becomes more important: employers demand, or still just a degree?
- Quality—are we really caring to students?