



## **School/College Priorities**

### **Aligned with Campus Strategic Framework**

### **April 2009**

Every school/college has its own strategic plan. Each of those plans is done with the campus priorities as a general, guiding framework. This document highlights priorities/efforts in each school/college that are specifically aligned to advance the campus priorities.

- College of Agricultural & Life Sciences
- School of Business
- School of Education
- College of Engineering
- School of Human Ecology
- Graduate School
- Law School
- College of Letters & Science
- School of Medicine and Public Health
- School of Nursing
- School of Pharmacy
- School of Veterinary Medicine
- Division of Continuing Studies
- International Studies & Programs
- Nelson Institute for Environmental Studies
- Dean of Students

# College of Agricultural & Life Sciences

## **Provide an Exemplary Undergraduate Education**

- a) Improve undergraduate advising experience, course selection, pre-professional degree advising, life choice mentoring, access to internships and career preparation, integration of research and international experience in CALS curriculum and extracurricular experience;
- b) Provide university-wide leadership for the CALS instructional portfolio in the area of food and agriculture, natural resources and environment, life sciences and related applied social sciences, arts, and humanities;
- c) If and where appropriate under budget, personnel and other constraints, grow numbers of students served by CALS by improving efficiencies and alignment.

## **Reinvigorate the Wisconsin Idea**

- a) Grow and encourage programs aimed at nontraditional students through various outreach and extension programs aimed at lifelong learning, including Farm and Industry Short Course and other venues that leverage the knowledge and assets of the college
- b) Foster a sense of the college as a value-added community committed to inclusivity, to excellence, to each other, to service to our citizens through the land-grant missions, to the success of the University of Wisconsin-Madison and UW System, to the Wisconsin Idea, and to the brightest possible future for our species and our planet
- c) Host community-building events on and off campus
- d) Enhance and expand relationships with key college stakeholders and others who could benefit from our research, education, outreach, and extension programs

## **Invest in Scholarly Domains in Which We Have Existing or Potential Strength and Impact**

- a) Create opportunities for support through university leadership in areas of food and agriculture, environment, energy and health through:
  - a. sponsored research and campus initiatives
  - b. gifts (corporate/allied nonprofit organizations and alumni/individuals)
  - c. efficiencies and innovation in administration and management
  - d. improved infrastructure required for excellence and success

## **Recruit and Retain the Best Faculty and Staff**

- a) Create an excellent modern learning environment that prepares each person to maximize his or her contributions to society and personal fulfillment.
- b) Recognize innovation, leadership and creativity
- c) Encourage participation in strategic and multi- and transdisciplinary collaborations;

## **Enhance Diversity**

- a) Demonstrate a commitment to inclusive and open communications strategies
- b) Encourage faculty involvement in centers and other convening units that focus on current challenges and bring together interests and activity around issues that go beyond the boundaries of single departments
- c) Exemplify the highest standards of integrity, equity, shared governance, accountability and stewardship in all our affairs at every level

## **Be Responsible Stewards of our Resources**

- a) Increase efficiencies and innovation in administration and management
- b) Invest in improved infrastructure required for excellence and success
- c) Secure funding for graduate and undergraduate students to ensure accessibility

# School of Business

## **Provide an Exemplary Undergraduate Education**

We are focused on making strategic investments to enhance the overall experience and career readiness of our undergraduate students.

- We conducted a thorough review of our BBA program in 2005 which has led to faculty approved curricular changes and a recommended shift to sophomore admission to help us improve coherence of curriculum, career readiness, global competency, and diversity of our undergraduate students.
- We will launch a two-course sequence that provides an overview of all major business disciplines (i.e. finance, marketing, management, operations, and accounting) to help meet the needs of non-majors.

## **Reinvigorate the Wisconsin Idea and renew our commitment to our public mission**

We have an enormous amount of direct interaction with individuals and companies in the region through our professional education programs and school-wide outreach efforts.

- We have grown our Enterprise MBA program for working professionals from 190 students to 280 students in the past two years. This program is now larger than our full-time MBA program.
- Our non-degree executive education programs also serve an expanding client base.
  - Our public programs serve 4,000-5,000 (mostly Wisconsin-based) customers per year and were ranked #1 in “Value for Money” by the *Financial Times*.
  - Our custom programs served about 30 corporate clients and were ranked 8<sup>th</sup> in quality in the U.S. by the *Financial Times*.
- We connect our programs, knowledge and alumni with the public using multiple channels that include but are not limited to: our website, UPDATE magazine, Report to Investors, and traditional and new media.

## **Invest in research areas that have current and potential strength**

The Wisconsin Naming Gift was designed with the primary purpose of investing in faculty, research, and graduate education.

- We have increased the stipends for our PhD recruiting this year in an effort to improve quality.
- We support interdisciplinary work, especially through our entrepreneurship and international programs.
- We have reallocated resources across academic departments to invest in those areas with extraordinary research strength—especially marketing and real estate.
- Recently published work by faculty in our accounting, marketing, real estate, and management has been recognized by academic journals as well as the mainstream media for outstanding contributions therein.

## **Recruit and retain the best faculty and staff**

We have made a strategic choice to defend salaries and faculty quality by using equity and market adjustments for deserving faculty members. While this has led to a decline in the number of faculty members in the school, we believe it is easier to rebuild scale than to rebuild quality.

- We created a (part-time) associate dean for research position to lead initiatives to enhance research culture.
- We have been very aggressive in the market for new faculty this year but are aiming high and still unsure about the outcomes.

## **Enhance diversity and inclusion to advance excellence**

Our number one objective or metric for both the undergraduate and full-time MBA program includes attracting a more diverse student population.

- We have been a leader among business schools in promoting diversity evidenced by our collaboration in founding the Consortium for Graduate Study in Management and the PhD project, which promote minority candidates for MBA and PhD degrees in business.

- We have seen very favorable trends in minority enrollment as we have climbed in the MBA rankings. We may approach 20% minority students in our incoming class next year.
- We have approved the creation of a new position that will be solely focused on our diversity efforts.
- We have done well in recruiting women and moving women and minorities into leadership roles. Over half of our leadership team is female (including the Senior Associate Dean, Associate Dean for Administration, Associate Dean for Enterprise MBA, and Associate Dean of Alumni and Corporate Relations), and five of our last ten faculty hires have been women.

### **Be careful stewards of our resources**

Increased transparency, accountability, alignment, and resourcefulness have been the most important changes we have made to drive success in recent years.

- Our transparency begins with a clear statement of objectives and priorities in our widely shared strategic plan.
- Accountability comes with the regular reporting on key metrics in our annual reports, board books, and regular communications on rankings with alumni and friends.
- Our new addition was built to the highest environmental standards although it cannot be designated a LEED facility without major expenditures to retrofit the original wing.
- We have made internal changes to communications, personnel, decision-making processes and resource allocation to promote alignment behind key objectives.
- We are a recognized leader on campus in the development and enhancement of new and existing sources of revenue. We remain steadfastly committed to this mission.

## **School of Education**

### **Provide an Exemplary Undergraduate Education**

- Reorganize and strengthen student diversity programs (undergraduate and graduate), in the School of Education and campus-wide
- Respond to Act 31 by preparing teachers on Native American history and treaty rights
- In collaboration with L&S, revise math content courses for math teacher preparation
- Develop and implement a Partner School network to improve student teaching experiences
- Embed teacher education in broader partnerships across campus through the University Council on Teacher Education
- Determine and acknowledge how all of our decisions impact current and prospective students, through activities such as:
  - Examine data on students to see how our decisions affect their success
  - Graduate student representation on department subcommittees
  - Reduce time to degree in Art and elementary education

### **Reinvigorate the Wisconsin Idea**

- Reorganize the Office of Education Outreach to the Educational Outreach and Partnerships office
- Develop and implement a Partner Schools network to support development of teachers in the field as well as our own student teachers
- Host an annual conference for Wisconsin's Cooperative Education Service Agencies at the Wisconsin Center for Education Research
- School districts around the state use the online resources developed and operated by WisCareers in the Center for Education and Work to identify and pursue their long-term career and education interests
- The Wisconsin Center for the Advancement of Postsecondary Education provides leadership to the state on workforce development and higher education policy, including financial aid
- Support translational research as a partnership strategy

### **Invest in Scholarly Domains in Which We Have Existing or Potential Strength and Impact**

- Provide ongoing support for research schoolwide; all eight of the School's academic departments are nationally ranked in the top 25, and six of the eight are ranked among the top three in the nation in their respective fields, including three ranked #1 (Curriculum & Instruction, Educational Psychology, and Rehabilitation Psychology).
- Continue to support scholarship at the Wisconsin Center for Education Research, the nation's oldest and largest university-based center for research in education.

### **Recruit and Retain the Best Faculty and Staff**

- Be proactive on faculty retention and recruitment
- Serve as a leader in Administrative Process Redesign to improve business practices on campus
- Survey conducted by the Council on Academic Staff Issues (CASI) to identify staff concerns

### **Enhance Diversity**

- Our revamped Equity and Diversity Committee serves as a model for campus
- Conduct workshops on leading searches
- Implemented a holistic admissions process in teacher education which has more than doubled the percentage of minority students admitted
- Provide critical support for campus-wide diversity initiatives as the home of such diversity programs as PEOPLE, POSSE, the Center for Educational Opportunity (formerly TRIO), and First Wave

### **Be Responsible Stewards of our Resources**

- Strategic initiative to develop and communicate a transparent, responsible, and consistent process in support of our mission for dealing with budgets
- Support technology-enhanced learning
- New School of Education on-line newsletter; possible adaptation of eCALS (electronic newsletter and blog system developed by CALS) to the School of Education
- Share support staff across units; examples include outreach programs and diversity programs; WCER and the Center on Education and Work (CEW); Counseling Psychology and Educational Policy Studies

## **College of Engineering**

UW-Madison College of Engineering priorities strongly parallel the strategic priorities outlined by Chancellor Carolyn "Biddy" Martin. In addition to examples provided below, a complete look at CoE priorities can be found at: <http://www.engr.wisc.edu/news/strategicpriorities.pdf>

### **1) Provide the best undergraduate education possible, engaging students in our public research mission**

The College of Engineering is a leader in broadening the student experience through competitions, leadership opportunities, co-ops, internships and other hands-on experiences steered by more than 60 student organizations. The Schoofs Prize for Creativity and Tong Prototype Prize are recognized globally for their potential to spur entrepreneurship, while Engineers Without Borders has led service projects around the world. The Vision 2010 and Beyond initiative is transforming the curriculum to meet 21<sup>st</sup> century needs for graduates who can meet interdisciplinary and global challenges.

### **2) Live the Wisconsin Idea**

The college provides a strong range of economic development and industry productivity, with 43 research centers and 16 industrial consortia that serve nearly 300 companies. Dozens of companies have developed from college research, and college faculty, staff and students collectively generate more than 100 patents disclosures each year. Engineering Professional Development is the largest continuing education provider in the world for working engineering professionals.

### **3) Invest in research areas in which have current and potential strength**

Interdisciplinary collaboration is a hallmark of the major research centers within engineering. The Energy Institute, for example, focuses the expertise of more than 50 UW-Madison researchers on core U.S. energy challenges, while major nanoscience and materials research centers brings more than 70 faculty and graduate students together on collaborative work. The College of Engineering makes a strong investment in graduate education and has the largest percentage of supported RAs among all UW-Madison colleges.

### **4) Recruit and retain the best faculty and staff**

The college is aggressive in its approach to faculty hiring and retention, and has set — and consistently meets — a goal of retaining 90 percent or more of all faculty members who are approached with outside offers. The college has a long tradition of investing internal resources to assist in faculty laboratory startups. The college is home to — and wholeheartedly supports — the work of the Women in Science and Engineering Leadership Institute (WISELI).

### **5) Enhance diversity and inclusion to advance excellence**

The college is working hard to create an ethic that values diversity in its faculty, staff and students and to infuse the responsibility for this priority into all program areas. Engineering K-12 pipeline programs have been very successful in introducing underrepresented groups to the world of engineering, with more than 400 students participating each summer.

### **6) Be careful stewards of our resources**

As part of its Vision 2010 and Beyond curriculum and engineering education transformation, the college is taking steps to consolidate redundant courses and create team-teaching opportunities across disciplines. The college is working to institute more sharing of core administrative services across its nine departments through the creation of centralized service centers.

## **School of Human Ecology**

### **1. Provide an exemplary undergraduate education**

- Strategic redeployment of undergraduate resources to develop new undergraduate degree in Nonprofit and Community Leadership
- Exploration of distance learning models (Advantage Wisconsin Initiative)
- Kauffman “Entrepreneurialism in Society” web instruction with UW College of Engineering and Wisconsin Public Television [Web Instruction](#)
- Focus on service learning and integration of Morgridge Center for Public Service
- School of Human Ecology facilities: renovation and addition (<http://www.sohe.wisc.edu/new/about/newbuildingintro.html>)

### **2. Reinvigorate the Wisconsin idea and renew our commitment to our public mission**

- Growth of Human Ecology IDEA - Center activity organized around the concepts of Incubation/Innovation, Discovery, Engagement and Application.
- Development of UW Center for Nonprofits “Communitarity” series open to nonprofit professionals and volunteers (<http://www.sohe.wisc.edu/centers/cnp/index.html>)
- Southern Child Welfare Training Project (<http://southernpartnership.wisc.edu/>)
- Covering Kids and Families (<http://www.ckfwi.org/>)
- Long term commitment to Family Impact Seminar series engaging government representatives with UW faculty (<http://familyimpactseminars.org/>)
- Long term strategic partnership with UW Extension through faculty / staff outreach

### **3. Invest in scholarly domains in which we have existing or potential strength and impact**

- Development of interdisciplinary Centers advancing Nonprofit, Retailing, Textile and Family Excellence research, professional development and engagement
- Established administrative hub in support of Human Ecology faculty research and grant activity

### **4. Recruit and retain the best faculty and staff, and reward merit**

- WISPER currently records 47 Human Ecology PI Grants (Currently 35 Human Ecology faculty lines are filled) that are either in negotiation, being set-up or being executed.
- Between July 1, 2007 and June 30, 2008 Human Ecology faculty were PI's on grants totaling \$5,283,890, with \$2,201,847 reflecting new awards in FY08.
- \$2,863,859 faculty awards administered by other campus administrative units,
- Departmental instruction generating about 17,000 credit units during an academic year (about \$8.5 million dollars in tuition revenue when valued at the in-state tuition rate of \$500/CU)

### **5. Enhance diversity in order to ensure excellence in education and research**

- Partnerships with People and POSSE programs
- Enjoy the highest percentage of racial diversity among students classified by the university as minority
- Interest in advancing new undergraduate need based scholarship efforts
- The highest percentage of any college's total undergraduate minority enrollment (14.2% Fall 2008),
- Over 12% of faculty representing targeted minority groups,

### **6. Be responsible stewards of our resources**

- Conduct annual strategic planning with management team
- Regular program and Center reviews
- Human Ecology Gold Program – DoIT Collaboration
- Collaboration with UW-Milwaukee Nonprofit masters degree program
- Administrative service hubs
- Identification of alignments on campus Morgridge Center for Public Service

## **Graduate School**

### **Provide an exemplary undergraduate education:**

- Graduate School support of the Senior Research Opportunities Program and the McNair Scholars program helps disadvantaged undergraduate students learn research skills and prepare for graduate study in a variety of fields.
- The Graduate School has as a priority maintaining our research preeminence. This scholarly mission supports exemplary undergraduate education by ensuring that all faculty have the resources to carry out cutting edge research that informs their teaching.
- The Graduate School role in graduate education ensures that the best students are engaged with faculty on their research and are available to serve as teaching assistants. While all faculty need to be involved with undergraduate education, they will always have the best teaching assistants available for those courses that most need this kind of more individualized instruction.

### **Reinvigorate the Wisconsin Idea and renew our commitment to our public mission:**

- Our Graduate School Professional Development office works to expand the skill sets of UW-Madison graduate students as they prepare for a wide variety of jobs both inside and outside of academe.
- The Graduate School will continue to support faculty research and scholarship that supports the Wisconsin Idea. Many of our Graduate School Research Centers, such as the UW Press, support the Wisconsin Idea directly by providing materials of interest to the whole state.
- The Graduate School is at the forefront of discussions regarding the public impact of graduate education and training, such as in its on-going partnership with the Center for the Humanities and its HEX

(Humanities Exposed) program which supports graduate students engaged in the public translation of their scholarship.

- The Graduate School has responsibility for the annual Wisconsin Idea Seminar. This seminar is a week long bus tour that allows faculty and academic staff to meet the citizens of Wisconsin.

**Invest in scholarly domains in which we have existing or potential strength and impact:**

- Through its annual fall research competition, the Graduate School helps young faculty build vigorous research programs and helps senior faculty to maintain the quality of their work.
- We employ a portion of the annual WARF gift to catalyze new and creative scholarly efforts through out-of-season grants for collaborative planning processes.
- The Graduate School has a number of mechanisms to provide scholarly support for areas of educational and research strength. We will continue to provide resources for support, both at the individual faculty level and at the programmatic level.

**Recruit and retain the best faculty and staff, and reward merit:**

- The Graduate School plays a substantial role in providing start up resources for new hires and retention resources for senior colleagues who receive outside offers from peer institutions.
- We believe that good graduate students are some of our best recruitment and retention tools. Graduate students support faculty scholarship on all levels, and outstanding students help fields of study and programs develop, deepen, and change.

**Enhance diversity in order to ensure excellence in education and research:**

- The Graduate School maintains a vigorous Office of Graduate Student Diversity Resources that seeks to encourage applications to graduate school from individuals of diverse backgrounds (through partnership institutions, etc.) and works to enhance interactions among existing students through the Multicultural Graduate Network.
- We use available fellowship funds strategically, through Graduate Research Scholar Communities in the various colleges around campus, to both recruit and nurture minority graduate students.
- The new Graduate School prospective applicant recruiting system is a web-based, searchable database that promotes the sharing of information about interested potential applicants across the university. Such information sharing facilitates the best match between our graduate programs and a student's interests. Graduate coordinators can communicate with their prospective students via the system and manage in one location a portfolio of prospective students and recruiting campaigns.

**Be responsible stewards of our resources:**

- The WARF gift is a finite resource, and the Graduate School is proud of its careful budget allocation process. We seek to fully employ the gift in service to the university without spending illusory dollars.
- The Graduate School recently opened the Office of Fellowship and Funding Resources. This provides graduate programs and students with timely information about resources for graduate student support.

## **Law School**

**Provide an exemplary undergraduate education**

The Law School cannot contribute to this category as our students are all at the graduate level.

**Reinvigorate the Wisconsin Idea and renew our commitment to our public mission**

- The Frank J. Remington Center's clinical education projects at the Law School involve law students and clinical faculty in assisting clients in a variety of settings. Each year, the 80 students enrolled in the Center's criminal justice projects assist over 1,300 incarcerated and low-income clients involved in the criminal justice system, while the 20 students enrolled in the Center's Economic Justice Institute assist several hundred low-income Madison residents with civil legal concerns.



- Many members of the Law School's clinical faculty are involved in community or government initiatives in their areas of expertise. For example, Clinical Professor Meredith Ross chairs the Office of Lawyer Regulation's District 9 Investigative Committee and serves on the Wisconsin Judicial Council's Appellate Procedure Committee, while Clinical Associate Professor Marsha Mansfield is an elected member of the Board of Governors for the State Bar of Wisconsin. Similarly, Clinical Professors Ralph Cagle and Ben Kempinen recently served on a committee of the Wisconsin Supreme Court that worked to revise and update the ethical rules governing lawyers in our state.
- Law School faculty have brought their expertise to training sessions statewide. A noteworthy example is Clinical Professor Michele LaVigne, an expert on the subject of deafness and the law, who has spoken to conferences of judges, defense attorneys, and interpreters on the special issues involved for deaf persons enmeshed in the legal system.
- The Law School-based Center for Patient Partnerships, an interdisciplinary program of the schools of Law, Medicine and Public Health, Nursing, and Pharmacy, continues to team students to help approximately 250 clients a year in the Madison community who are battling serious illnesses. The students both advocate for their clients and teach them to advocate for themselves.
- The Law School's Resource Center on Impaired Driving (RCID) marked its 16<sup>th</sup> year of a partnership with the Wisconsin Department of Transportation, providing information requested by Wisconsin judges, prosecutors, police, and citizens on impaired driving statistics, laws, and procedures, in an ongoing effort to address an issue of major statewide importance. The RCID is a prime example of the Law School's service to the state in the tradition of the Wisconsin Idea, with its partnership involving state government, the university, legal professionals, and Wisconsin citizens.
- Service-learning classes of Law School Assistant Professor Lisa Alexander have been bringing their research on affordable housing to the assistance of government officials and community residents for the last three years. Information presented by the students is used for making significant determinations on Madison redevelopment. After the 2008 presentation to Madison city officials, Joel Plant of Mayor Dave Ciesiewicz's staff, a 2006 graduate of the Law School, commented, "This is a wonderful example of the Wisconsin Idea in action."

### **Invest in scholarly domains in which we have existing or potential strength and impact**

- The Law School has made a strategic decision to invest in its Business Law program and programs in Law and Science in conjunction with WARF and the Wisconsin Institute for Discovery.
- The Law School added to its current list of five Curricular Concentrations to enable students to focus, in a significant way, on particular areas of professional interest.
- The Law School Faculty and teaching Academic Staff worked with the Assistant Dean for Curricular Affairs to plan more deliberately on future semesters' course offerings to maximize students' ability to formulate a reliable, individualized course of study plan.
- The Law School's Assistant Dean for Curricular Affairs worked with students to determine which of the varying types of curricular advising available (e.g., individual consultation, Web-based information, live presentations, or other) are best suited to meet their particular needs and to implement the most useful methods.

### **Recruit and retain the best faculty and staff, and reward merit.**

- The Law School created a task force on faculty productivity and accountability that is charged with clarifying the expectations for the post-tenure work of faculty.
- \*The Law School continued to work to raise faculty salaries to the level of peer institutions.
- The Law School institutionalized an annual competition for summer funding among tenure-track faculty. The school has been able to make 6 to 8 awards of up to \$20,000, drawing on alumni funds.
- The Law School institutionalized the "Big Ideas Café," an all-day event held each August at which faculty and academic staff share their research ideas. Projects are presented in 10 to 15 minutes, allowing for many participants and time for brainstorming and discussion.
- The Law School created a new weekly faculty lecture series, "Ideas and Innovations in Legal Scholarship," which combines outside speakers with presentations of faculty work-in-progress.

### **Enhance diversity in order to ensure excellence in education and research**

- The Law School continued to recruit and support its diverse student population. Students of color comprise at least 25 percent of each entering class, recruited and supported by the Law School's nationally recognized Legal Educational Opportunities (LEO) Program, now in its 41<sup>st</sup> year. In April 2009, the keynote speaker at the annual LEO Banquet was Judge Glenn Yamahiro (J.D. '91), a graduate of the LEO program and the first Asian-American judge on the Wisconsin bench.
- Louis B. Butler Jr., a 1977 graduate of the Law School and of its Legal Education Opportunities (LEO) Program and the first African-American Justice to serve on the Wisconsin Supreme Court, was hired by the Law School in Fall 2008 in the new two-year position of Justice in Residence. Former Justice Butler teaches courses in criminal law, appellate advocacy, and legal process. In Spring 2009, he was elected by the graduating class to serve as their Faculty Speaker for the Law School's May graduation hooding ceremony. [This item could also be placed under the "Recruit Faculty" priority.]
- The Law School continued and expanded the already significant number of law course offerings in the late afternoon and early evening to ensure access to legal education to non-traditional students.

### **Be responsible stewards of our resources**

- The Law School is in the course of cutting a significant number of items from its budget in compliance with the required cuts for 2009-10 while conscientiously ensuring that the quality of education at the school is not diminished.

## **College of Letters & Science**

### **Provide an exemplary undergraduate education:**

- Continue to provide timely access to a wide variety of courses meeting the general education requirements and requirements of all UW-Madison undergraduate programs.
- Continue to provide leadership, courses, and infrastructure for key undergraduate programs including First Year Interest Groups, Undergraduate Research Scholars, and Pathways to Excellence, Writing Fellows, etc.
- Increase quantity and quality of undergraduate research experiences with faculty.
- Expand internship opportunities for students.
- Continue to participate in, and provide leadership for, broad-based liberal education efforts on campus.
- Explore use of technology to resolve the "achievement gap."
- Continue to provide and improve TA training program that serves several schools/colleges on campus.

### **Reinvigorate the Wisconsin Idea and renew our commitment to our public mission:**

- Continue to build on service learning opportunities and infrastructure within the College.
- Consider greater possibilities in community based research, particularly at the graduate level.
- Articulate to larger community the importance of liberal education in our society.
- Launch Master's in Social Work program for non-traditional students in both Madison and Eau Claire.
- Continue training clinics and programs for the public in areas such as Communicative Disorders, Clinical Psychology, Library and Information Studies.

### **Invest in scholarly domains in which we have existing or potential strength and impact:**

- Continue to pursue ways of providing more support to graduate students.
- Work with rest of campus to provide effective research infrastructure.
- Continue to extensive support for the Humanities via support of Institute for Research in the Humanities, Center for Humanities, the Arts Institute, and the Language Institute.

### **Recruit and retain the best faculty and staff, and reward merit**

- College-wide strategic approach to determining need for faculty positions.
- Continue to pursue innovative ways to connect donors strategically to program that provide supplemental faculty support.

- Continue to create opportunities for faculty to participate in rewarding teaching and mentoring experiences such as FIGs, undergraduate research, team teaching, etc.

#### **Enhance diversity in order to ensure excellence in education and research:**

- Continue to teach 60 foreign languages, possibly more than any other U.S. university.
- Continue to provide College-based AOF programs
- Ensure that departments actively include diversity as a goal in all recruitment of faculty, staff, and students.
- Expand Summer Collegiate Experience and related programs.
- Work to expand current scholarship opportunities for all students.
- Provide infrastructure and faculty lines to support Title VI Centers.

#### **Be responsible steward of our resources**

- Consider reorganizations and business processes that make optimal use of our personnel, financial, and environmental resources.
- Continue to include all staff in governance processes where appropriate and call upon their expertise to assist in College and campus-wide efforts.
- Continue efforts to use technology for information sharing in committee work, business processes, etc.

## **School of Medicine and Public Health**

### **Our school’s priorities overlap considerably with University-wide goals, as articulated in “For Wisconsin and the World”**

#### **Provide the best undergraduate education possible, engaging students in our public research mission**

If one substitutes “medical education” for “undergraduate education”, this describes one of our major priorities. We want to improve access, and remove financial barriers to primary care careers, by increasing our need-based financial aid. Our curriculum is undergoing a revolutionary transformation. Through our curriculum innovations and our new specialized tracks (Wisconsin Academy of Rural Medicine (WARM); TRaining In Urban Medicine and Public Health (TRIUMPH), we are further integrating field-based and service learning, with a focus on underserved rural and central city populations.

#### **Live the Wisconsin Idea**

Our school’s transformation, and the Wisconsin Partnership Program (WPP), are clear examples of the Wisconsin Idea in the arena of healthcare. The Institute for Clinical and Translational Research (ICTR) exemplifies the Wisconsin Idea in community research.

#### **Invest in research areas in which have current and potential strength**

Through WPP and ICTR, we are building, atop a strong foundation in basic biomedical research, clinical and translational research programs which will reach into communities throughout the state.

#### **Recruit and retain the best faculty and staff**

Here, we have identified diversity as a top priority.

#### **Enhance diversity and inclusion to advance excellence”**

See above. We are also focusing on approaches to eliminating health care disparities, and these efforts will expand the diversity of the clinical populations served by each of our missions.

#### **Be careful stewards of our resources**

Our efforts at increasing administrative efficiencies within the dean’s office, across our departments, and across the health affairs campus, are fully aligned with this university goal.

# School of Nursing

## **Provide exemplary undergraduate education**

### Accomplishments:

- The SoN is one of 15 nursing programs in the United States chosen to participate in Quality and Safety Education in Nursing, an initiative funded by Robert Wood Johnson Foundation to create and test new teaching-learning strategies focused on patient safety and quality of care.
- Approximately 30 undergraduate students each year participate in the honors program; SoN typically has the highest percentage of undergraduate students participating in the campus Undergraduate Research Symposium.
- Over last five years, SoN has received two different U.S. DHHS Division of Nursing training awards focusing on the development and testing of new strategies to educate entry-level nurse faculty in rural settings, and creating and implementing new approaches to faculty development in the use of existing and emerging instructional technologies in nursing; the latter award supports a partnership between the four other UW System nursing programs (Eau Claire, Green Bay, Oshkosh, and Milwaukee).

### Current Priorities:

- Evaluate feasibility of establishing accelerated BS option to increase access to BS program and make more efficient use of clinical placement and classroom resources
- Expand technology-enhanced learning through online and clinical simulations

## **Reinvigorate Wisconsin Idea and renew commitment to public mission**

### Accomplishments:

- SoN is the only nursing school in Wisconsin with an accredited continuing education unit. In collaboration with nursing leaders in the region, this unit develops and delivers Web-based nursing continuing education courses tailored to the needs of practicing nurses in 15 rural hospitals in Wisconsin, Iowa and Minnesota.
- SoN received a five year award from US DHHS to develop a statewide network linking public health departments and schools of nursing to improve public health nursing education; this project is a partnership between UWS nursing programs, WTCS nursing programs and rural public health departments across Wisconsin.

### Current Priorities:

- Establish community advisory committee to build partnerships to further promote nursing education, develop and strengthen the nursing workforce and develop nurse leaders
- Expand undergraduate educational experiences focusing on rural and global health issues

## **Invest in scholarly domains in areas of existing and potential strength and impact**

### Accomplishments:

- SoN is currently 18<sup>th</sup> in NIH research funding among more than 500 university schools of nursing in the nation.

### Current Priorities:

- Increase participation in Institute for Clinical and Translational Research activities

- Establish advisory council to build partnerships with minority communities and increase their interest and engagement in SoN research and demonstration projects

### **Enhance diversity in order to ensure excellence in education and research**

#### Accomplishments:

- Enrollment of targeted minorities has increased 50% over last five years, but remains at only 5% of overall enrollment

#### Current Priorities:

- Ensure all clinical course faculty have resources to support effective student learning of culturally congruent care principles
- Expand stakeholder and alumni engagement in recruitment and retention efforts for targeted minority and male students

## **School of Pharmacy**

### **Provide an exemplary (undergraduate) education**

- Scholarship support, especially need-based financial aid, is a top priority of our on-going *People and Programs Campaign*.
- Recent revisions to the PharmD curriculum were focused on integrating course content across the disciplines of Pharmacy, as well as integrating introductory pharmacy practice experiences (the experiential portion of our curriculum in the first 3 years) with classroom activities.

### **Reinvigorate the Wisconsin Idea and renew our commitment to our public mission**

- We recently increased our enrollment of PharmD students by 10 per class (to 140) in response to the workforce needs of the state.
- Our PharmD students are everywhere around the state (and many places across the country) for both their introductory (first 3 years) and advanced (fourth year) pharmacy practice experiences. With ~140 students in each of the four classes, our students touch thousands of patients every year.
- Our students, staff, and faculty participate in an array of volunteer activities on an on-going basis, such as free health care clinics, health fairs, blood drives, medication reviews, poison prevention efforts, etc.
- Our Pharmacy Practice Division faculty provide valuable clinical services in hospitals, clinics, and other practice sites in and around Madison.
- With the assistance of a dedicated donor, we have funds to support students who choose to do clinical experiences with Native American nations across Wisconsin and the region.
- We've recently established an Office of Global Health in the SOP to enhance and coordinate the growing global opportunities in teaching, learning, research, and outreach efforts around the world. As one example, we have established formal advanced pharmacy practice experiences (the experiential portion of our curriculum in the fourth year) in Thailand, Ecuador, and Belize with Uganda, South Africa, and Oman rapidly developing.

### **Invest in scholarly domains in which we have existing or potential strength and impact**

- The SOP is engaged with the other health sciences schools and many other schools/colleges in a variety of areas. Three examples are our participation in the Institute for Clinical and Translational Research, the UW Comprehensive Cancer Center, and the developing Wisconsin Center for Natural Products Research.
- We've greatly enhanced our recruitment efforts in our graduate programs, which has led to applicant pools of higher number, quality, and diversity.

### **Recruit and retain the best faculty and staff, and reward merit**

- Support for faculty excellence is another top priority of our on-going *People and Programs Campaign*. One of the main uses of these gifts funds will be to reward extraordinary performance and productivity.
- We continue to try to build our infrastructure to support faculty and staff work. For example, we've created a Research Administration Office of three to facilitate the identification of, application for, and financial management of extramural funding.
- Enhancing the overall climate of the SOP and building a welcoming and inclusive community are on-going priority areas. As an example, we hold an annual Staff Recognition Event each spring and a Faculty Recognition Event each fall to bring people together to celebrate successes and recognize contributions.

### **Enhance diversity in order to ensure excellence in education and research**

- The charge to every faculty and staff search committee includes interaction with our Human Resources Manager to utilize WISELI practices to reduce bias and increase the diversity of the applicant pool.
- Diversity in our PharmD student population has increased from 6% to 20% over the past few years.
- With the assistance of a dedicated donor, we have two full-ride scholarships for Native American students, with an ultimate target of four. We also provide significant scholarship support for women students and students of color on an annual basis.
- Diversity in our faculty has increased with the recent addition of two African-Americans (one woman), one woman in science, and four from international backgrounds (South Africa, Pakistan, China (2)). A staff person from an international background (Nepal) was also a recent hire, as was a male in our otherwise female Student and Academic Affairs Office.

### **Be responsible stewards of our resources**

- The SOP is accredited by the Accreditation Council for Pharmacy Education, and we live in a constant state of assessment. We recently created the Director of Assessment position and an Assessment Committee to guide those efforts. In 2006, the SOP received a full 6-year reaccreditation.
- Our strategic plan and list of action items supporting our strategic priorities is used to help guide resource allocation.

## **School of Veterinary Medicine**

### **Background Information from School of Veterinary Medicine Strategic Plan**

#### **SVM Guiding Principles**

- Perform pioneering, translational research that has broad and significant benefit for animals and humans.
- Form interdisciplinary research groups that leverage the resources of the University of Wisconsin community.
- Create an environment that uniquely integrates research, clinical practice, and education.
- Create, foster, and grow an entrepreneurial culture that continually positions the School as the leader in veterinary medicine.
- Identify and address the critical issues facing veterinary medicine while preparing the recognized leaders of the future.

#### **SVM Strategic priorities:**

1. Retain and recruit high caliber faculty; strengthen our research programs
2. Design a flexible professional curriculum that prepares students for a diversity of careers and professional opportunities
3. Position the Veterinary Medical Teaching Hospital to excel in a changing environment
4. Strengthen and expand local, regional, national, and international linkages
5. Create and maintain a positive and effective SVM working environment

## **EXAMPLES, LINKAGES WITH CAMPUS STRATEGIC FRAMEWORK**

### **Provide an exemplary undergraduate education**

- **Improve access by significantly increasing need-based financial aid**
  1. Student scholarships have been established as a major fund-raising goal of the School of Veterinary Medicine.
- **Transform curriculum to reflect changes in research and scholarship**
  1. The School of Veterinary Medicine is engaged in a comprehensive curricular review to meet the contemporary needs of graduates. The goal of the curricular review process is to achieve curricular flexibility and to enhance curricular quality.
  2. The School of Veterinary Medicine has established an Emergency & Critical Care unit to meet the contemporary educational needs of students.
  3. The School of Veterinary Medicine has established an Undergraduate Curriculum Committee to assess and make recommendations on needs and priorities related to undergraduate education.
- **Integrate technology into the delivery of course content**
  1. The Technology for Learning Center of the School of Veterinary Medicine has been created to assist faculty and staff in developing web-based educational materials, modules, and courses.

### **Reinvigorate the Wisconsin Idea and renew our commitment to our public mission**

- The School of Veterinary Medicine's Veterinary Medical Teaching Hospital (VMTH) provides access to highly advanced veterinary medical care to animals owned by the public. The breadth of veterinary medical and surgical specialties available within the VMTH is unparalleled in the state.
- The School of Veterinary Medicine's Food Animal Production Medicine program provides, in collaboration with the local veterinarian, consultative services to farmers to help them deal with difficult animal health and management issues,
- The Center for Global Health, a collaborative initiative of the Schools of Medicine & Public Health, Nursing, Pharmacy, Veterinary Medicine and the Division of International Studies, links multiple disciplines and professions to address global needs.
- The School of Veterinary Medicine has developed the Food Animal Veterinary Medicine Scholars (FAVeMedS) Program to help address the national shortage of veterinarians serving agriculture. This program identifies first-year undergraduate Wisconsin students who are highly academically qualified and motivated to pursue a career in food animal veterinary medicine, and to secure their attendance at the School of Veterinary Medicine.
- The School of Veterinary Medicine supports a student driven program, VetMORE (Veterinary Medicine Outreach, Recruitment, and Education) that seeks to introduce high school students to the possibility of a career in food animal veterinary medicine. VetMORE works with high school agriculture teachers and students, and provides the high school with teaching materials and resources for teachers in districts that cannot afford to purchase these items themselves. Those resources include items such as leg bones, hooves, radiographs, and teeth of horses and cattle, and suggestions of lessons and activities to accompany them.

### **Recruit and retain the best faculty and staff, and reward merit**

- The School of Veterinary Medicine is seeking private resources to help support a building expansion, needed to provide the research, clinical, and instructional space necessary to recruit and retain faculty and to enhance the student learning experience.
- The School of Veterinary Medicine is pursuing funding for endowed faculty chairs to recruit and retain outstanding faculty members in selected areas of expertise.

### **Be responsible stewards of our resources**

- Make our administration and governance more effective, efficient, and flexible
  1. The School of Veterinary Medicine is establishing an advisory committee of principal investigators

- to provide input on issues related to research and extramurally supported research programs.
2. The School of Veterinary Medicine is participating in the development of a national Veterinary Medical Educational Consortium, designed to promote the development of courses that could be shared by many school/colleges of veterinary medicine.

## **Division of Continuing Studies**

### **STRATEGIC PRIORITIES**

#### **Provide an exemplary undergraduate education.**

- The Division is re-establishing Independent Learning as an effective, viable and flexible way for students to continue making progress toward a degree while meeting other demands on their time and financial resources.
- The Summer Session array of offerings will include additional efforts to address the need for additional sections of “bottleneck” courses and increasing numbers of distance delivered courses.
- The Division will continue to provide dedicated services for adult, university special, and nontraditional students and expands our ability to serve the access needs of these students whose needs are not met through other campus services.

#### **Reinvigorate the Wisconsin Idea and renew our commitment to our public mission.**

- The Division is providing enhanced support for noncredit professional development and personal enrichment programming conducted within the UW-Madison and UW-Extension partnership.
- The Division is enhancing its marketing, communications and customer service capacity to support outreach programming across the campus.
- The Division is supporting a number of specific outreach efforts in support of the Wisconsin Idea through the expansion of degree offerings for directed toward adults including on-going support for the part-time Master’s Degree in Social Work and the Masters Degree in Social Work being offered collaboratively with UW-Eau Claire. We are continuing to support market assessment research for the Master’s in Dairy Management and the Capstone Certificate in Consumer Health Advocacy. Finally, we are supporting the development of a pilot, distance-delivered course in international affairs that may lead to the development of a Certificate in International Affairs that is aimed at serving the needs of military officers and a Professional Certificate in Infant, Early Childhood and Family Mental Health. Creative and careful use of the Fund 104 mechanism enables the Division to create and accumulate reserves which can be drawn upon to support such initiatives.

#### **Invest in scholarly domains in which we have existing or potential strength and impact.**

- The Division is supporting expanded partnership development and programming efforts that will enhance and enrich the research agenda in several areas. Among the areas are health issues related to aging and care for the aging, efforts to disseminate research findings and new knowledge to the campus and the general community, and efforts to enhance cross-cultural knowledge and understanding.

#### **Recruit and retain the best faculty and staff, and reward merit.**

- The Division is supporting opportunities for faculty and staff to participate in building and enhancing the intellectual culture on campus as well as in the community, across the state, and beyond through participation as content experts and instructors in an array of noncredit programming and outreach activities designed for audiences other than traditional students.
- The Division is supporting opportunities for faculty to develop innovative courses, innovative programming efforts to provide access, and the creative use of technology and other instructional approaches to serve traditional and nontraditional degree students as well as lifelong learners.



**Enhance diversity in order to ensure excellence in education and research.**

- The Division supports adult/nontraditional students pursuing academic credit through specific offerings via Credit Outreach, Independent Learning, Extended Day, Summer Session, and distance education and provides access for this audience to campus programs.
- We are expanding our lifelong learning offerings, particularly those directed at senior learners (50+). Last year we served almost 500 Senior Guest Auditors and provided programming that generated over 6,000 registrations for a variety of programs for senior lifelong learners.
- The Division supports a number of programs that directly contribute to diversity, among them are the Odyssey Program, which focuses on removing barriers to education for the economically disadvantaged, and youth programming such as Badger Camp (Engineering), Dance Millennium, and Youth Entrepreneur Camp (Small Business Development Center).

**Be responsible stewards of our resources.**

- The Division is working with outreach units across the campus and in partnership with UW-Extension to implement a customer and financial management software project designed to provide improved customer service and more effective marketing information. By partnering with UW-Extension Conference Registration and Management, UW-Milwaukee Continuing Education, and our campus partners we are able to leverage resources to meet our programming needs in a manner that is not possible as individual units. We anticipate full implementation of the new system by January of 2010.
- The Division has been located in two buildings: Lowell Hall and the Middleton Building. As of April 2009, the Division will move to 21 N Park. In preparation for the move, we took the opportunity to review the handling of administrative functions and processes by launching a number of Administrative Process Improvement Projects focused on improving the effectiveness and efficiency of our administration.
- These efforts include the pooling of administrative staff from the academic departments and the Dean's Office, combining marketing staff from the departments with the central divisional Marketing and Communications Unit, and reworking our customer service, payroll, supply ordering, mail handling, equipment sharing, copying, and marketing communication functions and processes. In addition we are outsourcing our IT services to the centralized administrative computing services area (AIMS).

## Division of International Studies

The Division of International Studies partners with units across and beyond campus to serve students, faculty and staff, the business community, and government stakeholders. The following tables give examples of our goals and activities for the current year that align with the new campus strategic framework. We have included our strategic goals for the next one, three, and five years in the appendices. In addition to the goals, the Division will emphasize the themes of global health and sustainability over the next five years, with priority given to initiatives involving Asia.

***CAMPUS: Provide the best undergraduate education possible, engaging students in our public research mission***

<b>Division of International Studies' Year 1 Goals &amp; Activities</b>
Create 13 new study abroad sites
100 students placed in international service learning
50 students placed in international internships
Create study abroad learning assessment
Create "My Study Abroad Portal"
Finalize international internships and career initiative plan
Expand the impact of the International Learning Communities (ILC) (Current participation: 130 students, 30 international students, and 6 languages)
Partner with Continuing Studies and/or the Teaching Academy to advance global competence
Collect feedback from companies involved in international internships and use to improve process

***CAMPUS: Live the Wisconsin Idea***

<b>Division of International Studies' Year 1 Goals &amp; Activities</b>
Launch the Emerging Powers Initiative (EPI) with speaker series
Advance China and India Initiatives; launch Brazil Initiative
Co-lead UW Systems Task Force to accelerate the benefits of internationalization on state economic development
Advance CIC SIO Group (Committee on Institutional Collaborations Senior International Officers) work on LCTL and region-to-region collaboration
<b><i>Live the Wisconsin Idea: Division of International Studies' Year 1 Goals &amp; Activities (cont.)</i></b>
Partner with WAA and all campus units to launch an all-campus international alumni newsletter
Develop Emerging Powers Initiative (EPI) concept paper for the <i>Wisconsin State Journal</i> and the <i>Chronicle of Higher Education</i>

***CAMPUS: Invest in research areas in which we have current and potential strength***

<b>Division of International Studies' Year 1 Goals &amp; Activities</b>
Seek Title VI funding for faculty research and curriculum building for 9 centers (East Asia, Southeast Asia, Asia, Africa, Latin America, Western Europe, Eastern Europe/Central Asia/Russia, Middle East, and Global Studies)
Invest in and seek external funding for research and partnership initiatives in sustainability, global health, and human rights
Seek regional (CIC) and worldwide (WUN) collaboration to advance faculty research and partnerships
Forge relationships with NSF OISE (National Science Foundation Office of International Science and Engineering) to advance faculty international research agendas
Develop concept proposal to partner with NSF OISE to explore the landscape of STEM international research and education

***CAMPUS: Recruit and retain the best faculty and staff***

<b>Division of International Studies' Year 1 Goals &amp; Activities</b>
Award 3 - \$30K Global Scholars Fellowships to faculty advancing strategic international issues
Seek hire of 1 or more faculty to support Emerging Powers Initiative (EPI)
Create newsletter for International Institute (includes retention stories, promoting humanities, international executive education opportunities, federal issues, and trends)
Continue faculty recruitment and retention packages in collaboration with departments
Finalize the Promega Chair faculty hire for the Global Infectious Disease Initiative

***CAMPUS: Enhance diversity and inclusion to advance excellence***

<b>Division of International Studies' Year 1 Goals &amp; Activities</b>
Engage and integrate international students on our campus
Increase participation of underrepresented students in study abroad
Prepare students for a world that is diverse, global, and inter-connected (certificate programs)
Increase participation in ILC (International Learning Community) by 10 %

***CAMPUS: Be careful stewards of our resources***

<b>Division of International Studies' Year 1 Goals &amp; Activities</b>
Develop new strategic plan and reorganize division to align with new strategic priorities
Implement new performance appraisal system (i.e., all staff responsible for revenue generation and fiscal efficiencies)
Create International Deans Group to provide opportunities for international activity and strategic alignment across colleges/schools/units
Partner with WAA to create database of international alumni
Design database of international activities in partnership with schools and colleges
Collect baseline service data from student, faculty, business, and government constituencies

# Nelson Institute for Environmental Studies

## **Provide an exemplary undergraduate education**

- Host the second-largest undergraduate certificate on campus – The Nelson Institute environmental certificate requires 26 credits of environmental work. Just shy of enough credits for a major, this certificate has produced the largest number of certificate alumni over the last 10 years of any certificate offered by the University.
- Maintaining current TA levels – The Nelson Institute will not cut any TA positions in the current budget scenarios. In fact, through launch of Bascom-supported teaching relief for our center directors, and through a partnership with FPM to teach the new Why We Conserve? course, we will be slightly expanding the number of TAs that we can support.
- Create an undergraduate environmental studies major – In partnership with Letters & Science, the Nelson Institute is creating a new major that will address the issues of breadth associated with understanding the environment and of depth as called for in expertise in a specific discipline.
- Funding for undergraduates – In addition to creating an infrastructure to award the recent gift from Kikoman (\$100,000 endowment), the Nelson Institute is reviewing all of its funds that support students to identify those that can be used to address undergraduate need; currently we have identified about \$15K in potential annual awards (contingent of course on the markets performance). With the launch of our undergraduate major we will seek to expand these funds through future fund raising.

## **Reinvigorate the Wisconsin Idea**

- Wisconsin Initiative on Climate Change Impacts (WICCI) – Complementing the Governor’s efforts on mitigation, WICCI addresses the need to adapt to climate changes through a multi-organizational science team and an advisory council drawn from a broad range of sectors from across the state. Nelson Institute staff provide the logistical and operational glue that keeps the project moving forward and ensures a strong outreach component. WICCI has strong support from the Secretaries of both the Department of Natural Resources and the Department of Agriculture, Trade and Consumer Protection as well as a broad cross section of legislators.
- Governor’s Global Warming Task Force – The Nelson Institute played an important role in shaping the task force and in its work. More than 5 Nelson Institute faculty and staff contributed to the final report, which also called for expanded funding for WICCI.
- Yahara Lakes initiative – Since spring 2007 the Nelson Institute has conducted a series of events that has coalesced the disparate community of public and private interests that surround the management of the Yahara lakes. This includes endorsement and engagement from the Farm Bureau and praise from Kathleen Falk as a quintessential Wisconsin Idea project.
- Tales from Planet Earth – The Nelson Institute’s biennial environmental film festival is quickly evolving into a national model of how to use the power of film to advance and deepen civic engagement with complex social and environmental issues.
- Community Environmental Forum – Now in its 3rd year, this community-oriented, theme-driven forum is emerging as an important networking and knowledge transfer opportunity for the environmental management community in Dane county.

## **Invest in scholarly domains in which we have existing or potential strength and impact**

- Networking organization – We are currently investing in a new web presence that will serve as a portal to environmental initiatives across campus and enable faculty and students through social networking technologies to quickly identify intellectual communities in ways that will facilitate interdisciplinary innovation and connections.
- Center for Culture, History and Environment – Capitalizing on the UW-Madison’s remarkable strengths in environmental humanities, unparalleled elsewhere in North America, the Nelson Institute has made a series of investments to further strengthen that group over the last 3 years. These investments include an early research circle investment (\$36K over 3 years) and dedication of an anonymous endowment gift of \$1.5M.

These actions along with strong grass-roots faculty work have established CHE as a world-leading center for humanities in the environment.

- WICCI – The combination of a small Baldwin grant and our own discretionary resources allowed us to leverage additional funds from the DNR to launch scientific activities associated with WICCI. These investments, along with other incentives, have made it possible to bring the world-class research of our Center for Climatic Research to bear on climate impacts in Wisconsin through highly successful competition for external awards including Focus on Energy grants.
- Internal sabbatical program – Our strategic framework process has clearly articulated interest in developing an internal sabbatical program. We are currently investigating how we can reallocate internal resources and initiating fundraising activities to support such a program.
- Energy Analysis and Policy – The Nelson Institute offers the EAP certificate (which boasts a broad range of influential alumni scattered across the globe). We have been working with Energy Institute faculty to streamline the management of the certificate, enhance the learning outcomes, and initiate fundraising efforts aimed at further strengthening UW-Madison energy-related teaching and research.

### **Recruit and retain the best faculty and staff, reward merit**

- Support for non-sponsored effort – As regulations regarding expenditures of Federal research funds have gotten stricter, we have reallocated our resources to ensure that our academic staff scientists can continue to contribute to outreach efforts and conduct research programs that contribute use-inspired research to our society.
- Cluster home to many faculty – 41% of faculty on the Nelson Institute payroll are cluster hires. This large percentage reflects our success in recruiting top talent at the intersections of disciplines.
- Spousal hires – The Nelson Institute has made extensive use of our limited faculty FTEs to retain and recruit leading women in the environmental scholarship. In one case this was retention of the only tenured woman in another department; in the other it was a spousal hire that was necessary in order to recruit a woman to a cluster position in a physical science field.

### **Enhance diversity in order to ensure excellence in education and research**

- Pre-college program for Native Americans – For nearly a decade beginning in the mid-1990's, the Institute led a pre-college program for Native American students that was co-led by staff from UW-Madison and the native communities with programming held both on reservations throughout the State and on the UW-Madison campus. Based on relationships built through the pre-college program, staff from the Nelson Institute, the College of Agriculture & Life Sciences, and the Office of Admissions worked to establish a two-year transfer agreement with the College of the Menominee Nation, the administration of which was centered in CALS.
- Success with Advanced Opportunity Fellowships (AOF) program – Each year we successfully recruit 4 students to this program. We are confident that we could double that number if packages were available.
- CHANGE-IGERT recruiting – Using funds from an NSF IGERT grant, NI staff have worked with Office of Graduate Student Diversity Resources to better coordinate diversity recruiting at the graduate level. Venues include MANRRS national conferences (Minorities in Agriculture, Natural Resources, and Related Sciences) the NSF's HBCU-UP (Historically Black Colleges & Universities) Grad Fair, and the annual SACNAS (Society for Advancing Hispanics/Chicanos and Native American's in Science) conference.
- Pipeline Programs – NI staff are working with UW Center for Biology Education and the Delta program to identify appropriate pipeline programs to increase undergraduate contacts with the Nelson Institute in preparation for the launch of our undergraduate major.
- Tales from Planet Earth – We are using this project as an opportunity to build relationships with groups that have not traditionally been associated with the environmental movement. Recent success includes strengthening ties with the Madison Hispanic community through programs in partnership with Centro Hispano.

## Be responsible stewards of our resources

- Sustainability Framework – The Nelson Institute has developed a framework to guide our development as an institution around issues of sustainability. This framework encourages thinking about the relationship between pedagogy & curriculum, research and campus operations.
- Food Systems – In line with the framework we have developed, we are nurturing a group of more than 20 representatives from across campus to provide integration and coordination of research, teaching and campus operations around food systems and sustainability on campus. We will provide support staff and contribute research support over the summer of 2009 to work with group members to develop web materials that paint a comprehensive portrait of food and sustainability issues on campus.
- Climate Change responses – The Nelson Institute is preparing guidance for the campus regarding how we can best respond to external movements regarding CO2 mitigation and other footprint reducing activities.
- We Conserve – In the fall, and in collaboration with FPM, the Nelson Institute will teach Why We Conserve? This course will be aimed at undergraduates and will encourage thinking about energy and other resource usage issues with the objective of sparking the curiosity of students about how their actions are related to broader sustainability and conservation challenges. Our hope is that this pilot effort will result in an ongoing effort and in production of web-based curricula that make the course available to the widest possible audience.
- Carbon footprint – An EAP capstone project in spring 2008 calculated the carbon footprint of the Nelson Institute (1000 tons). While this was a preliminary study, it highlighted the wide-range of challenges we face in quantifying reductions in environmental footprints.
- Strategic planning – As budgets tighten and with the completion of our new strategic framework, we are implementing a new discipline into our decision-making. For example, our tremendous success in community and alumni relations provides the opportunity to prioritize projects that we undertake with regard to their return across the full strategic frontier. Hence, as we move forward, all of our programming will be explicit with respect to the strategic goals it advances and, to the extent possible, will include metrics of success. We carefully extending this discipline to our research centers as well.

## Offices of the Dean of Students

**Vision:** To be the campus leader in inspiring students to live the Wisconsin Idea.

**Mission:** To cultivate advance and interconnect the academic, professional, personal, and social development of students and, to champion a respectful, globally engaged and diverse university community.

### **Strategic Areas of Focus:**

These are the focal areas we have identified to direct our energies on for the next 3-5 years. These help us in meeting our mission and are the components to get us obtain our vision.

**Wisconsin Experience:** “reflection and integrative learning”

Coordinate opportunities for students to reflect, integrate and act upon their Wisconsin Experience.

**Inclusivity:** “belonging and responsibility”

Create conditions where students have a sense of belonging within and responsibility to our campus community.

**Discovery:** “purpose and passion”

Engage students in discovering their purpose and passion.

### **UW-Madison Strategic Framework connections with ODOS:**

Provide an exemplary undergraduate education

- Promote the practical application of academic learning to real world experiences, including, but not limited to student organization leadership, student government, internships, study abroad, and service learning. (WI Experience)
- Ensure that ALL students have the support and resources necessary to find their purpose. (Discovery)

- Provide the crucial co-curricular support to promote an inclusive environment for all students. (Inclusivity)
- Foster safe and healthy lifestyles which contribute to the societal and personal growth of our students. (Discovery)

**Reinvigorate the Wisconsin Idea and renew our commitment to our public mission**

- Encourage students to live the Wisconsin Idea by connecting classroom learning with out-of-class experiences. (WI Experience)
- Create an international campus which welcomes and celebrates our different cultures. (Inclusivity)
- Expand the reach of the Wisconsin Ambassador program. (WI Experience)

**Recruit and retain the best faculty and staff, and reward merit**

- Recruit top student service professionals in order to provide high quality and innovative services.

**Enhance diversity in order to ensure excellence in education and research**

- Provide support services for underrepresented populations, ex. LGBTCC, MSC, ISS and students with disabilities. (Inclusivity)
- Encourage a community of responsibility and engagement. (Inclusivity and Discovery)

**Be responsible stewards of our resources**

- Strive to become a *green* division by reducing waste and energy use. (Discovery)