

2025 Academic Strategic Plan: Learning at the Center



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Teaching and learning are central to the mission of the University of Wisconsin-Eau Claire and are the most influential elements of the student experience. The 2025 academic strategic plan is framed around four foundational goals that affirm the essential value of teaching and learning, within and beyond the classroom. The plan describes one loop in an iterative cycle that moves us toward accomplishing our mission. As such, it identifies critical steps we will take before 2025 but does not attempt to identify all the work we do or will do in the division and with other divisions. While each person and unit may approach it differently, the plan is intended to provide space for all faculty and staff to contribute to one or more goals. Further, it assumes collaboration both within Academic Affairs, with shared governance, across campuses, and across divisions.

This document outlines the foundational goals and commitments, and the strategies for meeting them as well as measures of progress. Additional strategies may emerge over the life of the plan. As a whole, the plan strives to improve student academic success as measured by metrics including enrollment, learning assessment, retention, progression, and graduation. Increased enrollment and retention are good for students, the region, and the state. They also generate increased funding to be used for initiatives like those that follow. In addition to contributing to enrollment and retention efforts, Academic Affairs will continue to advocate for the centrality of the academic experience and apply for funding designed to support university-wide initiatives.



FOUNDATIONAL GOAL:

Further Distinguish the UW-Eau Claire Teaching and Learning Experience

To fulfill our mission to “foster in one another creativity, critical insight, empathy and intellectual courage,” we will support exemplary teaching and learning in all its forms.

COMMITMENTS:

- **Use teaching practices demonstrated to enhance student success across the curriculum and academic co-curriculum**
 - ▶ Strategies include providing professional development such as transparent design; integrating EDI content and pedagogy; and supporting student success in the classroom and in co-curricular experiences
 - ▶ Measures include percentage of faculty and staff completing professional development; evidence of EDI work in evaluations of faculty and staff
- **Integrate equity, diversity, and inclusion in learning outcomes; use inclusive pedagogy across the academic curriculum**
 - ▶ Strategies include integration of EDI into program learning outcomes, professional development for R1 instruction and on inclusive pedagogy
 - ▶ Measures include percentage of programs with EDI learning outcomes; percentage of faculty and staff completing professional development; impact of EDI learning outcomes

- **Ground decisions about class size and delivery modes in best educational practices for an institution of our size and mission and are discipline-relevant**
 - ▶ Strategies include identify best practices and draft guidelines; consider success strategies for adult learners
 - ▶ Measures include adoption of guidelines; impact on student success
- **Develop a systematic approach to quality online instruction; define the role of online instruction for our primarily residential institution**
 - ▶ Strategies include identify best practices and draft guidelines; consider financial model to support online instruction; identify potential partners for delivery of online offerings
 - ▶ Measures include adoption of guidelines; increased numbers of online courses
- **Update student academic support services to better serve students across their time at UW-Eau Claire and UW-Eau Claire – Barron County**
 - ▶ Strategies include development of just-in-time student support and coaching; review of GEN courses
 - ▶ Measures include implementation of revised services; student usage and satisfaction data

FOUNDATIONAL GOAL:

Meaningfully Engage Every Student in the Complete Academic Experience

We will engage every student in a rigorous, intentional, and experiential liberal education; including opportunities for multicultural, international, and research experiences.

COMMITMENTS:

■ **Evaluate and revise first-year academic programming (FYE) to strengthen student engagement in the UW-Eau Claire and UW-Eau Claire – Barron County academic experiences and create a sense of “academic belonging”**

- ▶ Strategies include developing learning outcomes; collaborating across divisions
- ▶ Measures include launch of revised FYE programming; evaluation of student learning and other student success metrics

■ **Enhance the faculty advising model with a program of faculty/student engagement activities to be selected and implemented at the department/program level**

- ▶ Strategies include funding academic department/program student engagement planning and implementation; examining the student relationship with ARCC
- ▶ Measures include percentage of departments/programs submitting plans and reports; number of student participants in department engagement efforts; impact on student retention/persistence

■ **Embed research or creative experiences in every academic program**

- ▶ Strategies include study best practices; informational support for curriculum revision
- ▶ Measures include percentage of departments/programs embedding a research experience; number of students enrolled in courses with a research component

■ **Support development of an outcomes-based, community-engaged learning program to replace the service-learning requirement**

- ▶ Strategies include study best practices and draft outcomes; utilize shared governance procedures for approval
- ▶ Measures include implementation of community-engaged learning program; impact of student hours spent on community projects



■ **Evaluate existing experiential and high impact practices; take steps to expand access and ensure equity**

- ▶ Strategies include analysis of student participation and experience data to determine equity gaps and causes; hold departments accountable for closing the equity gaps
- ▶ Measures include data on equity in participation

■ **Enhance the University Honors Program as a meaningful engagement opportunity for high achieving students**

- ▶ Strategies include exploring alternative pathways to supplement the LE focus of the existing program; developing a signature interdisciplinary learning experience for University Honors; reconceiving the University Honors first-year experience; and creating additional opportunities for faculty and instructional academic staff to work with students in the program
- ▶ Measures include assessment of faculty and IAS participation in University Honors; retention of students in University Honors; and student feedback on a new interdisciplinary learning experience

“Professors encouraged my curiosity and mentored me to become a scientist. My very first publication came from my undergraduate research experience at UW-Eau Claire. That set me on a positive trajectory toward the many successes I enjoy today!”

DR. LISA SCHULTE MOORE, BS BIOLOGY, 1993
LANDSCAPE ECOLOGIST
2021 MACARTHUR FELLOW

FOUNDATIONAL GOAL:

Develop and Support Innovative Academic Programming

Our varied strengths and tradition of strong liberal arts education and experiential learning position us to develop innovative programs that embrace student interests and prepare them to address the challenges of the future.

COMMITMENTS:

■ **Develop resources to support innovation in program development**

- ▶ Strategies include identification and wide distribution of guidelines and expectations for proposal of new undergraduate and graduate programs; identify seed funding to support development of innovative programs
- ▶ Measures include distribution of guidelines and expectation resource; procurement of seed funding

■ **Develop new undergraduate and graduate programs in or across areas identified in *A Bold Future: 2025 Strategic Plan*; respond to prospective student needs and interests; build on current strengths in response to regional needs including the needs and interests of adult learners**

- ▶ Strategies include developing programs such as those supported by the Workforce Innovation grant (MS in public health, psychiatry emphasis in the DNP, health care management emphasis in the MBA, and MS in exercise science); degree completion options; other programs that emerge over the course of the plan
- ▶ Measures include number of programs approved; initial enrollment numbers; success of students in new majors/degrees

■ **Develop transdisciplinary majors, minors, and certificates in areas identified in *A Bold Future: 2025 Strategic Plan*; build on current strengths in response to regional needs; integrate university’s strong traditions of liberal education**

- ▶ Strategies include opportunities for transdisciplinary conversations, research projects, and community engagement; development of degree completion programs that are available on both campuses and accessible to a broad audience
- ▶ Measures include number of programs approved; number of other transdisciplinary connections; enrollment in new programs

■ **Develop transfer pathways into popular academic programs and programs with capacity**

- ▶ Strategies include identification of barriers to transfer student progress; analysis of curriculum and publication of pathway documents; creation of articulation agreements where required
- ▶ Measures include percentage of programs with published pathways; transfer student access and success data



FOUNDATIONAL GOAL:

Examine Policies and Procedures to Promote Equity, Efficiency, and Meaningful Work Across the Division

Our ability to provide an exemplary education and student engagement, and ensure that our work remains a “joyful” activity, is dependent upon effective use of faculty and staff energy and time.

COMMITMENTS:

■ **Understand faculty and staff workload and how aspects of workload enhance and impede innovation and student engagement; identify best practices (current and new) and strategies within our financial means to manage, refine, or redistribute workload**

- ▶ Strategies include conducting a systematic and transparent review of all components of workload in academic affairs; identifying the impact of workload components on innovation and student engagement; promote more equitable faculty workloads
- ▶ Measures include completion and sharing of workload review; assembly of a collection of effective best practices

■ **Use workload analysis and best practices recommendations to inform provost decisions to create more equitable workload policies and practices across Academic Affairs**

■ **In cooperation with shared governance and department personnel committees, examine how components of faculty and academic staff workload are balanced and recognized in review processes**

- ▶ Strategies include a review of department/program evaluation plans (DEPs/PEPs) to ensure the balance of teaching, scholarship, and service aligns with campus mission; recognition of work that advances plan priorities around EDI, student success, collaborative research, and community-engaged learning; recognize service as a form of institutional leadership
- ▶ Measures include participation in shared governance/deans/department chairs conversations; documented reviews/revisions to DEPs/PEPs

■ **Create and maintain a resource that provides easy access to information relevant to the wide range of work expected of faculty and staff (e.g., student referrals, collaborative research, travel, advising, etc.)**

- ▶ Strategies include identifying faculty information resource needs, creating content, and distributing information
- ▶ Measures include launch of information resource; feedback on usefulness of resource

University of Wisconsin-Eau Claire

