UWM Academic and Master Planning Process

Background:

Over the next two years, UWM is engaging in an intensive planning process to realize the UWM mission and to build on Chancellor Santiago’s vision and goals. The Academic and Master Planning processes will position the University to further the campus goals of increasing research productivity, ensuring student success, enhancing the diversity of students, faculty, and staff, and spurring the economic development of Southeastern Wisconsin.

What is master planning? Master planning is a process that provides scenarios and opportunities to envision the physical facilities of UWM in the next 10 to 20 years. The process is fully supported by a team of professional consultants who, through working with the campus committees set up for this purpose, will take into account our academic planning, facility needs, current and potential land and facilities to draw up a physical master plan for our next two decades.

What is academic planning? While narrower in scope than full-fledged strategic planning, this academic planning process ensures that academic priorities set the direction for the master planning process and for critical infrastructure enhancements such as the utilization of regional campuses and the building of new facilities and redesign of existing facilities. In addition, the UW System now requires each campus to prepare and submit 3-5 year academic plans. This planning process responds to this UW System expectation and also informs the master planning process.

The institutional goals set forth by Chancellor Carlos Santiago in his plenary addresses and ongoing communications with the campus and the community are:

Research Enhancements:
To build the research agenda at UWM to bring in $100M in extramural resources annually; to increase the number of doctoral programs, and to spur economic development with increasing technology transfer from research to innovation.

Commitment to Access:
To increase academic success and diversity by: increasing the overall retention for the freshman class; eliminate gaps in academic performance and retention between freshmen of color and white students; and eliminate gaps in academic performance and retention between freshmen placing at college-level mathematics and writing and admitted freshmen requiring developmental mathematics and/or writing.

The two-year planning process will address the following:

1. UWM’s program array in 2011 and beyond, including the identification of anticipated programmatic, research and enrollment growth and the interdisciplinary areas or clusters that are expected to become more prominent over time.
2. The implications of the above for the amount and nature of space utilized for academic program delivery and research, including identification of programs that will likely benefit from being located on a regional campus, and the profile of students who may be enrolled in programs on the regional campuses (i.e., addressing mix/location of undergraduate versus graduate students).

3. The student experience in 2011 and beyond, including our anticipated student profile (i.e., addressing student diversity; balance of traditional/nontraditional; residential/commuting; undergraduate/graduate; on-campus/blended/online).

4. UWM’s most pressing infrastructure/support needs given anticipated program array, student profile, and locales.

5. The impact of the program and research priorities, student growth, and regional campus development on the Kenwood campus.

Considerations regarding academic visioning:

- UWM’s doctoral, masters and undergraduate programs may grow in several disciplinary and interdisciplinary areas.
- In response to the region’s economic needs and building on areas of developing strength for UWM, anticipated investments will likely follow the pattern of the 2007-09 UWM Budget Initiative and be focused in research clusters involving engineering, sciences and health.
- Growth is also projected for non-engineering and sciences and health areas. Financial planning for programmatic and research growth will be multidimensional, including private monies, federal support, extramural funding, and tuition.
- UWM’s assignable space is insufficient in quantity and quality to meet current demands and most certainly future demands for research, instruction, and student services.
- The Chancellor’s strategy to extend UWM’s footprint to include regional campuses has received considerable support from different stakeholders.
- Disciplines projected to need additional facilities are:
  - Engineering and Basic Science clusters (potentially located or co-located in new facilities on current Milwaukee County grounds)
  - Health Disciplines (potentially located or co-located in new facilities adjacent to Aurora and the Pabst development near downtown Milwaukee)
- The Kenwood campus itself may expand its current footprint with the potential acquisition of Columbia Hospital.
- Normal governance procedures will be followed in the academic and master planning processes.
The Charge for the Subcommittees:

The academic planning process is being facilitated by three subcommittees: Engineering and Basic Sciences, Health, and Liberal Arts and Professions. They are comprised of faculty, deans, Academic Affairs staff, and UWM planners and architects. Many of these individuals are also part of university governance. The Subcommittees are charged to:

- Communicate to different constituencies about the academic planning process;
- Engage department chairs, directors of large interdisciplinary Centers, and Deans in gathering academic planning information through the use of a web-based questionnaire;
- From information submitted via the web-based questionnaire, identify affinities and key linkages among programs and faculty research areas including possible scenarios for how these areas might develop in the future to strengthen UWM’s academic programs; and
- Provide an advisory role to the space planning process (regional and Kenwood campuses).

Decision-making process

The formulation of a 5-10 year academic plan begins with information gathering by the subcommittees followed by observations and suggestions for future scenarios that are developed by the subcommittees, the coordinating committee and the steering committee. Throughout the process, there will be opportunities for input and evaluation through feedback loops. In the end, the scenarios approved by the steering committee will feed proposals for research and academic program development that will be vetted within standard program approval and resource allocation processes.

Questionnaire for Academic Forecasting

Overview

Academic planning is a key phase of the UWM master planning process. It is meant to be an inclusive and on-going process, inviting the thinking and ideas of all faculty. Since this is about visioning for the next 5-10 years; resources will not be affected. It is not about competition.

The questionnaire that follows invites Chairs of UWM departments and Directors of our large Centers to contribute input on behalf of their units. You may already have plans based on previous attention to strategic planning and/or you may need to convene your faculty to gather their ideas for this visualization and idea-generating process. It is important to promote conversations among faculty to gather information to inform the planning process for the future. This will be one information gathering point in the overall planning process.
In responding to the following questions, take into consideration: current and desired programmatic and research strengths; future trends of disciplinary and interdisciplinary emphases; areas of research that are likely to be emphasized by funding partners (e.g. NSF/NIH; local agencies/companies); and partnerships between disciplines as well as with entities outside the academy. Think “out-of-box” but be realistic regarding potential for resource support. Also, remember that planning is an iterative process. Specifics relating to technology, infrastructure, and space requirements and design will be addressed as planning evolves.

Questions

(This questionnaire will be presented to all departments and selected centers utilizing a web format with a 300 word limit for each question. The responses can be directed to any or all of the three subcommittees.)

By drawing upon on-going disciplinary planning discussions in your unit as well as current or anticipated successful interdisciplinary ventures,

1. What new or changes in current research programs are in process within the next five years? Regarding funded research, how will these changes affect extramural funding?

2. What research priorities and programs do you envision in the next ten years? Regarding funded research, what is the anticipated impact on extramural funding?

3. What new or changes in current academic programs are in process within the next five years? How will these changes affect enrollments?

   a) undergraduate
   b) graduate
   c) interdisciplinary

4. What new or changes in academic programs do you envision in the next ten years? What is the anticipated impact on enrollments?

   a) undergraduate
   b) graduate
   c) interdisciplinary

5. What kind of collaborations and/or resources (staffing and space needs) are needed to achieve your academic program and research plans within the next five years?

6. What kinds of collaborations and resources (staffing and space needs) would be needed to achieve your academic program and research plans as envisioned in the next ten years?
7. Anything else you would like to state regarding the academic and master planning process?

The completion date for the questionnaire is projected for March 1. This will allow subcommittees to compile responses, identify academic and research affinities and linkages, and consult with the Coordinating Committee, Deans, the Vice Chancellor for Research, and the Provost.