



UW-River Falls
Vision and Values Survey:
Fall 2005

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Overview of Analysis

Upon receiving the data electronically from Mike Woolsey, the Survey Research Center (SRC) first created separate worksheets for each of the 7 questions contained in the survey. All of the demographic data collected (age, zip code, gender, status) associated with a given response was copied into each of these single-question worksheets. Our student workers divided responses containing multiple ideas or comments into individual lines of data and the demographic information was copied into each line. For instance, the first survey respondent said that the five words that spring to mind when thinking about UW-River Falls were:

“alum, twin cities, education, nice, home”

The demographic data for this respondent are:

Age = 35-44, Zip Code = 54022, Gender = female, Status = Alumnus

The SRC split this into 5 lines of data (one each for alum, twin cities, education, nice, and home) and associated the age, zip code, gender, and status with each of the five lines.

The SRC created 10 broad categories into which we grouped the individual responses in each of the questions. For questions 1 – 6, the ten categories and their numerical codes were identical:

1. Student-Focused Comments
2. Faculty-Staff-Administration Focused Comments
3. Campus Environment/Culture Focused Comment
4. Facilities Focused Comments
5. Values Focused Comments
6. Global Orientation/Perspective Comments
7. Tools/Technology Focused Comments
8. Outreach/Community/Partnership Focused Comments
9. Strategic Interests Comments
10. Other Comments

The seventh question, which asked about priorities for Chancellor Betz, was modestly different:

1. Student-Focused Comments
2. Faculty-Staff-Administration Focused Comments
3. Campus Environment/Culture Focused Comment
4. Facilities Focused Comments
5. Values Focused Comments
6. Global Orientation/Perspective Comments
7. Tools/Technology Focused Comments
- 8. Fiscal Issues**
- 9. External Stakeholders**
10. Other Comments

In addition to these 10 broad categories, the SRC created subcategories (with 2-digit codes) and, in a few instances, sub-subcategories (with 3-digit codes). Again, these sub codes are identical for questions 1 – 6 and largely the same for question 7. These 2- and 3-digit codes are as follows.

Questions 1 – 6

- | | |
|--|---|
| 1. Student Focused Comments | 2. Faculty-Staff-Admin Focused Comments |
| 10. financial considerations | 20. administration focus |
| 100 textbook rental | 200. involvement w/ students |
| 11. preparing for future | 21. leadership focus |
| 12. activities/involvement | 22. programs/department |
| 13. friendships/friends | 220. El Ed |
| 14. learning/education | 221. CAFES |
| 15. recruiting | 23. compensation issue |
| 16. putting students first | 24. working conditions |
| | 25. quality of staff/faculty |
| | 250. advising/guidance |
| | 26. academic standards |
| | 27 general faculty/staff comments |
| | |
| 3. Campus Environment Comments | 4. Facilities Comments |
| 30. politics | 40. parking |
| 31. atmosphere (friendly, etc.) | 41. buildings/labs |
| 32. learning environment | 42. grounds |
| 33. diversity | 43. club facilities/lab farms |
| 34. safety | |
| | |
| 5. Value Statements | 6. Global Orientation/Perspectives |
| 50. religious statements | 60. global diversity |
| 51. tradition | |
| 52. general (integrity, honesty, etc.) | |
| | |
| 7. Tools/Technology | 8. Outreach/Community/Partnerships |
| 70. on-line services | 80. local area |
| 71. other equipment | 81. regional area |
| | 82. national |
| | 83. Kansas City Chiefs |
| | |
| 9. Strategic Interests | 0. Other |
| 90. campus size | 00. education quality (general) |
| 91. class size/student-teacher ratio | 01. people |
| 92. location | |
| 93. future growth | |
| 94. reputation | |

Question 7 (all items under 1 – 7 are identical to above)

8. Fiscal Issues

- 80. fund raising
- 81. reallocation of resources

9. External Stakeholders

- 90. legislative representatives
- 91. foundations, donors, alumni
- 92. community members/businesses
- 93. UW-System

0. Other

- 00. education quality (general)
- 01. future advancement
- 02. reputation/image
- 03. strategic interests (size)
- 04. Dr. Betz' personal involvement

Using this process, a total of 9,881 discrete comments were submitted by stakeholders and coded by the SRC. The following tables summarize the numbers of responses in each of the categories defined above.

Total Submissions = 585

Count	<25	25-34	35-44	45-54	55-64	65+		
570	52%	9%	10%	16%	11%	3%		
Count	River Falls	Other						
550	48%	52%						
Count	Female	Male						
566	63%	37%						
Count	Alumni	Class Stf	Ac Staff - Non-Inst	Student	Faculty	None	Ac Stf Inst	Community
576	11%	9%	6%	52%	18%	2%	2%	1%

Distribution of Comments, Question 1 – 6, Major Categories

	5 Words	Values	Vision	Strengths	Defining Characteristics	Change
Count	2553	1549	1006	1304	1299	1134
Student-Focused	14.6%	22.7%	19.5%	13.2%	18.9%	16.5%
Fac-Staff-Admin Focused	18.5%	16.7%	27.6%	38.4%	25.1%	41.5%
Campus Culture	27.8%	11.7%	12.6%	7.9%	12.1%	4.7%
Facilities	8.2%	1.0%	5.6%	5.0%	4.5%	8.6%
Values	7.1%	22.3%	2.2%	1.9%	6.2%	2.6%
Global	0.2%	2.6%	2.5%	0.4%	2.5%	1.0%
Technology	0.2%	3.3%	2.5%	1.1%	3.2%	2.8%
Outreach	3.3%	5.0%	7.2%	4.5%	6.3%	5.2%
Strategic Interests	17.1%	5.5%	16.5%	21.8%	14.6%	8.7%
Other	2.9%	9.0%	3.9%	5.8%	6.7%	8.3%

Distribution of Comments, Questions 1 – 6, Subcategories

	5 Words	Values	Vision	Strengths	Defining Characteristics	Change
Count	2187	1324	927	1134	1098	1134
Student Finances	1.9%	2.0%	1.7%	4.0%	3.3%	4.3%
Student Prep	2.1%	5.8%	7.6%	1.2%	5.9%	1.6%
Student Activities	3.6%	3.2%	3.1%	3.8%	3.4%	4.4%
Student Friends	2.7%	0.2%	0.1%	0.3%	0.4%	0.2%
Student Ed	2.2%	9.3%	5.5%	2.3%	4.1%	2.9%
Student Recruit	0.1%	0.0%	1.1%	0.5%	0.8%	4.0%
Student First	1.3%	4.8%	1.7%	1.9%	4.5%	2.1%
Student Retain	0.0%	0.1%	0.0%	0.0%	0.0%	0.1%
Admin Focus	2.0%	1.7%	2.8%	1.9%	1.7%	8.3%
Leadership	0.5%	1.0%	0.4%	0.6%	1.0%	1.7%
Progs/Depts	10.1%	6.0%	14.2%	17.5%	13.7%	13.6%
Compensation	0.1%	0.2%	0.6%	0.2%	0.2%	2.7%
Wkg Conditions	1.3%	0.3%	0.9%	0.6%	0.1%	3.3%
Quality	3.3%	5.4%	5.3%	10.4%	8.0%	10.5%
Ac Standards	0.4%	1.9%	4.0%	1.3%	2.4%	4.8%
Gen Fac-Staff	2.2%	2.6%	1.5%	10.0%	1.4%	3.5%
Campus Politics	0.7%	1.1%	1.5%	0.2%	0.2%	0.9%
Campus Atmos	23.5%	4.2%	5.8%	4.9%	7.4%	0.4%
Campus Learn Env	5.3%	1.8%	2.7%	0.5%	1.6%	0.7%
Campus Diversity	1.3%	4.6%	2.9%	1.9%	3.1%	2.0%
Campus Safety	0.5%	1.0%	0.4%	0.9%	0.7%	0.8%
Parking	1.0%	0.2%	1.5%	0.1%	0.6%	1.7%
Buildings	1.1%	0.4%	2.4%	1.5%	1.5%	3.4%
Grounds	3.9%	0.1%	1.0%	2.5%	2.3%	1.5%
Clubs/Farms	1.3%	0.0%	0.6%	0.3%	0.5%	1.4%
Religious Values	0.0%	0.3%	0.2%	0.1%	0.2%	0.1%
Traditions	0.7%	0.5%	0.5%	0.9%	0.5%	0.7%
Gen Val Statements	1.9%	22.5%	0.9%	0.9%	3.2%	2.1%
Global Diversity	0.0%	1.0%	0.2%	0.2%	0.4%	0.0%
On-Line Services	0.0%	0.1%	0.6%	0.1%	0.5%	0.4%
Other Equipment	0.0%	0.2%	0.6%	0.0%	0.4%	1.2%
Local Area	2.4%	2.4%	3.3%	1.8%	3.6%	3.2%
Regional Area	1.0%	0.9%	2.2%	1.0%	1.3%	1.0%
National	0.0%	0.1%	1.1%	0.0%	0.4%	0.2%
KC Chiefs	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Campus Size	7.3%	1.1%	3.9%	5.1%	5.0%	1.4%
Class Size	0.7%	1.9%	1.9%	6.8%	4.1%	1.7%
Location	6.9%	0.3%	0.9%	9.0%	2.0%	0.2%
Future Growth	2.3%	2.0%	4.5%	1.9%	2.4%	2.9%
Rep/Image	2.4%	1.0%	6.6%	1.9%	2.7%	3.2%
Ed Quality	1.6%	8.2%	3.0%	1.3%	4.7%	0.7%

Distribution of Comments, Questions 1 – 6, Sub-subcategories

	5 Words	Values	Vision	Strengths	Defining Characteristics	Change
Count	171	37	60	112	93	95
Textbook Rental	1.2%	2.7%	1.7%	8.0%	1.1%	0.6%
Admin-Student Inv	0.6%	2.7%	6.7%	7.1%	4.3%	0.8%
Admin-Fisc Resp	5.3%	16.2%	8.3%	1.8%	3.2%	5.4%
Programs – Ed	3.5%	5.4%	5.0%	21.4%	11.8%	0.0%
Programs – CAFES	86.0%	48.6%	73.3%	44.6%	68.8%	6.6%
Advising	3.5%	24.3%	5.0%	9.8%	2.2%	2.9%
Student Services	0.0%	0.0%	0.0%	7.1%	8.6%	2.1%

Chancellor’s Priorities, Question 7, Major Categories

	Chancellor Priorities
Count	1036
Student-Focused	17.2%
Fac-Staff-Admin Focused	37.0%
Campus Culture	3.4%
Facilities	3.8%
Values	4.7%
Global	1.3%
Technology	1.1%
Fiscal Issues	3.6%
External Stakeholders	9.9%
Other	18.1%

Chancellor's Priorities, Question 7, Subcategories

Count	938
Student Finances	2.7%
Student Prep	1.5%
Student Activities	1.6%
Student Friends	0.1%
Student Ed	1.7%
Student Recruit	1.0%
Student First	8.8%
Admin Focus	13.3%
Leadership	8.6%
Progs/Depts	7.4%
Compensation	2.0%
Wkg Conditions	1.1%
Quality	5.0%
Ac Standards	0.9%
Gen Fac-Staff	2.2%
Campus Politics	0.4%
Campus Atmos	0.7%
Campus Learn Env	1.0%
Campus Diversity	1.3%
Campus Safety	0.2%
Parking	1.1%
Buildings	1.2%
Grounds	0.5%
Clubs/Farms	0.7%
Religious Values	0.3%
Traditions	0.4%
Gen Val Statements	3.9%
Global Diversity	0.1%
On-Line Services	0.1%
Other Equipment	0.0%
<i>Fund Raising</i>	2.1%
<i>Reallocation of Resources</i>	0.9%
<i>Ext - Leg Reps</i>	3.1%
<i>Ext - Donors/Alumni</i>	1.3%
<i>Ext - Community</i>	4.7%
<i>Ext - UW System</i>	0.4%
Other - Ed Qual	2.9%
Other - Future Growth	4.1%
Other - Rep/Image	3.7%
<i>Other - Size</i>	1.5%
<i>Other - Dr. Betz Personal Involvement</i>	5.4%

Chancellor Betz' Priorities, Question 7, Sub-subcategories

Count	76
Textbook Rental	0.0%
Admin-Student Inv	73.7%
Admin-Fisc Resp	2.6%
Programs – Ed	19.7%
Programs – CAFES	3.9%
Advising	0.0%

Question 1: “When you think about UW-River Falls, what 5 words immediately spring to mind?”

The intent of this question is to capture our stakeholders’ current impressions of UW-River Falls. The SRC sorted the first question in two ways: according to the categories defined above and based on whether the comment was positive, negative or neutral.

Categorical Analysis

A total of 2,553 words or phrases describing UW-River Falls were submitted by the 585 respondents. Based on our data sort:

- 27.8 percent focused on campus culture
- 18.5 percent focused on faculty, staff or administrative topics
- 17.1 percent on strategic interests issues
- 14.6 percent on student issues

Campus Culture

A total of **711 comments** were made by respondents that the SRC placed under the “Campus Culture” heading.

Campus Atmosphere. Comments about the campus culture are dominated by words describing the “**atmosphere**” on campus (**23.4 percent of all responses, 512 comments, fall into this category**). Some of the words offered to describe the campus atmosphere include:

- **Variants on “friendly” (133x)**
- Variants on “fun” (46x)
- Variants on “home (31x)
- Variants on “comfortable” (29x)
- Variants on “quiet” (21x)
- Variants on “personable” (19x)
- Variants on “caring” (19x)
- Variants on “welcoming” (16x)
- Variants on “intimate” (11x)
- Variants on “nice” (11x)
- Variants on “peaceful” (11x)
- Variants on “homey (10x)

Overall Learning Environment. The other major area of campus culture that received a large number of comments deals with the **overall learning environment (117 comments = 5.3 percent of question 1 submissions)**. This category was dominated by a single word, “**education**” (= 62x)

Faculty, Staff and Administrative Topics

473 comments were made that related to faculty, staff and administrative topics. The largest number of comments (**224 or 10.2 percent of the total**) dealt with **programmatic** areas on campus. Comments about agricultural programs dominate this set of responses.

- **CAFES-related items (e.g. agriculture, CAFES, horticulture) (141x)**
- CEPS-related items (elementary ed, teacher college) (15x)
- CAS-related items (music, art) (12x)
- CBE-related items (business, economics) (4x)
- Class or classes (9x)

Strategic Interests Issues

159 respondents (7.4 percent of the total) chose a **size descriptor** as one of their 5 words. Overwhelmingly, the word chosen was, “small”. In most instances the comment was the single word, small. In a few instances, people indicated that they viewed “small” as a good characteristic.

- **Variants on small (good, bad and neutral) (145x)**

151 (nearly 7 percent of the total) respondents offered some variant on location as one of the five things that spring to mind when they think of UW-River Falls.

- Variants on small town (= 21x)
- Variants on rural (= 24x)
- Variants on close (= 15x)
- Variants on suitcase/commuter college (= 15x)

Student-Focused Comments

78 respondents (3.6 percent of all respondents), included words associated with activities and campus involvement.

- Athletics (e.g. hockey, football, rodeo) (= 15x)
- Beer, parties, drinking (= 12x)
- Involved or involvement (= 11x)

In addition to these broader categories, which had large numbers of comments, a number of individual subcategories have substantial numbers of similar descriptors.

Grounds. Many respondents (**85**) selected words to describe the campus setting.

- Beautiful, pretty, scenic (= 38x)
- Green or natural (=11x)

- Kinnickinnic (= 9x)

Quality of Faculty/Staff. **72 respondents noted the quality of faculty and staff** in their descriptive words.

- Various accolades for faculty (caring, good professors, knowledgeable) (= 18x)
- General quality (=11x)

Positive, Negative, Neutral Analysis

The second way we sorted the data for question 1 was to classify the comments as positive (beautiful, friendly, quality), negative (boring, no parking, under funded), or neutral (agriculture, quiet, home). We found that **53 percent of the comments could be classified as positive, 38 percent as neutral and only 9 percent as negative.**

Because of the dominance of positive and neutral comments and the consistency of topics identified in questions 2 – 6, the negative comments do not command much attention in this report. The negative descriptors focus on “lacks”.

- Lack of excitement on campus (= 31x)
- Lack of funding (= 21x)
- Lack of parking (= 20x)
- Lack of time – overworked/underappreciated faculty (= 14x)
- Lack of institutional recognition (= 12x)

The following table highlights the differences between three key on-campus stakeholders. These results indicate that the faculty offered a higher percentage of negative descriptive words than others in the survey, academic staff used more positive words, and students used more words we classified as neutral. These differences are statistically significant.

Percent Positive, Negative, and Neutral Responses by Type Respondent

	Faculty	Staff (all)	Students
Count	495	230	1468
Positive	58%	63%	49%
Negative	14%	8%	7%
Neutral	28%	29%	44%

These results suggest that there are substantially greater morale issues among the faculty than the other groups on campus. However, the relatively few negative descriptors coming from students indicate that faculty concerns are not diminishing our students’ experiences at UW-River Falls at this point.

In sum, the words about UW-River Falls that came to mind for those who completed the survey are generally positive. They describe an institution with significant reservoirs of good-will, a university to which they are strongly attached.

Question 2: What should be the core values that define UW-River Falls as a 21st Century Institution

This question is designed to identify the values that guide decision-making on the campus. A total of 1,549 comments were submitted by respondents. Within the broad, single-digit, categories established by the SRC:

- 22.7 percent of the values identified have a student-focus
- 22.3 percent are general value statements
- 16.7 percent are faculty, staff, or administration focused
- 11.7 percent focus on campus culture

Fewer than 10 percent of responses to this question were coded to the other broad category codes.

Student-Focused Value Statements

The SRC coded 352 value statements into the “student-focused” category. The two subcategories in this group that contain the largest number of value statements have to do with providing our students with a well-rounded, intellectually challenging learning environment (123 statements) and preparing them for the future (77 statements).

Well-Rounded, Intellectually Challenging, Learning Environment. The overall tenor of the comments in this subcategory suggest that our stakeholders value practical, student-centered, undergraduate educational offerings. They feel that academics should be stressed and that our commitment to student learning and developing critical thinking skills be reaffirmed. Some specific values offered include:

“Development of inquiring minds”

“Providing a relevant and useful education”

“Quality student-centered education”

“Student learning, it shouldn't matter what is being taught, but instead it should be what is being learned”

“That we are undergraduate student-focused, that we seek to develop community among students, faculty and staff, that we recognize learning takes place beyond the classroom”

“To present to students a wide range of opportunities and experiences”

“To set a standard that challenges both the students and faculty”

“Helping students achieve goals that will last a lifetime”

Preparing Students for the Future. The value statements placed into this subcategory tend to fall into two sets: preparing students to be good citizens/leaders and preparing them for jobs. In later parts of the questionnaire there are some tensions between these values that are not evident here. Some stakeholders feel that there is excessive emphasis on a college degree as a “meal ticket” or gateway to financial prosperity. More will be said on this point later. Some comments that capture the gist of this group of comments include:

“That we prepare students for their futures as fully functioning; discerning individuals and involved community members”

“Broaden horizons of students (geographically and conceptually)”

“CARE about our students: not just learning but also life”

“Develop students who can succeed in an ever-changing world”

“Making futures happen”

“Well-prepared students (career and academic)”

“A place where employers believe fosters and cultivates wonderful people for the job market”

“We need to become more focused on individual training for the real world”

“RF should be committed to continuing to educate and develop excellent, motivated people of tomorrow's workforce”

“Find a great, well paying job”

General Value Statements

Of the 356 responses coded to this subcategory, most (298) are general in nature. Some of the most commonly expressed values were:

- Integrity (= 36x)
- Respect (= 26x)
- Honesty (= 17x)
- Excellence (= 15x)

Some statements made about values that UW-River Falls should embody include:

“It should be an example of the kinds of values that exemplifies farm and Midwestern culture- honesty, hard work, forth rightness and decency”

“UWRF should be an ethical, knowledgeable, congenial, affordable educational institution that operates with the greatest integrity to meet all the educational needs of its students”

“Promoting civil discourse on the social, economic and environmental issues of the 21st Century”

“I think respect is a major value that UW-RF should instill. This is respect not only for each other, but for the environment, outside community, and differences between people”

Faculty, Staff, or Administration Focused

259 comments (16.7 percent of all comments) dealt with values associated with faculty, staff or administration. Two subcategories, colleges and departments and the quality of faculty and staff, contain more than half of the responses in this category.

Colleges and Department. 79 responses offered value statements that can be associated with a College or Department. Specific areas of study mentioned in substantial numbers include:

- Variations on agriculture (= 20x)
- Variations on liberal arts (= 12x)
- Variations on international experiences (= 5x)

More general statements about values associated with programs and departments included:

“Preparation for real life futures, not just an array of courses but programs that prepare persons for careers and life”

“Ability to provide students with hands on experience and realistic experiences in their fields of study. I think that the teachers should accommodate to students learning abilities as much as possible. Teachers should also incorporate interpersonal skills that people will use when they enter a career”

“Emphasis on real program review--determine true strong core programs and phase out weak, under enrolled programs”

“Focus on education programs that are already here. Improve on what is already good but make them great!”

“Understanding, open-minded communication between all department disciplines”

Quality of Faculty and Staff. 71 value statement responses were coded to the quality of faculty and staff category. Words used to describe the values by which we should be defined in this area include: commitment, student-focused, and teaching excellence. A high value seems to be placed on faculty-student interactions. Comments representative of those coded to this subcategory include:

“UW-River Falls needs to be dedicated to teaching the value of learning while at the same providing an inviting environment for students that guides towards the goals of their academic path”

“The staff and faculty at UWRF should make passionate and valuable teaching their goal for each class”

“Quality of education with emphasis on student professor interaction”

“Professors with immense knowledge”

“Its teaching staff should value each student as a national leader in progress”

“Expect IMPROVEMENT from students, faculty, staff and administration - don't be content with the status quo”

“Emphasis should always be placed on outstanding teaching to include advising”

“A place where the pros know your name, teach the class, and are available to students outside of class”

Focus on Campus Culture

182 value statements dealing with the environment or culture on campus were recorded. Of these the largest number fell into subcategories the SRC labeled, “diversity” (61 statements) and “atmosphere” (55 statements).

Diversity. In many instances (15 times) the single word “diversity” or “diverse” was offered as a core value. The overall comments in this section, however, speak to a broader definition of diversity as a core value of the university. In particular, ethnic, racial, socio-economic, intellectual, and sexual diversity are all identified as important values for UW-River Falls. Representative examples of comments included in this section are:

“Trying to create a diverse college atmosphere that will prepare students for what life is like outside of college”

“Honesty and acceptance of individuals of diverse cultures, backgrounds, religions, sexual orientation, education, gender, etc.”

“Diversity acceptance (race, personality)”

“A commitment to diversity and to the search for truth”

“Providing a quality education to students from all walks of life”

Conclusions

The core values identified in this survey that will define UW-River Falls in the 21st Century build on those that guided us in the 20th Century. Respondents believe we should be a student centered institution, focused on undergraduate education. This survey suggests that traditional strengths in agriculture remain important to our stakeholders. Respondents want UW-River Falls to represent both philosophic values (integrity and honesty) and the very pragmatic values (a college degree that will improve their standard of living). There is, in their comments, a strong recognition of the importance of the university modeling tolerance and openness to people from diverse backgrounds.

Question 3: What is your vision for UW-River Falls?

This question reveals what stakeholders see as their vision for UW-River Falls. A total of 1,006 comments were submitted. Within the broad, single-digit, categories established by the SRC:

- 27.6 percent of the visions are faculty, staff, or administration focused
- 19.5 percent of the visions identified have a student-focus
- 16.5 percent are strategic interests statements
- 12.6 percent focus on campus culture

Fewer than 10 percent of responses to this question were coded to the other broad category codes.

Faculty, Staff, or Administration Focused Statements

The SRC coded 278 vision statements into the “faculty, staff, or administration” category. The two subcategories in this group that contain the largest number of vision statements have to do with programs and departments (132 statements) and staff/faculty quality (49 statements).

Programs/Departments. The comments in this subcategory suggest that stakeholders value excellence in teaching with the ability to adapt to the changes and needs of society. They believe the University should build on what it does well in terms of recognized programs. The College of Agriculture Food and Environmental Sciences (CAFES) was mentioned often (= 44x). Some specific visions offered include:

“UW-River Falls needs to continue its excellence in all areas in which it presently endeavors. Making changes in curriculum, staff and facilities as deemed necessary to meet the demands of the programs or activities which occur”

“To see UWRF develop into an institution that is noted for its excellent academic programs”

“Continue to develop and enhance current strong programs”

“An institution that is instantly recognized for something, e.g. certain unique or outstanding programs, particularly the applied sciences”

“I would like River Falls to remain one of the best agriculture schools in the Midwest”

“Focus on our strengths (sciences, teacher education)”

“To have an institution that recognizes and accepts the changing workforce from local residents to commuters and allows for some flexibility of their schedules to reflect this”

Faculty and Staff Quality. The statements placed into this subcategory tend to fall into two areas: having an approachable and available faculty and the overall quality of instruction. Stakeholders envision the hiring of quality instructors with excellence in teaching being the criteria for the hiring and promotion of faculty. Some comments include:

“Faculty to be available to students”

“Creating a college where our professors and advisors are willing and ready to help students”

“An institution with a faculty that is cohesive and works for a common goal not separate agendas”

“Excellence in teaching is the most important criterion for hiring/promoting faculty”

“Improving quality of the University by hiring qualified faculty”

“Professors who are passionate about what they teach”

“Dedicated professionals serving the students and one another in pursuit of excellence in education and excellence in the grounding of our students in life skills”

“A University with high entrance standards for faculty as well as students”

Student-Focused Vision Statements

The SRC coded 196 vision statements into the “student-focused” category. The two subcategories in this group that contain the largest number of vision statements have to do with preparing students for the future (70 statements) and providing students with a well-rounded, intellectually challenging learning environment (51 statements).

Preparing Students for the Future. Comments from this subcategory ranged from career preparation to equipping students for the challenges and opportunities they will face in the future. Although most job placement comments indicated the desire to obtain a “well-paying” position after graduation, comments also stated that the occupation should be both a good fit and appropriate to the individual student. The vision of an informed, well-educated UW-RF graduate was a common theme. Specific comments include:

“A center for personalized learning with advising and teaching leading to meaningful employment propelling its graduates into a prosperous future”

“A school that is committed to furthering the education of all its students so that they are equipped for the challenges that our changing world presents”

“A university that helps each student learn, not only content area information, but also how to be an informed and community minded individual”

“Getting a well-paying job”

“I would like to see UWRF graduates be the most qualified and respected professionals in their fields”

“I'd like the school to draw and produce solid citizens who are proud of the fact that their university helped them become that”

Well-Rounded, Intellectually Challenging, Learning Environment. The vision statements placed into this subcategory deal with the actual teaching and learning that takes place at UW-RF. Stakeholders endorsed the idea of a curriculum that asks the student to think critically, gain knowledge in their disciplines, and remain engaged in learning. Examples include:

“An institution that surprises people - that places great emphasis on teaching and learning and turns out students who can think critically about the world around them”

“Where students who may not really understand what they should expect from their college experience are intellectually activated and engaged”

“UW-River Falls creates opportunities for learners to excel in their focused disciplines”

“To expand each student's knowledge”

“Strengthen student knowledge & experiences within their disciplines and to integrate these fully within the on-campus curriculum we offer”

Strategic Interests Statements

The SRC coded 166 vision statements into the “strategic interests” category. The two subcategories in this group that contain the largest number of vision statements have to do with campus reputation and image (61 statements) and future growth (42 statements).

Reputation/Image. The general tone of these comments were primarily of UW-RF being (or becoming) well-known and recognized throughout the region and the country. Respondents made comparisons between UW-RF and other universities in terms of offerings and status. To illustrate:

“Be recognized for excellence in the Twin Cities area and beyond”

“Where college students are eager to attend because of its reputation for academic excellence in multiple areas”

“For it to become like Eau Claire. Fun to be at and a school that has a good reputation for being fun and good academically”

“I want UW-River Falls to be as well known as other schools in the UW System for the great education that it provides”

Future Growth. University growth was a dominant theme from this subcategory. Observations included the need for innovation and for UW-RF to become a reenergized institution. Examples include:

“I think UWRF has a lot of potential to grow and become a more respected and recognized school”

“Is willing to take risks to address questions that are important to society”

“To grow and expand and continue to attract new students and renowned faculty members”

“To take some of the challenges that lay ahead, reframe them and become reenergized for a faster pace future”

“A coupling of small town nice with 21 century technology and sophistication”

Campus Culture Statements

The SRC coded 127 vision statements into the “campus culture” category. The two subcategories in this group that contain the largest number of vision statements have to do with the overall campus atmosphere (54 statements) and campus diversity (27 statements).

Campus Atmosphere. An atmosphere of niceness and home-like qualities appeared frequently in this subcategory. Stakeholders appreciated ‘the personal touch’ and community feel that they believe is evident at UW-RF. Along with the positive attributes mentioned, comments also included the belief that more events and activities need to be available on-campus for students to want to stick around on the weekends (not be a suitcase institution.) Specific quotes include:

“I think of UWRF as being the home away from home because of all the great people I have met here”

“I like it the way it is, it feels like a community within a community”

“Continue to provide that personal touch that this campus offers”

“Dead on the weekends”

“My vision is a campus that people can call home, and stay at over weekends”

Campus Diversity. The vision of UW-RF by stakeholders included a desire for more diversity on campus. Comments focused on the need for an inclusive, unified institution that embraces different traditions and cultures. Some thoughts:

“A much more culturally diverse student, staff, and faculty working towards understanding and sharing scholarship”

“A diverse campus that not only appeals to the mental aspect of college but the social advancement of society, reaching beyond the books to teach individual minds”

“For it to be a diverse but unified campus, with a lot of different ideas and activities that help broaden how the students (as well as staff) think”

“To become more diverse and to open its campus doors to people of all cultures”

Conclusions

Stakeholders’ visions of UW-RF include the development and enhancement of established programs, such as agriculture, in addition to focusing on new opportunities for program growth. Respondents envision a UW-RF that will prepare students for life after college, both in terms of job potential and in “becoming an active participant in the world around them.”

Visions for the future include a University that is respected and recognized in terms of educational quality, in particular, developing a more distinct presence in the UW-System and Twin Cities area. University growth is mentioned in terms of moving forward with new initiatives, while remaining true to its reputation as a quality institution.

Many visions promoted the home away from home qualities at UW-RF and envision a, “campus of compassionate faculty, staff and students.” More diversity is endorsed in order to become, “recognized as a diverse, respectful, and competitive college for people from all walks of life.”

Question 4: “What are UW-River Falls’ most important strengths that should serve as a foundation for our development over the next five years?”

If we are building a university for the 21st Century, what are the foundation stones upon which we should start our construction (or remodeling) project? What do we do particularly well? The fourth question in the Visions and Values survey is meant to start to answer these types of questions. A total of 1,304 comments were submitted for this question:

- 38.4 percent of the comments have a faculty, staff, and administration focus
- 21.8 percent have a strategic interests focus
- 13.2 percent have a student focus

Fewer than 10 percent of all responses to this question were coded to other broad category codes.

Faculty, Staff and Administrative Statement

The 501 comments received under this broad category are concentrated in comments about colleges and departments (198 comments), faculty and staff quality (118), and general faculty and staff comments (113).

Colleges and Departments. Survey respondents see programmatic strengths in agriculture, education, liberal arts, and the sciences. Forty-five comments identified CAFES or programs within that college as a strength of UW-River Falls, 20 singled out CEPS or its programs, and an additional 15 listed CAFES and CEPS together as noteworthy strengths. Fourteen stakeholders said that the university is strong in the sciences and twelve talked about liberal arts or general education.

“One of the deciding factors in coming to UW-RF was the great reputation for agriculture”

“CAFES-- really it's so unusual to have a high-quality small ag school. We should continue building on this strength”

“UWRF is very strong in Education and in the College of CAFES. This college offers so much to students, those that have grown up on farms and for those that haven't”

“UW-River Falls strength is it has a great education building and great education professors”

“Another RF strength is the science department; it could serve to be built up even further and become a leader in student research”

“Strong programs in the Liberal Arts (this isn't just and Ag and Education school)”

“Good requirements for gen ed courses and experienced teaching staff that are willing to help students learn as much as possible”

“Unique academic programs (traditional and non-traditional Agriculture fields, education, environmental based sciences, and basic sciences with a strong Liberal Arts base)”

In addition to specific programmatic strengths, stakeholders made a number of more general comments about the educational offerings at the university. In some instances these comments noted the educational opportunities outside the classroom setting (e.g. research or internships), in some cases the array of majors was discussed (the wide array and the need to consider the viability of some), and others focused on the way UW-River Falls practices the art of education. Representative comments include:

“Providing first-rate research opportunities for students”

“Internships--these types of things are our strength and what we need to continue to excel at and how we differentiate ourselves”

“Comprehensive array of majors and minors that reflects societal needs”

“Actual need for the new programs/ buildings on campus. Are the programs and buildings going to actually help the college? Eliminate programs not used and look into increasing the size of popular programs”

“The programs and the professors because they are so involved and want us to learn and want to help”

“Have an overwhelming percent of the under grad and graduate courses taught by tenured track faculty”

Faculty and Staff Quality. A vast majority of the comments coded to this subcategory (69 of 118) are very positive assessments of the faculty and staff at UW-River Falls. Some concerns were expressed about the University’s ability to continue to attract and retain high quality faculty and staff. Respondents had the following observations:

“I have had 16 professors since I've been enrolled as a student here. These instructors have all been exceptional, in my opinion. Each one of them has been inspiring, helpful, and thought provoking. Any time I've had to ask any of them questions, I've only had positive results. They very much seem glad to help, and care about the quality of my education. If that is not what is most important in education, I don't know what could be!”

“UW-River Falls has an exceptional professional staff that is always willing to help students at any time and are willing to help students succeed. UW-River Falls should

continue to recruit staff that will be helpful in such a matter and maintain a high quality of education”

“The strengths are faculty who love to see students grow and develop- who love teaching passionately and who respect these students as they hope other institutions would respect their children”

“The recruitment, training, and RETENTION of quality employees that are dedicated to the University and the students they serve”

There were a relatively small number (5) of less laudatory comments about faculty and staff. Their comments include:

“Professors who are stuck in their ways show that they are not willing to step outside their comfort zone and not only frown upon a student challenging themselves, but actually show them how it is done”

“UWRF has a good foundation when it comes to the select few professors that still care if you are in class and want you to learn”

A number of comments were also received that focused on faculty/staff – student interactions.

“Accessible faculty whose focus is primarily education-driven, not research-driven (I went to the U of M previously, trust me!)”

“The personal educational support and service we offer to our students. I think this needs to be maintained even as we consider growing and as we incorporate more technology”

“A good number of faculty & staff that are ready to go the extra mile to make UWRF something special”

General Faculty and Staff Comments. The two types of comments that dominate this subcategory are an appreciation for faculty/staff to student interactions and a caring-dedicated-committed faculty and staff. Comments representative of these sentiments include:

“Accessible faculty whose focus is primarily education-driven, not research-driven (I went to the U of M previously, trust me!)”

“The open door policies most professors have with their students is great”

“UWRF has genuine, available-to-student professors! This is such an advantage over large Universities! We should promote this”

“That's what's important here, is that my profs know me”

“Strong ties between faculty and students are fostered by interactions in the classroom and outside the classroom (such scholarly activities)”

“Though I originally planned to transfer to the U of M, I stayed at River Falls because of the faculty, and their personal involvement with each student. RF should work to maintain that”

“The supportive and dedicated people who work and study here. There are a lot of people who have been creative and successful in making a good learning environment for our students. I'm thinking of creative and approachable faculty; friendly and helpful support staff; and enthusiastic and hard working student leaders. We have a lot of good resources here, but our most important resource is our people”

“Staff and faculty with institutional commitment, untapped potential, and a motivation to "move ahead" in significant initiatives”

“The personal educational support and service we offer to our students. I think this needs to be maintained even as we consider growing and as we incorporate more technology”

“A good number of faculty & staff who are ready to go the extra mile to make UWRF something special”

Strategic Interests Statements

UW-River Falls’ strengths with respect to strategic issues focus on our location (102 comments), the small size of our classes (77 comments), and our small overall size (58 comments). Some of these strengths (e.g. small class size) relate to advantage our stakeholders noted above (personal connections between faculty/staff and students) and raise concerns about our ability to maintain this strength. Comments representative of this subcategory include:

“The fact that UW-RF is small and has a family oriented environment... we could use that as a backbone...”

“Close to cities yet still small town atmosphere”

“Geography--close to: natural resources that offer opportunities for employment, study, and recreation; a growing, and increasingly diverse population center; a major economic and cultural center”

“Located in a vibrant rapidly-growing area that offers a very diverse set of opportunities for enrichment, growth and development”

“Beautiful fragile part of the state”

“Small classes. I love them. It is so comforting that your professors know your name, and if not your name at least your face.”

“The price and smaller class sizes in comparison to other universities”

“We currently have relatively small class enrollments and close faculty-student relations. As budgets are cut and class sizes increase, we are losing this strength”

Student-Focused Statements

The 172 comments coded as student-focused strengths are concentrated in the financial considerations (45 comments) and activities/involvement subsections.

Financial Consideration Strengths. Stakeholders rate the cost of obtaining a college degree at UW-River Falls as affordable. Given the double digit rate of increase in tuition at our university over the past two years, this is a somewhat surprising finding. Part of the perception of affordability is the availability of the textbook library. Comments typical of those coded to this subsection include:

“It's a great, AFFORDABLE school”

“Relatively inexpensive school that is close to the Twin Cities”

“The textbook situation is wonderful, so much more affordable than it is at some other schools I have been to, with each book being close to \$100”

Activities and Involvement Strengths. Respondents, particularly the students, appreciate the breadth of activities, clubs and opportunities that are available to them. Essentially all of the 43 comments coded to this subcategory speak to these opportunities. Typical comments include:

“Accessibility to activities such as campus newspaper, radio station, tv station, wide variety of groups and committees - it's easy to get involved and get experiences”

“I also love having the IHSA riding program on campus. As the stereotypical broke college student I cannot afford to buy my own horse, so without the IHSA and Horseman's Association I would not be able to ride while attending school. The opportunity to work (and play!) with other riders has been amazing. It has been really fun getting to know other girls who love horses and being a part of the team has really helped me get involved on campus. This program can only get better!”

“The biggest strength I see as a student at UWRF is the opportunity. There are countless opportunities for students to get involved in leadership positions, involvement and planning committees and the list goes on and on. The Twin Cities are only 25 miles away”

*“There are so many diverse campus organizations that vary on everything. I love that!!
Also, that we have a voice”*

“Many options and opportunities for students (study abroad, athletics, academics”

Conclusions

The input from this set of stakeholders has identified a number of foundation stones upon which the UW-River Falls of the 21st Century can be constructed. They seem to be saying that we should build upon:

- **traditional areas of strength (CAFES, Education, Sciences)**
- **a strong set of dedicated, caring, teaching-professors**
- **the intense faculty/staff-student interactions**
- **the private college attributes (small size, intimate classrooms) at a public college price**

Question 5: Looking ahead five years, what should be the “defining characteristics” that represent UW-River Fall’s distinctive identity?

This question asks the respondent to look to the future and determine what the “defining characteristics” ought to be. A total of 1,308 comments were submitted by respondents. Within the broad, single-digit, categories established by the SRC:

- 25.8 percent are faculty, staff, or administration focused
- 18.1 percent are student focused
- 13.8 percent are strategic interests
- 11.3 percent are campus environment focused

Faculty, Staff, or Administration Statements

The SRC coded 337 defining characteristics statements into the “faculty, staff, or administration focused” category. Two subcategories in this group contain the largest number of defining characteristics statements. The first has to do with programs and departments (166 statements) and the second is about quality of staff and faculty (78 statements).

Programs and Departments. The largest numbers of comments in this subcategory were specifically about the College of Agriculture, Food, and Environmental Science (64x) and Education (11x). Many respondents would like to showcase the established strengths of the CAFES and Education programs. While other respondents suggest downplaying the Ag image and highlight the other programs more so. Some specific comments include:

“I think the college should maintain the respectable agri sci curriculum”

“To continue to remain a leading institution in education & agriculture, all the while strengthening its many other programs”

“Nationally recognized superior undergraduate academic programs; build on unique strengths in traditional and non-traditional Agriculture fields, education, environmental based sciences, and basic sciences with the strong Liberal Arts base”

“The other majors can be promoted more to bring students that want to venture into other fields to the campus”

“A good general education program must be the basis for all majors”

Quality of Staff and Faculty. This subcategory received the next highest number of defining characteristic statements (78) within this category. Comments describing the defining characteristics focus on high quality and dedicated staff, good relationships between students and faculty, and customer service. Comments that convey these thoughts include:

“Hiring and developing a first rate teaching faculty and support staff”

“Faculty who are really committed to teaching”

“Faculty are well connected to the "real world" and current in areas of expertise”

“Maintaining the excellent working relationships between students and faculty”

“The university will provide a high level of service to all members of the UWRF community”

Student-Focused Statements

The SRC coded 237 defining characteristic statements into the “student-focused” category. The subcategory that garnered the most statements is preparing for the future and job placement (61 xs). Other areas of importance are affordability, being intellectually challenged, putting students first, and activities and involvement. Quotes that depict these defining characteristics include:

“I would like for us to say that we have the best to offer and that upon leaving the university they will be prepared for their field of study and ready to conquer the working world”

“Providing a quality education to students at a reasonable cost”

“We have innovative programs that provide both skills and intellectual rigor”

“Service to students and their education should come first”

“A great variety of opportunities for students (international travel, research, internships, professional development, etc.)”

Strategic Interest Statements

The SRC coded 180 defining characteristic statements into the “strategic focused” category. Over a third of those statements (55) are about the campus size. Other statements referenced the class sizes, location and connection to the Twin Cities, the future, and image/reputation.

Campus Size. One third of the strategic statements for defining characteristics were about the size of the campus. While many of the comments were factual single word statements (i.e. small, size) others shed more light on the topic.

“Ideal size--big enough for wide range of offerings; small enough for good human relationships”

“Small college with big goals”

“Feels right campus (not to big or to small)”

A sampling of other strategic statements includes:

“Small classes with easy to reach faculty members for a better learning experience”

“Proximity to the cities, while maintaining small town status”

*“*21st century structure addressing 21st century needs”*

“High quality image (e.g., being among the top 5 in the US News regional rankings)”

Campus Environment Statements

The SRC coded 148 defining characteristic statements into the “campus environment” category. Over half (84 statements) of those statements were about the atmosphere (friendly, homey, etc.) on campus. A substantial number (37 statements) of comments were also made about diversity.

Atmosphere. Comments about the atmosphere (84 x) refer to the feeling of community on campus, feeling welcome, appreciating the friendliness of others, a sense of hominess, and a bit of fun too. A variety of comments give further meaning to this subcategory.

“Strong sense of community on campus and in River Falls”

“Welcoming”

“Friendly atmosphere”

“A friendly, warm environment that isn't just a second home, but is home”

“FUN”

Diversity. 37 statements were made about diversity. The comments express opinions about the need for more diversity and for encouraging and committing to diversity. A few comments reflect some of these opinions.

“I think the fact that our diversity is growing is something that will help us to stand out from other schools in the Midwest”

“Attractive to students from diverse backgrounds”

“UWRF should have a diverse student body and diverse faculty”

Conclusions

Looking ahead five years, respondents would like to see these as the defining characteristics:

- Leverage the strengths of CAFES and Education
- Attract, retain, and develop high quality staff
- Produce students that are prepared for the future
- Affordability
- The campus size and location (close to the Twin Cities)
- Friendly campus atmosphere
- Continued progress toward greater diversity

Question 6: What changes does UW-River Falls need to make to achieve the characteristics you describe in #5 above?

This question is designed to identify specific changes that need to occur in order to attain the “defining characteristics” asked about in the previous question. A total of 1,299 comments were submitted by respondents. Within the broad, single-digit, categories established by the SRC:

- 41.5 percent are faculty, staff, or administration focused
- 16.5 percent are student focused

Faculty, Staff, or Administration Statements

The SRC coded 469 change statements into the “faculty, staff, or administration focused” category. The subcategories in this group that contain the largest number of change statements have to do with programs and departments (125 statements), quality of staff and faculty (96 statements), administration focus (76 statements) and academic standards (44 statements).

Programs and Departments. The largest numbers of comments in this subcategory were specifically about the College of Agriculture, Food, and Environmental Science (34x) and departments. Respondents suggested expanding, improving, and renewing programs; the Equine Program in particular was the suggestion of 9 comments. On the flip side respondents also suggested broadening the focus from CAFES to other programs. There were also several suggestions for different teaching methods (online, experiential, etc.) Some specific change statements include:

“Revitalization of CAFES”

“I believe that if we are supposed to leave River Falls with a top-notch equine education, we need to create more equine-specific courses (right now we just cram all the information into one or two classes)”

“Keep the agricultural section the most important part of this college, with maybe a few other core majors, instead of all these little majors who mean nothing and have no point”

“River Falls could possibly broaden its focus from primarily agriculture and make it more diverse and expand the social sciences and arts or business colleges”

“Eliminate weak programs and reallocate resources to strong programs”

“Identify UWRF's place in the educational marketplace, identify areas where UWRF should NOT place resources because a sufficient quantity of institutions already offer those programs (eg. law) and identify in the marketplace where there are unserved needs educationally and fill them”

“Create more online, evening and distance learning opportunities”

“Incorporate new courses/ways of learning across all majors”

Quality of Staff and Faculty. The second highest number of change statements (96) received fall into this category. The change statements made here focus on retaining and acquiring high quality staff and faculty. An emphasis was also placed on overall customer service, advising/guidance, and accountability. Numerous comments suggested that professors be able to “teach”. Some change statements that relate these thoughts include:

“Recruit & retain quality people for all positions”

“Some of the professors have left me wondering if there are interviews or references that they actually have a teaching quality. Some are definitely very intelligent but lack the "people person" and "teaching" ability, which makes it utterly frustrating to try to follow the material”

“Strengthen professional development opportunities for faculty and continue attracting strong faculty who want to teach (not researchers)”

“Lots of guidance and support”

“Better attention to customer service by most departments on campus”

“Study the qualities that make some teachers "favorites" among students”

“Performance feedback systems (up and down and across)”

Administration Focus. The next highest numbers of change statements received are administration focused (76x) including involvement with students (4x) and fiscal responsibility (28x). Respondents said they want/need more funds for programs, pay, and facilities. Other change statements were in regard to how funds are acquired and allocated. Another commonly mentioned change statement related to make changes in staffing administrative positions.

“The administration letting the students know what is going on. As a freshman, I had to find out about events at the last minute. I have also been misinformed about quite a few things”

“Make every academic program justify its expenditure of resources, and allocate the resources to those who use them most effectively”

“Spend all funds wisely”

“Make some hard decisions and possibly cut some programs that expend large resources on few students”

“Reallocation and new allocations of resources to enable this campus to meet the needs of change and to remain academically competitive”

“Increased cooperation between academic and administrative offices (we're all on the same team here!)”

Academic Standards. The final category where a substantial number (44 x) of change statements were received is in the area of academic standards. Change statements in this area recommend increased academic standards for students and faculty – from admissions to teaching in the classroom. Specific comments include:

“A tougher admissions process”

“Changes that make our learning community better are largely incremental: teachers improving lessons and classes”

“A more effective teacher evaluation. This should be a part of the curriculum”

Student-Focused Statements

The SRC coded 189 change statements into the “student-focused” category. The two subcategories in this group that contain the largest number of change statements have to do with student activities (40 statements) and financial considerations (39 statements).

Student Activities. Many change statements (40 x) in this category referred to activities that would keep students on campus over the weekends. A general suggestion to offer more activities was common. And a recommendation to coordinate activities was also mentioned. Some specific change statements include:

“More activities on the weekends might encourage students to stay on campus and create a sense of community (rather than the mass exodus that occurs every Friday afternoon)”

“Have more activities for all students to do”

“There are many good things happening on campus but the efforts are not being coordinator or we keep reinventing the wheel in each area”

Financial Considerations. Student focused financial considerations included change statements (39x) about tuition, scholarships, student fees, resources, programs, and departments. Some change statements about financial considerations include:

“Keep tuition and fees low”

“Improve scholarship programs to attract and retain best students”

“I think we must continue to expand and fund on-campus resources to students”

“Spend more money on the department”

Conclusions

Most of the changes recommended to achieve the defining characteristics have to do with faculty, staff, or administration. Stakeholders suggest expanding, improving, and updating programs – leveraging existing strengths. Recommendations also suggest recruiting, retaining, and retraining staff. And, there needs to be more funds, reallocation of funds, and wise use of funds.

Student focused changes focus on coordination of all activities and offering more activities especially to keep students on campus over the weekends. Another recommendation is to keep the overall education experience affordable.

Question 7: How do you think Chancellor Betz can most effectively serve UW-River Falls and its many stakeholders – what should his priorities be?

This question is a direct response to Chancellor Betz about serving the stakeholders of UW-River Falls. A total of 1,036 comments were submitted. Within the broad, single-digit, categories established by the SRC:

- 37.0 percent of the comments are faculty, staff, or administration focused
- 18.1 percent are identified in the ‘other’ category
- 17.2 percent of the comments have a student-focus

Fewer than 10 percent of responses to this question were coded to the other broad category codes.

Faculty, Staff, or Administration Focused Statements

The SRC coded 383 statements into the “faculty, staff, or administration” category. The two subcategories in this group that contain the largest number of statements are administration focus responses (125 statements) and leadership comments (81 statements).

Administration. The comments in this subcategory suggest that stakeholders believe that an inclusive, open communication between Chancellor Betz and stakeholders is a key component when setting priorities. High visibility is also encouraged and expected. Specific comments include:

“Respect and engage in the shared governance process while embracing inclusively and fairness”

“Establish a strong collaborative leadership group on campus that faculty can work with, trust and respect”

“Continue to be a positive representative for the University - people will WANT to become part of the UW-River Falls tradition when we have a chancellor who is visible on campus and in the community”

More general comments about ‘listening’ included:

“Listen and really contemplate faculty and student suggestions”

“Listen carefully to your constituents, especially students, faculty, emeriti, and community members”

Administration - Involvement with Students. 56 responses offered statements specifically about Chancellor Betz's involvement with UW-RF students. Comments include:

"Get to know the students now and they will become stakeholders in the future"

"His priorities should be the students. Chancellor Betz should make himself recognized and seen on campus"

"Be involved with the students!! We love to talk to you and see you at sporting events, art/theater events, etc."

Leadership. In many cases, stakeholders' comments on leadership dealt with providing a vision for the University. Respondents want Chancellor Betz to be the "face" of the institution and be a good listener. Representative examples of statements include:

"Identify clear priorities for the University"

"To create the vision and be the consistent messenger (along with faculty, staff and students) as to the direction the institution is moving"

"Clearly state UW-River Falls Vision. Hold people accountable for making the vision happen"

"By being a strong and positive "face" for the University"

"Never end a meeting without the audience having an opportunity to ask a question or speak sometime during the session"

"Listen and then act when appropriate"

'Other' Statements

The SRC coded 188 statements into the "other" category. The two subcategories in this group that contain the largest number of statements have to do with Chancellor Betz's personal involvement (51 statements) and future growth (38 statements).

Chancellor Betz's Personal Involvement. This subcategory is unique from Chancellor Betz's participation with students. This subcategory is specifically for comments relating to Chancellor's Betz personal involvement with all stakeholders. Comments range from encouraging the Chancellor to participate in campus activities to him being visible throughout the campus, the town, and the region. Specific comments include:

"Get involved with people/activities within the campus community to make connections"

“Speak! Get out and encourage our campus. I had the privilege of hearing Chancellor Betz speak during RA training. What an inspiring person! I would like that energy and those ideals to spread like wild fire through the campus”

“Be visible in campus life and community participation”

“Chancellor Betz rocks my world! He's incredibly down to earth and student focused, and I think that he's exactly what this campus needs right now! I have full confidence that he is without a doubt a necessary key to the future of our campus”

More general comments about Chancellor Betz’s speaking ability included:

“Visit our classrooms, so you can tell the public from first hand experience what is great about UWRF. You're a great speaker and could do wonders in promoting UWRF to River Falls and beyond by directly observing the core purpose of the University”

“I thought it was awesome that you took the time to come speak to our class about your experience with the United Nations. I felt like you were very personable, and it was really neat to hear about what you did with the UN. I think just being somewhat accessible for us to talk to is a good priority”

Future Growth. The statements placed into this subcategory deal with the future priorities stakeholders believe Chancellor Betz should concentrate on. Developing and facilitating a vision for the University illustrates the general picture of these comments. In addition, many respondents want the Chancellor to embrace change and not be afraid to take chances. Examples include:

“Discern what institution we can and need to be in 5 years. Put the steps in place to get there”

“Long range planning and vision. I think that we will willingness and the drive to make ourselves better is there, we just need someone, a strong someone that can set the course and guide us on the way. It feels like that is what has been missing”

“Help us to refocus and shift our attention (and resources) from "what we've always done" to what we need to do to continue to be strong”

“Facilitating change, encouraging it by cutting the obstacles to change”

“Internal changes first. Perfect time to create a truly "new" university. New logo, new motto, new emphasis. Update, upgrade”

Student-Focused Statements

The SRC coded 178 statements into the “student-focused category” category. The two subcategories in this group that contain the largest number of statements have to do with putting students first (83 statements) and students’ financial considerations (25 statements).

Putting Students First. Respondent comments in this subcategory believe Chancellor Betz should make students his number one priority. Comments suggest that the Chancellor work with students in a collaborative way. Other comments were more general in tone describing an overall learning atmosphere that fosters communication. To illustrate:

“Students should be first and foremost”

“The education of the students must come first. It’s why we are all here”

“Students should be considered the most important stakeholders. We are the ones here to get an education and go on to achieve great things. It is the institutions job to make sure that they do all that they can to make sure that this happens”

“His priorities should be directed to the students and not politics. The students are the largest stakeholders here and are sometimes the most under represented”

Student Focused– Financial Considerations. Tuition was the dominant theme from this subcategory. Observations included keeping UW-RF affordable while maintaining educational quality. Examples include:

“Priorities should be looking at ways to reduce the cost of school without taking away from student experience.”

“Making this school available to as many student that it can efficiently serve through lower tuition and higher financial aid including scholarships, grants, and work study positions”

“To make higher education affordable and worthwhile”

Conclusions

Stakeholders believe that Chancellor Betz should be a visible, approachable leader. Respondents would like a clear vision from the administration and would like for Chancellor Betz to help, “determine what UW-RF should be and do, create a plan to get there, and communicate with faculty and staff so that each individual knows how they fit in this plan and what they are expected to contribute.”

Chancellor Betz's personal involvement with stakeholders and students are deemed high priorities by respondents. In terms of overall stakeholders, a highly visible representative of the University is wanted. Stakeholders are interested in a leader with the ability to make difficult decisions. A common theme was that the students should be the Chancellor's number one priority. In many instances, respondents believe Chancellor Betz can most effectively serve UW-RF and its many stakeholders by keeping it an affordable educational institution for students.