



Strategic Planning Committee Notes

July 21, 2016

Werner University Center, Willamette Room

8:00 am – 8:30 am Continental Breakfast

8:30 am – 11:30 am Meeting

Present: Rex Fuller (Co-Chair), Laurie Burton (Co-Chair), Adry Clark, Paul Disney, Camila Gabaldon, Corbin Garner, Megan Habermann, Mark Henkels, Ivan Hurtado, Cec Koontz, Melanie Landon-Hays, Randi Lydum, Dave McDonald, Alma Pacheco, Peggy Pedersen, Adele Schepige, Chris Solario, Linda Stonecipher, Dan Tankersley, Ella Taylor, Steve Taylor, Shelby Worthing

Staff: Ginny Lang (Facilitator), Reina Morgan (Assistant)

Absent: Betty Crawford, Paul Kylo

Recap and Review

Today's meeting will include a report from the MVV writing group; mini-meetings of groups to prepare for the presentations on pillars; and discussion about communicating, next steps, and an overview of what's happening over the next 60 days.

Mission – Vision – Values

The seven-person writing team presented a thoughtful and thorough compilation of SPC's proposals on Mission, Vision, and Values. The Committee conducted a lively and insightful discussion of words and phrases as well as overarching concepts and structure. Following are just a few comments on each topic. The ideas and recommendations from the SPC will be incorporated in the first draft of the plan for review and additional discussion in September.

Mission Statement Discussion

Cec pointed out that the board of trustees isn't included in any of the groups listed in the current wording. Paul Disney suggested using broader language rather than a list where you're always going to leave someone out. President Fuller agreed that to include everyone you would have to list a ton of sub groups, so it's better to not specifically call out any.

Megan thought that there was a lot to take in in the first sentence. If we break it into two sentences it would be nice to have it more active instead of passive.

Linda asked if this statement is something people will be able to rattle off when the accreditation team comes here. Find ways to make it shorter, succinct, and distinctive of who we are. Perhaps read it as if you are the parent of a student.

Laurie pointed out that the accreditors are going to want to know how we will measure it. Perhaps we can measure excellence and scholarship, but what about

transformation? Mark said we take people from different backgrounds and change them, enabling them to function in the world, develop a skill or interest they didn't have before, and preparing them to act professionally on it. Transformation is at the core of what we do—people becoming something different than they were.

Megan suggested using the word development instead of transformation because development is something they can continue to do. It is about teaching them how to do it themselves rather than doing it for them.

Steve suggested the following: "WOU creates opportunities for student success through personalized support in a collaborative community environment that works for the common good."

Dave Foster proposed: "WOU creates student success through transformative education, providing personal support and attention, and encouraging community engagement in a collaborative and accessible environment."

Shelby and Steve agreed that it needs to be a succinct sentence because students won't keep reading it for very long. It needs to be short, sweet, and impactful—something that can be said on a tour.

Ginny asked about the notion of creating opportunities versus creating success. Cec pointed out that parents think of it as an opportunity for their students, but Paul Disney said it is their success that they are interested in. President Fuller explained that we have a responsibility for our part of the process, but it's not just a buy/sell relationship. Students have to be engaged and willing to be successful. We have the responsibility to mentor and coach them but it also depends on their dedication to their personal growth.

Rex added that we could measure student success by degrees granted and high impact practices like capstone courses, the academic excellence showcase, internships, leadership development through student activities, etc. Indirect measurement could be how students feel about their experience. Direct measurement might be performance, test scores, and an honors thesis.

Values Statement Discussion:

Rex suggested changing affordable expenses to cost of attendance. Cec asked about equity as a word choice. Megan explained that if people are trying to see over a fence, giving them the number of blocks they need for each person to be able to see, that is being equitable rather than equal.

Vision Statement Discussion:

Rex asked if we hope that all students will become leaders. Steve suggested that the goal is to train professionals. Depending on what they are here for they might not be training to be a leader. If they are training to be a geologist or accountant for instance—that is a professional, but not necessarily a leader.

President Fuller said we should come back in September with a first draft of a complete plan document.

Pillars/Goals/Initiatives/Strategic Plan Outline Headings

The assignment for each M-V-V team was to develop a handful of goals or “pillars” for the Strategic Plan outline, and to consider the action steps required to achieve the goal. How would you measure success? What kind of evidence would be needed to prove accomplishment?

Group 1 (Mark Henkels)

Following are excerpts from Group 1’s presentation.

1. Institutional Sustainability

- Financial decisions are made based upon the mission, vision and values and contribute to the strategic priorities
- Financial practices should reward responsible spending
- Create an integrated strategy for recruitment of traditional and non-traditional students, alumni outreach, and raising our public visibility.

2. Academic Integrity

- Realistic four-year degrees that can be accomplished in four years
- Offer properly-staffed menu of academic programs appropriate for medium comprehensive university, built on base of tenure-track faculty
- Institutional support and recognition of faculty being current and actively engaged in their fields of study
- Institutional support of co-curricular learning led by staff and faculty
- Encouragement of faculty service hours to advise organizations and other activities related to their discipline

3. Engaging community

- Students will feel welcomed
- Create, support and design programs to support students and their families
- Cadre are created and followed up with during the student’s tenure on campus
- Purposeful community-building among staff and faculty, with integrated problem-solving
- Work with community for events that integrate campus and community partners
- Create a faculty/staff environment of shared accountability
- Collaborative, cross-curricular focus built through shared governance processes for program mapping, course building, and degree articulations that demonstrate our commitment to an intentional education.

4. Evidence-based culture supporting continuous quality improvement

- Create and resource an office of Institutional Effectiveness within the IR office.

- Develop and recognize local/program specific assessment by those working in specific academic and service areas
- Create a campus wide assessment plan where trained faculty/staff support areas in intentional assessment for program development
- Change the faculty/staff evaluation process to create meaningful professional development goals that align with MVV
- Core values of inquiry and community lay the foundation for evidence-driven conversations across campus

5. Transparency and open communication

- Decisions and resource allocations will be based on mission and core themes and acted on accordingly
- Communication systems will provide information across borders and boundaries to break down silos and to share successes and challenges
- Open online access to required reports
- Systematic consolidation of reporting requirements to reduce redundancy. For example, use faculty annual reports to identify publications and special programs and activities worth public promotion.
- Hold more all fac/staff meetings like the annual one in September
- Characterized by civility, collaborative exploration, and problem-solving

6. Student centeredness

- All decisions are based on the question, “What is best for the student?”
- Academic departments take responsibility for allocating advising and other administrative duties to take advantage of diverse faculty interests and abilities,
- Create solid MVV that can easily tie in with program development focused on students
- Core values of accessibility, empowerment and excellence could be woven in

7. Social Responsibility

- Support for and recognition of academic and non-academic programs promoting community outreach by students in the form of practica/internships, service learning, volunteering, community activism
- Support and recognition for faculty and staff public service in the forms of volunteerism, public speaking and engagement, community leadership.
- Continued support for programs that promote ethical behavior, respect for others and judicious discipline of those who violate ethical and legal principles.
- University support for student, faculty, and staff lobbying in Salem
- Ongoing evaluation of workplace equity and balance of work responsibility

Group 2 (Adry)

The following Goals, with accompanying Action Steps and Success Measures are listed in no particular order, with no priority implied.

Goal - Promote academic excellence in an engaged student-centered learning community

Action Steps

- Increase teamwork and collaboration between students, faculty, staff, administration
- Further develop academic support programs (e.g. Math Center, Writing Center, Science Center, Advising, etc.)
- Increase teamwork and collaboration between students, faculty, staff, administration
- Design and offer cross-disciplinary academic programs that lead to future success
- Strengthen programs and resources beyond the classroom that contribute to teaching, learning, and student retention.
- Strengthen programs and resources beyond the classroom that contribute to teaching, learning, and student retention
- Enhance faculty and staff capacity for mentoring students and involving them in scholarly and artistic activities

Success Measures

- Co-work space for research and other scholarly activities leads to xxx cross-department initiatives
- Integrated curriculum produces one-three teams per year in interscholastic competitions requiring inter-disciplinary training
- Implementation of one-two cross-disciplinary programs per year (in peer institutions that are viable here)

Goal - Foster innovative teaching, scholarship and service (aligns with Academic Excellence pillar)

Action Steps

- Develop, invest in, and incentivize a systematic co-curricular assessment program
- Develop, invest in, and incentivize the curriculum development process (e.g. interdisciplinary courses, online education, industry partnerships, etc.)
- Develop, invest in, and incentivize programs in service learning, experiential education, workforce training, internships, etc.
- Develop, invest in, and incentivize programs in service learning, experiential education, workforce training, internships, etc.
- Advance faculty development and research, with incentives for mentoring student research

- Recruit, develop, and retain outstanding faculty and staff
- Provide evidence of curricular assessment and improvements / enhancements made using that data
- Improve university systems and support
- Build and strengthen mutually beneficial internal and external partnerships

Success Measures

- XX (% or number) of faculty per year providing student research projects
- Reduced teaching loads by xx% to incentivize engagement - provide xx students with scholarly activities
- Decrease number of vacant positions to xxx
- Some measurement of 'outstanding' faculty (are there awards to aspire to?)

Goal - Increase student access, retention and graduation rates (aligns with Student Success pillar)

Action Steps

- Further develop scholarship and tuition assistance programs for students
- Advance recruitment, public relations, admissions outreach
- Advance academic support and student services
- Mitigate systemic barriers for students to graduate (e.g. registration process, scheduling conflicts, onerous graduation rules and requirements)
- Prioritize and implement initiatives to enhance first-year experiences and provide meaningful capstone experiences for all students
- Provide clearer and consistently available academic opportunities at the beginning, intermediate and advanced levels in all fields of study
- Clarify and simplify university requirements and academic pathways
- Continue to recruit first generation students
- Create online pathway through LACC courses
- Develop targets for fully online programs
- Create Salem campus
- Increase WOU scholarship support
- Increase 6-year graduation rate to greater than peer average
- Increase 2nd year retention to greater than peer average

Goal - Enhance the physical environment, human resources and academic infrastructure to support student success (aligns with Sustainability pillar)

Action Steps

- Develop staffing plans, rectify salary deficiencies, etc.
- Develop sustainable environmental systems
- Maintenance and development of campus environment, IT infrastructure, labs, etc.

- Advance campus communication across all levels and across all sectors

Success Measures

- Hit target amount of WOU scholarship dollars awarded per year
- Appear on (some standard list) Top 10 List each year
- Increase applications X% per year over next 5 years
- Student satisfaction surveys reflects user-friendliness
- First-to-second year retention increases to xx%
- Maintain compensation packages at xxx% of (some comparable/desirable median)

Goal - Cultivate sustainable financial resources to achieve goals of the strategic plan.

Action Steps

- Advance financial resources through State appropriations, HECC, grants, Foundation, all sources considered and developed
- Support financially sustainable operating and capital budgets aligned with our values expressed in this strategic plan and built on a foundation of enrollment-based revenue, legislative funding and fundraising

Success Measures

- Maintain financial indicators at levels set by Board
- Support tuition increases that keep WOU within \$xxx/credit hour of OSU

Goals - Strengthen recognition of WOU as an institution that transforms lives and prepares students for a successful future (“recognition” aligns with Community Engagement pillar, PR and outreach to state, HECC, alumni, campus)

Action Steps

- Showcase more student, faculty, staff institutional and alumni accomplishments for internal and external audiences
- Support publication efforts, conference presentations, and other opportunities to help showcase WOU’s educational practices and unique accomplishments
- Set a target for % of student who complete at least 1 high impact experience
- Continue to offer small classes for campus based and online instruction

Success Measures

- WOU has strong evidence for effectiveness and is cited in literature and media
- WOU faculty and staff are gathering evidence and using evidence based practices
- Community engagement is increased due to effectiveness of high impact programs
- Hit target for HIP
- Maintain small class size

Goals - Prepare students for enriched lives as professionals, leaders and compassionate global citizens through transformational learning (aligns with Student Success pillar)

Action Steps

- Each academic department articulates internship curriculum and outcomes
- Each department defines career readiness, integrate into curriculum and articulate pathways to develop career readiness
- Include Leadership as an outcome to which WOU aspires (e.g. LEAP outcomes)
- Organizational Leadership minor, WOU's Leadership certificate and other leadership programs are promoted
- Develop cross-disciplinary leadership curriculum at both undergraduate and graduate level
- Promote interdepartmental collaboration and innovation through monthly department head meetings
- Develop standards and provide training for faculty and staff in best practices of service learning

Success Measures

- Employers surveyed report WOU graduates demonstrate professionalism
- Student participation in internships increases from 30 - 50% in 5 years
- Alumni are surveyed to gauge level of career readiness upon graduation
- Academic departments have at least one course that integrates service learning into the curriculum
- Standards for experiential learning are developed and promoted
- Every academic department has at least one course that shares/integrates a service learning component with a course in another department
- Organizational Leadership minor, WOU's Leadership certificate and other leadership programs are promoted
- Develop cross-disciplinary leadership curriculum at both undergraduate and graduate level

Group 3 (Adele)

1. Establish or create? A comfortable, personal(?), and student-centered learning environment, focused on empowerment, lifelong learning, and student success
 2. Promote and support cultural and community (global and WOU) engagement and awareness among students, faculty, staff, and alumni
 3. Excellence in academics (destination, not second choice?)
- Student-centered (Curricular design, academic and administrative policies, affordable)
 - Student success (student learning focused, support and engagement services)

- Empowering (skill development, self-actualization)
- Lifelong learning (post-WOU educational pursuit, internships)
- Personalized (advising, co-curricular activities)
- Culturally engaged and aware (Curricular content, co-curricular activities, study abroad, service learning)

President Fuller said that the notion of a learning organization is important. We all have to be engaged in understanding and learning new things, whether in our discipline or practices around student success. We have to be committed as an organization to reinvent processes for better outcomes. We need to have our human capital refreshed.

Melanie said that what she liked about Group 2 was the word incentivize. We have strong niches where things are going well, but it's not spread out across campus. There needs to be a focus on work balance. How do you build a structure that rewards people for doing well so people continue to do well and get to do things that they're good at? We need to have incentives for work well done that is NOT more work.

What's next?

President Fuller reminded everyone that we have come a long way in these three months because of the hard work both in and out of the meetings. He asked for the group's support for a small group to do the next level of writing to start to put things together into a single document/framework. Laurie, Rex, and Paul Disney will start the work on this draft, which will be the main agenda item for the meeting on September 23rd. The hope is to leave that meeting with a revised version to set the stage for the first round of campus conversations in the fall.

The draft will not be shared until SPC is happy with it and feels that it reflects the group's work. The information shared at the state of the university address will be only a progress report on what the group has done.

Ginny suggested creating some informal discussion groups over the next few weeks on key topics: IT and infrastructure, the university budget, and outreach. Camila and Steve volunteered for the group on IT and infrastructure.

Dave Foster asked if we should have an "inreach" discussion group, one that looks at silos and cross-communication, or a group to look over ways to structure this so it cuts across all areas. He suggested a group to discuss what the communication will be—to look at how to stage and sequence what will happen and how.

Steve asked why we should assume everything has to change. Some things we do really well, and they don't need to be changed. It takes three years to change something here on campus. Putting in smart classrooms for example. We need persistent dedication to the concept.

Peggy pointed out that the accreditation team mandates that some things have to be done differently and this is the best driver of doing things differently, but she said she worries about the plan being so generic - lacking specifics and direction - that it won't help with areas where we must do things differently like assessment, IT, and budget.

President Fuller said that one of the things that has to happen concurrently once this plan has stability is a conversation around core themes. We either need to affirm the core themes that we have or identify new ones, but no more than three or four. We have to get to the point of having alignment of core themes with the mission and evidence in support of fulfillment of a mission. That's what is mandated. It was not demonstrated this time around, but we now need a system and a systematic approach to what we do. Putting stuff in a vault and not accessing it is what has to change.

We don't want to change everything, but we are under pressure to change within a short period of time. The good news is we have evidence that we can do this if we think about it and organize it differently. We aren't starting from scratch. We also need culture change so that our mission is communicated in a way that everyone can speak to. We have a very diverse and reflective group. Think back just three months about how much progress has been made.

Laurie shared that she would like to have the draft be very specific because specificity has been lacking in the past.

Ella said that it is important to connect the accreditation team's response to the strategic plan to show the things that need to change and that that's why we're doing it, while also reaffirming things that we do exceptionally well. This plan has opportunity to do that. She said she worries that there is anticipation that the plan will magically fix the campus. There should be reasonable expectations about the plan and the path for the university. That means there is a lot of responsibility for communication about the plan.

Megan suggested that maybe we need a fourth discussion team to review the sample communication plan to be more intentional about these things. President Fuller suggested that this group should meet prior to the September 23rd meeting, but that the other groups could wait to meet until after. Melanie, Megan, and Randi volunteered to be a part of this group.

The next meeting will start with coffee at 7:30am and the meeting will get under way at 8am on September 23, 2016, in the Health and Wellness Center.