



Strategic Planning Committee Notes

July 7, 2016

Werner University Center, Columbia 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, Betty Crawford, Paul Disney, David Foster, Camila Gabaldon, Corbin Garner, Paul Kylo, 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: Megan Habermann, Mark Henkels, Ivan Hurtado, Cec Koontz

Recap and Review

In response to the group's request for summaries on current and upcoming efforts on campus there were a few oral reports. Dave McDonald provided a [summary](#) on enrollment management. President Fuller added that he and others are reaching out to students who haven't yet registered for fall term to give them a nudge and help them with the next step. Paul Disney shared that WOU was ranked #1 for the value of a degree in two different publications and that should be highlighted on our website. Dan Tankersley suggested some design improvements for the website.

Linda Stonecipher reported on graduate programs. About 85% of our offerings are within the college of education and a large percent are teacher education related. The lack of variety puts us at risk especially because teachers are no longer required to have a graduate degree, which is definitely going to impact our program.

Moving forward we will need to be proactive in thinking about how we can refashion grad programs. The recent graduate retreat was designed to start thinking about new grad programs that align with who we are and who we want to be. The group will meet again right before classes start in the fall to finish that conversation. Dave Foster is working towards a leadership degree with certificates that cover individual areas of study within that.

New federal legislation has prompted Oregon's Teacher Standards and Practices Commission (TSPC) to declare that graduate level teacher education programs aren't necessary. Most continuing education requirements can be met in house and there is a big push for the Teach for America model. This is a big potential negative for us. A marketing company has been retained to evaluate the demand for graduate programs and what our competitors are doing. Paul Kylo presented on the WOU Foundation. Currently the foundation has assets totaling roughly \$14 million, down about 4% from a year ago. This past year we expended \$593,000 for scholarships. The Foundation is looking for connections in the Portland area so we can do more outreach there. We now have a socially responsible fund set up with the hope of bringing in some donors to support green technology/programs.

We have experienced an increase in donors below \$100, a decrease in donors between \$100-\$1,000, and an increase in donors over \$1,000. The average contribution per person has gone down. There is a major thrust for scholarship opportunities for specific programs that can be used from freshman to senior year so recipients have continuous funding during their time here.

Ella Taylor provided an overview on grants. There is more effort being made to stimulate faculty interest through grant writing workshops. In the last six months there has been more diversity in the types of grants pursued. The Research Institute has assumed responsibility for helping people find, pursue, and manage grants. In the last six or seven years we've gone from about \$7 million to \$11 million in grant expenditures. HECC grants are episodic so we don't get the funding long term, but we have gotten every HECC grant we've pursued. The best way for faculty to get involved is to meet with the pre-awards specialist to talk about research interests. An opportunity where we have not been successful is grants from the Natural Science Foundation.

Mission – Vision – Values Presentations

Values (Melanie)

(NOTE: the following list reflects revisions made by the SPC as the discussion progressed)

IN SUM: Western's policies and practices should be judged to be appropriate if they support:

- Accessibility
- Accountability - integrity, responsibility, and high ethical standards of students, faculty and staff
- Affordability
- Collaboration - collaborative exploration and problem-solving
- Community – a trusting, caring, and safe community characterized by civility
- Cultural Competency - respect for the diversity of human culture, varieties of knowledge and creative expression
- Empowerment - empowerment of faculty, staff, students, and administrators to know and effectively pursue their personal goals.
- Excellence - in teaching and learning, scholarship and creative work, and service; is academic rigor part of this?
- Inclusive - equal opportunity to a safe learning environment that celebrates pluralism, multiculturalism, and the unique contributions of each person or group
- Lifelong Learning - valuing intellectual curiosity, knowledge development, analytical skills, creativity and innovation to facilitate a passion for lifelong learning in students, faculty, staff, and administrators
- Sustainability and Stewardship - servant leadership; being responsible stewards of the physical and financial resources entrusted to us; we are accountable, transparent and honest.

The Values group started with a large conversation about how to operationalize what a liberal arts education is. They felt it is creating critical thinkers and a holistic and balanced education. They looked at values statements from surrounding institutions and also the University of Northern Iowa. They worked to define their ideas succinctly and clearly, so as not to be too vague or specific. The group used an alphabetical list rather than a numbered priority scheme. Melanie explained that the group intentionally brought a longer list so the SPC has lots of options from which to choose, including combining or eliminating concepts.

Alma Pacheco suggested using “cultural competency” in place of “diversity.” Peggy Pedersen suggested combining collaboration with the lifelong learning bullet. Ginny commented collaboration may be an important internal value, based on prior conversations about having good things going on within units, but not systemically. Steve Taylor suggested adding accessibility and affordability. Dave Foster pointed out that “empowerment” is the only bullet that focuses just on students rather than the broader campus community. Perhaps faculty, staff, and administrators should be added, because it should be an empowering place for everybody, which could allow employees to feel empowered to do what’s best for students.

Co-Chair Burton shared some feedback that was given on the website suggesting that WOU needs to be a place for rigor—a good education—not just somewhere anyone can get a degree. Does the word excellence capture rigor?

Mission (Dan)

“Through personalized education, Western Oregon University empowers students to lead responsible, engaged, meaningful lives in their local and global communities.”

The Mission group started its work by collecting examples from a wide variety of organizations. They aimed for something concise so that people can remember it, but that still includes the most fundamental parts of what we do at WOU. The statement could potentially be assessed through surveys to graduates, helping to maintain alumni relations. Ella Taylor pointed out that the statement is very specific to students and doesn’t cover the broad community that we’re contributing to. It would be good for it to include something larger than ourselves, perhaps the advancement of knowledge. Dan responded that WOU’s main focus is helping students achieve learning outcomes and without the students WOU doesn’t have a purpose. President Fuller commented that there is a strong tradition of seeing students succeed at WOU and one of the measures of that is seeing them graduate. It might be more appropriate to say that WOU empowers its “graduates” rather than “students.” Dan added that students are already being empowered while they are here, not just once they graduate.

Vision (Steve)

Western Oregon University strives to be a renowned campus of choice for all individuals seeking to transform their lives in a student-centered learning community that prepares graduates for enriched pathways as professionals, leaders, and compassionate global citizens:

- supports student success through personalized attention, mentoring, and affordability.
- achieves academic excellence in all domains.
- challenges students through an inspiring, thought provoking, and integrated curriculum.
- engages students through service, experiential learning, creative problem solving, and collaboration.
- promotes the well-being of students, employees, and the environment.

The Vision group started the process by compiling information from the previous worksheets and the survey that was sent out to campus. They organized the information and tallied up comments to find the most important points and cultivated that into a statement. The SPC liked

how it fit with the other two conversations, how it emphasizes WOU as a learning institution for all of us, and that it focuses on the completion of degrees.

Discuss M-V-V draft proposals after informal vote-by-dot process

Community and inclusiveness are two of the less “dotted” terms, but if combined into one concept it would be heavily “dotted.” Some terms showed up on multiple flip charts, but having things repeated shows that the statements are integrated and aligned. The goal is for our values to be the default behavior during rough spots and decision points. It might be helpful to combine and/or eliminate some things so there aren’t too many values to keep track of.

What’s next

Assignment 1 (due 7/21):

Prepare revised MVV document

MVV drafting team - Melanie, Dan, Steve, Alma, Camila, Randi, (Adele as back up)

Assignment 2 (due 7/21):

Come up with a handful of goals or “pillars” for the Strategic Plan outline.

Each M-V-V team should prepare a team list of pillars, with action steps. The team lists should be kept to a “handful”; no more than 10 pillars per team.

Assignment 3:

Orientation to the strategic planning process/strategic planning 101

- Could be a good assignment during the quiet period the second half of summer
- A place to direct people to get them more fully engaged in the conversation
- Communication about why they should care and motivation for being engaged
- What documents should be included?
- Include some bullets from the material Dave and Paul presented at the first meeting

Now would be a good time to launch a progress report. Dave Foster suggested including appropriate expectations in the report so that people understand it is an evolution, not a dramatic shift. There is a lot of hope for this process, but people need to know not to expect everything to be different by next year. It might help to let them know what kind of progress they can expect to see at what timeframes—a visual timeline of some sort.

Paul Disney suggested we might do a monthly progress report and email it to campus with a link to the website because people might not think to go to the website on their own.