

STRATEGIC PLANNING TASK FORCE 2012-17
Meeting #12 October 13, 2011
Student Center, Room 310
8-9:30 a.m.

Members Present: H. Akin, C. Alexander, J. Bott, P. Gestwicki, M. Holtzman, E. Kelly, T. King, W. Knight, T. Lauer, K. Lee, B. McNely, R. Morris, J. Obrycki, J. Palilonis, T. Proudfoot, P. Repp, C. Rhine, F. Sabatine, J. Scheib, T. Taylor, G. Vasquez de Velasco,

Members absent: K. Bales, M. Goldsby, B. Hannon, R. Howard, K. McGeary, L. Siktberg, C. Sullivan,

Provost Terry King convened the meeting at 8:00 a.m.

The Task Force:

- Composed a short list of questions as if we were sitting in this room and starting the NEXT Strategic Plan
 - ✓ How do outsiders view us?
 - ✓ How does campus look like?
 - ✓ How well have our students done?
 - ✓ How have our educational boundaries changed?
 - ✓ What will be known for?
 - ✓ Who's funding us? Who's paying the bills?
 - ✓ How well have our faculty done?
 - ✓ What are our faculty and students doing RIGHT now?
 - ✓ What is the campus climate?
 - ✓ Were/are we bold enough?
 - ✓ Have we met ICHE expectations?
 - ✓ What is our impact on the outside? Community, etc.
 - ✓ Who are our students?

- Took time to answer futuristic questions on post-it notes to the five sections below. Each member posted their notes on the statement they believe was the best fit.

1. High Quality Students

- Hoosiers plus more international, more diverse, more adults
- More transfer students
- Most students graduate in four years
- More academically challenging
- Academically rigorous faculty and students
- We have a 55% graduate rate, four year

- We are beginning to see our students in more high ranking, influential positions
- We are known for high quality graduates and emerging media
- Strong undergraduate programs
- Consistent excellence across all student types
- Bright
- Our students are of higher quality and broader age range
- International
- The student population will increase and may be more internationally focused
- How well have our students done: done well
- Progressive, engaged, thriving

Further discussion/comments:

We are a Tier 1 research institution. Primary focus is on undergraduate programs, but we cannot survive without the graduate programs. Teaching relationship to students is critical at the master's level. In many ways our graduate programs are close to our undergraduate programs – as it should be.

You can't remain current in your field if you don't have some scholarly connection. Faculty feel we're doing two full-time jobs – teaching and research. No way to balance. Two full-time pieces and there is no balance.

Across categories – we're student focused. Undergraduate and graduate have a consistent focus. In five years we might want to say there is more interaction between graduate and undergraduate. What's the narrative we need around education at BSU? Is it intensive learner-centered? Is it about student-teacher interaction at the graduate level?

TK-parents want their kids to get a good undergraduate education – given the opportunity to be at a good undergraduate institution or Stanford, for example, they always pick Stanford (because of the name).

What the State is doing for us is important –

2. High Impact Learning Experiences

- Known for immersive learning
- As progressive
- Hybrid Education (known for)
- Students will be doing more of their coursework online in the dorms
- People will view us as producing students with great projects/team skills
- Students are motivated and engaged because of who they are and our supportive curricula
- Students are meeting the world with aplomb
- Increased collaboration among faculty and students
- Innovative courses that are collaborative and interdisciplinary

- We connect students and faculty with the community to take on important problems
- Faculty and staff working together positive
- Educational boundaries? Anything that plays to our strengths as an institution
- Students and faculty are in courses that are open to the world community (MOOC-style)
- We're known for innovation – we're known as a place where educational expressions lead to post-baccalaureate success in industry and graduate school. We're known as a place where things are happening – meaningful, _____
- Cooperations
- Who are our students?
 - Diverse (geographically, ethnically)
 - Better prepared
 - Academically brighter
- What are we known for?
 - Immersive Learning
 - Distinctive undergraduate experience
 - CAP, TCOMM, Journalism
 - Strong applied professional programs
 - Creative pedagogy and adaptable
- Who is funding us?
 - Students
 - Private sources
 - State a minority stakeholder
- BSU students take coveted jobs in industry, with prestigious grants, and head off to highly competitive graduate programs. Graduates from other prestigious schools choose Ball State for graduate studies.
- State
- Solid undergraduate institution w/unique programming and strong student experience
- Up/coming graduate training
- Students are contributing knowledge to the community
- Leaders
- Students earn credit and have mentorship for organizing campus and community events
- Faculty are working across colleges and departments with small groups of students (for load and for credit)
- Known for creating unique and holistic student experiences

Further discussion/comments:

Moving away from clarity of who you are - (singularity and clarity of focus) focus: immersive, applied, experiential learning...

There is a place for that to be research-based. The interpretation of those words, do not necessarily make one think of research. Is there a way to make that happen? Maybe that's what's

missing! Research helps s answer those complex questions. It's the missing link. What does that look like?

Where we're headed in five years – our students are going to be more and more interested in scholarly guidance and expertise.

Where the brand is concerned, it's extending the brand. We need to continue to grow that (collaborative projects). We need to show other faculty how to do that. Wasn't talked about ten years ago, but is talked about a lot now.

Continuum of undergraduate and graduate programs. Dovetail all undergraduate in programs – in something outside of the classroom that makes an impact on their lives when they graduate.

Our governor commented that we've got to stop graduating students from programs that aren't worth anything. We have to have that context (a lot of pressures on the institution to go in different directions).

3. Quality Academic Programs and Faculty

- Have no boundaries for university level programs
- Active
- Assertive
- Healthy external funding
- International
- Immersive Learning
- Redefined their (ICHE) expectations
- A formidable, emergent, innovative force on Higher Educ. Bd.
- Faculty still grumbling about pay/resource inequities
- Faculty and students are still focusing on immersive learning and gaining knowledge in other areas
- Faculty have done better in scholarship
- Well established and defined, but not in the same category as IU and Purdue
- Our curricular programs reach the entire world
- As collaborative
- Faculty reward structure more focused on scholar-teachers and pedagogy
- Faculty and students doing more community service-type projects
- We are exploring new majors focused on the role of technology in culture
- Demonstrated student success via strong assessment and ties to professional groups
- As innovative
- Faculty share appointments between traditional departments and post-disciplinary units
- Risen to the challenge of students questioning the value of scholarly and professional expertise
- More diverse students, faculty/staff. Modern buildings with updated technology
- Indiana K-12 students a model for the country

- Leaders
- Faculty have a clear point of contact for getting involved with other faculty on community projects
- Faculty are publishing research with undergraduate co-authors
- Who is funding us? The State of Indiana, student tuition/fees, endowment money, and grants
- What are we known for? Solid undergraduate education
- How do outsiders view us? A good university
- Our faculty spend less time on campus-
- What are we known for? Great education experiences

Further discussion/comments:

Faculty who are not here, who are not engaged, are stopping by my office. The ones who are productive are available to students.

Those being productive are being rewarded. Those that are not productive are not penalized. There are performance problems (Talking about post-tenure). People who are hard-working are motivated.

Accountability is big. Usually externally focus (talked about). Talking about assessment, we're talking internal – how we do things here and make them better.

ICHE is a different world. Big on their minds right now.

TK - Institutions that have the highest quality faculty members are the hardest on themselves. Tenure is the hardest to get through. Some units on this campus BTW are doing a very good job. The latest statistics show 45% of FTE's are contract faculty.

I wonder if we measure quality by being influential and not because they get the students through the curriculum quickly. I would like them to be agents of change and influential in the real world. We need to reconsider our matrix on how we measure quality.

One of our strengths is a high value/quality of education for our students.

Below 50% of our funding comes from the State. And yet they wield the biggest stake. Lower funding and increased control – happening now.

Empowering the user is important – (JC Penney commercial)

4. Quality University Environment

- What does our campus look like?
Great. A nice blend of classic looking/forward thinking buildings
- What is campus climate?
Great. Because we are working at the best school in Indiana for undergraduate education
- Large number of online students
- The campus climate is a mix of morale problems and excitement of growing university

- Less coal-fired ☺, welcoming, less hostile toward faculty/more supportive
- How have faculty done?
 - Nationally recognized, better morale, more emotionally connected value to University, more tenure-track than contract faculty focused (aspirations)
- Diverse – Happy
- No educational boundaries
- Diverse entertainment
- Our campus is beautiful
- More culturally diverse
- Physical structures better than 2012
- The Commission (ICHE) will be dictating more of our outcome measures
- What does campus look like? Looks nice.
- Campus will look even more beautiful
- Salary increased, leaders in their field
- A low cost institution with an emphasis on learning and growing
- It's diverse
 - There's palpable energy, a revitalized _____ - campus connection, _____ dorms replaced, McKinley is closed to autos
- Innovative technology, immersive learning leader
- Campus climate depends on the leadership of the university. Could be a welcoming environment.
- Campus is beautiful and inspiring
- Engagement in-person and virtually
- We will have more out of state and international students
- How do outsiders view us? The premiere institution in Indiana for undergraduate education and master's level
- Reciprocal relationships
- Learning
- Contributing to the economic vitality of communities and throughout the state
- International restaurants on campus
- People think we are second land grant institution
- “Up and coming” – a leader, but weird
- Known for? Undergraduate education, value, beautiful campus, great facilities
- Collaborative and interdisciplinary
- Outsider's view of us? Increasingly, even more positive

Further discussion/comments:

Conversation above spilled over from previous question. We will be far more engaged outside Muncie in the future.

5. ???

- Funding us? Increasingly ourselves
- Our funding from the State continues to decrease
- Little funding (20%) will come from the state legislature
- No – but better (bold enough?)
- Federal government, alumni supporters
- Much greater portion of tuition paid by students/families; moving toward dependence on private giving
- Probably not Bold enough
- Best undergraduate education; most relevant undergraduate education in the State. Our grads are most effective and competitive in the State
- State tuition, research, online education, intellectual properties
- Our alumni went to hire fresh grads because they are proud and believe in the power of our curricula/environment
- Are we Bold enough. No!
- Who is funding us? State, Tuition, Faculty/Staff cooperative
- State supported, but more private donations
- How well have our faculty done? Done well.
- Boys Club gone

Further discussion/comments:

Bold enough – taking risks. Nice to take a risk and it works, but not so nice when it doesn't work. There's always a cost to a risk.

What risk did we take in the current strategic plan? We identified some goals that we didn't obtain. BOLD campaign was a risk what with the economy taking a dive. Losing faculty and staff, mishandling of our budget – that's a risk. We don't really take risks. What is the institution's level of risk tolerance? Good balance – shifted funding to certain things, but yet we're not going overboard.

Are most of our risks reputational? If we do something bad, people know it. People don't want to risk progression towards tenure by getting engaged in immersive learning. Is that an example of risk aversion?

As an institution we took a great risk with our branding. It paid off, more value for buck.

The more successful we are, the more we are willing to take risk. We didn't have a lot to lose, and no one wants to go backwards. Better to fail than not to try. We're already somewhat successful, the risk is real.

Other than reputational risk, risk takes money. Back when we had more money, people were more willing to take risks.

Additional Question:

Do we have an idea of what the university is going to be five years from now?

“We already had the revolution, we’re just building on it.”

- Discussed possibility of scheduling a longer meeting (half-day retreat).

The meeting adjourned at 9:25a.m.

/mt