

Strategic Planning Task Force – 2012-17

Meeting #6, August 18, 2011

L.A. Pittenger Student Center, Forum Room

2:00pm-3:30pm

Members Present: H. Akin, C. Alexander, K. Bales, J. Bott, P. Gestwicki, J. Goldsby, B. Hannon, M. Holtzman, R. Howard, T. King, T. Lauer, K.A. McGeary, B. McNely, R. Morris, T. Proudfoot, P. Repp, F. Sabatine, L. Siktberg, T. Taylor, G. Vasquez De Velasco

Members absent: M. Karner, E. Kelly, K. Lee, J. Obrycki, J. Palilonis, J. Scheib

Provost Terry King convened the meeting at 2pm.

- Report from Focus Groups conducted so far
- Today's discussion on "Vision Statement"
- Planning for upcoming information sessions
 - Wants to meet regularly – once a week
- Strategic Plan should be together by the end of Fall Semester

What is the process for putting the new Strategic Plan together?

- Organize
- Gather data – Where we are
 - May need assistance from group members for facilitating meetings and focus groups
 - Request for assistance scheduling focus groups
- Analyze subgroups, write up white papers on different aspects of the data
- Envision a future state for the institution
- Design initiatives to get us to that future state – The Path
- Discuss with administration to get the ball rolling down The Path by the end of the semester

Data Gathering Reports (Copies to be gathered later)

T. King - Met with Staff Council

- Pleased to be asked to be part of the data gather
- Important that we thank internally
- Interest/appreciation in the academic enterprise of BSU
- Q. Guillermo: what questions did you ask?
- A. 5 questions asked in the data gather session with staff – **will share**
 - Set the questions up by reviewing the SWOT chart from the 2010 Retreat

K. Bales – Parent Advisory Council – Met in April

- Appreciated to be part of the session
- 4 questions to engage parents
 - What is good about BSU?
 - Immersive learning opportunities – good
 - Student support- advisors/learning center – good
 - What is bad about BSU?

- Textbook cost – bad
- What does BSU need?
 - More advising for scheduling , especially incoming students
 - Blue lights
 - Immersion projects – involving whole university
 - Continuing with Green initiatives
- Things parents didn't know
 - Involvement in Immersive Learning projects
 - Free tutoring available in the Learning Center
 - Sustainability Initiatives

Jen Bott, Tom Taylor Met with BBC

- Desire to focus on flexibility, BSU not as flexible as we'd like to think
 - Systems and processes are lagging behind our desires – resources lacking
- Immersive learning is a good initiative
 - Focus more externally, really, than internally
 - Connection with the community
- External Communication is very good
- ERP good?
- Between BSU and Muncie Community there is a disconnect
- Q. P. Gestwicki – What part of the University is inflexible?
- A. Business processes, unique situations that stall progress, New policy to be in line with the federal regulations ----Changes required to not be illegal
- Collaboration is in the students, but not with faculty/staff/others
- Credit is given differently in different colleges, hard for BBC to work around, would like some uniformity
- Disconnect with the ends of campus
- Reward structure is not in line with the Strategic Plan – business model needs updated – Resources should go to the productive units, tenure process is different per department
- Asked to do more with less and it's slowing them down.
- Worried about off-campus enrollment – putting policies in place that make it unattractive to be an off-campus/online or adult student
- Q. R. Howard: What are you referring to when you say unattractive?
- A. Customer service, convenience; off-campus enterprises maybe need to be away from the University
- Research Foundation maybe needs to be created (Purdue model)
- Q. G. Vasquez De Velasco: any reference to the Strategic Plan itself? Did anyone mention on the plan as a whole? Like too long, too short , not comprehensive
- A. Parents group did, some actually read it, referenced actual progress, Not a lot of conversation on its length or comprehensiveness.

Methods of data gathering (meeting methods)

- Support Staff know little of the Strategic Plan, would've liked to read it before the meeting
- Would like to see the SWOT data the questions were based on
- Focus groups should get more preparation for the meeting (notes, briefing, readings)
- Sessions should be structured on data gathering
 - Required to avoid ranting sessions

- Q. Different questions for off-campus people?
- A. Tweaking questions for the audience is ok, but must be in line with the original data; sending out pre-information to prepare those who know little of the University
- Q. T. Lauer (also taking minutes) **Would like the main reports from each group**
- R. Morris: A web presence for data gathering, information should be available independent from the meetings, for those that aren't able to go to a meeting or weren't invited
- K. Bales: NCAA model, a draft of Strategic Plan posted to allow comment, no anonymous comments, may want to wait for a full draft to post for larger comments – web presence will get there- too many stakeholders to post now

Will return to this point (web presence, information available to the public) later in the semester!

Continued discussion of “Vision\Mission\Values” statements – J. Bott reporting

- Met to discuss the values created in July meeting
- Broke into smaller groups, worked to identify *values* that represented BSU
- Groups came together to discuss how these were going to be implemented at BSU
 - Student Centered
 - Prepared students to go into the world
 - Relevant
 - Community and economic involvement
 - Engagement
 - Adaptive
 - Responsiveness
 - Leadership
 - Team Work
 - Holistic
 - Civic engagement
 - Faculty and student partnerships
 - Competitive advantage
- Q. T. King: Did *quality* come up?
- A. Implied in this whole process; in the beginning quality was an issue, but now we've come beyond that; Rigor and quality comes into play – national stage
- Q. P. Gestwicki: Wouldn't other schools claim the same? How is this distinctive?
- A. Largest challenge to come up with a focused statement.
 - We tried to capture the strong language (keywords see above)
 - Cannot worry too much about other universities claiming the same,
 - We don't compete against all universities; we just need to differentiate from our real peers. We can actually deliver on our promise.
 - IU and Purdue aren't in our game; distinction between large research universities and those that focus on student education
- *What are we supposed to get out of this statement?*
 - 4 questions (get copy!)
 - Should more criteria be involved?

- Q. G. Vasquez De Velasco: Are we reacting to a reality that won't be students' reality soon? A proactive angle must be taken. As the world changes our students need to change, research universities need that leadership, but we weren't in that mindset with these qualities
- A. Adapting to the changes – preparing them
- Leaders of the future – leadership is important to convey
- Created a vision and mission then met later to discuss values statement

Vision: *To create a transformative opportunities of learning, discovery, and progress that are responsive to a dynamic world.*

- Q. G. Vasquez De Velasco: In what ways are we transforming? Identify from what to what?
- No way to state in just one way – all individual progress and transformations – the transformation is internal
- Q. T. Taylor: What is *Mission*?
- A. *Vision* is the “what”, *Mission* is the “how”
- R. Howard: I worry that some of our audiences won't get our meaning, too abstract?
- B. McNely: Lots of religious schools use transformative – we need to be aware of what we're portraying
- College used to be around imparting knowledge, but our vision is about changing the student for the better – whatever path that takes.
 - P. Gestwicki: Transforming students
 - T. King: Alumni talk about how they were changed by the experience of college
- T. Taylor: Plain speak? Then transforming that statement
- Q. G. Vasquez De Velasco: Is there a minimum common denominator of the university that someone can say “this is what our university stands for”
- A. Using knowledge to actually do something

Mission: *Provide relevant experiences through integration of disciplinary knowledge with real world collaborations among students, faculty and external partners.*

- P. Gestwicki: Fostering lifelong learning
- Q. Plain language way to say these things? Statements may be too high level
- KA McGearry: We can't wordsmith to death
- J. Bott: Difficult to lay out exacts in these types of statements because students/people get alienated –they must feel included, like it's something they can accomplish
- R. Howard: How does this come together and how do we say this?
 - In the right direction – how to simplify?
 - What do we value? Values should contribute to the mission
 - Our facilities: Our undergraduate students use University facilities where other universities only allow graduate students to use them
- T. King asked M. Maggiotto (Dean, College of Sciences and Humanities) for his perspective on these statements. RE: accreditation standards
 - Concerned with the word “*progress*” – doesn't speak to a long-term plan
 - A long-term vision that can be broken up into 5 year segments (25 years)
 - Current statement uses vague terms like “*relevant*”
 - Relevant is a problem because it debases the “liberal arts college”
 - Focusing on vocationalism, alienates intellectualism
- 25 years is too long to think today

- MM is speaking to losing critical thinking and communication foundation of liberal arts college
- Must find a happy medium between high end granular thinking and just training for a job
- T. Lauer: This is inherent in what we've accomplished so far
- The Vision, Mission, and Values statements are intertwined, each refers to the other; they are hand in hand.

For Next Time...

- Going to create a group to work on language in Vision and Mission Statements
 - Joining – J. Bott, KA McGeary, T. Lauer, F. Sabatine
- Next meeting in 2 weeks (9/1)– Thursdays 8am -9:30 (1hr-1.5hrs)
- Want to begin meeting every week for the fall Semester

Provost T. King adjourned at 3:29pm.

Minutes by: Augusta Wray (Substitute for Melanie Turner)