

Is becoming “the premier public liberal arts and sciences institution in the nation” a compelling vision statement for you? Why or why not?

- It is certainly a compelling vision for the university... one that resonates deeply in my heart. However, I am deeply concerned if it is the RIGHT vision for the university at this juncture. My concern is that the strive to be the premier LAS university must be constrained by Truman remaining an EXCELLENT AND AFFORDABLE university. If becoming the premier LAS institution means doubling the tuition, then perhaps mere excellence is not only sufficient, but is what is best for the State of Missouri and its students. Striving to be the premier institution while putting an excellent education out of reach of many Missourians would be a serious step backwards.
- It sets the bar sufficiently high, and lets everyone know that the goal is to be the best.
- Realizing this vision would be a clear differentiator from other Universities and would have tremendous value.
- Using its highly selective criteria, Truman has, and should continue, to separate itself from other universities in the state. I think it could be viewed simply as a quality over quantity issue. A more focused and concentrated approach to student achievement will result in graduates who are better prepared to lead in their professional careers.
- I get hung up on using "the" as opposed to "a" premier institution. It's great to set our sights on being the best, but how is that determined? Rankings are beneficial, but also have their flaws. And really being "the" premier versus "one of the" premier is subjective. It just seems like that this is a vision statement that is never really achievable, because it is truly dependent on the perception/opinion of another entity, like US News, Princeton Review, etc. To me, it's like being the "the top political news team on TV" like CNN, Fox, and MSNBC use. What does that really mean? And if we just say that we are the "top" or "premier", than are we really? My main issue is whether this vision really speaks to what we are truly trying to accomplish at the university.
- If the key to real estate is "location, location, location," I would submit that the key for universities is "branding, branding, branding." So, because Truman has a strong liberal arts foundation, why not brag about it? Why not capitalize on it? Thus, I think the suggesting vision statement is prudent.
- It is an important vision statement because Truman's audience is much wider than the state of Missouri. Truman has already distinguished itself within the state, and needs to continue to distinguish itself against a wider pool of competitors. The concept of a public liberal arts institution is a unique one, and Truman must continue to strive to be the best at that.
- While I say Yes to this, I do struggle a little with the statement. I agree with this as a vision statement in that I do believe it embodies the goals we seem to have been discussing since the time I was a student at Truman. On the other hand I do ask, how are we setting out to achieve this vision statement? In what ways are we striving to reach out nationally to make Truman the premier institution we want it to be? Have we discussed which Universities are now placeholders in the limelight for public liberal arts and sciences institutions? What is it about these places that we are trying to emulate and how are we trying to distinguish ourselves from the crowd of Universities who would like to hold this same title?
- While I very much like the sentiment behind the statement, it is rather cumbersome.
- In this day and age with a plethora of mediocre schools to choose from standing apart in a high quality manner is a good thing. As Truman has increased its reputation and standards so has interest in attending by prospective students.

- This is enormously challenging given the funding crisis. The reputation of the school nationally and internationally means top quality students apply, and top quality faculty want to come here to teach them. The combination means that our students go out and quite literally change the world for the better.
- I agree that this is a lofty goal. However, while having national recognition, we must retain our focus regionally. We compete with private regional institutions and should strive to be "premier" at this level while reaching for a higher goal.
- It means we will continuously strive for improvement and signals that we care about the students who come to our institution
- I think the liberal arts learning was important for me and my career.
- Truman has outstanding educational leaders that need to be shared with the rest of the world.
- From what I have seen over the last 15-18 years, since this idea's inception, we (Truman) has not grown in numbers, KEY PROGRAMS have been deleted that kept students returning after attaining their first degree to work on advanced degrees. A multitude of degree programs have been dropped, and the perception many former graduates have of Truman is NOT the beloved perception that I have always had. Many students that I have talked to and worked with feel that they cannot go to Truman because of Truman's RIGID entrance standards. (Even though I am told that the standards are NOT that rigid.) IF becoming the "premier public liberal arts and sciences institute in the nation" reduces the number of returning students, the number of programs offered and the number of students who seek to enter Truman, then we have done ourselves a great disservice, and we have committed an even greater disservice to our student community.
- I think Truman's niche as a public liberal arts and sciences university makes it unique, and that a national perspective is appropriate.
- People pay attention if you are #1!
- It shows that we are striving to be the best in the country, which is attractive to prospective students and their families.
- I say YES, but only if we serve the NEEDS of ALL of our state by supplying our state with premier educators (at BSE level -- Not Masters level), and supplying our state with premier scientists who will work to find the cure for the catastrophic diseases of the world.

What is the most important priority for Truman over the next five years?

- Maintaining/increasing excellence (so that the people of Missouri have an excellent & affordable LAS university) in the face of significant financial challenges, and also having some sort of significant innovation to keep Truman on the cutting-edge in higher education.
- From my visits back to campus over the past few years I think it is apparent that the issue of facilities has been addressed quite well (except, unfortunately, from an athletics standpoint). It seems to me that the most important priority is to enable faculty and students to collaborate on a projects, thus release time, meeting rooms, computer network and software, lab equipment would be priorities.
- Marketing the high quality education that students receive at Truman and the fact that employers recognize the quality and seek Truman graduates for employment.
- Not only maintaining, but continuing to improve, the Truman experience for all students while having less financial resources to draw from.
- Increase private financial support, and determine a plan to attract and retain top faculty. Like most businesses, Truman will probably face the retirement of the baby-boomers soon, and thus need to recruit some top faculty. One major key to Truman's success over the past 25 years has

been the quality of the faculty. Also, state funding will probably continue to decrease, so the need for stronger private support is a major priority as well.

- Two priorities: 1) Maintain consistent quality in an environment of decreased government support. 2) Attract top-quality students without giving away too much in scholarship money.
- I believe that maintaining affordability for students has to be one of the main priorities. While this is not necessarily right in line with the vision statement- premier schools not often being the most affordable, we cannot lose sight of the many students who have received an excellent education at Truman because they were able to pay the bills.
- To continue to provide an educational experience that produces graduates who excel in their next endeavors whether occupational or educational.
- Concentrate on academic excellence. 1. Reward and retain top talent professors and replace poor performing educators. 2. Focus on helping students to achieve academically and professionally. 3. Work on alternative funding (perhaps more involvement [funding] from industry) for the school in order to try and maintain high value education (quality education at a low cost).
- Operations funding. With the state providing less than 50% and tuition not allowed to rise much, the school is in danger of losing those things which have made it such a great place to study and work.
- Adequate funding, maintaining student/teacher ratios and a quality education for our students.
- Finding a way to be financially sound without depending on state funding.
- Diversity of experience for the students - emphasize social as much as learning.
- Preserving and enhancing funding sources to maintain and improve quality of faculty, facilities and the student experience.
- Raise salaries for faculty and keep quality class size.
- 1. Financial security / stability. 2. Increase student enrollment. (This should help #1.) 3. Update athletic facilities. (Athletics identify the school.) 4. Reinstate the 4 year Teacher Education Certification Program. (to greatly increase student enrollment and returning students)
- Securing sufficient monetary support while maintaining educational excellence.
- Maintain high standards and small class-size while keeping tuition costs as low as possible. Affordability is important especially as Truman has the opportunity to serve so many rural Missourians.
- Retaining small classroom size given budget issues. Recruitment of top notch students, staff and faculty.
- Marketing the fact that we are the premiere liberal arts university in the country.
- 1. Rebuilding 'damaged bridges' with alumni, getting them back to campus, and encouraging individual financial support. 2. Retooling our Education Division to provide premier educators (at the BSE level). 3. Developing and MBA (Masters in Business Administration) program.

What assumptions about the next five years are reasonable for us to make regarding budget, staffing, technology, political realities, student needs and expectations, and practices in higher education?

- This is the toughest question of all. It is hard to imagine any increase in state funding. Which then impacts the rest of these areas, especially since student "needs" and expectations will likely only continue to rise as universities that have significantly larger endowments use their money to "raise the bar" when it comes to facilities, etc. At this juncture I am far enough away from higher ed to know what practices are likely to emerge; but I do think that asking questions

about what does it mean to be a university in a place like Kirksville is important vis-a-vis the much less on-line options for universities.

- Since I teach economics at a fellow COPLAC school, I feel particularly able to discuss budgets. I wouldn't expect state and national support to increase, or even keep up with inflation, over the next five years. Other sources of financing will be necessary. I would also expect returns on endowments to lag historic trends, and it might be realistic to think that taking out 5% yearly will not be possible. The government entities are moving more and more toward a consumer protection model, which probably helps Truman. They have a long and successful history of assessment/assurance of student learning. The ability to articulate exactly what a student will get when enrolling in Truman, or a particular program or class, is a strength and will need to be built upon. More and more folks are asking why should they spend such large sums to attend college when the job prospects are mediocre. It will become more necessary to demonstrate that Truman graduates achieve and (equally important) earn a living. I teach a unit on innovation in my class, and even then don't feel remotely qualified to talk about technology. Look at how fast cell phones have saturated the world. Soon we'll have nearly as many cell phones as people. Students today move so fast when it comes to new technology that staying up is almost impossible. I would think that a group of folks empowered to move quickly would be important--my office computer these days is 3 years old. There has to be a way for folks to make quicker decisions and purchases than the norm in a state university system. Books on demand, interactive smart phone applications, etc, are all potential future trends. Someone smarter than me probably has better ideas.
- Right now, five years seems a long way off to be making predictions. Hopefully, the financial picture will have shifted to the better, and funding opportunities will be more abundant. While not a political speculator, I think it is highly possible there will be a new president and who knows what party will control congress. I seriously doubt this answers your question very well, but I think the only thing certain is change. It may be worthwhile to look back to the conclusion of the last century. Many factors seem to point us to believe that we will be in a very similar situation as 1999. The "lost" decade may bring cause to revisit strategies that were being explored and considered in the late 1990s.
- The state budget is not going to improve drastically, so public funding will continue to be an issue. Once the economy improves, staff that are retirement eligible will probably decide to retire, especially if they have delayed retirement, thus requiring a proactive effort to attract top faculty. Technology will continue to change so fast, that is important to not invest too much money in something that will be outdated in a few years. The textbook market might change significantly, where paper books may start to be replaced by e-books (Kindle, ipad, etc). Finally, it is important to continually evaluate the relevance of the majors/curriculum to the ever-changing economy and needs of our students.
- It is reasonable to assume that government revenues may decline and that competition from alternative higher education experiences will decrease. Given the current economy, I would suspect that fewer families will enter the admissions process with savings for college than did several years ago.
- This is a really big question... Budget: This is always a hot button issue- it will get cut sometimes, we will get a break from the state sometimes... no matter what though, we will never feel as if we have enough money to do the things we want to do. We have to find creative ways to achieve our goals under a reasonable budget. We also have to infuse energy into our campaigns and seek out different kinds of donors. Not having been a part of the fundraising, I do not know that my ideas are different, but I think that if we are to follow the vision statement above, we are going to have to do bigger and better things in research and such, which will require finding

backers. Staffing: I think that staffing will have to grow and change- there will have to be developmental opportunities for staffing- they will have to be expected to keeping up with trends in their field. Additionally, I think they will have to be expected to partner with people outside of their field so all are able to make the same inter-disciplinary connections that students are expected to. Student Needs and Expectations: It is important that the university be clear about the generational trends that are taking shape with today's middle school and high school students. Student expectations are shaped by the way they are being treated right now. Many children now have parents who are much more involved in the day to day school activities- making it more difficult for universities to help students grow into independent adults. Students will be expecting more individual attention and I think will be expecting more hands on experience no matter what the field of study.

- The ability of Truman to continue to provide many students with scholarships (of varying amounts) will be a strong factor in attracting potential students. Developing a strong "school spirit" will help keep alumni engaged with the University after graduation. It seems that on the large scale, students do not feel a deep tie to the University. I'm not sure the best way to create this spirit, but traditions that other higher education institutions celebrate seem to be lacking at Truman, and may help? After working at two different higher ed. institutions, it seems as though there is a trend to see students as consumers with the university as a company providing a service. While parts of this may be true and beneficial in thinking, I believe that overall, this is a disservice to both the students and the university. Faculty, Staff, and the University can reasonably expect something in return (integrity, diligence, excellence, loyalty, etc) for the education and experience it provides.
- Government monetary support will continue to decrease. Truman will be sorely tempted to decrease offerings and standards comparable to the monetary support decreases.
- We know that the economy will be in trouble for several years to come. We also know that it takes a lot of money to operate a first class school. Adequate funding from outside sources is probably not available. We need a collective realization that higher education at an affordable price is not only a personal gain, it is the most efficient economic engine we have. College students pay taxes during their working careers that are many times the amount the state spends on their education. We need political leaders who recognize and act on this simple truth.
- We must assume that funding will continue to decrease. All entities must remain vigilant in retaining excellence.
- We need to assume we will continue to see a decreasing amount of state funding. We need to assume that the good old days of 14 to 1 teacher/student ratio are over. We need to assume the public will demand success - which includes being able to prove that our education provides a student a better opportunity to find a job and be a productive member of society.
- That state dollars will be more difficult to come by, the staffing and student acquisition market will be more competitive and that global presence and experience will be the norm.
- The salaries need to be moving forward as the needs and expectations of students are being met.
- 1. Increase Advancement Staff in key alumni areas to help generate revenue. 2. Try to maintain the current budget for the next 2 years.3. BEG, BEG, BEG, LOBBY, LOBBY, LOBBY in Jefferson City. 4. Poll the students to determine what they expect from Truman, and then make them work with the University to meet their expectations.
- Budget - state funding will continue to decrease, more demands will be made on advancement for private fundraising. Staffing - Truman has always operated with a lean staffing model.

Achieving further staffing efficiencies will be difficult. Technology - will continue to become more intrinsic in the educational experience. Political realities - will depend greatly on the state of the national and state economies. Student needs/expectations - will continue to increase in terms of "luxuries" in housing and student services. Competition for students will continue as the population of traditional college students decreases. Practices in higher education - continue to trend toward non-traditional students, adult learning, degree completion programs, etc. and technical/vocational programs. However, liberal arts & sciences and the traditional college experience are still vital and relevant!

- We should assume that the budget will continue to be a problem and that the political reality is that state lawmakers are not going to find new funds to aid higher education. This could result in staffing and other resource issues. We should begin to have an open conversation with students from their freshmen year to their senior year about how important it is to help our university when we graduate and find careers. We also need to build a network of alumni to take action on legislative matters or build a grassroots network to talk with lawmakers about funding higher education. We need to engage alumni on issues. Students should be made aware of the current pressures the state budget is placing on them and Truman. Their activism and creativity should be an invited resource.
- It is reasonable to assume that you need to decrease reliance on state funding. we must increase assets under management at the foundation.
- I think you have to budget wisely so that we can still continue to bring in new and affluent staff, keep the campus up-to-date on technology and student needs and keep the cost of tuition at Truman reasonable. Clearly the state isn't giving public education much.
- Reasonable assumption regarding budget: Truman and all institutions of higher learning can expect less state dollars meaning we need increased individual donor participation. Reasonable assumption regarding staffing: that Truman will maintain existing staff, or reduce through natural attrition -- no mass lay offs. Reasonable assumption regarding technology: Truman MUST be at the cutting edge of ALL technology in order to continue to develop "premier" graduates from all areas. Reasonable assumption regarding political realities: Truman MUST remain politically "connected" in order to reap any and all benefits from state funding and encourage increased state funding if possible. Reasonable assumption regarding student needs: we can expect students to expect & demand MORE of everything since Truman is billed as a "premier liberal arts and science institution". Reasonable assumption regarding practices in higher education: Truman MUST retain the best, the brightest, the most "down to earth", "real world" thinkers/strategists/professors to educate our student body and prepare them for the reality of life outside of academia. To prepare our students for the real world after graduation. These same professors should be encouraging our students to "give back" to the university for the life benefits that the university has given to them.

In your opinion, what would be the characteristics of a successful strategic plan for Truman for 2011-15?

- First, it would recognize that the time has arrived for Truman to take its next step of innovation. In many ways, Truman has been living off the great ideas of the 1980s. That doesn't mean that the culture needs to be completely changed, but that some new idea must take root. Perhaps it is a deepened understanding of what community means in a residential university, and the importance of relationships within that context. Second, it would be realistic with the financial challenges it faces. Third, it would include a greater role for alumni in the university community.

- The plan should give all interest groups (students, faculty, staff, alumni, legislators) a specific goal or goals. It should be something that is obvious when achieved--thus it must be measurable and able to be documented. There ought to be intermediate outcomes that also fit this criteria. Those goals also need to excite the interest groups, be something that can motivate them to become involved. Having graduated in 1980, I feel at times that there is a disconnect between the students of my era with what Truman has become. Finding a way to bridge that gap should be a part of the plan.
- The plan will detail the mission of Truman but incorporate the vision of Dr. Paino and the Board of Governors. Benchmarks and performance monitoring will exist for curriculum, student recruitment/retention, professional development, and student achievement. If you want specific goals or strategies, I think continuing to be the premier liberal arts and sciences university is a definite inclusion. Recruiting a diverse and highly qualified student body and faculty is also a major consideration I would focus upon. Finally, I think a financial component would have to be included. The capital campaign has been successful, in my view, but additional revenue sources need to be mined on the federal, state and private levels.
- The plan must be centered around measurable and realistic goals. It is wonderful to have big visions and risks, but the resources needed for some things is going to be limited. We need to avoid a major pitfall in planning, where a well-written document is created and then placed on the shelf. The plan needs to include all stakeholders in the university, and have action steps/goals that all are working on. Finally, the plan can be focused on the next five years, but really needs to be thinking about where we want to be in 20 years. What are going to be the needs of students in 2020? How is higher education going to change in the next 20 years? How can Truman position itself to meet these needs and be on the cutting edge? To me, those are the big questions to really start asking.
- Increase recruitment from outside Missouri.
- A successful strategic plan would clearly identify the largest risk and opportunity factors that Truman will face in those years. The plan must search for opportunities to capitalize on (such as new revenue streams) as well as prepare for the threats that are sure to come in the next five years.
- I think that a successful strategic plan will do just as you have said- maintain the experience we all have valued about Truman while keeping in mind the changing world around us. I think it should take into consideration not only the University community, but also the Kirksville community. The town is a big part of what makes the experience what it is. How can we strategically involve the community in the University's growth? How can we make such a positive impact in the community that the support (not just financial, but also simple enthusiasm) grows and helps shape our future? I believe a successful plan will be multi-dimensional... what I mean by this is that it will have "back-up" plans built in. We cannot predict the future no matter how hard we try- we have to be ready to face a variety of realities- if we prepare only for the realities we prefer, we simply will not be able to become anything more than what we already are.
- - clearly stated and able to be communicated to faculty, staff, students, and parents- goals which are visionary, yet attainable- measurable objectives which lay out a map for reaching goals- buy-in from entire University community
- Look to increase offerings and options to staff and students.
- Clarify what a liberal arts education is. Clarify the mission of Truman State University. Use these two sets of information to guide decisions concerning all other issues--admissions, programs, curriculum, hiring, political action, funding, scholarships, etc., etc.

- It needs to be very focused on what can actually be accomplished in 5 years - with very measurable goals - yet also needs to have some "stretch." We need to be very honest about what we can do - and what we can no longer do - and eliminate programs that no longer make sense or fit within our mission and vision. We need to maximize the use of technology - or we will be left behind.
- To create a well-rounded graduate.
- The student experience at the center.
- I think if everyone that has graduated from Truman in the last 60 years could give at least 12 dollars a year for the next 5-10 years we could generate more money. I know that the big donations are very nice but the ones of us that graduated 30-60 years ago in education are on fixed incomes and can't afford a lot. Everything matters in this effort to increase revenue.
- Our #1 characteristic should center around financial security and stability. So most of our efforts should point toward that. Our 2nd priority should be to increase enrollment in all areas. Our 3rd priority should be to update our athletic facilities because our facilities and programs ATTRACT students and their parents.
- Greater efforts toward national exposure for Truman. Helping Truman to become a "household name" throughout the Midwest and beyond. Continued focus on student learning, undergraduate research, study abroad, assessment, student activities, leadership development, prestigious internships, etc. Preservation and enhancement of the beautiful campus and buildings.
- Engaging alumni, Northeast MO residents and state lawmakers on budget issues. Pushing forward with high standards for student success. Maintain critical student/teacher ratios in key areas. Continue to keep Truman affordable for local rural needs.
- it should increase a balance of achievable and STRETCH goals. We should try to double the size of our endowment at a minimum.
- Some characteristics of a successful strategic plan for Truman for 2011 - 2015 would include:1. A continuation and growing of the efforts to cultivate alumni, rebuilding "damaged" bridges, and encourage alumni financial support.2. A rethink of the current Education Program that requires a Masters degree before graduation -- allowing Education Majors to graduate with a BSE -- allow them to begin teaching -- THEN work with them to continue their education and gain their Masters degree with "real world" experience under their belts. 3. A plan to develop an MBA program within the Business Division, thus growing this vital sector of the university.

What steps would you recommend that the University take to increase the breadth and depth of engagement with our alumni?

- There needs to be a radical rethinking of how alumni can be engaged with the university. The University has thousands of talented alumni, many of whom love the experience they had... but for a variety of reasons, there is no way to remain connected on an on-going basis. I believe there should be a full-time person hired (or even better yet, a full-time volunteer who is a competent retired person) whose only responsibility is to identify university needs that could be fulfilled by volunteers and match alumni with those needs. That will not only reduce costs, but would also reconnect more alumni (and hopefully with the reconnection, increase their financial stewardship).
- First realize that alumni are scattered quite widely around the country. While it doesn't make sense to have alumni chapters in all 50 states, it might be possible to set up social networking groups that allow smaller groups of alumni to connect. I like the beginning attempts at alumni travel options, as well as the start of "classes" where alumni have the opportunity to participate

with faculty in a variety of subjects. That might be something that could be expanded into areas where larger groups of alumni live. Or it might be something that can be offered in a webinar setting, or possibly other online settings. As the world becomes more connected, finding ways to engage alumni will become crucial. I would like to see Truman staff travel a bit more, possibly bringing along a faculty member (or student) or two from time to time. Inviting specific alumni back to campus would be a nice touch as well. It doesn't have to be someone who has won a Nobel prize or run a Fortune 500 company--all alumni have an interesting story to tell. Focusing on those interesting stories, and making each individual feel important, will help get them involved.

- I think the Capital Campaign may have opened up some communication opportunities with some alumni that didn't exist before. I would continue to grow those relationships, but also focus on the social media opportunities that have appeared the last couple of years (i.e. FaceBook, LinkedIn, etc.). Who knows what will occur next, but I think it is safe to say another form of technological communication will appear in the very near future. We need to stay abreast of all options that may be available.
- Make strong efforts to connect with younger alumni. Alumni who are about 45 and younger went to a different university than those who are older than this. I know we don't want to exclude anyone, but the mission and name changes had a major impact on the type of student recruited to attend Truman, and what they learned and treasure about their experiences. Identify the students who were key student leaders while on campus, and seek to personally engage them. While on Student Senate, we had a core group of students who were actively involved in the betterment of the university. It was a huge interest of ours, something we chose to dedicate our time to while a student. That interest really never goes away, so it is vital that we reach out more directly to these individuals. Personally invite alum to serve on committees, provide feedback, etc. So often, a blanket invitation for alumni does not work. If you are asking ALL alumni for help, we often move on and assume someone else will answer the call. If you ask me PERSONALLY, then we are more likely to answer the call because you indicate that you want my thoughts, ideas, and visions. And come to us if possible. It can be difficult for many of us to travel to Kirksville, but much easier to attend a planning session or event locally.
- Social activities are a plus. For example, the Mid-Atlantic Alumni Chapter happy hours are a good idea.
- For depth, I suggest finding opportunities for alums to return to campus. It seems to me that many of the alums who are very active now began their reconnection to the university with one visit after years of absence. That visit may come through involvement with their division, a particular group reunion at Homecoming (such as the Pershing one back in 1999), or some other experience on campus (like the event this past summer that I cannot recall the name of). I think once alums step back on that campus, many of them are hooked! I am not sure how to address the issue of breadth.
- I think that this starts with engagement with the students still at the University. Many of the alum who are highly involved were Greek or on Senate or SAB. So, who are the students who are not actively involved and how are we reaching out to them? Next, I think you have to get currently active alum involved with students now. The more students see alum involved on campus on a regular basis (not just Homecoming and Board meetings), the more they will see the appeal of being involved with the University after they graduate. This will not only serve the purpose of growing our alumni chapters, etc in the future, but will also get our current alum more deeply involved now. For example- we should consider partnering with alum to come into our classrooms and guest lecturing on a current topic. Or, are their Kirksville area alums who can help in the advisement of student organizations? What committees are there that do not

currently involve alumni that could? And when we identify those- how can we reach out to someone who isn't already actively involved with the Board? As far as getting alumni involved from a distance- we may need to look at encouraging the upstart of more alumni clubs- while the chapters are great, the driving distance to participate in events is too large for a lot of people. Also, consider simple ways to allow people to make connections with one another. For example, make every first Saturday of the month Truman apparel day where current students, parents, staff and alumni are encouraged to wear Truman apparel. This serves multiple purposes- it gives exposure to the Truman name to every person who encounters someone in a shirt. Second, it allows for the opportunity that people will run into someone from Truman in their community and strike up a conversation- thus getting more people involved. I also think it is important to consider how to get every financial level of alumni involved. A lot of alumni are hesitant to get involved with an institution who is always seeking money, whether it be direct donations or money to simply attend an event with their chapter. "Free" involvement now may lead to financial backing later.

- As an alumni that no longer lives near an alumni chapter, it is difficult to feel connected to the University. Most of the communication I receive almost strictly soliciting donations (which I gladly give, already). There are so few alumni chapters, it would be nice to either establish more, or create a wider network for the "lost alumni" to join. I would also appreciate hearing how graduating from Truman has benefitted my fellow alumni, how our students are succeeding, non-financial ways I can help, etc.
- Expand the alumni mentorship program it looks to a program that is drawing considerable interest by alums wanting to participate. Perhaps offer alumni the opportunity to serve as a visiting professor for a day in select fields.
- There is, I believe, a pretty good data base on graduates and those who attended. Sending news updates, information, etc. to show an interest is a good idea. I don't know to what extent this is done. The majority of our graduates who are old enough to consider making monetary gifts to their Alma Mater are people who had modest salaries during their careers. It might be smart to have another campaign aimed at people who could give modest amounts. Twenty-five to fifty dollars multiplied by thousands could bring in a hefty amount of money. Personally, I'd like it if the returns were put into operating costs instead of the Foundation-especially now that the stock market is so unreliable as a funding resource for short term needs.
- Alumni should have a reason to give back to the University. Engaging them locally without always asking for money
- We need more feet on the ground in the advancement area. Alums are not going to come to us - we need to go to them. We do not have enough people actually out interacting and visiting with them. We know we can raise money when we make those contacts - and we need the money.
- Continue efforts to reach out within the local communities where alumni live, but also to seek events and opportunities to bring alumni back to campus to reconnect and connect with students.
- We need help in Southwest Missouri getting everyone together. We are working on it but maybe we need to have more money or more ideas on how to get more people involved. There are over 800 alumni members here to contact so it is a ripe field.
- Add a few well trained staff to the Advancement department and place them in MAJOR Alumni population centers to develop activities to involve and engage alumni and generate revenue. Involve any and all satellite/extension faculty in the recruitment of alumni and alumni activities in their area.

- Legislative network, issue organizing, connecting issues to advancement activities. We should also look to involve alumni in coming back to the university as guest speakers on a regular basis. This can help engage our students and alumni in our mission.
- 1. Bi-monthly e-mails to each alumni from the dean of their field of study division. It may be as short as 2 or 3 paragraphs informing the alumni about happenings in their division over the last couple of months (i.e. new professors on staff, outstanding student awards, division awards, findings from study abroad experiences, etc) 2. Develop an "ALUMNI WEEKEND" in the spring or early summer (after school is out -- so that alumni with children in school will have an easier time "coming home"). This weekend should revolve around the alumni; showing them the changes on the campus, showing them the changes made in their divisions, taking them on a bus ride around town and out to Thousand Hills Park for a "free" picnic, and encouraging "fellowship" with their former classmates. If the ALUMNI WEEKEND is held during a semester break then the alumni could be housed in the dorms, and fed in the cafeterias (at a VERY MINIMAL COST). This is a win-win-win opportunity -- the Alumni wins because they get to come back to campus, get to see 'what's new' and 'relive' some fun times; Truman wins because it gets the alumni back to campus for face-to-face contact and the opportunity to "pitch" our need for financial support; and Kirksville wins with the influx of alumni who have good memories of their time in Kirksville who will spend a few dollars in town before returning home after a great weekend. 3. Encourage current student participation in the communication with alumni i.e. a paragraph of so (written by the current student) in the bi-monthly e-mail to the alumni telling about current happenings in the division and inviting the alumni back to campus for an "ALUMNI WEEKEND" in the spring. 4. The alumni who "feel connected" -- that they have not been forgotten once they graduate will "stay connected" and have an easier time "giving back" to the university. Therefore, we/Truman should make every effort to engage our alumni. There's an old saying in business that goes: "You have to spend money to make money" -- and in this case we may have to spend a little money on our alumni in order to develop the individual financial support we need.