

Please indicate your relation to the University.	Is becoming the premier public liberal arts and sciences institution in the nation a compelling vision statement for you? Why or why not?	What is the most important priority for Truman over the next five years?	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?	In your opinion, what would be the characteristics of a successful strategic plan for Truman for 2011-15?
Faculty	<p>No, not at all. I have found this line comical ever since it became part of SPAC-ville. Truman would first need to become a "liberal arts" university before it could aspire to being THE premier anything, and Truman is a very long ways from being a bastion of the liberal arts. Truman is still saddled with a teacher's college curriculum based on turf protection and meaningless, non-integrated courses. This misleading phrase should simply be dropped - it is so out of touch with reality that it makes the entire SPAC look like a bad joke.</p>	<p>Curriculum reform. Continuing in directions Dixon set, despite the Old Guard's successful counter-revolution, such as fundraising, more power and authority for departments and department chairs, and improving the quality of major programs rather than letting the LSP determine all staffing decisions. Internationalizing the campus is a desperate need. Raise salaries for faculty and staff while freezing salaries for all administrators before it becomes a situation of "they pretend to pay us, and we pretend to work." Make assessment meaningful rather than counting just to be counting. We need leaders who will lead creative change rather than preventing change.</p>	<p>Stop wasting money paying people off to keep quiet. Observing ex-division heads, ex-VPAs and ex-presidents getting hush money makes it hard to take the "budget crisis" seriously. Having administrative salaries near the top of the state scale and faculty salaries dead last is a morale-killer. It's hard to take "efficiency" measures when faculty and staff are already pushed to the limit. I expect larger class sizes and/or heavier teaching loads, and consequently the quality of classes will decline. So much for being "premier."</p>	<p>Concrete and honest, rather than unrealistic platitudes. Pay much more attention to international partnerships and programs. Support faculty research and scholarship rather than pretending to make student research a priority while starving their faculty mentors. We can always dream of having a functional Board of Governors rather than the screwups who ran Dixon out of town.</p>
Faculty	<p>Not particularly. I don't like to view liberal arts as a contest in which we want first prize; wouldn't it be better to envision ourselves as a place where students get habituated to thinking about how to learn from the past, and how to share creative or efficient or beautiful ideas, visions, patterns, materials?</p>	<p>We need to figure out ways to explain and/or use high, medium, and low technologies so that our students can respond sensitively to the products of cultures and individuals whose life programs are different from their own.</p>	<p>Money will be tight. Staffing, for good or ill, will shrink. Technological solutions will be proposed and attempted, some successfully, some not. Hopefully the more successful ones will be shared and replicated. The country will shed a modicum of its arrogance. Students will need us to remind them that the past is a prime location for learning, and that purposeful work is joyous.</p>	<p>It makes students want to take online or graduate courses, join the Peace Corps, Americorps, and their neighborhood Science Clubs, after they graduate.</p>

Faculty	<p>Yes. Also other variants of the same theme. Marketing is where you probably go to figure out which will be the best, since "compellingly marketable" probably needs to be (as it was from McClain forward) the first criterion. So, variants: "...in the Midwest" "in the Mississippi Valley" "in Rural America" "outside the Ivy and the Kudzu Leagues" (you needed a laugh, right?). "in the nation" sounds great but shouldn't be attempted without outright, informed, smart competition supported by finances: a huge, pre-emptive vision change. Maybe exactly the right pre-empts involved, but I'm unsure: reduce or eliminate non-LA undergrad studio programs like music, art, theatre, professional school programs like nursing, comm-dis, business?</p>	<p>Renewal under adversity; retaining junior faculty and students; maintaining remarkable esprit de corps; renewing the knitting-together of disciplines formerly done by "divisions" to enable a persistently wider identity than the local; reconsidering tradition of an only partially "residential campus" to maximize use and return on housing investment, regardless of enrollments</p>	<p>Re. "in the nation" above--run against the grain for "distinction" wherever possible. Consider reasonable assumptions but think contrarily.</p>	<p>Assign senior faculty advisory roles but trust decision-making re. curriculum renewal and planning to younger faculty, so that those with the longest promise of personal investment are most in charge of long-term planning. This leads to one characteristic: that "a successful strategic plan" will be forward-looking more than backward, more likely to result in innovation or in significant re-affirmation. (More is relative, not absolute.) This distinction may not fit existing faculty governance and may require subtle polling strategies and administrative intervention. Maybe there'll be a significant demographic shift over 4-5 years with retirements that will generate the same institutional shift, though.</p>
Faculty	<p>Yes, if we communicate what "liberal arts and sciences" means and how that mission relates to the real world, including employment and the prospects for social change. Our mission statement should be sensible and easy to relate, and everyone on campus--students, faculty, and staff--should be able to state it.</p>	<p>Maintaining high quality of both students and faculty in order to make the LAS mission possible.</p>	<p>It's reasonable to assume that people will want more services for less money, the same thing they want from state government. At the same time, since Truman students are used to small classes and knowing their professors, we shouldn't turn our backs on what makes us special. Chasing after big enrollments by lowering admission standards, trying to turn our residential experience into an Internet connection, and continuing to squeeze faculty by paying them less and increasing class sizes all might be short-term solutions at a big school with a nearby urban population. They won't work here, however. The recent shift towards conservatism in yesterday's election (or at least the expression of anger about the economy that it captured) means we'll have to be very good at explaining to our constituencies what the LAS mission means. We're not trying to turn impressionable kids into political liberals, in other words. Students need to know what education costs, as do their parents--and I'm not just talking about what we charge for tuition and fees. The</p>	<p>Clear statement of mission, including our highly selective status. Emphatic support of affordability--but with the understanding that cheaper isn't necessarily better. Students and parents value what they pay for, and we should actively communicate to them what they're getting for their investment. I'd like to see efforts ramped up even further to keep track of our graduates and their interesting employments. Truman graduates should understand from Day 1 that we're preparing them to invent themselves, not just to train them for their first job.</p>

Faculty (cont.)				<p>yearly slide in state support for public higher education should be made clear to everyone via our newsletters and other communications. Finally, I'm proud to be an active member of a teaching faculty that still somehow finds time to do scholarly and creative work. The recent move toward Scholarship of Teaching and Learning is wise, I believe, and I'd like to see us apply the concepts more generally. For example, why don't we just start visiting each other's classes? The departmental structure is a great idea, but we also need to find ways to make real contact with each other for the betterment of our teaching and research. During this time of financial duress, we should do everything we can to foster solidarity among faculty, not emphasize the differences that make us rejoice when somebody else's budget is cut.</p>	
Staff	<p>Yes and no - it's a great vision statement but we need to be focused on more specific goals as well</p>		<p>to continue to deliver a quality Truman Experience to our students without overtaxing our faculty and staff</p>	<p>we can assume the budget isn't going to improve greatly and that we will have to continue to prioritize what we will do and what we can no longer do - we can also assume we will have to find more avenues of generating revenue. our students expect what we promised them at recruitment and we need to deliver that quality liberal arts and sciences education, keeping pace with technology as well</p>	<p>we need to act and not just talk - we need to educate the faculty and not just the students about the realities of our financial situation; it would be helpful if faculty could think more comprehensively about what is best for the university and for our students and not just themselves; it feels sometimes as though they take their jobs for granted instead of appreciating they are employed!</p>

Staff	<p>Absolutely! Truman is tremendously unknown in spite of the world class education and the success of our students. We need to continue to be excellent and add in a more innovative approach to education as well as pursue name recognition through every channel possible.</p>	<p>1. Building name recognition 2. Recruiting the maximum number of students and enhancing diversity.</p>	<p>Budget: State revenue is going to take an initial steep dive and slowly recover but increases are far in the future. Staffing: Staff and faculty salaries must begin to increase and staff need to have a compensation and classification plan. Technology: Always changing. Political Realities: Political support will be hard to maintain in these unsettled times. We need to continue to build our endowments and we need to write grants. Students Needs/Expectation: All of our services including academic services focus on 18-22 year old white middle-class high achieving students. Every decision, policy change, and program needs to ask one question before implementation - Does this fit the needs of the other 20% of students? Practices in Higher Ed: We are so far behind the ball in internationalization and internships. In order to stay cutting edge, we need to determine the norm in these areas and push beyond that immediately. We also need to emphasize studies in sustainability because the State of Missouri has ideas of pushing to become a leader in this area.</p>	<p>Clearly written with concrete goals and detailed plans. It must include a PR plan.</p>
Faculty	<p>Yes. I believe that the statement is represents both a desirable and obtainable goal.</p>	<p>The most important priority for Truman over the next five years should be to maintain high standards for our faculty. We have an aging faculty that must be current in the trends/changes within their fields. One way to achieve this is in continuing research efforts...but that is not the only way this can be achieved. There does need to be a conscious effort to keep faculty scholars and knowledgeable in their fields of study.</p>	<p>If Truman cannot pay faculty a market rate, then there should be established a percentage of market rate that should be paid to faculty. This rate should be applied across the board for all departments. This is the only ethical way to approach faculty pay inconsistencies. We can reduce some of the travel but not for those faculty who need to present at conferences. This is our way of saying that Truman can compete in a national market. Concerning technology, the students really like the SMART classrooms. If there are funds that can be allocated to this or perhaps grants from organizations/businesses to sponsor SMART classrooms, this should be addressed. I am convinced that SMART classrooms do improve learning.</p>	<p>The plan must be doable. It also should fit the central mission of the University. I also believe that there is a history to Truman and that one characteristic would be in achieving some consistency with the existing framework.</p>

Faculty	<p>No. We are in the middle of nowhere geographically and psychologically, and if we haven't become the "PLAAS" institution yet, even in the midwest, even in MO, forget the nation, why would we become so now? I mean, come on, we're the lowest-paid faculty in MO, we've been discouraged from keeping up in our own fields for years, our (faculty) major achievements are ignored, and we're supposed to be Special?? We will be lucky to compete with Community Colleges, who at least know their audience...or for that matter with the local and rural high schools. MAYBE we can develop SOME sort of niche, but this ain't it. See below for my ideas.</p>	<p>Bare survival. Really. I think maybe we should act as a satellite campus for Mizzou, or maybe for Moberly Community College, put some money into shuttle services. Or, barring that, can we at least take on-line courses seriously enough so that we don't lose our OWN LOCAL KIDS to other institutions because they're better-organized?</p>	<p>Is this a serious question? Budget: mismanaged, as always, and will continue to be. Staffing: Continue to exploit and/or cut the hardest-working people to save a couple of dollars so that the administration can receive "equitable pay." Don't forget to keep tyrannical bosses in place to intimidate the workers. "Technology": It will slowly break down, not be replaced, and faculty will be blamed for misusing it. That's OK; I can afford my own chalk. Political realities: the perception remains that higher education is a waste of government money and we prove it every time the next dissenter gets paid hush money (\$200,000 for going away quietly after attempting admin. change, or \$133,000 to "teach art" and "consult," and an undisclosed, substantial, highly-secretive amount to leave after uncovering the corruption of one of the many dirty little fiefdoms and refusing to be fired without grounds. Student needs and expectations are not synonymous. Needs: to be educated. Expectations: to be Happy Consumers. Practices in Higher Ed? What does this mean? We are teaching more students and still expected to know</p>	<p>Why would anyone care about my opinion now when it's been ignored and mocked the whole time I've been here? My comments about Pres. Dixon's capabilities were grouped into a "You Go Girl": category. Can anyone say SEXIST and BELITTLING and DISMISSIVE? I've had lots of ideas. They've been ignored, every one of them. I am done sharing my opinion. I can tell you what the "successful strategic plan" will be right now, and it will not involve any real or meaningful change...or strategy, or success, for that matter.p.s. Better develop a category, as you analyze these responses, for bitter old professors who can no longer play nicely with others. And perhaps a category for unreturned surveys: people who don't even care that they're not being listened to, people who have given up on job-seeking and are meekly waiting for retirement. Oh, and the godless heathens: be sure to have an appropriate slot for them. For a state school, an awful lot of priggish "godliness" seeps in. I served on a search committees on which another member simply stated that he would not consider hiring</p>
Faculty (cont.)			<p>everyone's name (or did that inane slogan get dropped?); the few true enriching and money-making corners we have are filthy holes of corruption, e.g., "Study Abroad" and "the Business Office"; faculty are STILL discouraged from doing anything to enhance their potential--now there isn't even funding to go to a major conference, to say nothing of more important ways of being models of Higher Ed. These are JOKE questions.</p>	<p>a foreigner or a non-Christian, and that he has ways of finding out just what kind of person the applicant is. I also served on a committee that voted a religious organization the winner of a competition for community service, and then gave state money to this organization as a reward. I pointed out the issue. My fellow committee members were stunned, most replying that they, too, were of the religion to which the winning "service" belonged. But I digress.</p>
Faculty	<p>It totally depends on what is meant by "premiere public liberal arts and sciences institution." If that means retaining our U.S. News ranking for regional midwestern comprehensives and moving up in some other categories--no, that is not compelling for me in the least. If it means offering the best education for the money (and being able to substantiate that), yes, it is compelling.</p>	<p>Retain the president at all costs.Minimize internal squabbling over small matters. Establish a plan that allows us to recruit and retain the best faculty (probably means decreasing our overall workforce).Developing a stronger culture of reasonable risk-taking; we need to more powerfully hear some new voices and not the same old crowd.</p>	<p>Direct support from the state will continue to decrease.Citizens of the state will be even less supportive of significant tuition and fee increases. The faculty and staff will shrink.Our sister institutions will make stronger and stronger arguments that they are increasingly efficient (higher student to faculty ratios) and contribute more powerfully to workforce development (an argument we can legitimately make as a liberal arts and sciences school, but is difficult to make among legislators and other decision makers).</p>	<p>Parsimonious.Focus on learning, particularly highly engaged forms of learning.Acknowledges that we are in a very different fiscal climate that when the institution was established (new mission change) and makes some recommendations in light of those changes.</p>

Staff	No. Given the current financial situation we are in, perhaps our vision statement should focus more on retaining and maintaining rather than on "becoming", especially on becoming the "premier" anything.	Maintaining and retaining student enrollment,(quality)faculty and staff. Continuing to provide a quality education and preparation for the future for our students.	The budget will continue to be reduced. Staffing positions (faculty and staff) will not always be filled when vacant, therefore, everyone will be required to do more with less. Technology will likely suffer due to the budget cuts, but technology should really be the last resort in making cuts; we may not be moving forward, but let's not move backwards. Student needs and expectations will continue to be a priority and continue to be met. Practices in higher education will continue to be as steadfast and as strong as ever; maybe even stronger than ever.	The attitude of "we've never done it this way before" has to go! Of course we haven't; this situation is new to all of us. Our strategic plan must be a "move it or lose it" plan. If you are doing the very least possible and flying under the radar to get by at Truman until your retirement, then we have no need for you here.
Student	Truman faculty and staff can certainly do it.	One of the growing needs in our communities and society is helping the unemployed adults. We have non-traditionals here and there is no counselor for them to help handle the stresses that go with family and other responsibilities, and school. Also there are no groups that are centered on them and who they are, older students. With the rising tide this minority will quickly become a majority and Truman can be part of that successfully.	Be lean and mean. Keep things centered on the students and what is best for them; every other thing needs trimmed.	Be sure you know who your students are and what their needs will be academically for the future.

	<p>Yes this is compelling. We will never have the resources to be the top lib. arts & sci. inst. overall, but the public benefit of providing that sort of education with a deep sense of excellence at public school prices really motivates me to work myself to the bone without expectation of monetary recompense. I came here because I believed in the mission and believed with good leadership we could do it. We are not going to have adequate state funding, so we need to have faculty who are here for the mission not just a salaried job. We will have met this goal when we no longer have to explain the importance of liberal arts education to our own faculty and staff and when our own faculty and staff no longer equate liberal arts breadth with taking a whole bunch of different courses. I think our LSP is too small-- but the issue is not the number of perspectives, it is the understanding of why these different modes of inquiry are important for civic engagement.</p>		<p>Keeping the traditional liberal arts alive rather than allowing pre-professional programs to siphon of funds to keep their accreditation. The choice for the sort of accreditation for the business school was a HUGE mistake. The guidelines were poorly explained and keep shifting. We cannot have "Research I" business profs while gutting the faculties in Social and Cultural Studies or Arts and Letters. Having more PhD's in areas like Ethics, Linguistics, Political Science will do the state of Missouri more good than having so many deans and department chairs in the school of business.</p>		<p>We can assume:Missourians will not want to pay for an educated electorate. Missourians will be short-sighted about the benefits of higher education. Our own faculty will enter into bickering to save their own jobs rather than considering what is central to the mission. The legislature will have no institutional memory so we will have to remind them about why having an "Honors College" in Kirksville is so important to the state's economic health. We should not be swayed by "faddism" in higher education. We are trying to teach responsible, creative, and independent decision making in our democracy while still respecting the lessons of history and the richness of cultural traditions.</p>		<p>It would have very few goals and very clear focus. It should recognize the success we have had since the mission change and underscore the central importance of the traditional liberal arts in our hiring patterns for tenure track faculty. We are not the hard science and engineering school--that is found in Rolla, MO. Not every student has to have American Chemical Society certification to say they have an undergraduate degree in Chemistry. Our Fine Arts programs should not try to compete with conservatories. Fewer more focussed goals are important. We need more stress on hiring permanent faculty and adequate support staff in order to streamline operations. We hope that eventually people will immediately think of Truman for academic studies that translate into successful careers, civic engagement, and personal satisfaction with individual and social achievements. That is different from expecting training for an entry level J-O-B --such training that is purely vocational is obsolete before the student graduates.</p>
Staff	<p>Yes, very much so. Vision drives the planning and sets high expectations.</p>		<p>Keeping it's integrity with offering excellent learning opportunities and not sacrificing the learning because of the budget.</p>		<p>Higher Education will continue to learn. The budget may keep technology at hold. This may be a time to cut back on waste of paper usage, electricity cutbacks, etc. It is surprising how the little things will add up.</p>		<p>Brainstorming this topic will provide you with many different avenues. (Especially the parents, students, alumni, and all political contacts)</p>
Staff	<p>No. I would prefer a vision statement more in line with student achievement. The military has already used the slogan but a vision statement along the lines of "come to Truman and be all you can be" would be good.</p>		<p>Several members of my family graduated from Truman (and more are currently working on their degrees). To be blunt some faculty are not a credit to the institution. The next five years are going to be even more competitive for attracting quality students. Students share lots of information about the quality of the Truman faculty. Truman must provide the same top quality faculty as we seek in our students. The students deserve no less than what they themselves are asked.</p>		<p>Focus on priorities. Review EVERY area to ensure it is consistent with the university mission. Determine the ROI on each activity; are summer camps worth the cost? Should we be training nurses?</p>		<p>With adversity also comes opportunity. Maintain our core values but allow for frequent reassessment and review to adjust to new opportunities and changing situations.</p>

Staff	Yes. As competition among schools increases, we need something to make us stand out.		Grow our name recognition.		Budget and staff will probably decrease. Advances in technology could help with some staffing shortfalls, and could provide more opportunities for students, but we should not rely too heavily on it and lose our focus.	Keep cost reasonable for students. Grow our name recognition and slowly try to increase enrollment each year. People that know Truman like it, so if more people recognize the name, Admissions will have an easier job in recruiting.
Staff	premier is a funny word but otherwise yes, if we know what to compare to and strive for		maintain quality		budget will be tightened and should stay that way, staffing may be reflective of that so positions may need to be streamlined, technology is constantly moving so try to do the most recent without being trendy, political realities, student needs and expectations are also a moving target so you get a consensus and try to appease the majority, try not to be too trendy. finding jobs may be more challenging for students. don't universities have to constantly move and stay up-to-date with other universities? or find a niche in which to excel such as the the first item. liberal arts help students think broadly so maybe they should know how to sell that to employers.	acheivable but not dumbed down
Staff	Yes and no. Obviously, being the best is great, but it also gives an impression that we care more about advancing ourselves than we do our students. That statement alone doesn't convey our focus on personal student interaction. It sounds more "Research I institution" where students are nameless numbers and come second to the institution's priorities. I'm not advocating that we settle for being less than the best, but that we make it clear that students are and will remain our number one priority.		Efficiency. Efficiency can be accomplished in many ways, such as streamlining approval or information-seeking processes (such as one process for the various departments seeking academic progress on students like athletics, McNair, student support, etc.), staffing understaffed areas (Business Office comes to mind), reduction in duplication of services (if any), and other actions to increase output from our limited input (i.e. money).		The budget will progressively decrease (or, if we are lucky, stabilize) and we will have less money to meet more needs. Staffing will fluctuate as people transition to higher-paying, non-Truman/Kirksville jobs, positions will become eliminated and/or consolidated, and areas will still be understaffed. Technology will be delayed in regard to updating older equipment, but the impact shouldn't be too detrimental to University advancement. Higher education will lose some of its political "protectiveness" as state budgets continue to be slashed. Students' needs will likely increase and more will probably seek additional outside employment to meet financial obligations associated with school. If students are paying two arms and a leg for tuition and other services, they will expect that we will enhance those services and not merely maintain (or worse, decrease) those services. In times of uncertainty, institutions may revert back to more conservative and "safe" practices; that's not necessarily bad, but a focus on the big picture/future should take precedence in	There should be both short-term and long-term goals. The short-term goals should be attainable in those 5 years and should be milestones along the path for the long-term goals. The plan should also remain focused on the students. To become the best, we need to cultivate the best in every student. Our reputation for becoming premier will come from our alumni--and not just the ones who showed promise as freshman. We need to focus on the ones who are struggling as well to allow them to shine when they leave. It may take more work on our part to provide the services needed to struggling students, but the pay-off for them and us will give us exactly what we want--to be premier.
Staff (cont.)					implementing practices.	

Student	Yes, I feel Truman has made a name for itself by most standard in the midwest region and the next step is to strive for national recognition.		To ensure the quality of education of its students. Making sure classes are student orientated and students have opportunities for one on one with professors.	Although I would like Truman to remain a publicly funded and therefore an affordable institution for a quality education, the reality is that funds from the state are likely to continue to dissipate. Currently it has been said that Truman runs a "failed business policy." Meaning that Truman charges much less than it spends on each student. Although this is a great scenario for students, particularly those in state, this model cannot last if funds do not come in from the state. In order to keep up with high academic standards Truman must reanalyze its budgetary and fiscal operations.	Ensuring that quality students are recruited to the university. If Truman graduates the most skilled and talented students in the region, and later hopefully the nation, then emphasis will be placed on ensuring that Truman stays well funded and supported from the state and alumni.
Staff	thought we already were.		no layoffs, a raise once in awhile.		
Student	Becoming the premier LAS institution is very compelling. The problem I see is that Truman has built itself on affordability, and the last thing that students need is another overpriced University vying for their attention. Being premier is certainly about academia, however it has to be feasible for the common student to attend.		Figure out a way to decrease tuition without sacrificing academic standards. Admitting unqualified students will not fix money problems, finding creative solutions will.	The key assumption that must be had is that rather than considering momentary needs, as so many people would have you do, Truman must look ahead to improving down the line. Nothing can happen overnight, and students will cope with that. Truman needs to know that the budget will never be the same and needs to find creative ways to fix that without cutting excellent professors and administrative officers. Technology is essential for many majors, but computers on campus are not a necessary upgrade, programs do not change and if better care is taken of them more can be made with less. Politically, as far as I can ascertain, conservatism will continue to keep money out of the hands of academic institutions, and it appears to have a big hold on the state of Missouri so state aid will likely be minimal in the coming years since education is an easy way to cut budget. Students at Truman expect nothing less than the best, so in all cases err on the side of giving them more opportunities or even better professors and programs for advancement. Working with companies, even, to	Help develop the Kirksville community into both a partner and a beneficiary of the Truman community. Giving faculty and students a sense of belonging to Kirksville is key for keeping students here and involved. Beyond that, as I will reiterate, I wholeheartedly believe that Truman should go under the assumption that funding will never be there at the levels it once was and to find solutions for that problem, getting input from across campus, from staff to management to students, balancing interests is a key to making Truman respectable in both the academic and Kirksville communities. I really like the broad goals of becoming one of the nation's elite programs, but setting a base and making sure that Truman isn't cutting excellent professors is key. Above all, I think that if fixing the budget is the first step (which I think it should be), hiring qualified teachers, those who can both teach well and have experience in their fields to offer students what they've learned in their own lives, is key, as well as keeping faculty accessible and responsible. One of the great
Student (cont.)				provide better internship opportunities will benefit the students in the short term, and Truman in the long term through donations, if funding is wanted in the coming years, building a strong base will do just that.	things about Truman is that students can get to know their teachers on a personal level, that kind of commitment to progressing knowledge is awesome in a higher institution and one of the best things Truman has to offer through its medium size.

Faculty	No. Sounds too self serving and rather pompous. Orient more to the benefit for the students who will be attending this university.		To become more self-supporting and independent from the state.		Leaner, more efficient and responsive to change. Stop sitting on our laurels. Stop preaching about liberal arts and start focusing on liberal arts. Just do it and stop worrying if students buy it. They benefit regardless. Someday, they'll understand.		Something that gets out of our comfort zones. Look to the future and stop protecting past decisions. A good decision twenty years ago, may no longer be sound.
Faculty	not reasonable! hubris! "one of the best/top ten p.l.a.s.i..." or "best...in the region"		maintaining "highly selective"--I Am suspicious of manipulations of entrance standards--my students in past 3y far less strong across board than before--at precisely the pts when enrollment was in crisis...AND crisis seemingly averted!! our talented student pool, more than any oter factor, is the basis for our institutional success!!!!		much too broad a question: phrased thusly you will get an unfocused smorgasboard of responses: you guys are social scientists--you can do better than this.		again--crazy broad: come on, if you want substantive responses, give us substantive queries.
Faculty	No. It's arrogant hubris. Trust me -- we'll never catch up to Evergreen State or Florida Atlantic. We can be the best in the midwest.		Restoring sabbaticals and doing anything else to seriously foster faculty research. Otherwise we're running on fumes.		Not my area of expertise.		Ditto.
Student	I would say yes. A liberal arts education is extremely important and gaining recognition is a wonderful thing.		Keep tuition low; keep analyzing the catalog in order to simplify majors and make sure all information and classes are relevant.		Student Staffing is essential to the University. It provides workers for different offices and opportunities to students that they wouldn't have otherwise. It is good to keep in mind in regards to both staffing and budget. As far as technologies and student needs go, the library could use faster computers. Logging on takes forever and sometimes doesn't even work.		
Student	yes, it sounds very prestigious. If I were a potential student looking at attending Truman, I would hold TSU in very high regard. At the same time I would think that it would be very hard to get into. As a student right now, I think it is a great statement that probably will never be fully achieved, but is something that is worked for continually and will be shown in the work that I do and my degree will be recognized as from "the premier public liberal arts and sciences institution in the nation" when I graduate.		Educating faculty on how to efficiently use the new technology (ie: smartboards), thus truly making good use of funds.		Technology is only as good as those who know how to use it. Students will continue to demand more at a lower cost.		A plan that incorporates making the most of what we have while exploring the options of expanding within our means.

Student	No. It does not sound realistic. We cannot compete with the Brown University's of the nation; although we are a selective state school we do not have the same selectiveness as a liberal arts Ivy.	Rework the catalog requirements. It is no longer cutting edge to have "modes." Even midwestern institutions like Grinnell college do not have mandatory classes needed to obtain a degree. If you keep modes around then they need to be exploratory. Chem could be the science of baking; the math of television; the literature of graphic novels. Less emphasis on grades and fulfilling modes, and more emphasis on LEARNING.	Tuition will go up. Class sizes will go up. Faculty will not increase. Sodexo C-store food costs will inflate to 4-times the actual cost. The internet will still be slow and constantly bogged down.	Make Truman liberal again. It's 2010 and our plan to have cutting edge learning through a liberal arts education is completely outdated. Encourage learning for the sake of personal knowledge and growth.
Student	Yes, it indicates that we are selective and more rigorous than other public schools by using the word "premier". The emphasis on liberal arts education is also important, since that differentiates us from other schools. By including "in the nation", the scope of comparison is identified.	Increase technology efficiency on campus. Professors should be trained to use smart boards effectively, and video record their lectures if they are in a classroom which allows them to do so. I don't care if professors are "stuck in their ways", we have amazing technology at our finger tips- and they need to use it. It will transform the educational experience, and in order for Truman to stay competitive, that is exactly what we need.	Spend less on sports, spend more on technology. Pay our educators instead of our coaches. We aren't a sports school, and that is ok because not every school can be. I think that by dividing our attention and money, academics are suffering. Music, art, and theater programs should continue to be funded adequately however.	One that has specific goals and takes into great consideration the opinions of the students who pay to go here.
Student	I like the idea of stating how selectivity as "THE public liberal arts" school but to saying that we are the only one in the nation is stretching it a bit.	Although many of majors, such as Communication, is broad so that students can take classes in different parts of the field (advertising, public relations) there should be more minors and/or concentrations. When I compare Truman's catalog to those at other schools, the variety that we have doesn't compete with those of other schools. Truman has approved a lot since I was a freshmen here (minors such as photography), but there needs to be more of this. I would also look at adding more graduate degrees as well.	Obviously students are never going to be completely satisfied with all aspects of their schooling but Truman can work hard to make it better the best that they can. I think above all it is important for Truman to keep their tuition low because if that is gone, people will have less of a motivation to come here.	Getting the most out of your money and staff.
Student	No, liberal arts and sciences has little meaning for me.	Challenging students to be more competitive in the grim job market and helping to prepare them for success in their respective majors.	We have a small budget and faculty are not getting paid high enough. We need to find other sources of income for them. Technology on campus needs to be updated. Students are not involved politically. Students expect higher standards for Truman.	I don't know.
Student	Yes, I think that states the Truman mission well.	Affordable tuition and maintaining/recruiting new scholarships	I think that Truman should work to use all funds responsibly. I think that educational programs should receive all necessary funds first and then, if monies are left over, extracurricular programs funding requests can be evaluated.	One that does not increase spending.

Student	Yes. This focus, considering our educational institution at a national level and striving toward excellence will always be compelling.	To give students the very best education and educational resources as possible. Increasing interactions between students and faculty is also a must and having advisers dig in deeper with their students' future.	We will probably still have to cut down on budget, but not as much to leave room for technological improvements to keep up-to-date and to pay the faculty and staff adequately. Truman will become more active in the political community as regards to voting. This is important and should be stressed. Student needs and expectations will increase as graduate school admission becomes more selective and stress for students will increase. Programs to help this should be prevalent.	A plan with specific focuses and descriptions on how to implement these plans is needed. The plan should incorporate all areas of Truman's campus, not only educational but social, spiritual, etc as well. It should be student-focused but also have plans to make the student's outward focused - such as in serving the community and making relationships not to better themselves but to better others. Realism is needed but big dreams are also a must to keep Truman pumping and ALIVE.
Faculty	This statement seems like a wish...and a basic denial of the FACTS. We never revised our curriculum when we could, and now we're headed back to big classes and high teaching loads.	T hold onto enough market share to break even.	The financial rug will continue to be pulled out from under us by the state. We are on the way to becoming a private school with a tiny endowment. The taxpayers of Missouri are losing their hold on an asset that they have supported since 1867.	Maintain enrollment, if we can't get curricular reform, continue to promote research for both students and their faculty mentors as a distinctive part of the Truman experience, try to modify important parts of the assessment program--like the portfolio--to get students on board, stop the withering of the interdisciplinary minors due to the shrinkage of the faculty. Integrate international students better into our learning community. Realize the stress you are putting on everyone by not being able to bring enough resources into the institution to maintain the high quality of the learning experience; there will be a lot of grieving people on campus the next few years.
Faculty	No, "Premier" suggests the "best". As long as Missouri is ranked 47th in state funding for higher education and Truman prides itself on being affordable, the resources will not be there to be the "premier" liberal arts and sciences institution in the nation. We are currently headed in the wrong direction to attain that goal. It would be better to set a goal that is attainable instead of one that is not.	Truman needs to retain and recruit highly qualified faculty and support them appropriately if there is any chance of being "premier" at anything. Faculty members are being forced to consider staying at Truman or moving somewhere that is not as prominent in order to support their families. Faculty are underpaid. Along with this, the replacement of tenure-track faculty lines with temporary instructors severely harms the goals and mission of the university.		Attainable, reasonable considering the budget, increasing support for faculty financially and in their scholarship

Student	Yes, this is a compelling vision statement. This statement encompasses the major goals and qualities that Truman intends to provide its students.	I think a major priority should be to improve the satisfaction of Truman students. In Truman's attempt to provide the best well-rounded education for its students, it loses sight of what the students want and how much stress and dissatisfaction the students receive.			
Student	This statement does sound compelling, but it is not necessarily believable due to lack of resources, support, and isolation due the location of Kirksville.	Truman needs to work on the budget situation. It seems like any more budget cuts and the quality of the education/programs will suffer. Also the quality of the internet and its speed really needs to addressed. It is much too slow at this time.		Budgeting needs to be assessed and it needs to be certain that we are spending the money used as wisely as possible.	
Student	Yes, it's ambitious.	Maintain a quality student body.		Going paperless.Keep class sizes small.	
Student	Yes. But this vision is really abroad...I think it is a good goal though	academic intensity and career opportunity		Not quite sure how to answer this.	The goals are realistic and reasonable and are clearly communicated to everyone
Student	Sort of. What does that look like tangibly and what effect will being that institution have?	To not only remain stable but to grow and encourage even more people to attend and stay at Truman. Also, it should be to increase student involvement in extracurriculars and try to decrease the "Truman mentality" of so much stress over school work. School is important but Truman has a way of taking the fun out of college by making students more stressed than they need to be.		You won't get that much more money, and if you keep trying to lay off your staff you won't be able to do the things that you want to do as far as progress and innovation goes.	
Faculty	It is "compelling" and totally ridiculous in light of our budget prospects. We could lie and say we are "premier," but with our poor resources and with failing and underpaid faculty and staff, the lie will soon be discovered. It is a shame for any really talented student to come to this miserable place.	To raise pay/compensation for faculty. To retire old and recruit new faculty.		State of Missouri will help us less and less.Our university president will not be able to get rid of incompetent administrators and staff, because the Board will not let him.Our Board and legislature will continue to burden the university with harm and with demands for which they will not pay.Faculty who want to retire will not be able to afford to retire.Students will continue to expect everything, and to pay very little or nothing for it.Faculty and staff will quietly "adjust" and the quality of education will decline, as people ultimately "get what they pay for."Our public relations people will continue to advertise that we are better than ever."Conceal and carry" will be forced upon us, and we will have a serious incident on campus involving death by firearms.	Build-down. Get rid of the fluff. Concentrate on quality liberal arts: reading, writing, solid science (not involving too much equipment; the Soviet Union could do it and so can we.) Totally reform the curriculum so that students take four courses per semester only, and these are all intense, quality courses. Retire or fire all the administrators whom Jack Magruder and Garry Gordon hired; they are all incompetent.

Student	Yes, this statement is compelling because it implies that the institution is well looked at and respected which will look good to future employers.	I would say the biggest priorities for Truman are scholarships for students, even though Truman is extremely affordable, resources for more scholarships could be extremely useful.	We can assume that over the next five years the budget will slowly get better. Yes, we are in a recession but it won't last forever. But the need for scholarships and financial assistance will not go away. That will always be a high priority. Technological advances will make distance learning easier and will allow us to utilize new teaching methods involving technology.	Planning for students should involve financial education. (understanding their loans, how to pay them off, etc.)
Faculty	It depends on by what criteria the premier public liberal arts and sciences institution is defined. If it is defined by U. S. News and Report that is not a compelling vision. If it means reforming the curriculum to promote liberal arts education then it is a compelling vision. If we reform the curriculum, raise faculty and staff salaries, support scholarly faculty research--sabbaticals etc. to the extent we support research by students and about teaching--maintain an excellent library, and keep up technologically who cares if we are number 1 or not. We will at least have an excellent reputation and most importantly students will be well served.	To reform the curriculum to meet the mission of a liberal arts institution in the 21st century.	State support will continue to decline as a percentage of total revenue. We will not be able to make faculty and staff salaries competitive with the institutions we compare ourselves. Administrative salaries will rise. If salaries don't rise and the institution doesn't support scholarly faculty research to the extent it supports research about teaching and student research, the quality of the faculty will decline. Without a reform in the curriculum most students will continue to find liberal arts education as something that they have to do to be well-rounded and that gets in the way of time for their majors.	Curriculum reform Raise money to raise faculty and staff salaries, raise money to support scholarly faculty research, raise money to keep up the library and with technology. PRAY!
Faculty	1. I do not know what a vision statement is. 2. Our state-mandated mission is to operate an institution of liberal arts and sciences. 3. People who do not find this mission compelling are certainly welcome to seek employment or education elsewhere. 4. I think our mission is admirable and inspiring.	State law requires that Truman "be operated only as an institution of liberal arts and sciences." Our top priority should be compliance with this law.	I do not understand this question. Consider just one part of it: "What assumptions about the next five years are reasonable for us to make regarding practices in higher education?" I really do not know what sort of practices you have in mind.	A successful strategic plan would clearly state what we are and will be doing to comply with the statutory requirement that Truman "be operated only as an institution of liberal arts sciences."

Faculty	Yes it is. This motivates the university to maintain the competetiveness it needs to survive the competition in today's world of higher education.	It should be to maintain the faculty size and retain the faculty the university needs for accomplishing its mission.	The reasonable assumptions include:1. we should be able to maintain and/or increase domestic student enrollment.2. we should be able to increase international student enrollment, especially from some Asian countries.3. we should be able to increase tuition revenue generated from both increased enrollment and appropriate tuition increase. 4. we should be able to maintain current faculty size.5. we should be able to make successful and concerted effort along with all other Missouri higher education institutions in educating the politicians about the necessity of keeping higher education on the top of their list of funding priorities.	the main characteristics of a successful strategic plan would be the ability to obtain funding from various sources and maintain what our mission dictates us to do.
Faculty	I'd add the word "public." Not because I'm pessimistic, but because I think that the public aspect of our mission is also important. Sometimes we talk about being affordable, and that isn't right for a mission statement, but "public" I think encompasses that mission as well as a number of other virtues.	To maintain our strength and student-focus in the liberal arts while finding ways to deliver instruction more efficiently and in a way that is still conducive to student learning in those areas that may not be so tightly bound to the liberal arts.	I wish I knew. Apocalypse?	See answer to second question above.
Staff	Yes! It has been the standing, recognized mission nationally for a long time. The simplicity of mission, value, and purpose has been appreciated by many alumni through the years.	Retaining its core values on personal attention, small classrooms, intellectual challenging, assessment (a must) Hiring PH.D. candidates to facilitate scholarship and research-maintain quality.	I agree the MDHE to collobarat with other institutions on two hundred entry level courses or possibly making those on-line so attention can be given to upper level classes. Keep the quality and affordable.	It's seems Truman is making good decisions with MDHE. Focus on quality that makes Truman-Truman! Research, scholarship, valuable faculty-student interaction. With everything electronic, somehow making this a priority or evaluating departments and increasing the standards.

Faculty	No, it is not. What guides me is a vision of an engaged faculty and a group of students who are motivated to learn.	Keep the focus on student learning, student accomplishments, student opportunities, and our stellar young alumni.	There's too much stuff in this question! Practices with our larger competitors include much more on-campus online learning (see NYT article about two weeks ago), even more depersonalized in my opinion. We should use technology, but we need to be thinking 'high tech, high touch' (was that McLuhan?) to differentiate ourselves. We need to do much more cross-discipline work. The political realities are pretty grim. We have lost (either temporarily or permanently) a great representative to the state legislature and her successor does not seem qualified to take on the job, nor does he seem a friend of Truman. The economy is going to take that full five years to start turning around. The political realities of the world include our peacekeeping activities abroad - those commitments will continue and they are expensive. So...students will need to learn how to manage in this "new normal" of conservative spending, cutbacks, fewer opportunities, less affluent lifestyles, a global economy in which there are several major players not just a few, etc. I don't	It needs to be flexible. Plan A but also Plan B. It needs to be fiscally conservative (to sell to our Board and our legislators) but it can't be without adequate support for key initiatives.
Faculty (cont.)			think I have a very full view of what all this means for budgeting, staffing, and the way we do things around here. We are heavily invested in people - and I think that's the kind of business we are in. Some will try to deliver "education" with a minimal investment in staffing and faculty, but I don't think that leads to a quality "product." If our quality is how we distinguish ourselves from the pack, then we need to be extremely careful about cuts in personnel.	
Faculty	No. We simply lack the human and financial resources to pursue such a goal. It will take heroic measures over the next few years to preserve our regional reputation	Those most important priority should be to lay the foundation for the future in terms of faculty hiring and retention. Rather than using what little extra money may come our way to "lift the whole boat" salary enhancements should focus on junior faculty and incentives to potential new hires. Truman simply cannot remain the lowest paid institution in the state. It is an embarrassment utterly at odds with our regular claims of housing a "world class faculty." Incidentally, I am a senior faculty member with 20 years at Truman.	Assume that we must do more with less. Likewise, don't make promises regarding salary, faculty retention, and program preservation that are inconsistent with what we face. We must place the highest priority on acquiring--and deserving--primate sources of revenue.	It will promote stability and confidence in the LSP rather than maintaining an atmosphere of constant pedagogical and ideological flux. In the drive to remain "cutting edge," Truman has historically been far too susceptible to intellectual fads. We must place the highest priority on recruiting younger faculty and then taking steps to keep them here.

<p>Faculty</p>	<p>It is not a compelling vision statement because at best it is an oxymoron. The goals of the State of Missouri and the goals of the liberal arts and sciences are diametrically opposed to each other. The State wants technically-trained people to fill jobs, follow orders and pay taxes, while the liberal arts wants to, as the name suggests, liberate the individual from state-imposed conformity and to provide our future leaders with the skills and knowledge to go beyond our current solutions. Beyond jobs, the State (both the people and their elected representatives) do not value higher education in general, or a liberal arts higher education in particular. We should drop the word "public" because "public liberal arts and sciences" is a ship that has long ago sailed into oblivion.</p>	<p>Becoming independent of state funding while maintaining a focus on student learning that is grounded in an academic discipline, yet transcends the disciplines. In preparation for weaning ourselves from the State, we need to put our financial house in order by eliminating positions that are redundant or unnecessary, restructuring our curriculum to meet the needs of the students with the minimum number of faculty, and using technology to make our routine business practices meet industry standards (i. e., ISO 9001). We must maintain our unique identity and maintain excellence in the sea of mediocrity that is Missouri higher education that surrounds us.</p>	<p>We should assume the worst. The State's contribution to higher education will continue to erode, and what little is left is going to go to those schools with big sports programs and weak academics. There is no room in the State's worldview for academic excellence beyond lip service, and we will pay the price for daring to be excellent in a state wedded to mediocrity. We are over-staffed because we have designed a curriculum that preserves faculty positions in some departments without regard for student learning outcomes. Faculty downsizing is long over due, and I hope it will force us to seriously reconsider what we do and why. I do NOT agree with the push to eliminate small departments and programs in the traditional liberal arts for the sake of budgetary expediency or to fall in line with the Zeitgeist. We need these programs to balance and complete the liberal arts and therefore they should not be eliminated. While we have too many faculty, we do not have enough staff. Too often on this campus problems with the infrastructure go unrepaired</p>	<p>It must have clearly stated, numerically assessible outcomes. It must assume the worst and plan accordingly in a realistic manner. If it is successful, we will find ourselves in a good position, no matter what happens in the rest of the world. The last strategic plan was full of unassessible pie in the sky dreams that ignored the political realities of the state, the effect of No Child Left Behind, and the long-term decrease in state funding for higher education. It refused to acknowledge that some programs and positions are either bloated or unnecessary. For the 2011-15 Strategic Plan to be successful, one need only look at the last one, and do the opposite.</p>
<p>Faculty (cont.)</p>			<p>because there is nobody to repair them or no time to do so. And so the infrastructure slowly crumbles as problems fester. Our staff often work two jobs to make ends meet, and the second job usually pays better. How do we expect to have a modern, technologically-intensive university when the infrastructure cannot be maintained for lack of trained people to maintain it? That being said, technology in the classroom is over-rated. Yes, technology is a wonderful thing, but without people who are willing to use it effectively being given the time to develop activities for the classroom, it is a waste of money. In the end teaching (like art and medicine) is about one person touching the life of another, and that cannot be made more efficient by technology without stripping from it that which makes it so powerful. Unfortunately, we have invested in the technological bells and whistles without investing in the human capital to use it effectively and without any thought on how we will maintain what we have or keep up with the advances</p>	

Faculty (cont.)				<p>in technology. The political reality in this state is that the people want government to provide them with good roads, good schools, safe neighborhoods and low-cost public education without actually paying for them through taxes. Until this changes, public higher education will always be underfunded, overburdened and under-appreciated in this state. We should assume that the State's contribution to Truman will fall essentially to zero in the next five years. We should approach the CBHE (or whatever it is now) for double-digit tuition increases and take steps to become either an independent entity or merge with another university (e. g., ATSU). The quality of our students has fallen over the last ten years in terms of what they know, their work ethic and their expectations of a four-year degree. When students come to college less prepared than ever with the expectation that a four-year degree is their right and this right must be given to them with no effort on their part, it does not bode well for higher education. We will have to offer more and more remedial courses just to prepare students for college-</p>	
Faculty (cont.)				<p>level work. We will need to have a stronger support system as more students are coming to us with pre-existing conditions, both diagnosed and undiagnosed, that we will have to deal with. In addition, because of the expectation of easy success, we will need more counseling services to deal with students who, used to easy success and an unwarranted high self-esteem, now find themselves failing. We are hopelessly behind cutting edge practices in higher education. While some of these practices (e. g., technology) are questionable and will likely fail, some show potential. However, we are in no position to take advantage of them, nor do we lead in developing new practices.</p>	