

**Strategic Planning and Assessment Workshop 2010
August 18 and 19, 2010
Breakout Group Discussion Notes**

GROUP A

1. Keep goal 1 of Current Strategic Plan. Focus on pedagogy and faculty development. Need to retain the Center for Teaching and Learning.
2. Keep goal 2 of Current Strategic Plan. Be more intentional about integrating (on the part of the faculty)
3. Keep goal 3 of Current Strategic Plan, but personal and social development needs to be included, healthy and well-balanced students are important to us. (Need psychologist as a director of Counseling Services. We don't have sufficient local resources!)
4. Keep goal 5 of Current Strategic Plan. Need to focus on faculty development. Eliminate BS work, but have campus-wide faculty and staff development sessions (pedagogy Goal #1, student mental health and stress Goal#3, integrating co-curriculum Goal #2). DAY each semester of required full-campus faculty and staff development.
5. Need to measure and evaluate results of Goal 5 of Current Strategic Plan. (Janet Gooch spoke of actions taken, but we don't know the results of the actions!)
6. Keep Goal 6 of Current Strategic Plan- but "all"?!)

Random Idea: Implementing both goals. Require senior internships of service to the major- program reviews, tutoring, advising, and recruitment.

GROUP B

Increase visibility of Truman at the state, regional, and national (and international?) level

- Often the perception is that Truman is s the "best kept secret"
- Struggle with the issue that many, faculty in particular, are not comfortable with "boasting" or "selling ourselves"—work to empower people to do that in ways that are effective
- Be a product
- **very much need a full-time, professionally- and specifically-trained staff to focus on web design—this plays very strongly into getting our message out and with the current visually sophisticated student the message needs to be not only expressed well but presented powerfully
- Include faculty more fully in recruitment and networking—illustrations given e.g. of faculty going to areas they know well (e.g. faculty from Kansas City) going to schools they know well and development powerful relationships

Improve the quality of experience for students, faculty, and staff

- Discussion on Wednesday (Elaine McDuff on Interview Project) about the degree to which students are experiencing stress. A member of Counseling Services in the group also mentioned that they and Student Affairs are working on expanding that to the whole campus population.
- What are we teaching them? Often classes and other experiences are low impact and are keeping students busy. Students also build this in by pursuing multiple majors, a major and many minors, etc.
- Reduce requirements across campus.

- Instill Phi Kappa Phi’s “love of learning” mission across campus.
- How can we develop experiences that encourage *everyone* to go slower, drill deeper, build in time for reflection, have fewer requirements, and are higher in impact?
- Perhaps with shrinking faculty we need to look at shrinking the curriculum?
- Also the added issues of the millennial culture.

Need to place a much higher emphasis on sustainability

- Office spaces need to be better maintained for health of faculty, staff, and students (e.g. story of a faculty member whose office may have to be moved because of mold issues)
- Lots we can do to reduce waste (going trayless in residence halls a good move towards this)—continuing to work on paperless solutions
- Lots we can do to connect more fully with the community (e.g. use more locally grown foods on campus)—or offering Truman’s biodiesel to community members?
- Long term, place priority on LEED certification for campus building projects (<http://www.usgbc.org/DisplayPage.aspx?CategoryID=19>)

Strengthen communication, effectiveness, and responsiveness on campus

- Some here revolved around continuing to eliminate the “teacher’s college mentality”: e.g. difficult for faculty to get necessary equipment for research quickly because of budget and spending rules, “we’ve always done things this way because of XYZ” attitude.
- Collect and report actual, meaningful data:
 - It should be very easy with computers to “count” both students’ first and second majors, and to give the relevant departments “credit” for those majors, graduates, etc. Both departments also need to be able to count their majors—that is, no difference from students’ experience perspective in terms of which major is first or second.
- Make it easier to know who to ask for answers to particular questions.
- Make learning and sharing of data easier.

Additional Concerns

- How will we address bringing new blood into an increasingly aging faculty when we are faced with considerable budget challenges.
- Issues related to pension funds and national perceptions about them (see NYT article).

GROUP C

Top 2-3 Goals for the Next Strategic Plan:

- Maintain focus on metrics to ensure that we can monitor progress toward attainment of whatever goals are set in the strategic plan. It is also essential that the University build an infrastructure that supports utilizing the data collected – ensuring that there is an entity responsible for providing direction to the community in making informed changes. Ensure that comprehensive collection of outcomes information is readily available to provide concrete evidence of the quality of University programs.
- Support campus-wide efforts with intentionality to ensure that all students who desire “high impact” experiences (such as undergraduate research, internships and study abroad) are prepared for, able to and can afford to take advantage of them. This may involve redirection of resources and

will likely require that some academic programs consider incorporating more flexibility into requirements.

- Ensure that efforts more intentionally focus on building &/or strengthening campus community. Efforts should work toward creating and supporting traditions that fit the Truman community as a whole, but should continue to recognize the value of the sub-communities within the whole. Activities should convey the unique spirit of Truman – combining intellectual prowess with fun. One idea proposed is to incorporate a social aspect to the already established Research Day activities.

Other Ideas/Topics Discussed:

- Continue the discussion of what Truman’s overall enrollment should be to determine what campus population we can realistically attract, serve and retain. Encourage investigation of ways that retention efforts can be enhanced to balance challenges related to recruiting larger numbers of qualified students in a climate of significantly changing demographics.
- Enhance efforts to attract a critical mass of minority students, including emphasis on the diversity of international students.
- Ensure that outcomes data is readily available to demonstrate the quality of academic programs, recognizing that initial major is not usually final. Make it easier to demonstrate extensive opportunity for internships, research and study abroad across disciplines.
- Examine the amount of time on work outside of class versus stress levels of Truman students to see if there are relevant correlations – unrealistic expectations on the part of the instructor or self-imposed on the part of the student. Strive to build an acceptance of failure and experimentation to reduce any unnecessary emphasis on grades.
- Create a structure that supports and recognizes (provides release or compensation) for faculty who take on more research students, grant opportunities, etc. Encourage enhanced recognition of interdisciplinary contributions.

GROUP D

Goals 2 and 3 of the Current Strategic Plan. The Truman Experience- everyone should know it is on campus. Increased Emphasis on enhanced learning experiences: Service, learning, research, co-curricular (marketing slogan: “it’s not just what happens in the classroom, but outside the classroom, too”)

Goal 5 of the Current Strategic Plan. More focus on grant opportunities; Support of the Truman Institute- more summer camps for high school kids beyond Joseph Baldwin Academy. Use of resources: more workshops for high school and college level faculty.

GROUP E

1. **Transformational Experiences-** increase the percentage of students who undergo transformational experiences and also increase the number and variety of experiences open to them.
2. **Communication-** improve the flow of information between Administration, faculty, students and external groups.
3. **Budgeting-** more inclusive, rational and open process. Stability for important programs like Faculty Research, Faculty Research Conference.

None of these cost a lot of money

GROUP F

- 1. Improve new student retention using interview project results**
 - Offer mentoring with faculty and current students,
 - Alleviate their fear of faculty

- 2. Give faculty the tools to build upon and forge new relationships with external groups, such as alumni (old goal six)**
 - go out more rather than expecting them to come here
 - need positive talking points for recruitment

- 3. Recruitment: going out more, recruiting at community colleges**
 - considering new ways of doing things
 - better publicize what we are already doing
 - more usage of social media
 - target numbers for departments
 - need some PR besides basic liberal arts/ high achieving student statements

GROUP G

Goal #1

Explore curricular change that expands the depth of study, reduces student anxiety, and achieves cost benefit. For example, 4 credit-4 course model.

Goal #6

Coordinate efforts to showcase student achievements to external audiences and, in doing so, create an active relationship with post-mission change graduates.

Goal #4

In response to student demographic changes, increase under-represented student in our freshman class by 15% in 2020.

GROUP H

We really spent a lot of time talking generally about the key goals, and not specifically on any particular one. There was some concern over the vagueness of the initial goals.

- 1) Really worried about the hiring of contingent faculty because they're not as connected to the students and it creates very little longevity within the faculty. This is also an issue in athletics with coaches. It's important to think about the goal of retention and recruitment if you don't hire tenure track faculty. Tenure track faculty will engage the students differently and we need to take that into consideration when speaking of our mission and the undergraduate experience.

- 2) Sustainability - looking economically, at human capital, at natural capital, and especially at connections to the local community. We talked about sustainability efforts with the possible formation of a new university committee. We also discussed the partnership we need with the Kirksville community and

what wonderful efforts Sodexo has taken to work with local produce. It's really about partnership, not just service! It's also important to sustain our reputation with school teachers and administrators in the local area.

- 3) Working with the Kirksville community - Sometimes just offering service can be counter-productive, we need to develop more of a relationship. (partially related to goal 6)
- 4) We spoke some about assessment and the senior test as well as our graduation rates, as we believe these are indicators of success. We realize that it was based on University funds, but thought it was better when the GRE and LSAT were offered as senior tests. Having the national tests would allow for greater comparison and would help with goal 1, nationally competitive graduates, goal 3, graduating an academically-talented student body, and goal 5, helping us efficiently and effectively use campus resources.
- 5) We spoke about the work in advancement. We are young in fundraising efforts and we believe the academic departments can be helpful in reaching many of the alumni that haven't been contacted. It's important to build support for the institution and that's not just the work of advancement!

GROUP J

1. Meet/exceed student expectations for high quality learning and interaction with faculty/staff through the appropriate and effective use of multiple pedagogical approaches: digital, student assistants, student support, traditional delivery
2. Systematically use evidence and assessment outcome to guide and inform decision making- perception, learning, application, triangulate post graduation, use to communicate with others.
3. Provide support (time, incentives, professional (student assistance) to assist faculty as needed to develop and use varied pedagogical approaches.

GROUP K

Hard to make these decisions without cold/hard facts (no analysis)

Sustainability is important to the university.

- Continue to develop our efforts towards sustainability and emerging technologies.
- BIO diesel, Ecology - we have strengths in this area. Students are realizing that this is an important issue. Our strengths in this area are opportunities but this could be a threat if we aren't working in this area. This also has implications for the economic, social, and ecological bottom line.
- Institutional sustainability- website- how easy is it for outsiders to understand the Truman Experience
- Legislators pay attention to this. (Missed opportunity in Pershing)
- Goes across curricular + facilities.
- Visible impact on the community
- student engagement
- enhance the quality of life (ex. Hike & Bike; local foods)

We have values- no **distinctiveness**- sometimes the Truman Experience is diluted. – should permeate through everything.

- Public dollars to achieve private liberal arts “product”
- Personal experience combined with high level of competence that impresses the outside audience.
- Retain the Truman experience (high quality education, small classroom- personal experience) when faced with challenges of less funding.
- Should the “small personal education” be our niche?
- Discussed editable, external websites (some work being done to improve websites)
- Discussed Youtube- exploiting online opportunities
- We do really well with one group of students, may be failing others (students aren’t involved, not succeeding in class)
- strong personal component for all students (need to better understand and help our under-involved/engaged students)
- Education needs to be a partnership – students need to be an active pursuer of education.

Can’t have people doing bureaucratic things, less paperwork, least amount of administrative time possible.

- Continue development of web presence.
- Can each Blackboard page be hand-linked to a co-curricular experience?
- Discussed NSSE data - hard time explaining the 20% who aren’t involved
- Focus group with the SAS- ask them questions about how many students don’t seem to be doing anything.
- Questions- GSQ- how many professors could write a letter of recommendation, vs. entry level - how many professors you expect to know?
- Could portfolios have slot for reference level
- Discussed students communicating with faculty – conversations vs. emails
- Personal Experiences- are we doing enough on our campus for this generation
- Are we doing enough to encourage service (helps create the personal contact)
- Students (Pershing interviews) don’t always know what liberal arts means...
- Need to define Truman Experience + Liberal Arts
- Using technology and other means to enhance students’ awareness of act and ability to jump in.

GROUP L

1. Provide access to underrepresented groups of students, including non-traditional and international students (Center for International Study).
2. Provide quality opportunities for alternate modes of learning, such as hybrid courses which include both virtual and classroom experiences.
3. Provide opportunities for post BA and AA continuing education experience (certification workshops, community contact).

GROUP M

1. Highlight how the Truman Experience will be transformational. Create a culture of talking about how college at Truman will make students different. Infuse the idea of Truman students receiving a transformational experience.
2. Recruit, retain and graduate a higher proportion of traditionally under-represented groups at Truman including those from rural MO, IA, IL, first-generation students, international students. Note:

This means that we need to leverage the presence of international students to enrich potential transformational experiences. To retain, support and integrate students.

3. Enhance external relationships through community outreach opportunities that bring people to Truman's campus. For example, academic competitions, evening activities for K-12 kids, conferences. We want Truman to be a cultural hub for people in this region. Alternative revenue streams, recruitment and image.

GROUP N

1. Human Capital

Goals 3 & 4

- Students- add support (many "A", well being)
- Faculty- Retain
- GREG – support TLC

2. Mission/ Truman Experience

- Public access

Public Liberal Arts: residential, interactive, curricular & co-curricular
Are we willing to develop premier LAS curriculum?

GROUP P

1. Focus on and support strong programs.
 - a. Define and decide which programs are strong using criteria above simple enrollment
 - b. Examine cause of weakness (i.e., traditionally strong programs may have been weakened when faculty was not replaced)
 - c. Remembering that Truman has already been through a process of winnowing programs, we may be at the point of not cutting, but of being cutting edge (being more innovative, strategic)
2. Revenue enhancement through continuing education
 - a. Support for Truman Institute
 - b. Offer short courses a week before or after semester, online
 - c. Continuing education for those alumni to meet legal mandated requirements in their professional areas.
 - d. Involve alumni to teach these courses
 - e. Tap into alumni base for mentors, ambassadors.
 - f. Vary scheduling—on-demand courses, at your own pace. (Consider implications for Business Office.)
 - g. Cutting edge structural curricular changes with pilot programs (i.e., first year student seminars)
 - h. Marketing who we are on a national level. Use of careful branding, technology, alumni, video and viral campaign.
 - i. Office of Institutional Research for centralized information
3. Recruitment/retention

- a. Capitalize on rural location.
 - i. Maximize current programs: bicycle coop, sustainable food and environment, global health initiatives, community-supported agriculture.
 - ii. “Ride the train to Kirksville” cultural exchange program along the Amtrak Southwest Chief line (Chicago, AT Still location in Arizona).
 - iii. Extend service learning to other communities.
 - iv. Model of sustainable mass transit—Biodiesel bus line to transport students.
 - v. Stronger relationship with Rolla campus, where gender balance is reverse from ours.
 - b. Targeted effort toward retention of historically underrepresented populations.
 - i. Examine from a whole campus perspective; everyone is involved with “Truman Experience”, not “Truman Shuffle”.
 - ii. Support for a cohort of faculty recruited from a historically African-American or Hispanic university program.
 - iii. Efforts to insure a welcoming community.
 - iv. Recruitment through new innovative programs.
4. Set up a website/brainstorming blog site to share good ideas anonymously. Many faculty and staff with good ideas do not share because of lack of time to develop the ideas. Sharing website would increase interdisciplinary involvement between colleagues, involve staff ideas.
 5. Recognizing that we will need to offer enhanced technology, consider best ways to support training, encourage support for field-based courses with mobile components.

Group Q

1. Transition from Truman to Grad school
 - 3 credit course pertaining to Research Proposals in Grad school preparation
 - Goal specific: Tailor to needs of department – law, pre-med
2. Prepare students for a global economy/experience

Does not have to be abroad:

 - Inner city
 - Cultural, etc
 - “Domestic Study Abroad”, “Semester Away” – coordinator needed
 - Exchange Program, summer opportunities, 3-4 weeks
3. Students- Faculty
 - Campus community, social professional interaction
4. Gender Imbalance