

University Council Minutes March 21, 2006- Cypress, UC

Meeting began at 3:15 p.m.

Strategic Planning Overview (C. Coons Yates)

- Strategic Planning, Brainstorming and Discussion
 - We have taken all of the responses (emphasis areas) and compiled them into categories.
 - We grouped to see where we had like minds about what was important in moving forward as a University.
 - There are a total of seven categories. They range from broad to specific. Each item in a box are specific things people said. I will walk you through each category. The number in the circle at the top is the total number of ideas we had that fit into that category. The items that have stars, multiple people submitted comments. Half or more of the group supported those concepts. (See attachment 1)
- Student Success
 - A majority of the group thought that **Graduation and Retention** is where an emphasis should be. Subgroups of Retention and Graduation were advising (train advisors, improve advisors, increase the numbers of advisors.) Emphasis and focus on caring Faculty & Staff. Several people mentioned Extra Curricular Activities as a way to boost Retention and Graduation. **Caring Faculty & Staff**-It was also a separate category on its own. **Showcase Successful Grads**-Two different comments which linked to another category. You will see the arrow linking the two. Someone stated that we should profile diverse successful alums. **Culture of Academic and Personal Integrity**- someone stated we should emphasis ethics. **Expand Partners for Campus Excellence**-it also links to Professional Development category. **Math & Science Center** was suggested. **Greater Student Leadership Opportunities** and **New Academic Programs**.
- Diversity
 - Multiple people felt we should focus on **Staff and Faculty Recruitment. Student Recruitment, Study Abroad and Exchange Programs, Profile Diverse Successful Alums, Diversity Education/Training.** We had two specific suggestions for how we could address diversity. **Unit for Latino Outreach and Research and Unit for lower Socio-Economic Status (SES) outreach and research.** We should be reaching out to populations from lower socio-economics statuses and integrate them into the University as employees and students.
- Professional Development
 - **Faculty Research and Grants** it also crosses over to the private support category. We should educate faculty to become better grant pursuers. Other comments were if we had more grants it would help private support and funding. Also in the category **Partners for Campus Excellence, Administrative mentor-ships, Improve Staff Retention, Encourage Staff Contribution of Ideas, Supervisory Certificate Programs, Develop Lower SES Groups.**
- Private Support
 - **Create New Partnerships**- new partnerships to where we did not have to use private support dollars. Also create partnerships where other groups would help fund projects that the University wanted to do. Creating new partnerships also crossed over to Community Outreach. Cultivating interns and co-ops opportunities through private partnerships. **Develop Grants, Implement Capital Campaign, Support Superior (State of the Art) Facilities**- If VSU had a state of the art facility, it may attract people to give more private support and we ought to gain more private support to build state of the art facilities. **Marketing Necessity**-Market certain areas of the University
- Planning

- Many members said we should be following the plan and doing what the plan says to do. **Develop a five year plan within longer term plan (could be emphasis areas), Foster shared governance. Increase Communication/newsletters**
- Assessment
 - **Student learning outcomes, finding out what attracts students, faculty, staff and community, salary study (2) implementation, Faculty Workload Study Implementation, Promotion and Tenure Criteria, Base Faculty Evaluations on Student Performance, Track post-VSU Employment and Education After People Leave.**
- Community Outreach
 - **Cultivate Interns and Co-ops and Research/Cultural Park Concept**
- What you have is a map of your initial responses to what VSU should focus on. What we need to do now is refine the list that we have. Ultimately, we want to get the list down to three or four categories. We need to be specific enough where we can add measurements to the action steps.
 - What we want to do at this meeting is to look for immediate items that jump out or items that are obvious we can drop from the list? Hopefully what we end up with is a slightly condensed list. Next week we can do a little more refinement. Once we reduce the categories, we will start discussing bench marks. The timeline we will work within is two to three years. The majority of the members recommended the two-three year timeline. We will track and update every year and probably more frequently than once a year to let campus know where we are at.
- Questions
 - “Were we supposed to identify new things?” (T. Martin) “The entire list came from the Master Plan. Some are new ideas but most of them are connected to the larger strategic plan.” You will see there are items from the strategic plan that are not on the list. That is our first step. We will set those aside unless someone decides we missed something and we need to go back and look. We want to tie performance indicators to them and ask the campus to help us move forward within the next two to three years. Anyone can work on any part of the plan if they choose too, whether they are our emphasis areas or not. Recall how JMU’s model has key emphasis areas and a longer list of items that the university is committed to, but won’t necessarily measure or be held accountable for in the immediate future. We are concerned with defining those emphasis areas we want to be accountable for and show great strides in. But we are going to measure what we decide to emphasize. We will hold campus accountable and ask groups how they will help move us forward as a University. When I say “we” I do not mean University Council, I mean the entire University. (C. Coons Yates)
 - “Can we look back two to three years when the strategic plan was first developed and see how much has been accomplished? Do we have something available to show the progress we have made through the process? In some respects we are not rejuvenating we are re-launching. (C. Harmon) “Did we really develop our bench marks when the plan was created? So, would our time be spent wisely going back? “The way the plan was updated in the past was either anecdotal evidence. To go back and measure without bench marks would be difficult because we did not say how much we would improve back then with any category.” (C. Coons Yates) “What we want to do will require additional resources and support, private support and internal support. Our marketing and communication efforts go hand-in-hand. A lot of what we are doing (outreach wise) is to train the students and faculty to come here. We are not being aggressive for our people and services better prepared for the students out of our 41 county area. (C. Harmon) “We have a lot of items in the original plan that were not bench marked. Some of it that cannot be measured and it looks to me that we need to assess what we did originally, where we have come, and basically put a new strategic plan together with bench marks and data. (W. Peacock) “There are several issues that we are dealing with. There are two ways to go about what we are starting to do. 1. Where do we want to be? What is the end result (performance indicator)? How will we know when we get there? Then go back and build the emphasis to get there. 2. What is really important to us? Then we attach the measure on it and say how we will really know when we achieve success? The other issue is do

we go back to the plan and find out what we have not done.” (C. Coons Yates) “If you look at the last three years, the key element of the University’s needs increase the quality of student housing. We have developed Centennial, renovated Patterson, Brown, and Lowndes. I think that was something the University was unified on. What we need to do is rally behind some of these goals. But it is an example of how we utilized the strategic plan and created a positive effect.” (K. Keppler)

- “I hope that we do not lose the big categories (Student Success, Diversity, Professional Development) all the categories speak to direction which we know we need to go in. (J. Black)
- “You would like for the Council to pick three specific areas, move on those, and then come back to the plan. We had three areas that had high rankings 1. Student Success, Professional Development 3. Private Support. We could pick one or two items from each of the areas.” (R. Allen) “I think we can drop Planning and Assessment as emphasis areas because we will be planning and assessing throughout the process.” (C. Coons Yates) “Could we move ‘cultivate interns and co-ops and Research/Cultural Park Concept to Private Support’? Staff and faculty recruitment could move to Professional Development and Study abroad to Student Success (T. Martin)
- “If we had four categories, we could include Diversity as the fourth. Assessment should disappear into everything else.” (J. Black) “We need to remember “Funding Partner” and their emphasis. The big ones right now are RPG, Diversity, Professional Development, and Private Support. If you look at how they link up—look at what they have done: international programs—we have metrics for that. We have system metrics for RPG. What ever we do, it needs to clearly connect to our “funding partner.” (L. Levy)
- “We need to keep in mind that our ambitions may be too much for two to three year goals. So we decide; what will we be accountable for the next two years? Then after the two year deadline we may not drop student success, we may decide to add different performance indicators, or focus on a different emphasis area that moves the larger plan forward yet again (C. Coons Yates) “What we are doing here is taking hundreds of initiatives and bring them into a different kind of focus. One of the new Chancellor’s favorite terms is “move the needle.” What he tends to do is to concentrate resources, thinking, and creativity on what will bring us the biggest buck. If we did some key things that really brought student satisfaction and student success that would really be moving the needle. What we are approaching here is keeping in the direction with the Chancellor.” (J. Black)
- “We need to look within each area that we have left, Student Success, Diversity, Professional Development and Private Support. Think about which action steps would really make a big difference in those categories? What could we attach a performance indicator too?” (C. Coons Yates) We need to concentrate on things the University will be evaluated on at the System level. “What programs do we have in place (Office of Student Success) that we are going to try and move the needle? We need to start looking a progression.” (L. Levy) “If we decide to emphasis student success, we need to be specific about how we are going to do that. What is that process going to look like and what do we hope to get out of it. By us developing those two pieces, then we give campus guidance on how to move the emphasis area forward.” (C. Coons Yates) “What about evaluating what is already out there in terms of academic programs?” (C. Harmon) “Marsha’s office has pretty detailed data about how many graduates we have in each major. We will work to develop bench marks so we know where we are at and where we want to be. There are things that campus is already doing that is helping move us forward. But instead of random effort, we will have combined effort.” (C. Coons Yates) “It would be wonderful to see the things that we are already doing that support each of the categories.” (J. Black)
- “Do we know the students that are doing well then transfer or drop out? Do we know their key issue of why they left?” (R. Allen) “The University is currently working on a survey of all students that paid in the fall of 2004 but did not return in fall of 2005. That will be one set of data that we will look at to see if it is financial, programs, faculty, or advising.” (M. Krotseng) “If I had a Student Success Center and had five or six high

trained advisors (not just in academics.) After a year or two of the advisors working and did a focus group with the advisors, we would get a picture that would confirm the data from the surveys. But you would have much more in-depth knowledge of what you can do to intervene. What are the interventions that work? Surveys can tell you what the problem is they usually do not give you information for interventions. My dream is that every student that has a major, that there is a student group and they are automatically invited to be a part of and made to feel apart of the group right from the start.” (L. Levy)

- “We could have a theme called University Achievement with the four primary categories. University Achievement would be easily identifiable. (W. Huang)
- “Looking at these next four areas, what I would like for each of you to see what we should pull to emphasis that would fit into the Student Success category. Look at each of the four categories and identify those things that would make the biggest impact. We can say that in year one we want to implement a study on a particular area and figure out what items we want to put into place as performance measures. Year two and three we are going to show this much progression. Also for each of the areas that are listed, if you know things we are already doing, make a note. We will start compiling that information to share with each other. (C. Coons Yates) “That would help us if something is going on perhaps it already has a metric to measure the success. But if it does not then we already have something working and supporting one of these areas. Perhaps we could help to develop a form a measurement that would jump start the process. (J. Black) “We should find out the definition of what Student Success? (K. Keppler) “We have already defined success in the short run. You will never reach 100 percent. We have already set a goal to improve graduation rate to 45 percent by 2010.” (W. Peacock) “Maybe we expand our metrics and add did that student meet his or her goals.” (M. Krotseng)
- Think about before the next meeting: what do we want to emphasis, what are we already doing, how are we going to measure that impact and what levels would we want to achieve?

Next meeting March 28th, 2006, 3:00 p.m-5:00 p.m. in the Magnolia Room #1 (UC)
Meeting adjourned 4:40 p.m.

Attended:

Christy Coons Yates
Ralph Allen
Jeremy Baker
Jim Black
Denise Bogart
Honey Coppage
Laverne Gaskins
Greg Gordon
Charles Harmon
Wilson Huang
Kurt Keppler
Marsha Krotseng
Louis Levy
Traycee Martin
Russ Mast
Mike Meacham
Joe Newton
Walter Peacock
Tim Yorkey
Scott Sikes

Not Attending:

Brad Bergstrom
Herb Reinhard
Maggie Viverette
Dr. Ronald Zaccari

Guests:

Sementa Matthews (University Relations)
Joe Mattachione (Auxiliary Services)

Recorder: Kate Gurley