

Chapter XV: STRATEGIC PLAN AND ASSESSMENT WORKSHOP

The 2007 Strategic Plan and Assessment Workshop was held on July 24, 2007. Faculty Senate President Dr. James Guffey offered a welcome to the attendees and introduced University President Dr. Barbara Dixon. Addressing the 2007 Workshop theme, “Affirming the Promise: A Bridge to a Third Decade of Excellence in the Liberal Arts”, Dr. Dixon spoke of the University’s mission in light of the future challenges that face the Truman community as we collectively seek to accomplish the goals set forth by the Strategic Planning Advisory Committee (SPAC) in the 2006 summer workshop. Selected copies of these SPAC documents are included at the end of this chapter for reference, and the entire report can be obtained from the Provost website (<http://provost.truman.edu/>).

Provost Garry Gordon and Dean for Planning and Institutional Development Dr. Michael McManis unveiled Truman’s strategic plan inclusive for the fiscal years 2008-2010. The overarching strategy for Truman will encompass an even more directional move towards student-centered learning, coupled with challenges to the entire Truman community from students to faculty, administrators and staff to innovate the most effective educational practices to graduate creative, socially responsible leaders and actively engaged world citizen-scholars. In preparing students for their roles in the 21st century and beyond, Provost Gordon and Dean McManis’ presentation articulated the desired characteristics of students educated in harmony with the University’s liberal arts and science mission.

These presenters shared with the workshop attendees the demographics, cost/affordability issues nationally and in Missouri, competition from other educational entities and environmental assumptions that will govern and impinge on the University’s ability to respond to current and future challenges in higher education. General conclusions put forth were:

- We must retain Truman’s core supporting values and focused liberal arts and science mission.
- We must collectively and creatively rethink and refine Truman’s curriculum and faculty/staff expectations while embracing change that impacts faculty, staff and student interaction.
- We must create a more distinctive institution that responds to the changing educational and political environment

Workshop attendees were able to gain further information and provide valuable input in a round robin discussion of Goal 1: How do we develop a premier liberal arts and science curriculum and exemplary approaches to teaching and learning that ensure national competitiveness and Goal 2: How do we create a total educational experience for students that seamlessly combines curriculum and co-curriculum in a collegiate residential environment. After breaking for lunch, information on the Capital Campaign by Dr. Mark Gambaiana, Vice President for University Advancement, and on Curriculum Designing Principles by Melissa Holcomb (Nursing), member of the Commission on Undergraduate Curriculum, were presented. Attendees were then afforded the opportunity to select from several breakout sessions concerning Goals 3 through 6 of the

Strategic Plan, sessions centered on the Commission on Undergraduate Curriculum, recruiting and retaining a talented, diverse student body or recruitment of support from external constituencies for Truman's mission. A final assessment session oriented towards department chairs concerned the use of assessment data in the department to improve student learning. The Workshop concluded at 5:00 p.m.

After the Workshop, attendees and their colleagues were invited to provide feedback about the Workshop. Readers may download PDF copies of distributed documents, as well as SPAC documents, from <http://provost.truman.edu>. NOTE: This website is restricted to Truman IPs only.

Contents:

| | |
|---------------------------------------|------|
| Workshop Agenda..... | p.3 |
| Strategic Plan PowerPoint Slides..... | p.6 |
| Selected SPAC documents..... | p.14 |

AGENDA
STRATEGIC PLANNING and ASSESSMENT
WORKSHOP
Truman State University
Tuesday, July 24, 2007

July 20, 2007

**“Affirming the Promise: A Bridge to a Third Decade of Excellence
in the Liberal Arts”**

8:00-8:25 am Registration – Lobby, Magruder Hall (MG) vicinity of MG 2001, light refreshments provided

8:30-8:40 am Welcome – James Guffey, President of Faculty Senate, MG 2001

8:40-9:10 am Opening Remarks – President Barbara Dixon, MG 2001

9:10-10:15 am Truman’s Strategic Plan FY 2008-2010: Where we are and what we hope to accomplish. Michael McManis, University Dean for Planning and Institutional Development, and Garry Gordon, Provost and Vice President for Academic Affairs - MG 2001

10:15-10:30 am Break

10:15-11:15 am Breakout Discussion Session I – Discussions on Strategic Plan Goals One and Two – NOTE: Everyone will be assigned a room and will remain in that room for Breakout Discussion Sessions I and II

Group A, MG 2001

How do we achieve Goal One to develop a premier liberal arts and sciences curriculum and exemplary approaches to teaching and learning that ensure graduates who are nationally competitive? Given the early work of the Commission on Undergraduate Curriculum and the Strategic Plan goal to develop a premier liberal arts and sciences curriculum that incorporates exemplary approaches to teaching and learning, how does Truman move forward? What needs to happen in the coming year and thereafter? For example, what is the right balance between the Liberal Studies Program, the major and electives? Adam Davis, Lisa Glaubitz and Paul Parker

Group B, MG 2090

How do we achieve Goal Two to create a total educational experience for students that seamlessly combines the curriculum and the co-curriculum in a collegiate residential environment? What do we think comprises the co-curriculum? What should a student learn from his/her out-of-classroom (non-credit bearing) activities? How can we improve our out-of-

classroom experiences so that they meet the desired learning objectives? What is the role of faculty in helping facilitate out-of-classroom learning? What are the obstacles to faculty involvement? How do we move forward? Lou Ann Gilchrist and Marty Eisenberg

11:15 am–12:15 pm Breakout Discussion Session II – Discussions on Strategic Plan Goals One and Two **NOTE: Remain in Session I Room, Discussion Leaders will rotate.**

Group A, MG 2001. How do we achieve Goal Two? See Questions under Group B above.
Lou Ann Gilchrist and Marty Eisenberg

Group B, MG 2090. How do we achieve Goal One? See Questions under Group A above.
Adam Davis, Lisa Glaubitz and Paul Parker

12:15–1:00 pm Lunch - Lounge, Student Union Building

1:00–1:30 pm Capital Campaign Update – Mark Gambaiana, Vice President for University Advancement, MG 2001

1:30-2:00 pm Curriculum Design Principles – Melissa Holcomb and members of the Commission on Undergraduate Curriculum, MG 2001

2:00–2:45 pm Breakout Discussion Session III – Discussions on Strategic Plan Goals
NOTE: Attend any session of your choice.

A. Discussion on the Commission on Undergraduate Curriculum’s Proposed Curriculum Design Principles – Melissa Holcomb and other Commission members, MG 2001

B. How do we achieve Goal Three to recruit, retain, and graduate an academically talented, diverse student body that meets the CBHE’s expectations for a highly selective university?
What is the outlook for Fall 2007 and how is Admission changing in the coming year? How can faculty and staff support this effort? Melody Chambers and John Ishiyama, MG 2090

C. How do we achieve Goal Four to recruit, support, and develop an outstanding, diverse faculty of teacher-scholars and a talented, diverse staff? What do we mean by a “teacher-scholar” at Truman? What would an ideal teacher-scholar look like at Truman? What are some obstacles to change, and what are some possible resolutions? Maria Nagan and Priscilla Riggle, MG 1096

D. How do we achieve Goal Six to build increased support among all external constituencies for the successful attainment of Truman’s vision? What are the opportunities for selective programmatic development at Truman to broaden constituent support? What are some unmet regional and state needs? Are there creative ways to broaden support? Mark Gambaiana and Ralph Cupelli, MG 2078

2:45–3:00 p.m. Break

3:00–3:45 pm Breakout Discussion Session IV – Discussions on Strategic Plan Goals
NOTE: Attend any session of your choice.

A. Discussion on the Commission on Undergraduate Curriculum's Proposed Curriculum Design Principles – Melissa Holcomb and other Commission members, MG 2001

B. How do we achieve Goal Three to recruit, retain, and graduate an academically talented, diverse student body that meets the CBHE's expectations for a highly selective university?

What is the outlook for Fall 2007 and how is Admission changing in the coming year? How can faculty and staff support this effort? Melody Chambers and John Ishiyama, MG 2090

C. How do we achieve Goal Four to recruit, support, and develop an outstanding, diverse faculty of teacher-scholars and a talented, diverse staff? – What do we mean by a “teacher-scholar” at Truman? What would an ideal teacher-scholar look like at Truman? What are some obstacles to change, and what are some possible resolutions? Maria Nagan and Priscilla Riggle, MG 1096

D. How do we achieve Goal Five to assure the most efficient and effective use of resources to support Truman's learning-centered mission? What are some opportunities for technology to improve both student learning and operational efficiencies? What are opportunities for Truman to be more entrepreneurial? What changes are needed at Truman so we can move forward? What will be the resource environment in the coming years and how will that impact Strategic Plan goals? David Rector, MG 2078

3:45–5:00 pm Breakout Discussion Session V

Using Assessment Data in the Department to Improve Student Learning (Designed Primarily for Department Chairs; others welcome) Marty Eisenberg, Karen Smith, Jeffrey Vittengl, Erika Woehlk, MG 2001

Truman's Strategic Plan, FY 2008-2010

Where We Are and What We
Hope to Accomplish

Garry L. Gordon
Michael A. McManis
July 24, 2007

Our Vision

Truman will be America's premier public
liberal arts and sciences university.

Overarching Strategy

Truman *will*...

- Become an (even) more learning-centered institution;
- Challenge its students, teacher-scholars, and staff to develop their personal and intellectual talents to the fullest;
- Use the most effective and innovative practices;
- Produce graduates from all segments of society; and
- Encourage creative, socially responsible leaders and engaged world citizens.

Preparing Students for the 21st Century: Desired Characteristics for Truman Graduates – and the Entire Truman Community!

Truman graduates *will be*...

- Creative, socially responsible leaders and engaged world citizens;
- Responsible, informed, and compassionate;
- Effective life-long learners;

Preparing Students for the 21st Century: Desired Characteristics for Truman Graduates (con't)

Truman graduates *will*...

- Ask questions and passionately seek knowledge;
- Strive for personal integrity and professional excellence;
- Demonstrate courageous, visionary, and service-oriented leadership;
- Act ethically, responsibly, and with reflective judgment;
- Appreciate ambiguity and thrive in unfamiliar, rapidly changing situations;

Preparing Students for the 21st Century: Desired Characteristics for Truman Graduates (con't)

- Understand and articulate well-reasoned arguments;
- Welcome and value new and diverse perspectives;
- Live emotionally and physically healthy lives, and
- Give generously of their time, talents, and financial resources to causes in which they believe.

Being Competitive in the 21st Century: Making Truman More Distinctive

- Providing an engaging curriculum both inside and outside the classroom;
- Fostering personal and intellectual growth with nationally competitive results;
- Emphasis on leadership development;
- Encourage engaged global citizenship;
- Provide expanded opportunities for out-of-classroom learning, and
- Utilize state-of-the-art learning technologies and pedagogy.

Moving Forward: Implementing the New Strategic Plan

Responding to a Changing Environment

The National Scene: The Making of a Perfect Storm

- **Demographics**
 - Declining high school graduates coupled with aging population
 - States in New England and Midwest have 44% of all colleges and universities and will have the largest declines in high school graduates
 - Only 20% of high school graduates become traditional college students
- **Cost/Affordability**
 - Public increasingly skeptical of cost/quality balance
 - High student debt
 - Tuition discounting
 - Mandated tuition caps

The National Scene: The Making of a Perfect Storm (con't)

- **Competition**
 - Public/private/for-profit four-year institutions
 - Community colleges
 - Fund raising
 - Growth markets will include adults, part-timers, commuters, and students of color
- **Accountability**
 - State expectations
 - Federal expectations
 - Student and parental expectations

The Missouri Scene: Selected Environmental Assumptions

- Student recruitment will remain very competitive.
- Term limits will remain in place; public policy will remain unpredictable and potentially unfavorable.
- New tuition caps will remain in place; limited future flexibility.
- Limited growth in state support; total state revenue and tuition will not significantly exceed inflation.
- Qualitative improvements will come from external gifts and internal reallocation.

The Missouri Scene: Selected Environmental Assumptions (con't)

- Institutional competition will remain strong; state coordination will remain limited.
- Institutional distinctiveness will be more difficult to sustain; funding formula will increase difficulty of maintaining uniqueness.
- Student and parental expectations will remain high.
- Expectations for increased engagement in economic development issues at the state and regional levels will increase.
- Student demand for a high-quality residential college experience will continue – BUT in a very competitive environment.

Moving Forward: Implementing the New Strategic Plan

Institutional Assets and Constraints

Institutional Assets Focused Liberal Arts and Sciences Mission

"The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education."

Institutional Assets Core Supporting Values

- A strong focus on students and student learning;
- Intellectual challenge in a nurturing and diverse environment;
- Affordability which promotes financial access to educational excellence; and
- A commitment to assessment for continuous improvement and accountability.

Selected Institutional Strengths

- High-quality academic programs as measured by multiple academic honor societies, including PBK, and specialized accreditation.
- Excellent undergraduate students, strong student learning attainment, and very strong graduate school and professional school placement.
- National recognition by ratings organizations for the quality of its educational environment.
- Residential campus community and strong co-curricular opportunities.

Selected Institutional Constraints

- Student and faculty recruitment is an increasing challenge.
- Limited state funding; greater state control.
- Educational outcomes not always at leadership levels.
- The external environment is much more volatile and less supportive than in years past.
- Increasing evidence that previous solutions and approaches may not be working as well for us.

General Conclusion

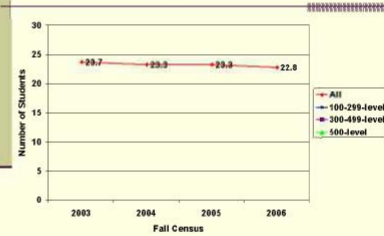
- Must retain Truman's core supporting values and focused liberal arts mission.
- Must creatively rethink and refine Truman's curriculum and faculty/staff expectations while embracing change that impacts faculty, staff, and student interaction.
- Must create a more distinctive institution that responds to the changing environment.

Moving Forward: Implementing the New Strategic Plan

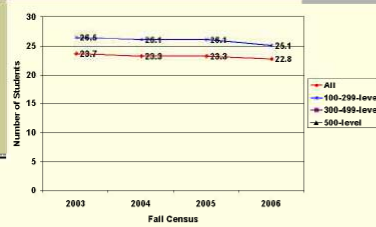
Where are we now?

Selected Indicators

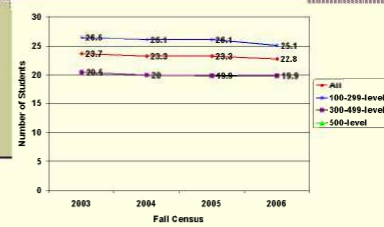
Average Undergraduate Class Sizes



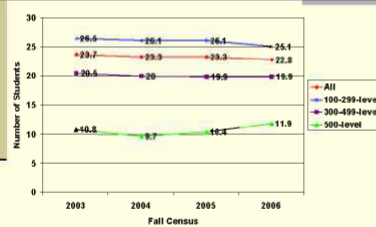
Average Undergraduate Class Sizes



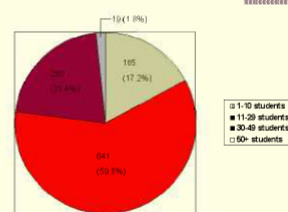
Average Undergraduate Class Sizes



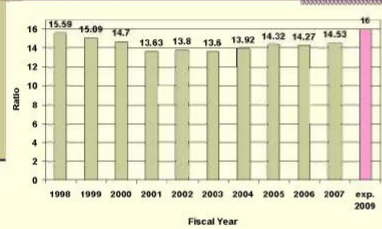
Average Undergraduate Class Sizes



Number of Course Sections by Enrollment, Spring 2006



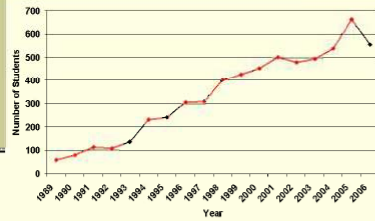
Annualized Student to Faculty FTE Ratios



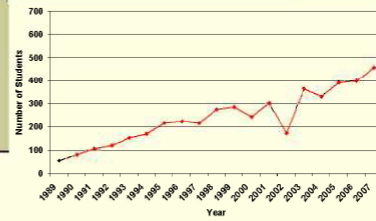
Annualized Student to Faculty FTE Ratios (cont.)

- Of 26 disciplines, 6 are above their 2009 goal.
- Of the 20 disciplines below the 2009 goal,
 - 2 are below by 0.5 or lower.
 - 4 are below by 0.51-1.0.
 - 4 are below by 1.01-1.5.
 - 3 are below by 1.51-2.0.
 - 7 are below by 2.01 or greater.

Number of Students Studying Abroad



Number of Students Participating in Truman's Student Research Conference



Internships: Spring 2006 NSSE Data

Which of the following have you done or do you plan to do before graduation from your institution? *Practicum, internship, field experience, co-op experience, or clinical assignment.*

| | Truman | COPLAC | Carnegie | All NSSE |
|----------|--------|--------|----------|----------|
| Freshmen | 0.04 | 0.06 | 0.07* | 0.07** |
| Seniors | 0.48 | 0.56** | 0.66*** | 0.53 |

0 = have not decided, do not plan to do; 1 = done or plan to do

*Statistically significant at the $p < .05$ level
 **Statistically significant at the $p < .01$ level
 ***Statistically significant at the $p < .001$ level

Service Learning: Spring 2006 NSSE Data

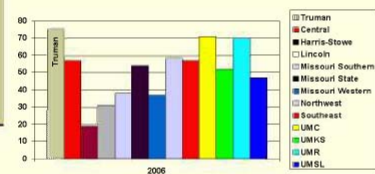
Which of the following have you done or do you plan to do before graduation from your institution? *Participated in a community-based project (e.g. service learning) as part of a regular course.*

| | Truman | COPLAC | Carnegie | All NSSE |
|----------|--------|--------|----------|----------|
| Freshmen | 1.36 | 1.49** | 1.51*** | 1.50*** |
| Seniors | 1.57 | 1.73** | 1.69* | 1.69* |

1 = never; 2 = sometimes; 3 = often; 4 = very often

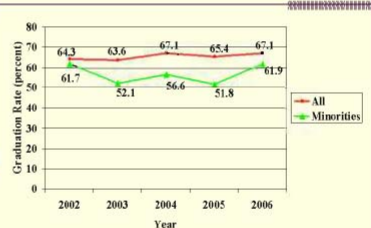
*Statistically significant at the $p < .05$ level
 **Statistically significant at the $p < .01$ level
 ***Statistically significant at the $p < .001$ level

CBHE Six-Year Graduation Rates for Missouri Institutions



Source: CBHE Division of Student

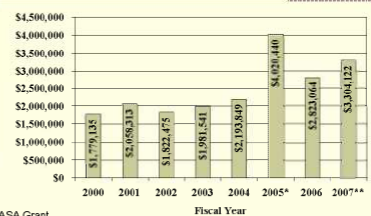
Six-Year Graduation Rates for Truman



Faculty Salaries, FY 2007

| School | Professor | Associate | Assistant | Average |
|--------------------|-----------|-----------|-----------|----------|
| Central Missouri | \$72,600 | \$59,700 | \$48,200 | \$56,100 |
| Missouri State | \$68,600 | \$57,400 | \$49,900 | \$55,700 |
| Southeast Missouri | \$69,600 | \$55,800 | \$50,000 | \$54,700 |
| Truman | \$69,300 | \$52,200 | \$45,500 | \$56,800 |

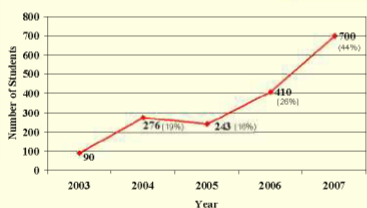
Grants Awarded Truman



*NASA Grant

**Through May 2007

Online Summer Class Enrollments



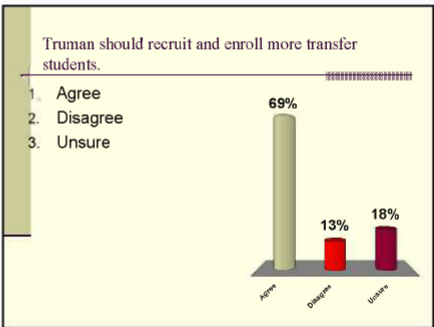
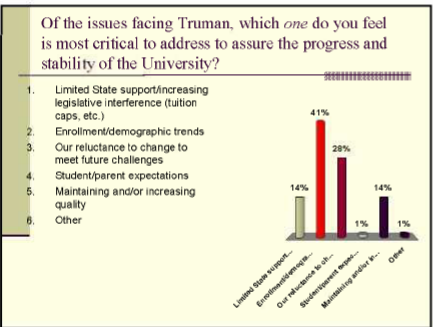
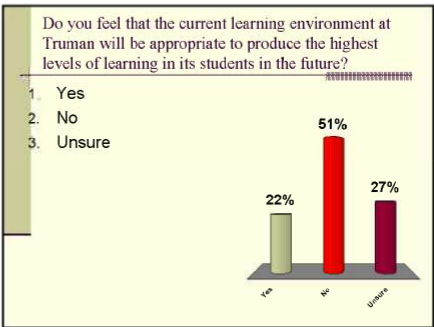
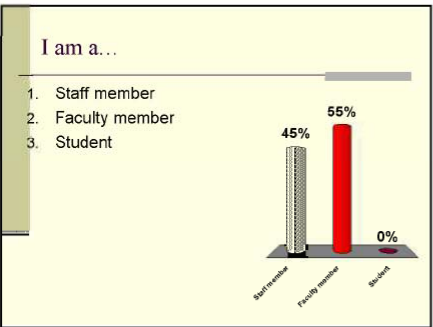
Articulation Agreements

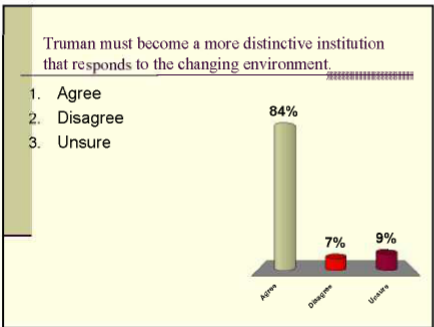
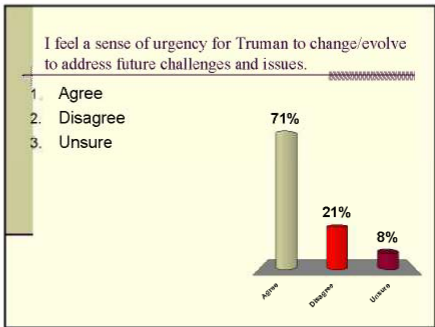
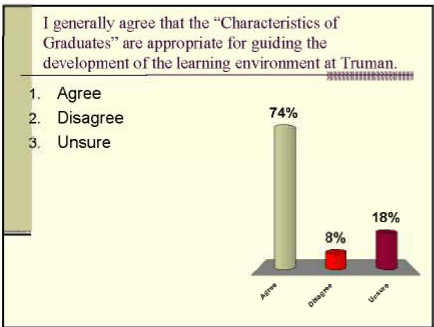
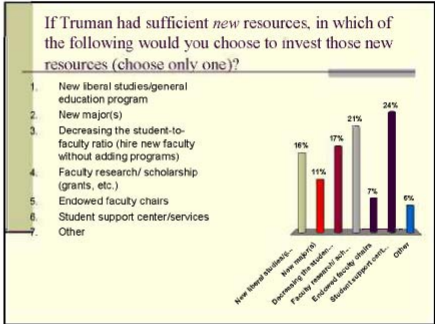
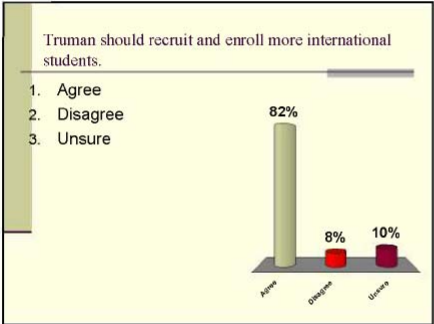
- Agreements in place
 - Indian Hills Community College, Iowa
 - Metropolitan Community Colleges, Kansas City, MO
 - Moberly Area Community College
 - St. Charles Community College
- Agreements in progress
 - Cottey College, Nevada, MO
 - North Central College, Trenton, MO



Selected Questions

Your view...





Strategic Planning Advisory Committee Vision Statement and Planning Strategies

Vision Statement

Truman strives to be a premier learning-centered, liberal arts university that challenges its students, teacher/scholars, and staff to develop their personal and intellectual talents to the fullest by using the most effective and innovation practices to produce graduates from all segments of society who will be creative leaders and engaged world citizens.

Planning Strategies

- 1. Support a premier liberal arts curriculum that is built on an innovative, effective common core experience and that integrates all student course work to create a distinctive, learning-centered program of study.*
- 2. Foster a total educational experience that exploits Truman's residential environment to seamlessly combine the curriculum and the co-curriculum.*
- 3. Recast assessment at Truman in ways that better promote a culture of use by all members of the University community and ensure the alignment of Truman's assessment program with desired learning and performance outcomes, including accountability for continuous improvement by all administrative support services.*
- 4. Recruit, retain, and graduate an outstanding, diverse student body that meets the CBHE's expectations for a highly selective university.*
- 5. Recruit, support, and develop an outstanding, diverse faculty of teacher/scholars and a strong, diverse staff who are dedicated to collaboratively facilitating student learning both inside and outside the classroom.*
- 6. Assure the most efficient and effective use of resources to support Truman's learning-centered mission.*
- 7. Build increased support among all external constituencies for the successful attainment of Truman's strategic vision as a premier liberal arts university.*
- 8. Carefully consider selected enhancements to Truman's academic programs and services as well as new strategic collaborations to help meet the needs of the state and nation and to increase the attractiveness of the University to prospective and current students.*

Strategic Planning Advisory Committee Desired Characteristics for Truman Graduates

Truman graduates are creative leaders and engaged world citizens. They are responsible, informed, and compassionate. Upon graduation, the Truman experience will have provided students with tools that enable them to enjoy being active participants in their worlds with ever greater success by:

- * Asking questions and passionately seeking knowledge;
- * Striving for personal integrity and professional excellence;
- * Demonstrating courageous, visionary, and service-oriented leadership;
- * Acting ethically, responsibly, and with reflective judgment;
- * Appreciating ambiguity and thriving in unfamiliar, rapidly changing situations;
- * Understanding and articulating well-reasoned arguments;
- * Welcoming and valuing new and diverse perspectives;
- * Living emotionally and physically healthy lives; and
- * Giving generously of their time, talents, and financial resources to causes in which they believe.

Desired Characteristics for Truman Graduates

Expanded Definitions

*** *Asking questions and passionately seeking knowledge;***

They are inquisitive and intentional learners with a quest for knowledge. They are curious. They are eager and excited about picking up newspapers and reading books. They keep themselves informed of world and community events. They are good listeners. They connect with the full range of human emotions. They appreciate the wide variety of communication modes that go beyond the written or spoken words.

*** *Striving for personal integrity and professional excellence;***

They are knowledgeable and nationally competitive in their chosen fields. They engage in reflective practice and continually strive to improve. They work hard and are committed and passionate about their endeavors. They are disciplined and motivated. They uphold the ethical standards of their fields.

*** *Demonstrating courageous, visionary, and service-oriented leadership;***

They are leaders in their communities. They are willing to take chances and to act upon their convictions. They accept, evaluate, and analyze their self doubts yet are willing to act. They actively seek to hear and understand all points of view. They are committed to human rights.

*** *Acting ethically, responsibly, and with reflective judgment;***

They are individuals of character and integrity. They are honest and compassionate. They are selfreflective. They treat others with respect and dignity. They take responsibility for their decisions and accept the consequences of their behavior and actions.

*** *Appreciating ambiguity and thriving in unfamiliar, rapidly changing situations;***

They have the self-confidence that allows them to adapt to changing circumstances. They make sense of and accept complexity. They are able to act and make decisions in a world of incomplete information. They seek challenges as an opportunity to grow and are open to taking risks.

*** *Understanding and articulating well-reasoned arguments;***

They are good problem solvers. They are critical, creative, and integrative thinkers. They understand and can use a wide variety of arguments, including verbal, quantitative, and aesthetic, and can synthesize knowledge. They find, evaluate, and use sources and apply the resulting evidence to real problems. They are persuasive communicators. They understand and appreciate creative and symbolic modes of communication. They recognize that effective and open-minded communication requires listening and understanding other viewpoints. They accept that they will not always be right.

*** *Welcoming and valuing new and diverse perspectives;***

They are aware that there are a diversity of experiences and perspectives in any situation. They are eager to explore and understand a variety of diverse cultures and aesthetics. They recognize that their perspective is not universal. They understand the concept of privilege by recognizing that at times society confers benefits upon them based on their group characteristics.

*** *Living emotionally and physically healthy lives;***

They are confident and happy with themselves. They accept and accentuate their own personality and eccentricities. They balance their professional and personal lives. They respect their bodies and their minds. They practice the habits for healthy lives.

*** *Giving generously of their time, talents, and financial resources to causes in which they believe.***

They purposefully and eagerly engage their communities. They volunteer in their communities, and they pursue their avocations. They maintain ties to their university. They voice their opinions with civility and exercise their right to vote.

Strategic Planning Advisory Committee Draft Strategies and Initiatives

ONE: Support a premier liberal arts curriculum that is built on an innovative, effective common core experience and that integrates all student coursework to create a distinctive, learning-centered program of study.

- a) Revise learning outcomes for majors and the general education curriculum to align them with the desired characteristics of Truman graduates and Truman's core values.
- b) Undertake a comprehensive review of Truman's current curriculum, including:
 - ❖ An analysis of graduation rates to better understand current obstacles to graduating in four years with special attention to size of the current LSP, the size of the major, required support, and opportunities for internships, study abroad, or significant undergraduate research; building upon earlier work, the analysis should explore whether a student needs to bring in transfer work or attend summer and interims to graduate in 4 years; and
 - ❖ An analysis that establishes baseline performance levels using existing assessment measures and Undergraduate Council reports on the current LSP for the revised learning objectives.
- c) Design a new liberal arts and sciences learning-centered curriculum to meet the revised learning objectives.
 - ❖ Consideration should be given to:
 - Current research on learning; and
 - Many students earn credit at more than one institution of higher education; hence, the new Truman curriculum accepts the use of work from other institutions while maintaining and promoting Truman distinctiveness; and
 - ❖ The new curriculum should be characterized by the following:
 - A coherent, integrated common experience for all;
 - Depth of study in a field integrated with general education and including a significant research or creative project for all students;
 - Increased student decision making and responsibility for achieving desired learning objectives;
 - Apprenticeship or mentoring experiences for all students employing effective pedagogies where students discover new knowledge and understanding;
 - Student learning opportunities that instill global understanding; and
 - Open-ended inquiry and problem-based learning for all students that foster deep intellectual engagement and advance students' abilities to construct meaning.
- d) Align the learning environment with the new curriculum by accomplishing the following:
 - Evaluate and revise student and faculty loads to support the teacher-scholar model, including an analysis of the appropriate number of courses taken and courses taught;
 - Structure incentives for faculty, including promotion and tenure policies and expectations to reflect a teacher-scholar model;

Strategic Planning Advisory Committee (SPAC)
Draft Strategies and Initiatives

- Explore options students might use as evidence to demonstrate learning in addition to successful completion of designated courses; and
 - Consider innovative curricular and calendar options that support the new learning objectives.
- e) Create more opportunities for students to engage in undergraduate research or creative activity where projects may extend beyond the traditional semester and students make a meaningful contribution to the research or creative endeavor.
- f) Support cross-disciplinary learning communities that foster and facilitate discussions regarding the application of the "science of learning" to student experiences.
- g) Evaluate and implement as appropriate the recommendations of the First Year Experience Task Force and the Student Senate plan, Truman Tomorrow: Arête.
- h) Evaluate and implement as appropriate the recommendations of the faculty committee charged to review and revise the Master of Arts in Education program.

TWO: Foster a total educational experience that exploits Truman's residential environment to seamlessly combine the curriculum and the co-curriculum.

- a) Increase overall learning by permitting students to integrate in- and out-of-classroom learning in their course of study both within the major and outside of it.
- b) Increase appropriate student interaction with faculty and staff beyond the classroom to further student growth and development, including increased institutional recognition and support for these opportunities.
- c) Articulate a vision to capitalize on the advantages of a residential campus in achieving the University's learning-centered mission, evaluate the effectiveness of current programming in terms of that vision, and ensure a campus-wide commitment to implementing an exemplary living-learning community within our residence halls.
- d) Enhance institutional support services for community-based research, service learning, volunteerism, and internships to facilitate student, faculty, and staff involvement, including attention to the role of the SERVE Center.
- e) Evaluate and implement as appropriate the recommendations of the committee reviewing the status of athletic programs at Truman.
- f) Evaluate and implement as appropriate the recommendations of the Joint Committee on Academic Advising.
- g) Initiate comprehensive programming for students, including support services for faculty and staff mentors, to achieve leadership development outcomes identified collaboratively by Student Affairs and Academic Affairs.

July 25, 2006 Workshop

THREE: Recast assessment at Truman in ways that better promote a culture of use by all members of the University community and ensure the alignment of Truman's assessment program with desired learning and performance outcomes, including accountability for continuous improvement by all administrative support services.

- a) Ensure that Truman's assessment program effectively evaluates student development of desired characteristics for graduates as well as objective learning outcomes and satisfaction levels.
- b) Evaluate the University's assessment program, including how we expect data to be used in decision making and how discipline-specific assessment is accomplished, shared, and recognized.
- c) Facilitate the dissemination and appropriate use of University assessment data to support the scholarship of students and teacher-scholars.
- d) Ensure all administrative offices develop a strategic plan in support of the University-wide plan, which includes appropriate performance measures to document improvement.

FOUR: Recruit, retain, and graduate an outstanding, diverse student body that meets the CBHE's expectations for a highly selective university.

- a) Develop a comprehensive university marketing and recruitment plan, including consideration of a summer orientation program that complements Truman Week.
- b) Complete a comprehensive assessment of recruitment strategies and financial aid policies to improve student yield and increase net tuition revenues with the objective of enrolling 5,800-6,000 undergraduates.
- c) To recruit, retain, and graduate an outstanding diverse body of graduate students in selected professional and liberal arts and sciences programs that are consistent with the mission of the University and/or address the needs and interests of society generally and the State of Missouri specifically.
- d) Recruit, support, and graduate more historically underrepresented students at Truman by expanding the Scholastic Enhancement Experience (SEE) Program and reviewing and adjusting as appropriate the GPA requirement for scholarship renewal of SEE students.
- e) Develop an appropriate recruitment and transition program for transfer students in both fall and spring semesters to support Truman's overall enrollment goal.
- f) Design and establish a student support program to enhance student success.
- g) Continue to review admissions procedures, practices, and tools to ensure the most effective method of predicting academic success.
- h) Devise and implement an early warning program to identify students who are struggling academically.

July 25, 2006 Workshop

FIVE: Recruit, support, and develop an outstanding, diverse faculty of teacher/scholars and a strong, diverse staff who are dedicated to collaboratively facilitating student learning both inside and outside the classroom.

-
- a) Review and revise the definition of teacher-scholar workload to reflect a broad spectrum of responsibilities; this would include teaching, engaging students outside the classroom, service to the University and the profession, and research and scholarly work.
 - b) Review and revise faculty recruitment, promotion, tenure policies and expectations to ensure equity across the disciplines and to align faculty incentive structures with University goals.
 - c) Review faculty salary and benefits and develop a phased plan to ensure that they are competitive to recruit and retain highly qualified teacher-scholars.
 - d) Establish a classification system for staff that links salary with clarified job responsibilities and provides opportunities for advancement.
 - e) Ensure that faculty development opportunities are aligned with Truman's learning-centered mission and its desire to foster a strong teacher-scholar culture.
 - f) Ensure that staff development opportunities foster professional growth and are aligned with Truman's learning-centered mission.
 - g) Develop additional strategies for the recruitment of staff and faculty to ensure attracting the broadest range of appropriate applicants in order to encourage the most diverse and highly qualified community possible.

SIX: Assure the most efficient and effective use of resources to support Truman's learning-centered mission.

-
- a) Continue to scrutinize institutional budgets annually and periodically reallocate funds for the mission-appropriate, efficient use of resources.
 - b) Review, and adjust where appropriate, Truman's administrative structures and processes to assure alignment with our learning-centered vision and collaborative culture.
 - c) The Library will be a leader in providing exceptionally high quality services and support to students and faculty and will re-examine its traditional roles and practices in order to create opportunities to deliver new and increased academic support to the Truman community.
 - d) Evaluate and implement, as appropriate, the recommendations contained in the Information Technology Strategic Plan with emphasis on initiatives that foster the use of instructional technology.
 - e) Continue to monitor and adjust the facilities master plan to foster the phased development of academic and auxiliary facilities in order to address academic needs and the rising expectations of

July 25, 2006 Workshop

students; priorities on the academic side shall be Pershing Building and the Baldwin/McClain Project, while on the auxiliary side continued renovation of the residence halls and Student Union Building will proceed to completion.

SEVEN: Build increased support among all external constituencies for the successful attainment of Truman's strategic vision as a premier liberal arts university.

- a) Implement a Capital Campaign.
- b) Continue the development of Truman's network of alumni organizations, the Truman Foundation, and our Public Relations program.
- c) Develop and execute a plan to strengthen Truman's relations with public policy makers, the CBHE, the General Assembly, and the Governor's Office.
- d) Implement strategies that establish and maintain relationships with corporations, non-profit organizations, and governments throughout the United States to increase student participation in and access to quality internships, services, and employment opportunities for students.
- e) Strengthen the Office of Grants and Foundation Relations to increase the number of grant submissions to state and federal agencies and private foundations and the total funding from those sources.

EIGHT: Carefully consider selected enhancements to Truman's academic programs and services as well as new strategic collaborations to help meet the needs of the state and nation and to increase the attractiveness of the University to prospective and current students.

- a) Create a taskforce under the joint leadership of the VPAA and the University Dean for Planning to explore state and national needs and to determine the programs and services necessary to address those needs, including the possible expansion of programming in the metropolitan St. Louis area, new collaborative arrangements with other educational institutions, and web-based instruction to both on-campus and off-campus students.
- b) Establish a self-supporting Events Coordinator position with the charge to develop an aggressive, entrepreneurial program of summer camps and conferences to increase revenues and better utilize facilities in the summer.
- c) Establish a standing strategic planning committee charged with the responsibility to monitor the implementation of this plan and report annually on the institution's progress.

July 25, 2006 Workshop