

## **STRATEGIC PLANNING STEERING COMMITTEE**

**November 9, 2004**

### **SUMMARY NOTES**

#### **DRAFT FIVE-YEAR GOALS**

Executive Assistant Boffman reported that the draft five-year goals were extracted from ideas formulated during the October 6 Strategic Planning Workshop, and incorporate suggestions made by the Strategic Planning Core Planning Group and the University Strategic Goals and Priorities Committee. The draft represents a beginning point for discussion and development of the proposed five-years goals that will go out to the campus community for comment and reaction in January.

Suggestions offered during discussion included:

#2 – (a) requires a context and an explanation of the term “pre-retrenchment” (e.g., not trying to rebuild exactly as it was; in 2010 what will it mean?); (b) spell out acronyms, such as SFR (Student-Faculty Ratio); (c) clarify whether “support activities” include both academic and out-of-classroom experiences; (d) identify gaps in basic services and define an appropriate mix.

Scott Harvey commented that many campuses around the country are known for their athletic or extra-curricular programs. He suggested the University look at other avenues outside the realm of academia for distinguishing ourselves. Vice President Morgan-Foster expressed her belief that it should not be “either / or,” noting that it would be misleading to have the academic and extra-curricular programs set-off against each other.

#3 – List healthcare and technology as examples, rather than as targeted programs (i.e., difficult to determine a future based on current workforce issues). While healthcare may be an urgent need for the next five years, the goal is to improve the responsiveness of the University to changing trends and needs. At the same time, we also should acknowledge the need for specific majors (e.g., there are people with degrees in chemistry who want to teach that and nothing else). Note: See #6 below.

#4 – Insert “dynamic” in front of facilities (by law we should look at this every three years).

#5 – Revise to read: “Increase student access to higher education by partnering with regional ***K through 12, community colleges, and business and community leaders*** to improve student preparation *for* and connection with the university.”

The concept is for members of the business community to go with faculty to K-12 schools to enhance student interest and understanding of the importance of a college education. During discussion, there was consensus that some terms should be defined with examples. In addition, as we develop the goals we will need to identify the objectives that support each goal (e.g., an objective might be to get business and community leaders involved).

#6 – Revise to eliminate the word “academic” at the beginning, so that it reads:

“Enhance the quality and distinctiveness of the ***University’s academic and co-curricular programs***, while remaining true to our academic mission.” A question was raised as to whether #6 is so similar to #3 that they should be combined.

Following discussion, there was consensus that #3 and #6 should remain as separate goals, but moved so that one immediately follows the other. It also was noted that services provided by Business and Finance (for example), which are not co-curricular, are covered under goal #2.

#7 – Add the word “and” after engaged. It was noted that ways to measure this goal could be identified through the objectives.

#8 – Some concerns were raised that the current wording implies changing the University’s organizational structure. It was agreed that the wording should be revised to clarify the intent, which is to ensure the University’s effectiveness in supporting the learning-centered mission. However, no consensus was reached regarding the exact wording.

#9 – Revise to read: “***Maintain University excellence, achieve re-accreditation through the Western Association of Schools and Colleges in 2008 and attain disciplinary accreditation.***”

#10 – President Hughes suggested adding a statement that encourages non-academic disciplines/units to pursue specialized accreditations (e.g., counseling centers; health centers; etc.).

There was extensive discussion as to the value of pursuing specialized accreditation for academic and non-academic areas. Noting that the draft goal statements were intended to be provocative, there was general consensus to put the question out there for campus input and reaction.

## **STRATEGIC MEASUREMENTS AND PERFORMANCE ASSESSMENT COMMITTEE**

The members of the SPSC supported the recommendation to appoint Dr. Kelvin Jasek-Rysdahl as Chair of the Strategic Measurements and Performance Assessment Committee.

## **MASTER CALENDAR**

Due to time constraints, this item was not reviewed in detail. However, there was consensus to reverse the activities shown in September and October for UBAC (i.e., the budget hearings would be held in September).