

Strategic Planning Report

AUGUST 2018 – JUNE 2019

Monk-Morgan, Kaye
WICHITA STATE UNIVERSITY | ACADEMIC AFFAIRS

Contents

- Transition 2
 - Revised Committee Structure 2
 - AcT Teams 2
 - Town Halls 4
- The Strategic Planning Committee 4
 - Institutional Transformation Assessment (ITA) 5
 - APLU Economic 5
 - Professional Development Activities 5
 - Support Activities 5
 - Shared Governance Forums 5
 - KIPCOR – Trustworthy Process 6
 - Decision Making Process 6
 - Lunch and Learns 6
- NEXT STEPS 7
 - Additional Studies 15
 - End of AY Town Hall 7
 - Summer Work 8
 - Fall Plans 15

Transition

In August of 2018, Dr. Cindy Claycomb and Kaye Monk-Morgan began weekly meetings to begin the transition of Strategic Planning responsibilities to the Office of Academic Affairs. Simultaneously, the Transition Subcommittee was meeting and providing guidance on establishing the new steering committee and the design and make-up of the soon to be seated, Activation Teams (AcT).

- 2012-2013 UNIVERSITY PLAN
- JUNE 2013 KBOR APPROVAL
- 2013-2014 COLLEGE PLANS
- 2014-2016 INFRASTRUCTURE
- 2017-PRESENT TRANSITION

Revised Committee Structure

The revised steering committee was designed as follows:

- is led by the AVP of Academic Affairs and includes a representative from each of the following 7 Cross-Cutting Initiatives and Goal-Focused Work Groups
- will approve Goal-Focused Work Group recommendations and determine how to move forward
- will ensure recommendations are forwarded to the appropriate person for final approval
- Monitor [Strategic Planning Dashboard](#) and update metrics
- Write [Annual Strategic Plan Report](#)
- Provide ownership of and updates to [WSU Strategic Plan](#) website content
- Review applied learning proposals and provide endorsement or feedback
 - contrast and compare “Course Types” (university designation) to Applied Learning courses (work with David Wright)
- Schedule reviews of college and other University departments updated strategic plans to ensure
 - plans are linked to University Strategic Plan
 - colleges and departments engage in continuous improvement of the respective plans
- Ongoing Responsibilities to be assigned to Work groups / Cross-Cutting initiatives - Managed by AVP of AA

The members of the committee who represent Cross-Cutting Initiatives are:

<i>SEM</i>	Carolyn Shaw
<i>Strategic Communications</i>	Shelly Coleman Martins
<i>Operations</i>	Anna Lanier
<i>President’s Innovation Advisory Council</i>	Mehmet Barut
<i>President’s Budget Advisory Committee</i>	David Miller
<i>President’s Diversity Council</i>	Kevin Harrison
<i>Student Government Association Advisor</i>	Nancy Loosle
<i>Graduate Student Association Advisor</i>	Kerry Wilks
<i>Alumni Association</i>	Courtney Marshall

AcT Teams

One AcT team was created for each of the seven strategic goals. The leadership of those teams is noted on the following page.

AcT team membership included leadership, a chair and a chair-elect, both appointed by the Provost, faculty/staff/students and community participants. The goal was to have at least four of each.

Figure 1 AcT Teams



In addition to rewarding AcT team leadership with incentives of their choosing, the leaders received additional professional development, sponsored by Academic Affairs and facilitated by Seth Bates, Director of the WSU Center for Leadership Development.

An Activation Team Playbook was created to support the work of the AcTs and lead the workgroups through completion of a SWOT Analysis and crucial conversations surrounding the goal. Teams met monthly from 2:00 – 3:30 on the following dates:

- Monday, November 5, 2018
- Tuesday, January 29, 2019
- Thursday, February 28, 2019
- Tuesday, March 26, 2019
- Tuesday, April 23, 2019



Over 195 individuals participated in Activation Team meetings, most of them on a routine basis. Average attendance at a meeting was 55.

Town Halls

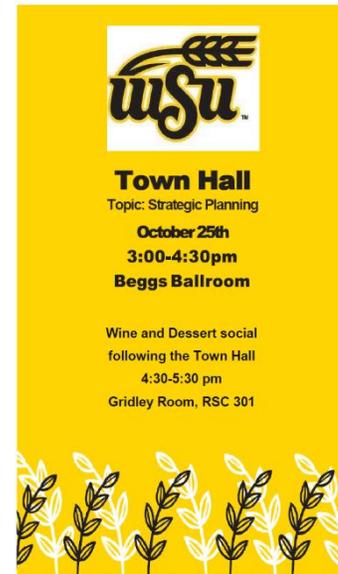
Three town halls were held this academic year, to support Strategic Planning. The first of which was held in **September of 2018** and Provost Muma outlined for priorities for the academic year. Those priorities were:

- Advance a culture of shared governance
- Strategic Enrollment Management
- Innovate new academic offerings
- New reward structures for faculty

The second Town Hall was held on **October 25, 2018** and focused primarily on the activation of the strategic plan. Attendees had the opportunity to learn about the history of the plan, the use of activation teams and provide feedback on the seven standing goals and the work done to drive them forward over the last five years.

The final Town Hall of the academic year was held on May 2, 2019. The focus of the Town Hall was to provide an update on the work of the AcT Teams and the Strategic Planning Committee since October of 2018. During the May Town Hall, AcT teams will share the results of their goals SWOT analysis as well as share their team's recommendation for the goal: Keep, Modify or Eliminate.

The attendees will also participate in a 'World Café' exercise in an effort to gather information about university activities and tactics that either should be used to move the plan forward or those that are already in the works.



The Strategic Planning Committee

The Strategic Planning Committee, consisting of the AcT team leaders and the representatives from the cross-cutting initiatives have met all year. The work of the committee has been centered on future planning, education on trends and current status of the university. The committee has reviewed the following reports to inform their shared work:

- a. Hanover SWOT
- b. Hanover Geographic Scan
- c. Hanover 2019 Trend Report
- d. Hanover Academic Environmental Scan
- e. Society of College and University Planners Trends to Watch in Higher Education

f. Applied Learning spreadsheet – Jorgensen

In addition to the review of reports and discussions of the potential impacts on and plans for Wichita State University, the committee has undertaken a leadership role informing two university wide assessments.

Institutional Transformation Assessment (ITA)

The ITA was developed by the Gates Foundation in an effort to help colleges and universities evaluate the equity in the enterprises and make goals to improve outcomes for students from underserved communities. The Association of Public Land Grant Universities (APLU) has adopted the instrument and provided access to the self-assessment tool to those members of the Metropolitan cluster, of which we are a part. The survey will be administered spring of 2019 in order to inform the creation of future goals and objectives.

One survey will be shared with roughly 25 Transition Team members (PET, Deans and select campus administrators) and another with 100 campus leaders. The pilot culminates with two reports, one from each assessment and includes consensus conversations which will be held in early summer.

APLU Economic

Wichita State University is seeking designation as an [Innovation and Economic Prosperity University](#). This designation is seen as an acknowledgement of the work a university does to support economic and community development. The strategic planning process is being used to feed information for inclusion into the university's application for consideration.

Professional Development Activities

Seen as an opportunity to further develop campus leaders, in addition to gathering much needed campus and community feedback on university goals, activities and outcomes, the AcT teams have been used as a vehicle for professional development.

The Center for Engagement Institute created a robust set of professional development offerings to support both the leaders involved in the Strategic Planning process and the process itself. Monthly workshops were held twice each month to meet the needs of campus leaders. Below is a list of offerings to date.

- December - Stakeholder Mapping
- January - Making your SWOT Meaningful
- February - Speaking to Loss/ Letting Loss Speak
- March - Beyond Up and Down Votes

Support Activities

The strategic planning process has given birth to additional efforts that support the university mission, strengthen community partnerships and lead to a more inclusive outcome.

Shared Governance Forums

A total of 21 discussion groups were scheduled in December, January, and February with sessions available each day of the week at morning/afternoon/evening times. Ten sessions were cancelled due to

very low registration (2 or less) and those registered were assigned to another session. A total of **78** faculty/staff participated in the remaining 11 sessions. This included 24 faculty and 54 staff (47 UP and 7 USS). There was active participation and discussion during each session.

The [results](#) of the shared governance forums can be found on the Academic Affairs website. However, a summary of the findings; based on the individual responses, the group discussions and the statements created, three key areas have been identified that should be addressed in a short timeframe: **communication, transparency, and involvement/input.**

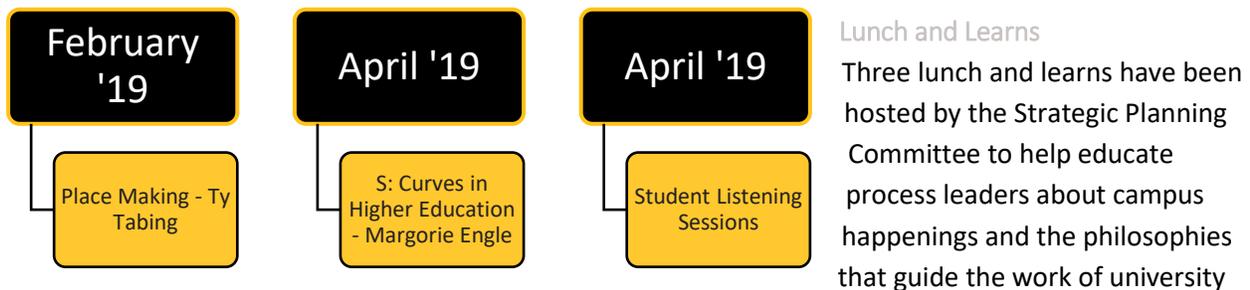
KIPCOR – Trustworthy Process

As a next step to the Shared Governance Forums, the Office of Academic Affairs and Strategic Planning Steering Committee invited interested university personnel to volunteer their service to work with the [Kansas Institute for Peace and Conflict Resolution \(KIPCOR\)](#) to design an engagement process intended to yield campus-wide involvement in building a trustworthy process for decision-making and responsible transparency.

The committee is currently designing the campus-wide process and engagement is planned to begin in this fall.

Decision Making Process

The third leg of this three-legged stool is that of a decision making process that is transparent and allows the campus community to have faith in decision makers, even when the decision not what is desired. This work will commence at the conclusion of the trustworthy process effort this fall.



transformation. The first Lunch and Learn activity was held in February and featured Ty Hibbing, a consultant charged with place making at Wichita State University.

The second activity, held April 3rd, featured Marjorie Engle from AGH CPA's and Advisors. Her topic, S: Curves in Higher Education, will provide additional context to process leaders around the ideas of change and innovation in Higher Education.

The third and final Lunch and Learn was a Listening: Student Voices on our Shared Future. Students were invited to join committee members for a discussion on the current plan and their priorities for the future plan.

NEXT STEPS

The Strategic Planning Committee has outlined their work with the goal of sharing the revised/updated plan with the community in late January of 2019. The work moving forward is planned according to the following outline.

End of AY Town Hall

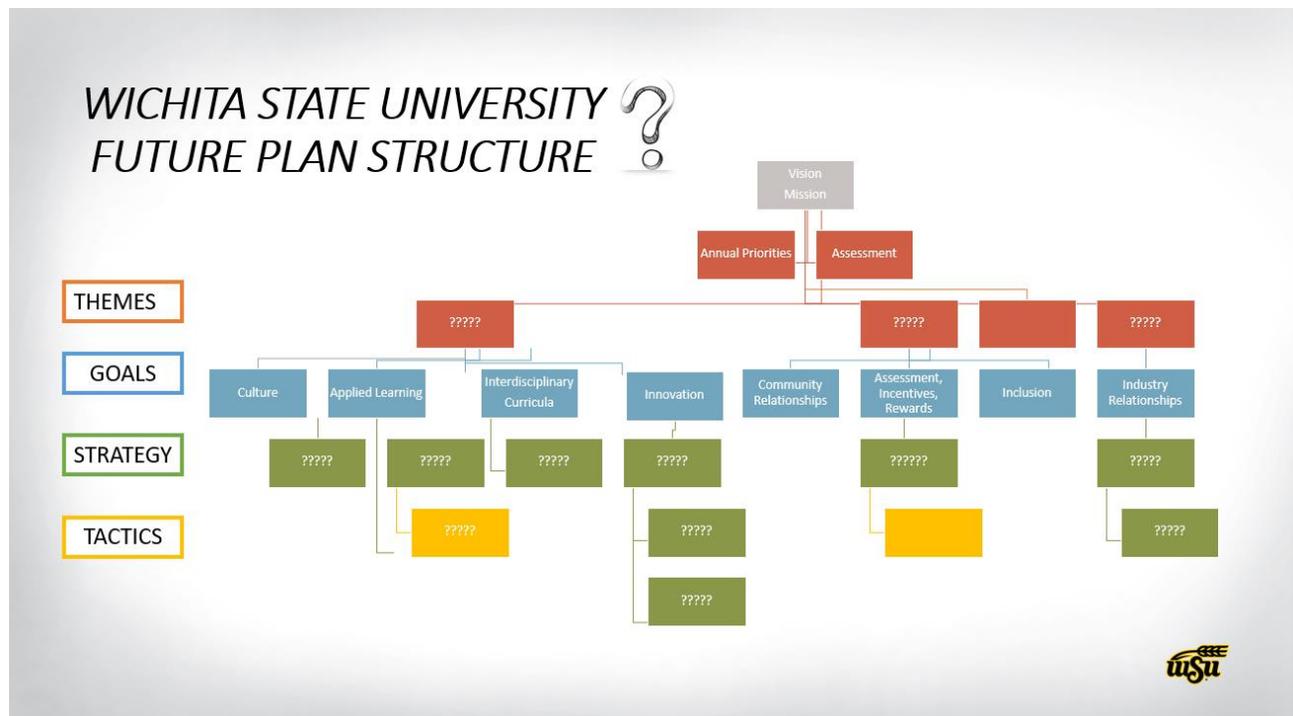
On May 2nd, the Strategic Planning Committee hosted its final Town Hall for the academic year. The AcT Team leaders reported the SWOT results to the campus community. Reports will include recommendations of: keep, modify or eliminate the specific goal. The AcT Team recommendations can be found on the following pages.

Participants also had the opportunity to participate in a World Café activity. The focus was on collecting information about current or future goals, objectives or tactics. This exercise provided fuel for the committees work over the summer.

Data from the May Town Hall has been coded and analyzed for themes, current activities that support the strategic plan and activities that WSU should undertake to continue forward together. The data analysis has led to the adoption of three themes that will shape the future structure of our plan, **Educational Driver**, **Cultural Driver**, and **Economic Driver**.

Words we use around SP:

Mission
Vision
Values
Goals
Tactics
Initiatives
Strategies
Applied Learning
Interdisciplinary
Shared Governance



AcT Teams Report

As Shared By AcT Team Leaders May 2, 2019

Guarantee an applied learning or research experience for every student by each academic program.

Strengths	Weaknesses	Opportunities	Threats
Location: Because of our location and ability to expand geographically, we have a “Friendly” environment for business and innovation development that creates a shared framework for integrating theory to practice for the purpose of community economic impact.	Measuring impact: Without a metrics or measure of impact, it is difficult to determine whether the costs outweigh the benefits - if it means students take longer to graduate or if they feel the experience is not authentic or relative to their career goals. Not all student priorities align with this requirement.	Skillset development: Collaboration with community/industry to develop needed skillsets outside of the structure of coursework.	Economy dependent: Number and type of Applied Learning opportunities may be economy-dependent, a downturn in the economy may result in downturn of graduating students with Applied Learning.
Inclusivity: Working to be inclusive of underrepresented populations in educational experiences in an effort to respond to community needs has resulted in WSU being ranked 2 nd in Midwest on social mobility according to College Net.	Definition: Narrow/inconsistent definition of Applied Learning, does not resonate with all programs across campus.	Employer perception: Employers understand the concept of Applied Learning, it has a positive perception and many are willing to participate.	Student perception: Applied Learning may not resonate with all students (e.g., returning adults, veterans, etc.).
History of Internships and Cooperative Education: Since its inception, WSU has included students from all walks of life, who have access to a university that prioritizes high quality Applied Learning experiences in numerous and varied settings.	Lack of Consistent Opportunities: Lack of understanding between academics and Community/Industry, not all disciplines may view as adding value to their programs.	Urban environment: The large metropolitan/urban environment provides many Applied Learning opportunities across multiple disciplines	Definition: Applied Learning may be too narrowly defined, can include many dimensions (e.g., research mentoring, leadership, etc.).
Current Goal		Proposed Revision	
Guarantee an applied learning or research experience for every student by each academic program		Keep Applied Learning as a WSU Goal, but modify to address the weaknesses.	

Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.

Strengths	Weaknesses	Opportunities	Threats
Strong Industry Partnerships as evidenced by track record (Airbus, Spirit, NIAR, Wesley Clinic, YMCA) – foothold and road map	Full Community Alignment: University population and direction need to <u>fully</u> mirror the community (e.g. diversity, workforce needs).	Strategic Enrollment Management	Finances
Location and community and industry willingness to work together on sustained basis – innovation	Not Inviting/Welcoming. No front porch for partners.	Growing Community Relationships and Partnerships	University Identity and Communication
Talent Base – students, faculty and staff have capacity (applied learning). Diverse student population, talent base.	Adaptability to Change. Traditional academic approach lacks flexibility and speed necessary to keep pace with evolving community and partner needs.		Business Concerns
Current Goal		Proposed Revision	
Capitalize systemically on relevant existing and emerging societal and economic trends that increase quality educational opportunities.		Advance industry and community partnerships to provide quality educational opportunities and collaborations to satisfy rapidly evolving community and workforce needs.	

Pioneer an educational experience for all that integrates interdisciplinary curricula across the university..

Strengths	Weaknesses	Opportunities	Threats
Support from within the university, colleges, and outside stakeholders to see progress made	Unclear concept of what interdisciplinary actually means to this university.	Students and newer professionals are not feeling constrained by the status quo. Appetite for new ways, content, and processes.	Is “interdisciplinary” a fad or buzz word? Will this concept last long enough to put in the resources and efforts it will need to be successful
Established infrastructures through public/private partnerships, centers and institutes, and new degree and certificate programs.	Current university systems and structures are not designed to encourage interdisciplinary teaching or curriculum.	State Support: Kansas High School curriculum redesign.	Employers voice support or demand for interdisciplinary degree’s/thought, but many employment metrics (e.g. hiring processes, resumes, incentives) are not evolving quickly.
Programs within the colleges that focus on service learning, community based projects, and developing new skills sets for professional credentials.	Disconnect between stated desire from constituents for interdisciplinary learning and the hiring and reward system.	Public/Private partnerships could support the infrastructure needed.	Value of higher education, in general <ul style="list-style-type: none"> o Message is coming from peers possibly o Bipartisan political support for increasing apprenticeships and enrollment in trade schools

Recommendation

- We recommend keeping this goal, which focuses on pioneering an interdisciplinary educational experience, it serves as a mechanism for achieving other strategic goals (e.g. applied learning, innovation, and capitalizing on society and economic trends). Additionally, an interdisciplinary experience supports the values of positive risk-taking, success for all stakeholders, and adaptive approaches, while supporting WSU’s mission to be an essential educational, cultural, and economic driver.
- While the committee recommends keeping the goal as stated, we also recommend a closer look and revision of the metrics and definition of what this goal means to the university in the full strategic planning document

Be a campus that reflects – in staff, faculty and students – the evolving diversity of society.

Strengths	Weaknesses	Opportunities	Threats
Institutionalized policies and procedures	Lack of an organizational understanding of the definition of diversity	Expand university resources pertaining to diversity and inclusion initiatives	Apathy, complacency and motivation to maintain the status quo
Forward university momentum	Engagement of skeptical stakeholders	Integration of university initiatives and resources	Geography
Energized Wichita community	Inadequate resources	Further improve communication and transparency	Political climate
Passionate people who care about change and diversity	Inadequate recruitment and retention efforts for underrepresented faculty, staff and students		
Current Goal		Proposed Revision	
Be a campus that reflects —in staff, faculty and students—the evolving diversity of society		Be a campus community that reflects and promotes – in staff, faculty and students – the evolving diversity of society.	

Accelerate the discovery, creation and transfer of new knowledge.

Strengths	Weaknesses	Opportunities	Threats
People Strong college & focused knowledge Motivated students	Silos Cultural or Academic systems Physical	Creating environments where risky behavior is rewarded	No collaboration between stakeholders
Innovative Leadership <ul style="list-style-type: none">• Support for vision	Communications Lack of connections and collaboration	Connect needs (industry and community) with research abilities and strengths at WSU	Mindset – the desire to take an idea forward may be missing
Right time and Right place <ul style="list-style-type: none">• Industry Partnerships	Shared vision Lack of understanding	Teach “Play” and explore in classes – spontaneous, fun learning	Lack of understanding between academics and Community/Industry
Current Goal		Proposed Revision	
Accelerate the discovery, creation and transfer of new knowledge.		Innovation is a strategy that can be combined with other goals <ul style="list-style-type: none"> • Silos need to be addressed to improve collaboration and communication • Requires multi-disciplinary activities • Applied learning is one important component of innovation Transfer of new knowledge requires revised measures	

Create a new model of assessment, incentive and reward processes to accomplish our vision and goals.

Strengths	Weaknesses	Opportunities	Threats
Multiple training and professional development opportunities available to employees at reduced fee	Lack of bridges connecting our silos (Siloed Community)	Systematic, scheduled process evaluation of methods used by other institutions AND private industry related to assessment, incentives and rewards	Fiscal Threats (state funding and legislative priorities, declining grants, failure to prioritize funding holistically)
Faculty Activity Record (UniScope criteria used)	Plan to develop staff/faculty on a more fair and equitable basis	Systematic, scheduled process to survey our employees about their satisfaction or engagement.	Faculty/Staff engagement (needed credentials for advancement, declining grants)
Professor Incentive Review (tenured) in addition to tenure promotions	Lack of WSU community vision for where we are going	Seek out other partners for our product.	New era of competition
Current Goal		Proposed Revision	
Create a new model of assessment, incentive and reward processes to accomplish our vision and goal.		<u>Continue to analyze and improve the assessment, incentive and reward processes to accomplish our vision and goal.</u>	

Empower students to create a campus culture and experience that meets their changing needs.

Strengths	Weaknesses	Opportunities	Threats
Diversity and strength of programming and the ability to adapt to the ever changing needs of all stakeholders	Territorial issues among departments/colleges/units of what functions, student successes and resources belong where	Become a destination university, both from a college search perspective but also a place where students want to make the most of their time on campus; we want moments on campus to be impactful	Faculty background doesn't reflect the race/ethnic diversity of student/staff population
University faculty and staff with a passion for working with students, and a desire to see the students succeed	Negative/dated perceptions of long-time Wichitans who don't give Wichita State a fair shake/opportunity	Foster inclusion for all stakeholders (faculty, staff, students and Wichita community) in our activities, practices and programs	Young talent leaving Wichita and Kansas for education and jobs elsewhere
Openness to new ideas, collaboration, opinions from internal and external stakeholders	Inconsistent focus on student learning and development through administrative processes and faculty practices: <ul style="list-style-type: none"> class scheduling may not be optimized to foster student degree completion, activities and applied learning experiences some faculty are solely research-focused who prefer not to teach and it's evident to the students	The university population is evolving to be more geographically diverse and more out-of-state students so programming and resources need to be adjusted accordingly	"Not my job" statement for some staff/faculty on campus; more emphasis on student service becoming a #1 priority
Current Goal		Proposed Revision	
Empower students to create a campus culture and experience that meets their changing needs.		To equip students, faculty, staff and the greater Wichita community with the tools to create a campus culture & experience that meets the students' ever-changing needs.	

Summer Work

During the summer, the Strategic Planning Committee will continue to sort through the feedback provided to find patterns that could lead to future goals, objectives, or tactics.

In addition to the data sorting, the Strategic Planning committee will work to create a structure, inclusive of the feedback from the shared governance forums and newly formed decision making framework and based on the trustworthy process. This structure will include the following:

- Definitions of words used in the strategic plan
- A graphical representation of the hierarchy of goals, strategic goals, tactics, etc.
- A portal for reporting of future and current activity
- Guidelines for reporting

Meetings with stakeholder groups will be held throughout the summer to further refine the work.

- PET
- Council of Deans
- Senates
- And others

AcT teams will recess until September.

Additional Studies

There are a least two additional studies commissioned by the Strategic Planning committee. Both will be completed by summer's end. The first is a Diversity Climate Survey which will be used to both assess potential impact due to current activities and to create new tactics, moving forward. The second study will be an Economic Impact Study. This study will provide much need information for the APLU project and several AcT teams. It will also allow for benchmarking for future goals.

Fall Plans

A fall Town Hall will be held in October to share summer work with the campus community and feedback will be gathered. That feedback will shape the final iteration of the plan, to be shared with the campus community early in the spring semester. Further vetting of the plan will take place prior to presentation to the Kansas Board of Regents for approval.

Priorities for the 2020-2021 will be shared by the President and Provost in early spring of 2020.