

**WSU Strategic Planning Steering Committee
Campus Town Hall Meeting
October 30, 2012, Hubbard Hall 208**

Meeting Notes

There were 88 campus community persons in attendance. Cindy Claycomb, committee co-chair, opened the meeting with a welcome and introduction of the Strategic Planning Steering Committee members in attendance. She thanked everyone for taking time to attend the meeting and provide input into shaping the university for the future. Claycomb explained the charge to the Steering Committee and the process for gathering information.

Ed O'Malley, committee co-chair, stressed that this was a steering committee of a community process. He explained how the committee would use the information gathered from these meetings. We are not close to making any decisions as the committee is still in the information gathering stage of the process. In this first phase of strategic planning the goal is to formulate the mission, vision, values, and major goals for the university and it is hoped to have this phase completed by May, 2013.

Four questions were posed for discussion. After discussion of each question, there was time for responses to be shared with the group at large. (Note: the responses are recorded below.) The notes were collected and will be posted on the website.

Today the discussions will focus on the culture of the university. Before the discussions began, a working definition of "culture" was presented to the group. **Culture is that elusive something that hangs in the air and influences how work gets done, affects success or failure of projects, says who fits in and who doesn't, and determines the overall mood of the university.**

Question #1 - When you think about the future of WSU, what concerns you the most?

- Recruiting and retaining faculty of the future.
- Technology support/infrastructure.
- Power and decision-making in upper administration (top-down approach).
- There is not a sense of community on campus among students.
- No sense of cohesiveness.
- No central place to find out what's going on regarding events.
- Mediocrity is ok - that's the way we have always done it - no sense of wow-ness.
- Weak identity.
- Weak keeping up with facilities.
- Lack of funding.
- Fiefdoms.
- Lack of focus with what we really are - urban serving research institution.
- What is the data to help answer that question?
- Perception of campus as mediocre by local community - what is our image?
- Silo perspective - lack of common mission which should be a common theme among all departments.
- Are we selecting faculty who think like you so there is no diversity of thought?

- What is our direction?
- We don't have an identity.
- What effects will aviation have on the Wichita economy and the university?
- That we stay relevant and enrollment stays high.
- Lack of online learning.
- Cost of tuition and fees and student debt.
- Need to see that curriculum is building toward the future as well as innovation.
- Online education - competition is high - we should focus on brick and mortar, face-face classroom.
- Sustainable campus - lifestyle and practices.
- As we grow, where are we going to fit classrooms, parking, etc.?
- Lack of traditional student life.
- Decreasing enrollment.
- Enough resources to do what we want to do.
- Inferiority complex, fear of being an urban university.
- Lack of identify, core, defined identity, hard to buy into what you do not know.
- Afraid to say we are NOT KU, KSU, ESU, etc.
- People's resistance to change.
- Unwilling to share information.
- Silos.
- Lack of dynamic communication.
- New state mandates on new student admissions criteria.
- Rising cost of college versus return on investment.
- E-learning/online learning - we are stuck in traditional learning models - we need to think out of the box.
- Becoming irrelevant.
- Worried about strategy - we should be concerned how we deliver this. Lifelong skills just as important as some theory in the classroom.
- E-learning - look at important/basic courses - offer online. Monitor who takes these courses - broader reach as it has to help the majority.
- Lack of state support/funding and having to look inward to make up the differences. This impacts staff, academics, building maintenance, technology, etc.
- Student tuition rates and debt students incur by the time they leave.
- Are students really ready for college when they come in? And when they graduate have we prepared them for job skills, life skills, critical thinking skills, diversity, etc.?
- Administrative processes - 67 signatures for everything. Bureaucratic, too many authorizations to do things.
- Some community groups may not work with WSU because of bureaucratic processes.
- Not challenging the university to grow.
- We are okay with who we are, we need to be more extraordinary with students, research, staff, and faculty to recruit and retain.
- Want WSU to be amazing.
- Create an infrastructure to support being on the cutting edge of higher education.
- Develop very strong partnerships with external entities, challenging ourselves to be the leaders in education.
- Funding - if funding is lost how does that impact the students?
- Loss of education for the sake of scholarships, don't want to turn into a technical college.
- Will WSU have a unique identity compared to other schools in the state?

- Finding reasonable balance between admissions criteria and pool from which we draw students.
- Resources - more scholarships, better facilities, rising tuition, faculty/staff wages.
- Growth - ability to increase enrollment.
- Communication - ability and/or desire to work outside silos.
- Institutional memory is too long. Bad memories/experiences impede future relationships and partnerships for decades.
- Competition - not keeping up to attract students - not competitive enough to attract students.
- Money, scholarships, rising cost of tuition, quality of facilities, student life activities, connection to faculty.
- Finances, competition from other schools, especially online programs.
- Old bureaucratic system.
- Deteriorating buildings and facilities.
- Don't know our identity.
- Internal lack of vision and external funding.
- Funding came to mind first - see state funding going down, fear of donors tapped out, business partnerships for research limiting liberal arts perspective.
- Funding affect ability to keep and attract top quality faculty, lack of being proactive, not just keeping the ship afloat.
- What are our objectives? Is it necessary to be a KSU to be successful?
- Outside perception of quality - marketing the academic programs, especially for Wichita students.
- As a Wichita high school student I didn't even consider WSU. What made my decision in the end was going to a school with a strong living/learning "real" college experience.
- Will our students meet the needs of business in the future - are we educating out students for the future?
- Do we have enough online courses to compete with other schools? Do we use the same or most up to date curriculums for online courses?
- Will we ever break the 14,000 number of students? And do we have room is we do grow over that number?
- More enrollment issue - if we grow too fast the personalization goes away. How will this affect academic excellence?
- Concern that big classes lack one-on-one and time with instructor.
- Loss of teaching capability.
- Design a system to grade the instructors.
- Some professors have lost touch with the students.
- Malaise in teaching.
- Traditional students may need more time with instructors.
- Issue of GTA's - some are ok but some not ready.
- What kind of student does WSU want to attract?
- National opinion of higher education is job training, not imparting knowledge and teaching critical thinking.
- Student life. Nothing is within walking distance or close by. Students are not getting a college experience.
- Not real strong commitment to diversity.
- Graduation retention. Losing funding because of a lack of graduating seniors.
- Lack of competitiveness.
- The overall economy and university finances/budgets.

- Lack of identify, trying to be all things to all people.
- Reluctance to make change among faculty.
- Lack of prestige.
- Traditional (far outdated) system of running an academic institution. However, we are rewarded for acting this way and punished for doing what is actually needed for today (success/growth for WSU).
- Decline in funding makes the traditional system more difficult. We are paid to turn out more "widgets" with the same outdated machine.
- Efficiency - multiple departments doing same thing.
- Aircraft industry - concern with who will be living here, family's concern with stability of economy.
- Tuition cost and scholarship availability.
- Students looking elsewhere with rise in tuition, being competitive.
- Adding value to WSU and the student experience.
- Who are we? What is our identity? Don't be something we are not.

Question #2: What is it about the culture of WSU that helps us make progress?

- Support for excellence and good work, internal stakeholders at WSU and external stakeholders in the community.
- Lack of jealousy.
- Stick-to-it-ive-ness and persistence
- Personal connections.
- Relationship with the city, county, region.
- People coming in with fresh, new ideas.
- Professional development and collaboration a problem, people aren't willing to take risks.
- Every connection we make has the possibility of retaining a student.
- Some administrators encourage new ideas.
- Some campus people have strong ties to the community.
- Entrepreneurial spirit.
- Desire for change.
- Diverse population culturally and nontraditional vs. traditional students.
- People appreciate colleague's success.
- Research component, appreciate research that helps the community.
- Entrepreneurial thinking and spirit.
- Working with local industry.
- Urban center of the state.
- Results oriented.
- Practice-based/community-based research.
- Public good from activities is highest compared to KU and KSU.
- People recognize a lack of identity and are willing to create one.
- We recognize the problems that we have.
- The campus community is made up of big thinkers and people with ideas.
- Most people really do care about students and each other - good people work here.
- Culture of WSU - we are a metropolitan university, both students and faculty have real-world experience.

- Students bring in work and life experiences. May be seen as a disadvantage as far as the focus on grades.
- Because of our metropolitan environment, we have resources around us to assist students with and beyond the degree.
- Quality of faculty, nationally and internationally known.
- If someone has the will, they have the opportunity to find their way without too many obstacles in the way.
- Culture seems to be undefined.
- Personal touch, personal interest in each student.
- People with passion.
- Can-do attitude.
- Alumni keep university promoted.
- Strong community support.
- Staying on top of technology.
- RSC expanding, will increase life on campus.
- WSU can be what you make it.
- A diverse campus.
- WSU's connection to the city through internships.
- Alumni making things happen.
- A longing for what we should be.
- The perception of WSU in the community, we are perceived positively.
- Many on campus are not satisfied with the status quo, always looking for new and better ways to do something.
- New leader which is showing interest and desire to take WSU to higher levels.
- There is an openness to hear faculty, students, and staff ideas and thoughts of how WSU can continue to progress.
- Our members have their fingers on the pulse of the university.
- Energy of many to be engaged in the process.
- A good group of core students who are very involved in the infrastructure of the university and its culture.
- WSU is open to change.
- Student focus.
- Encouragement of research.
- Resources up or down tend to drive the student/faculty experience here.
- Interaction with the community, perhaps increase cooperative education.
- Graduate and undergraduate experiences are different here - need to address the disconnect
- WSU has heart, caring about the student experience from door to door.
- Blue collar nature of individuals who push forward great programs, e.g., bowling with Gordon Vadakin, cooperative education with Connie Dietz, dean's scholars with Christine Schneikart-Luebbe, faculty/staff/students who grew aerospace engineering, etc.
- The whatever it takes attitude to succeed. Hardworking staff.
- Focus on students, good customer service, mission service to higher education.
- Student vote on RSC upgrade.
- Doing the most with what we have.
- Good relations with the community.
- Cooperative education program.

- High quality staff and faculty. The entrepreneurial nature of individuals. But where's the incentive? Acknowledgement?
- Flexibility within departments, ability to run as almost a small business.
- That people keep plugging away in spite of obstacles.
- Access to resources through the library and MRC.
- Culture of pride in the work, keeping focus on the students and trying to provide what they need.
- People did have a hard time putting a positive spin on things -what would make it better? Being our own cheerleaders.
- Used to have more visibility.
- Connection with businesses and community.
- Having a strategic plan, vision - someone to shake things up and make us see the good and bad and help us fix it.
- Administration has to encourage and reward those who are moving us forward, but at the same time hold those accountable who are behind.
- All of these things should be published for all to be aware so as to encourage them to jump on band wagon.
- Everyone should wear their WSU pride.
- Behind the scenes people steering the students to where they need to go.
- We feel we do have a pretty good identity.
- We have many alums who are very proud to be alums - they help with the "family" atmosphere.
- We need to promote that we have some of our departments that are better than KU or such schools.
- We have a desire to change and that helps us to make progress, we just have to focus our desires.
- Hardworking staff.
- Connected to community.
- People who are passionate about fixing things. Resources aren't there to support it.
- Connection to the community.
- People in the community care about the university.
- Urban area serves experiential learning.
- Big desire for change.
- Diversity - mix of backgrounds and experiences.
- Range of ideas and backgrounds.
- More opportunity for consulting and bringing back real experiences to the university classroom.
- We are more open to experimentation.
- There is great overlap in faculty's view of what the problems are.
- WSU is committed to the student's learning.
- WSU is passionate and wants an identity.
- WSU has the skills and capacity for incredible things.
- WSU wants to do great things.
- People on campus want to see changes made, find identity.
- Community partnerships/relationships.
- Doing most with what we have with decrease in state funding, resources.

Question #3: What is it about the culture of WSU that hinders our making progress?

- Support for individual excellence can work to the detriment of work toward a more common goal (department/college/university/community).
- Rewarding structure not aligned with collective work.
- Regulations and policies, many of which are created by WSU and inhibits entrepreneurial work.
- Reward structure (i.e. tenure and promotion) reinforces conservatism, risk taking/failure is punished.
- Lack of cohesion.
- Community ownership but not community support.
- Maybe too much of our identity is tied to athletics. Athletics makes us known, but...
- Marketing issues, you don't read about all the great stuff we do.
- Need to celebrate our successes.
- We are reactionary instead of being proactive.
- We don't know what's going on outside our own area.
- Bureaucracy gets in the way.
- Lack of communication - silos.
- Not adapting to the changes in the student body.
- Lack of state funding and support.
- Board of Regents may be too traditional.
- Commuter school attitude.
- Negative attitude toward risk taking.
- Lack of a strategic plan.
- Hierarchical communication structure.
- Risk aversion.
- The tenure system encourages things to stay the way they are. Those who have the say were successful in that system.
- Silos prevent the best system.
- Very risk averse.
- Lack of faculty governances.
- Resistance to change.
- Low level of support staff/faculty.
- Service mentality lacking in ORA, Graduate school, and other administrative units.
- Lack of space, infrastructure issues.
- Academic calendar is not set 2-3 years out which is a best practice at other institutions.
- Work load is too high to innovate, faculty exceptions are too high.
- Tuition is too low.
- Tendency to compare ourselves with others hinders us.
- Look at things through eyes of higher education in general - that things have to be a carbon way.
- Students who have internships no longer focus on grades.
- Communication internally and externally about how awesome we really are.
- We under-rate ourselves. We don't set expectations high enough.
- Barriers or red tape. An unwritten culture that hinders our growth.
- Policies that don't encourage cross department communication.
- Subversion process that eliminates faculty governance, especially in college of engineering.
- Young faculty seem risk averse.
- Slow paced culture.

- Feeling of lack of control for your own future.
- Lack of incentives for quality performance.
- Parking.
- Fear of taking a risk.
- Money - innovative for less.
- Lack of business mentality.
- Making students our #1 priority.
- Our priorities are too short focused to think long term.
- We are not getting more money, we are not getting more new hires. We need to think about what is not working and stop it so we can focus on what is important.
- Bureaucracy can hinder getting things done.
- Micromanaging.
- State funding, dwindling support. May need to look at other avenues for funding.
- KBOR more traditional in their thinking. May not be as receptive to change that would positively impact all regents institutions.
- Tend to look at why we can't work, or see obstacles first, have to push for how to make things work. Example: want to share staff across departments, but will take a year of red tape.
- Fear of change, unwilling to take a chance to get out of our comfort zone.
- Bureaucracy - too many signatures required in getting things completed or approved.
- "Not my job" syndrome. Not knowing who to go to. Departments not knowing what other departments do.
- Lack of a written process - standard operating procedures.
- Doing more with less.
- Don't value marketing well, need to be more visible.
- Lack of transparency of the decision-making process when changes need to be made.
- Do we have an identity crisis? Agree to brag on ourselves.
- We are behind the curve regarding intellectual property, not tapping into the creative work that faculty and students are doing.
- Students are not as prepared for higher education challenges compared to two or more decades ago.
- Bureaucracy of our system for approving purchases, hiring, etc.
- Lack of communication/support amongst divisions or departments.
- Too much focus on personal short term priorities. Less focus on institution long term priorities.
- Too much focus on who gets credit or blame for success or failure.
- Lack of communication.
- Fragmented, different students, different needs.
- Silos.
- Not adapting to changing student body.
- Stagnation. Keep students engaged as well as staff.
- Bureaucracy.
- Working in silos.
- Inefficiencies.
- Bureaucracy - hiring process, travel process, purchasing process, making rules for things that may happen.
- Obsession with assessment which is understandable but time consuming.
- Hierarchy of who one can talk to. The political process of bringing a new idea to fruition.
- The attitude that each man is in it for himself.

- Too many silos and not enough unity among the different colleges.
- Losing sight of the big picture and who are our customers - students.
- Closed-minded faculty.
- Our perception of campus.
- We have a hard time agreeing on a direction we want to grow together.
- We don't grow anyway - institutionalized.
- We are too difficult to get enrolled in. Too many hoops to get enrolled and too many hoops to jump through. Admissions and enrollment as an example.
- Don't talk with each other. Students feel like they are kicked around.
- Commuter school attitude.
- Risk taking atmosphere missing.
- Resources, complacency, inferiority complex with the university and the community.
- We are a fall-back school because we act like a fall-back school.
- No infrastructure for a better product.
- People don't know about us outside of the state.
- Reluctance to challenge students.
- Low expectations overall - related to lack of identity.
- We see ourselves as a Wichita college, have not been willing to define ourselves beyond that.
- Hierarchical communication structure.
- You can't talk to your boss's boss. You have to go through the chain of command and silos persist, and significant communication is lost.
- Cooperative culture doesn't want to "break the rules" - just get the job done. Would have to be a rebel to do what is needed to excel as faculty.
- Value conflict of cooperation/collegiality/rules over innovative/flexible.
- Territorialism
- Afraid of change - we've always done it that way attitude.
- Bureaucracy.
- Working in silos.
- Duplication of work and processes.
- Process to eliminate people if not producing quality work.

Question #4: What type of culture will it take at WSU to make even more progress on things that we think are most important?

- Encourage teamwork.
- Participative management (everyone have opportunity for some say.)
- Encourage risk taking, do not punish failures.
- Outcomes/results oriented vs. policy-driven.
- Inter-professional/inter-disciplinary/inter-collegiate mind-set.
- Reward what you say you want.
- Inter-collegiate mind set, no silos.
- Caring less about restrictions than getting the right goal.
- Adaptive, inclusive, flexible.
- Service oriented.
- Risk taking, entrepreneurial that thinks holistically rather than in silos.

- Marketing the value of education at WSU.
- Inter-disciplinary and trans-disciplinary.
- Enough resources to experiment.
- Reflects the environment that we live in and be more adaptable.
- Stop looking at others and just define ourselves.
- Passionate, strong staff and university community.
- Encourage innovation.
- Organizational chart not as important as the personalities of the people. People in leadership fostering questions, challenges, and risks.
- Get to yes.
- Free thinking.
- Decisive culture.
- Entrepreneurial spirit.
- Getting answers quickly.
- Support the students at the center.
- Being student centered.
- Recognizing and rewarding risk.
- Common goal and direction. Getting everyone on board, inclusive, everyone proud of goal and direction.
- Nudism.
- Bottom up approach, not top down. Reach out to everyone, get all involved.
- Empower the smart people in WSU to do what they do best.
- Better communication on what we think most important.
- Overcoming our apathetic/second-class attitude.
- Encourage risk.
- Encouraged team work vs. individual work.
- Participative management.
- Culture of trust, empowerment, and autonomy for people at all levels to be successful and try new ideas.
- Need to have full investment in the change by all across the university.
- Good system of evaluation that's applied across the colleges, and the freedom to establish appropriate measurable parameters for purposes of tenure and promotion, retention, etc.
- Unified vision/mission with people (faculty, staff, Wichita community) - getting on board or getting out of the way of progress.
- Encourage a culture of acceptance of new ideas.
- Recognition that past performance does not dictate future success.
- Forgive failure and reward success.
- Close interactive communication on all levels through all departments.
- Incentives.
- Engagement of staff and faculty to do more than just a job.
- Be open-minded, positive thinking, team work, willing to change.
- Open to change, remove restrictions/barriers.
- Putting students first, serving students, helping others on campus.
- Caring more about doing the right thing than doing it right.
- Stop accepting poor performance.

- Need to be able to have some freedom to reward faculty/staff with department funds. In the world around us they're not restrained by that medieval culture.
- A culture where risk taking is both internally and outwardly to the community, is rewarded and celebrated.
- Financial constraints don't stop us from competing with the world around us.
- More transparency between administration and faculty/staff.
- More risk taking.
- Willingness to work together for the common good.
- No tenured faculty.
- If each department could ask "how can we help you" make your job easier.
- We need to figure out what our identity is and then work toward recruiting those students.
- Less hierarchy. An entry level person can't go right to the source but has to go through a bureaucracy.
- Need an interaction between faculty and staff that can create working relationships.
- Strong identity.
- Willingness to take risks.
- Leadership that encourages stepping outside comfort zone.
- Support for being willing to take risk.
- Culture of respect and optimism.
- Cultivating hope and a more clear vision.
- Face some loss and make hard decisions.
- Reward working across the silos/colleges.
- Reward behavior change across campus - opportunities should be open to everyone, especially groups.

Meeting concluded at 5:00 pm. Claycomb and O'Malley thanked those in attendance once again and noted that there will be two more campus town hall meetings in the spring semester, asking those present to plan to attend those sessions as well. In the spring semester the focus of our work will shift to actual preparation of the mission, vision, values, and broad goals for moving forward.

Notes submitted by:

Dianne Coleman

Strategic Planning Assistant