PRESIDENT'S RETREAT

Facilitated by WSU Community Engagement Institute:

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- Presentations by eight campus leaders to share the current state of Wichita State University
- Small group work reviewing campus priorities (see pages 2-9)
- Small group work considering key questions about the University's future (see pages 10-12)
- A review of the current University vision statement (see page 13)
- Full-group discussion of next steps

WICHITA STATE UNIVERSITY

Executive Summary

- These items can come off the list of priorities until further notice:
  - dental school
  - microenterprise program
  - community college networks
- There is not consensus to remove these items from the list of priorities:
  - update master plan
  - proposed merger of Foundation and Alumni Association
- Participants see that Wichita State University significantly fits the model of a "New" University proposed by Hamilton and Nielsen.
- Participants have energy for a pathway toward designation as a Hispanic-serving institution.
- Participants find the current vision statement acceptable but have some reservations about its effectiveness at telling whom the organization serves, what differentiates the organization, and inspiring commitment. An update is recommended.
- While there is a growing understanding of what it means to be an urban public research university among participants (and the university community), there is still progress needed in reaching consensus about this.
- Continued efforts to inform and get feedback from the campus, especially in advance of the inaugural events, are a priority. Framing this in ways that people can answer will likely lead to better interactions.

Helping Families – Access and Affordability		
	Progress / status Is this item ready to come off the list?	Next steps
Raised need – based aid.	• **This should be kept on the list.** • Currently Foundation is raising funds. • CARES Act funds used to provide aid for qualifiers. • Applied learning opportunities/earnings used to assist students.	• Define what need-based aid is. Educate campus community on what this is and how it is calculated. • Continue and expand – including graduate students. • Marketable messaging.
Shocker Commitment: Full tuition and fees for Pell-eligible incoming high school students – Shocker Neighborhood.	• **This should be kept on the list.** • Goal of 50 individuals in the	• Expand as able.
Improve student success – retention, graduation, experience.	• **This should be kept on the list.** • Experience is a good indicator of retention and graduation rates.	• Review current benchmarks, surveys, and data points. • Shared responsibility across divisions on campus.
Create community college network.	• **This should be kept on the list, but with a focus on:** • 2+2 programs • No. 1 transfer university consistently	• Develop more 2+2 programs • Bridge programs and partnerships to support transfer students and intentional. • Review articulation • Transfer advisor for each college

Supporting Kansas Business –

A talent pipeline that meets the employer needs.

	Progress / status Is this item ready to come off the list?	Next steps
Provide relevant applied learning experiences that match the needs of industry, agency, and community partners.	• This should be kept on the list.	• We need to make this our hook. Provide unparalleled opportunity. • Decide what it means. There is a tension between watering it down to make everything fit in applied learning and making it too exclusive to some disciplines and colleges. • Integrate more communication skills in applied learning. • What does this mean for community partners? How is it an advantage for them? • More of who we are! Our hook is unparalleled applied learning experiences. • Tackle unpaid applied learning experiences (out-of-the-box thinking: i.e., tuition waiver, etc.)
Become a nationally recognized leader in digital transformation and SMART manufacturing (construct NIDT).	• This should be kept on the list. • NIRDT building and the Smart Factory	• NIRDT (no longer NIDT) **This needs to be viewed as a broad goal, not a niche goal.** • Add academic leader to NIRDT • Faculty ambassadors
Begin developing the state's first dental school.	• Remove for now	• Financial support from state
Explore establishing a WSU location in Chihuahua City, Chihuahua, Mexico.	• This should be kept on the list.	• Explore other locations in Mexico and in other states and

		• **Out-of-State community** • **On hold for Mexican elections**
Launch microenterprise program	• **Remove**	

Increasing Economic Prosperity		
	Progress / status **Is this item ready to come off the list?**	**Next steps**
Support faculty-led interdisciplinary research initiatives (2020-2023) (AKA: convergence sciences).	• **This should be kept on the list.** • **Faculty workload policy** • **Goals** • **Workshops with current Convergence Science project/personnel)**	• **Need performance incentives for teaching and for scholarship — may be OK for strong researchers not to be in the classroom.** • **College goals and research commitment agreements.** • **Implementation of workload policy** • **Develop relationships with donors and funding.** • **Faculty and industry relationship** • **Proposal process was limiting. In the future, how can this kind of effort be more organic? This will require resources to support interdisciplinary efforts — but we can't expect faculty or departments to prioritize this if resources are still being cut.**
Support the needs of region and state in terms of economic development.	• **This should be kept on the list.** • **Listen to needs of industry and reflect this in our curriculum.**	• **Maintenance, repair, and operation facilities are recession-proof.** • **Focus on retraining.** • **Marketing applied learning and what we do in the industry.** • **Align vocabulary and vision with curriculum and industry**

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		• needs (pivot quickly and efficiently). • Tying our graduates to Kansas-based jobs.
Continue the development of the innovation campus by attracting potential partners.	• This should be kept on the list. • Support existing partners. • Sense of disconnection from curriculum	• What role can students play in developing and getting the most from innovation campus? • Have a university focus on what type of industry tie in best with our focal areas
Continue developing and supporting innovation and new ventures.	• This should be kept on the list. • Just started a Tech Transfer Office in FY18.	• Determine how APLU IEP framework is an asset here. • Tie to job creation and industry needs.
NCAT expansion – acreage north and south of NCAT	• This should be kept on the list. • Use this expansion like we did the innovation campus.	• Think of this as Innovation Campus Part 2 with additional teaching and learning space • Move quicker — economic rebound is quicker than expected. Get a plan and need to get into ground level.
Enter financially prudent P3 on university-owned property that provide services and university village.	• This should be kept on the list. • Needs to pay for itself.	• Ensure that such projects earn their way. What does *financially prudent* mean? • Lease space. • Don't make an early decision. Step back and review our financial standpoint and risk. • Decide POV on decision making.
Support Wichita downtown development via hospitality, culinary arts, and health sciences.	• This should be kept on the list. • WSU Tech • Joint Academic Health Science Center with KU	• Now that we are doing it, how do we grow it? • Reach out to Cargill—what do you need from this program? • Hyatt & Chartwells used as internships, applied learning opportunities. • Grow programs in Hospitality & Culinary Arts.

Other Initiatives

| | Progress / status
Is this item ready to come off the list? | Next steps |
|---|---|---|
| Update master plan. | • This should be kept on the list. | • Get ahead of KBOR's plan. Establish what we want and need to do. |
| Possible enhancements: 1) MWC, 2) Clinton, 3) Hubbard Hall, 4) RSC, 5) WSU/KU health science facility. | • This should be kept on the list.

• Include in the master plan. | |
| Demolish Cessna Stadium and build a multipurpose athletic complex for university and community use. | • Include Cessna Stadium in master plan if so desired. Should come off the list as individual item.

• Must be privately funded and sourced. | |
| Work to enhance the beautification of the campus and promote Shocker pride. | • This should be kept on the list.

• Include in the Master Plan | |
| Merge Foundation and Alumni Association | • Need more information.

• Support if the powers that be say yes. | |
| Diversify and develop our faculty and staff to better reflect our student body and region. | • This should be kept on the list. | • DE&I Plan

• Training |
| Enhance professional development opportunities for faculty and staff. | • This should be kept on the list. | |
| Implement market pay adjustments to reflect 80% of the market median. | • This should be kept on the list. | • Increase training for |

➢ Highlights of discussion

❖ What did you remove from the list?

• Dental school

• Microenterprise

• Community college network

• Master plan and part of the master Plan

- Foundation merger (not enough information)

❖ What are critical steps?
- There are no good definitions — need better definitions.
- Better articulating
- Exercise our university.
  - Old university
  - New university
  - Bunch of different areas
- New community engagement

❖ Other topics — Critical next steps
- Certification of faculty and staff
- Losses last week and how they reflect our diversity
- The market is rush.
- More time to talk about it.
  - The right people in the group, experts in the group
  - More of these initiatives
  - We support the president.
  - Best solutions for the best of the university.

➢ Third small group
 ✓ What does it mean to be *urban* in relation to an urban public research university?
   ❖ Meeting society needs versus land-grant and flagship universities. Responding by increasing first-generation students, meeting community needs, etc. Revenue stream of New Universities isn't as deep and doesn't have as many feeder streams compared to land-grant and flagship universities.
   ❖ Connected to the city community, and serving its needs.

❖ There is faculty and academic resistance to adjusting curriculum to community needs.

❖ Focus on academics, not just research.

❖ Serving and adapting to the students in the community (e.g., the testing center).

❖ Being accessible to students in the community (e.g., inadequately prepared), and enabling them to be successful. Do we provide services and path for such students to earn a degree?

❖ More opportunity to work, greater interest.

❖ Does urban mean more commuter, less residential, and more post-traditional?

❖ Community-focused and intentional in providing benefit.

❖ Focus on the students that emerge from an urban area (diversity of race, ethnicity, age, career life span).

❖ Students who attend WSU are more likely to remain in Wichita.

❖ Urban located, city- and metro-based.

❖ Who do we serve (vs. e.g., KU)?

❖ Care more about access, diversity,

❖ Speaks to relationship (For example, Wichita city).

❖ Do students identify with this — beyond location?

❖ Affordable choice for community members and city.

❖ Blend of resources.

❖ University at center of community.

❖ Industry-based research.

❖ Do we concentrate academic programs on this?

❖ Aware of community students-continue this awareness.

❖ Connections with schools.

✓ What should we be doing now to prepare for becoming a Hispanic-serving institution? What's the pathway?

❖ The urban advantage is that the base student population is local and geographically close. Other universities must bring students to campus to recruit, as opposed to urban institutions like Wichita State who serves the surrounding communities. Urban populations are more diverse compared to the homogeneous populations for other universities (K-State in Manhattan). Urban means opportunity for higher education.

❖ Applied research and applied learning to industry and businesses is unique for students to gain the experience which is limited for land-grant and flagship universities to provide.

- ❖ Cater to Hispanic students in Kansas.

- ❖ Hire more Hispanic faculty and staff, especially Spanish-speaking staff.

- ❖ Need-based aid for Hispanic students.

- ❖ College prep classes for those with low scores.

  - o Partner with community colleges (2 HSU in KS)

  - o Summer programs

- ❖ Partner with local high school: North and West have the largest Hispanic representation.

- ❖ Seamless movement from dual enrollment to full enrollment (Friends enrolled and then scholarship).

- ❖ Perhaps family support for things like tax preparation, financial know-how, job skills.

- ❖ Generate paper brochures. We have some commercials in Spanish in western Kansas.

- ❖ Identify feeder community colleges and high schools.

- ❖ Cluster hires of Hispanic faculty.

- ❖ Identify degree programs that will attract such students and are needed by industry.

- ❖ Take advantage of faculty from the Chihuahua site.

- ❖ Advertise exchange programs with Chihuahua site.

- ❖ Hiring of faculty and staff (success coaches, advisors, and leadership).

- ❖ Application of merit.

- ❖ Strengthen relationship and prioritization of such with local school districts.

- ❖ Understand needs and be intentional.

- ❖ SGA identified need for accessibility and inclusion of second language students, families-translating financial aid, marketing.

- ❖ Recruiting families, feel comfortable and included.

- ❖ Considering borrowing as cultural barrier. For example, find financial pathways outside of federal.

- ❖ Multilingual signs on campus.

- ❖ Involve families.

- ✓ What does it mean to be a "New University?"

  - ❖ Hispanic recruiter for the first time in university history. Recruitment materials are translated into Spanish. HALO – recruitment and on-campus engagement with programming.

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- ❖ Need more studying on campus to identify how to increase engagement and experience of Hispanic students. Increase in Spanish-speaking staff members, awareness, etc.

- ❖ Market to families and businesses (i.e., construction companies) that hire predominately Hispanic employees to educate them on urban higher education and educating the next generation.

- ❖ Utilization of renovations (i.e. Clinton Hall, etc.) to provide designated areas for specific student populations.

- ❖ Research university that primarily serves underrepresented and low-income students.

- ❖ Adapts to the environment.

- ❖ P3

- ❖ Access institution

- ❖ Research 1 with a community focus

- ❖ What do we want to leave behind to be a new university?

- ❖ Producing the most diverse workforce versus the most diversity.

- ❖ Changing the perception of merit in admissions to merit in transition to employment.

- ❖ Affordable

- ❖ Challenge old assumptions

- ❖ Be university others aspire to be.

- ❖ KU and K-State not peers or aspirational peers — show who we are.

- ❖ Do we want to be R1? → slightly different model of R1

- ❖ Diversification of revenue.

- ❖ More opportunities: Jobs and career and personal growth.

Vision Audit
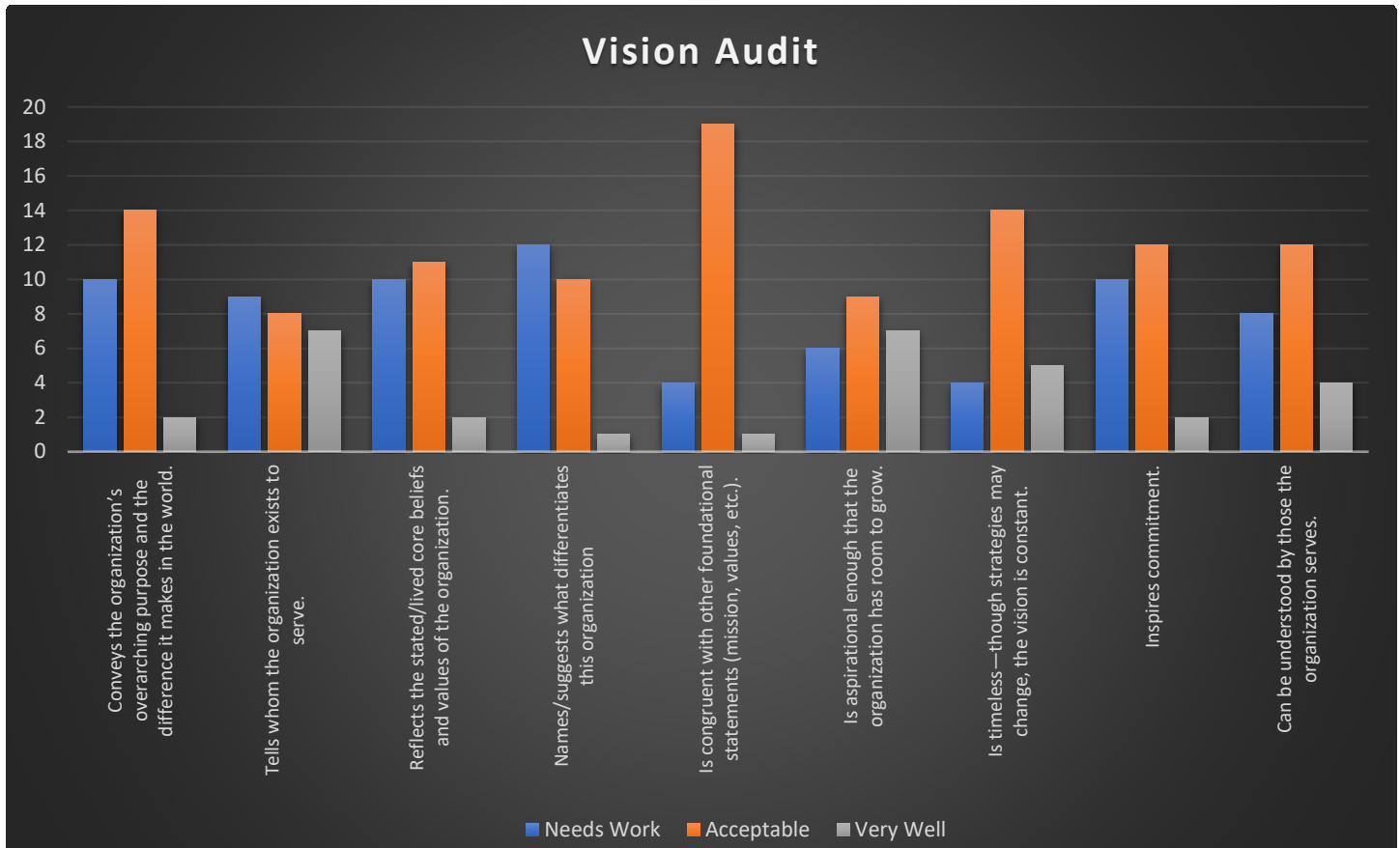
Moving Forward

How have we used (or avoided) the ideas from *Broke* today?

- How will we find the money to address some of the issues identified in the book?

- What do we have to give up? What is the loss for our campus community in living into those ideas?

- What do we gain? What do we gain for our community?

- If we are to become a New University, it means changing the kind of faculty we hire — less traditional type of faculty. If we want a certain grant or applied research, we need faculty who match those – find post docs or PhDs who are already more applied.

- Implications for how we teach, how we view expertise, how tied we are to being experts.

- To retain those faculty, the thought process around T&P will need to progress. The impact of research vs number of publications must matter more. UNESCO model is a step but who and how reviews still matters.

  o Example: University that got rid of tenure (Florida Gulf Coast?)

- When you have and fear and hunger, you go after the research that is where the wind is blowing.

- We have to start testing our assumptions, and this is just scratching the surface.

- Question: Is there a way to be a New University and not have all the costs that are associated with that?

From today's work, where do we have consensus?

- Applied learning – we embrace it

    o Recognize that this means different things in different disciplines.

- We recognize Wichita State in some of the model of the New University.

    o People have the heart for this.

- We embrace our urban location.

- If we embrace New University, the entailment is embracing intense research.

- The outside world has reached consensus about what we are – the Legislature said we need to give universities money, but also prescribed how it would be spent because they do not trust us — we need to understand where the funding is coming from and how they see us

    o We are making progress through our attention to the regents pillars.

What still needs resolved?

- Revisit vision conversation and close the loop.

- Understand what it means to be an access university

    o Understand what it means to be need-based.

    o Understand what it means to be urban.

    o Understand what it means to be an urban public research university.

What do we expect from our leader(s)?

- Transparency

- Communication

- Space to disagree and have conversation

- Resources

- Accountability

    o Have people attend retreats and meetings.

- Team oriented

- o More experiences like this

- Champion for institution and its mission

- Ability to make risk-assessed decisions

- Putting students at the center of the table

- Continue to embrace shared governance

- Diversity

- Humility

What do we expect from each other?

- See list above.

- Treat each other with grace and kindness.

- Assume there is no ill will.

- We expect each other to do the best that we can.

- Respect

- Speak our truth – openly and honestly.

- Space to disagree and have conversation.

- A spirit of collaboration – and moving from idea to real – be generous in dispersing the spoils.

- Knowing the do-more-with-less context, need some acceptance of risk-taking and tolerance for failure – and courage to stop.

  - o Reward success

- Live into our distinctive values.

- Listen – especially when there is something that challenges us.

When will we revisit _____?

- Beginning of next academic year – "I want to be here."

- Quarterly

- In time for Oct. 29 and associated events

- When Kaye convenes …

Which items that we discussed today will require the most from your unit?

- AA is represented in a lot of what is discussed.

- Push through the static. Move past the people who call it the idea of the day, "I'm going to outlive this."

    o For example, veteran faculty

    o Veteran staff

Which items that we discussed today will be most disruptive to your unit?

- Doing more with less.

- Finding financial resources necessary to implement.

- For example, GC trying to decide what time they must spend and what they have to let go of.

- People will shoot at the leaders — some people will not like it if we choose to be at the front (and the shots will come from inside and outside).

    o Right now, the I-35 corridor is being viewed as an unproven experiment.

- Strategic Communications will need to know the vision.

    o Soon!

- The donor base embracing the New University – it's not their experience.

- Identifying resources and figuring it out! The resource model – prioritizing. (But we have done it for the last 6 years.) There may be some things we need to stop doing.

- Incentives and rewards – show where the risks are worth taking.

- Respect the progress we have made – the conversation is very different than five or six years ago.

- Considering a new financial and budgeting model – if we reward success, the funds must come from somewhere. People are not comfortable with taking resources. Recognize we have a product for which the consumer does not pay full price.

How will we move forward in those areas?

- Determine immediate priorities and do those things.

    o Start with Rick's goals – what fits in or augments that list?

- Vision statement needs to be settled.

How will we receive feedback from the campus (especially between June 22-Oct. 28)?

- Link on website for feedback on what we discussed.

    o Will need to synthesize today's work.

- Town halls for dialogue – value in cross discipline and department interaction.

  o Also, value in specific kinds of town halls, for example identify the topics that particular constituencies feel strongly about (such as Faculty Senate).

- Small group meetings and Shocker Circles.

- Recognize that we may not have a sense of where people are and their capacity – people may not be ready to give feedback to something big or broad.

- Look for feedback piece by piece.

- Ask one another to get feedback from our folks.

- Framework may be to start with Rick's six performance goals – ask our folks how they can support those

- Find ways to engage or gather feedback from faculty who are not connecting with their senators.

- Receiving feedback is likely more effective if we are asking more specific questions (rather than today's free-flowing conversation).

  o Don't ask "do you want to move forward?"

  o Give people a chance to talk about what benefits positives there may be.