7.F Strategic Plan Summary

Minnesota State University, Mankato

Strategic Plan 2010-2015

Draft 2: November 1, 2010

Our Strategic Vision

As Minnesota State University, Mankato nears its 150th year of existence, we stand on the threshold of a new era of achievement. We have reached this point because of our intense desire to go further than anyone thought possible, combining big ideas with real-world thinking to turn dreams into reality.

This new era is ours to define. And in doing so, we choose once again to go further…to go beyond the limitations of today's higher education conventions. We will do so by focusing our talent and energy on high-priority initiatives that transform our university in three critical ways:

> **Break down the barriers** that limit traditional universities from achieving the greatest and most positive impact on our world. These include barriers within our institution and barriers that stand between the university and the wider world. As a result, we will be strongly positioned to…

> **Create solutions** for the most pressing challenges facing our state, nation, and world. Our superior ability to build working teams internally and externally will allow us to align and orient our diverse resources to solve problems.
> By breaking down barriers and aggressively creating solutions for pressing challenges, we will…

> **Achieve a new level of greatness** that will inspire us, and our partners, to envision even bigger ideas and apply real-world thinking even more broadly. Powered by this inspiration, we will continue to go further than we thought possible to serve our entire global community.

To achieve this transformation, the University has identified five strategic action steps:
1. Change the world by collaboratively addressing our planet's most challenging problems.
2. Foster the thriving and robust academic culture of a university with applied doctoral programs.
3. Greatly expand the reach of our extended learning programs.
4. Reinvigorate our physical home and build the campus of the future.
5. Measure and continuously improve our work to ensure excellence in all that we do.

Taking these actions steps will bring benefits to not only the world, but also our University. Students will learn to become innovative, globally attuned leaders in their professions. Faculty and staff will experience greater professional growth through innovation and collaboration. And over time, Minnesota State Mankato will pull away from its competitors by moving upward to the next level of greatness.

Introduction

Strategic Priorities
Adopted Fall 2010

1. Change the world by collaboratively addressing our planet's most challenging problems.

2. Foster the thriving and robust academic culture of a university with applied doctoral programs.

3. Greatly expand the reach of our extended learning programs.

4. Reinvigorate our physical home and build the campus of the future.

5. Measure and continuously improve our work to ensure excellence in all that we do.

Richard L. Davenport, President
Fall 2009

Introduction

Strategic Goals

Priority 1: Change the world by collaboratively addressing our planet's most challenging problems.

(Promote Global Solutions)

1. Envision the university as a problem-solving engine without internal or global boundaries.
2. Build creative, engaged problem-solvers through collaborative and immersive experiences in the local, state, and global communities.
3. Communicate, collaborate, and partner internally and externally to identify, pursue, and promote global solutions.
4. Allocate funding and staffing resources to support Global Solutions, and seek and honor those who generate relevant and integrated responses to local, national, and international problems.

Priority 2: Foster the thriving and robust academic culture of a doctoral university.

(Think and Act Like a Doctoral Institution)

1. Increase the scholarly productivity of our faculty and external funding for faculty research.
2. Allocate University resources and align administrative structures in support of graduate education and research.
3. Create and sustain a strong and vibrant graduate community.
4. Foster, support, and market an undergraduate experience that is directly enhanced by our status as a doctoral institution.

Priority 3: Greatly expand the reach of our extended learning programs.

(Grow Extended Learning)

1. Create and maintain a capacity-building support system for the design, development and delivery of current and new 100% online and off-campus offerings in partnership with the academic units.
2. Increase enrollment in 100% on-line and off-campus offerings through the creation of marketing and data analysis tools while creating enhanced visibility of the home campus.
3. Build new and strengthen existing, partnerships with educational institutions, businesses, industries, non-profits and community groups and across greater Minnesota and beyond.
4. Work collaboratively across internal university departments to evaluate the needs of on-line and off-campus students, improve and maintain processes and services to support these students.
5. Assess the needs across greater Minnesota and beyond for credit and non-credit professional development opportunities and develop new programs and courses that align with identified needs.

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Priority 4: Reinvigorate our physical home and build the campus of the future.

(Create the Campus of the Future)

1. Create a campus culture supporting energy efficiency, resource conservation and sustainability.
2. Create a welcoming and safe physical campus that is pedestrian and multi‑modal friendly.
3. Create welcoming, comfortable and safe interior spaces that promote collaboration in learning.
4. Create a process for community input and planning for the March 2014 facilities master plan update.

Priority 5: Measure and continuously improve our work to ensure excellence in all that we do.

(Embody Quality and Excellence)

1. Demonstrate pride in our institution through our ability to provide services to one another, to students, and to our external partners.
2. Make decisions informed by data and communicate decisions effectively.
3. Create a campus-wide environment in which assessment data collection and evaluation follow best practices of industry standards.
4. Develop and implement a protocol (system) for continuous quality improvement.

Introduction

Strategic Priority: Promote Global Solutions

Global Solutions Purpose

These goals are meant to transform our university and not merely be a list of things to do. This transformation would give our University a sharp focus that would achieve the following:

- Prepare students so they are innovative leaders in their professions and communities.
- Amplify our traditional mission and strengths in positive ways that will magnify our future impact, both inside and outside higher education.
- Lower the walls between academic disciplines and between academic and nonacademic employees, which in turn will create a dynamic crucible for teaching, learning, and service to each other and the world.
- Differentiate our University from competitors for students and for financial and political support.
- Build an engaging, truthful, and coherent story that will be told to prospective and current students, alumni/ae, donors, and other friends of the University.
- In short, this proposal would help us build a vibrant, distinctive, and distinguished future for Minnesota State University, Mankato.

Global Solutions Definition

Global Solutions brings committed people together to produce relevant and integrated answers to local, national, and international problems.

Global Solutions

Global Solutions Goals

Goal 1. Global Solutions Thinking.

We envision the university as a problem-solving engine without internal or global boundaries. This will be achieved through broad conversations on- and off-campus, a Global Solutions Center, and the use of social media.

Goal 2. Global Solutions Learning.

We will build creative, engaged problem-solvers through collaborative and immersive experiences in the local, state, and global communities. This will be achieved through partnerships, curricular and co-curricular innovations, and innovative experiences.

Goal 3. Global Solutions Interacting.

We will communicate, collaborate, and partner internally and externally to identify, pursue, and promote global solutions. This will be achieved through international initiatives, admissions processes, a Center for Modeling and Simulation, and careful measurement of all related activities.

Goal 4. Global Solutions Supporting.

We will allocate funding and staffing resources to support Global Solutions, and seek and honor those who generate relevant and integrated responses to local, national, and international problems. This will be achieved through new hiring practices, a major fundraising campaign, a renewed emphasis on applied research, and recognitions and honors for Global Solutions leaders.

Global Solutions

Global Solutions Goals and Objectives

Goal 1.   Envision the university as a problem-solving engine without internal or global boundaries.

Objective A.   GSThinking. Promote "GSThinking" at Minnesota State Mankato by initiating new campus conversations and ongoing campus dialogues in the following ways:

1. In August 2010, the GSThinking goal will be the focus of an exercise during the Administrative Retreat.
2. Use Convocation in August 2010 as an opportunity to kick off the Global Solutions initiatives and other strategic priorities.
3. In September 2010, a subcommittee of the Global Solutions Task Force members will meet with different bargaining groups as well as MSSA to explain the GSThinking initiative, invite their input into the process, and solicit an opportunity to conduct a forum with individual or collective groups as appropriate. This will be followed by:
    a. During AY 2010-11, hold forums dedicated to the Global Solutions Thinking initiative with bargaining units and divisional groups. Assess attendees.
    b. During AY 2010-11, hold two open, public forums for all interested faculty, staff, and students dedicated to the Global Solutions Thinking initiative. Assess attendees.
4. By Spring 2011, initiate a Global Solutions Lecture Series featuring members of our faculty and staff and outside thinkers on topics related to Global Solutions.

Objective B. Global Solutions Center. Establish a Center for Global Solutions.

1. Incubator. By May 2011, create an incubator program to work with at least four faculty members to encourage collaborative teaching and research.
    a. Themes. Select major global solutions topics to form a theme for each academic year.
        i. Host a major conference annually on the selected theme.
        ii. Hold regular forums with Minnesota business leaders to identify major problems and brainstorm solutions.
        iii. Hold weekly colloquia on the theme, including external speakers or faculty members presenting relevant research as working drafts or finished papers.
        iv. Encourage other events throughout the year to associate with the annual theme.
    b. Council. Establish a permanent Advisory Council to the Center for Global Solutions.
    c. Assess. Assess campus global awareness by making the Intercultural Development Inventory available to students and employees, and by requiring it of all those involved in the Center for Global Solutions.
    d. Center for Collaboration. By May 2011, establish a Center for Collaboration funded by Federal and State grants as a pilot program for all MnSCU schools as well as other interested universities, colleges and schools.
    e. Tech Transfer Accelerator. By May 2011, create a Global Solution Accelerator that provides resources in support of those who champion Global Solutions and the transfer

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of knowledge and technology to practical applications. The Accelerator will be established based on the following information gathering:

i. By November 2010, each division will conduct a needs assessment related to their respective work and how it interfaces with solution driven projects for local, state, regional, national, or international problems.

ii. By January 2011, each division will engage in one or more "GS think tank sessions" related to potential partnerships that could lead to a formalized collaboration related to global solutions work.

iii. By April 2011, each division will form a new partnership that will focus on an initiative centered on Global Solutions work.

iv. By September 2011, form a campus-wide GS Think Tank with participation of the GS Leaders that builds on the divisional conversations and partnerships in objectives 1.e.ii. and 1.e.iii.

Objective C. Social Media. By April 2011, the university will use social networking sites (e.g. Twitter, Facebook) to promote the GSThinking initiative.

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Goal 2.   Build creative, engaged problem solvers through collaborative and immersive experiences in the local, state, and global communities.

Objective A.   Partnerships. By December 2010, develop internal and external partnerships to identify issues and problems in need of Global Solutions (e.g., by December 2010, meet with 25 area businesses and organizations to identify possible needs or solutions which will result in a minimum of two partnerships; by December 2010, the Regional Science Fair will collaborate with at least four departments and organizations on and off campus not currently participating to present a unified university-community experience).

Objective B.   Curriculum. Encourage Global Solutions throughout the curriculum as follows:

1. Workshops. By December 2010, GS Task Force Members in partnership with GS Leaders will develop a workshop for collaborative teaching and learning, to be offered at the January 2011 Professional Development Day.
2. Redesign. By December 2010, the university will provide ideas, forums, and resources for faculty members to redesign academic curricula and courses in ways that improve student performance and satisfaction and increase flexibility in faculty load and opportunities for faculty research and creativity activity. Although there may be innovations nationally and internationally that we might emulate, ultimately this will be discipline- and department-based innovation. Programs for non-academic redesign will also be deployed when appropriate.
3. Honors Program. By December 2010, develop collaborative models that focus on cross-disciplinary competencies through the Honors program.
4. Gold. Allow inclusion of international service learning opportunities as "Gold" Diversity courses.
5. D/J-term. Explore the viability of a modified "D/J-Term" that could be offered in late December or early January.
6. Internships and Co-op. By May 2011, create at least five new internship and co-op opportunities, to be continued in subsequent years with the addition of five new opportunities per college per year for the duration of this planning cycle, for students by working with area communities, businesses and industries that target development consistent with the spirit of Global Solutions. Also, recruit at least two new out-of-state internship, apprenticeship, clinical, or co-op sites per college per year for global opportunities, and provide enhanced domestic internship opportunities for international students.
7. Summer. Increase summer Global Solutions learning opportunities.
8. Language. Encourage mastery of a second language by tracking and enforcing the language requirement at admission and graduation (i.e., no waivers allowed on this requirement).
9. Curriculum RFP. Through May 2014, use an RFP process to support at least one existing program per college per year with curricular enhancements that reflect a Global Solutions emphasis.
10. Infusion. Identify opportunities to infuse Global Solutions Thinking into existing courses so that every MSU student has a classroom-based GS experience, for example:
    a. Speaking. Explore whether public speaking courses might require a speech on GS themes;

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    b.   Writing. Explore whether first year composition courses might require a paper on GS themes;

    c.   FYE. Explore whether FYE courses might have readings or assignments related to GS themes.

Objective C.   Co-curriculum. By November 2010, a cross-divisional work team will be formed that includes representatives from Diversity, Student Affairs, and other areas as appropriate to create a long-range plan for integrating GS initiatives with co-curricular learning experiences.

1. ELI. Establish an English Language Institute (ELI).
2. GS Experiences. By 2015, every MSU student will have the opportunity to take a "big idea" or problem facing the world and apply solutions-oriented research to it in at least one of the following ways:
3. URC. An opportunity to present results at the Undergraduate Research Conference; or
4. GRC. An opportunity to present results at the Graduate Research Conference; or
5. Service Learning. Through GS-oriented service learning experiences, or other appropriate venues.

Objective D.   Interdisciplinary Programs. By May 2011, launch programs, which are developed out of a collaboration of at least three different academic departments.

1. Reach Area Youth. One possible topic might be how to "Reach Area Youth" to develop self-esteem, a sense of purpose, and develop critical thinking skills to be problem-solving and caring individuals in the community.
2. Youth Institute. Another possible collaboration is by Fall 2011 to establish an Institute for Childhood and Youth Studies that draws on intellectual resources across the campus.
3. Center on Aging. Another possibility would be to enhance the Chesley Center on Aging.
4. Academic Alliance. By May 2011, create a GS Academic Alliance with all area schools, K-12, and higher education.
5. Disaster Response. By June 2011, set up a "Global Solutions Response Team" task force to identify and marshal University resources and competencies to plan a response strategy to natural disasters wherever they occur.

Global Solutions

Goal 3. Communicate, collaborate, and partner internally and externally to identify, pursue, and promote global solutions.

Objective A. Baseline. By December 2010, inventory current Global Solutions activities to establish a baseline.

Objective B. Audit. The Center for Global Solutions will annually audit the number and depth of Global Solutions partnerships across the University, supporting and recognizing units that achieve at each level. The audit rubric will include the following levels, with Level III being the desired level:

1. Level I (lowest level) – Simple transactions between internal and/or external partners; or other simple relationships that bridge "silos."
2. Level II (middle level) – Pooled resource collaborations and collaborative program design between internal and/or external partners; or other robust relationships that eliminate silos.
3. Level III (highest level) – Pooled resource collaborations and collaborative program design between internal and/or external partners focused on Global Solutions goals and objectives; or other robust relationships that eliminate silos and involve significant international activity.

Objective C. Mod/Sim. By October 2010, formally establish a Modeling and Simulation Center to do applied research for government, industry, education, health care, and the environment. Seed funding will be from internal grants and external appropriations. Within five years, the Center will be completely self-supporting.

Objective D. International. Promote international partnerships, exchanges, and research.

1. Study Abroad. Through 2014, increase the number of study abroad students and student exchanges each successive year by 15%.
2. International Students. Through 2014, increase the number of international students each successive year by 10% based on new international recruitment initiatives.
3. International Partnerships. By 2014, double the number of international partnerships based on new international partnership initiatives.
4. Faculty Exchanges. Increase the number of faculty and staff exchange opportunities.
5. Travel Supplements. Provide resources to supplement international travel.

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Objective E. Co-curriculum. Encourage co-curricular international activities, such as an International House, reserved seats in Learning Communities for international students, and hosting a conference on best practices in getting domestic and international students to interact.

Objective F. Admissions. By October 2011, every applicant for undergraduate admissions will be expected to write an essay on the following theme or something similar: "Describe a problem facing the world today and some solutions that could be applied to solving it." Roll the essay out initially to applicants to the Honors Program and/or Presidential Scholarships.

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Goal 4. Allocate funding and staffing to support Global Solutions, and seek and honor those who produce relevant and integrated answers to local, national, and international problems.

Objective A. HR Processes. Beginning July 2010, the University will begin hiring faculty and staff who are passionate ambassadors of Global Solutions type work. Specifically, job postings will include relevant preferred qualifications that seek candidates who support GSThinking, e.g.: "Demonstrated commitment to pedagogy and research that produces relevant and integrated answers to local, national, and international problems."

Objective B. Recognitions. By April 2011, codify specific rituals, events, and recognitions that support and honor those faculty, staff, and students participating in GSThinking.

Objective C. Leaders. By December 2010, identify 24 Global Solutions Leaders, to include 8 faculty, 8 staff, and 8 student leaders, who will serve as individual and exclusive mentors for potential Global Solutions problem solvers.

Objective D. Campaign. By June 2015, the Global Solutions comprehensive campaign will have generated substantial private support for Minnesota State University, Mankato, to position our university as the Big Ideas, Real World Thinking institution of higher education in our Nation. Seek funding for a Center for Global Solutions, potentially both brick-and-mortar and programming support. Seek and promote start-up funding to support all Global Solutions activities on campus, including the provision of support staff.

Objective E. Applied Research. Through 2014, increase the number of applied research dollars raised annually through RASP by 20% each year.

Objective F. GS Research. Encourage Global Solutions related research through dedicated faculty and staff research grants and reassigned time.

Objective G. Initiative Fund. By Spring 2011, establish a dedicated Global Solutions Initiative Fund to support grass-roots Global Solutions initiatives through the Center for Global Solutions.

Global Solutions

Global Solutions Measures of Success

Goal 1 Measurement

Number of clients in the GS Accelerator (Objective 1.b.)

Number of GS grants given to faculty and staff (Objective 1.b.)

Number of GS-related speakers on campus (Objective 1.a./b.)

Goal 2 Measurement

Number of Honors students (Objective 2.c.)

Number of changes through the Academic Redesign Process (Objective 2.g.)

Number of URC/GRC participants (Objective 2.h.)

Goal 3 Measurement

Number of Level III GS Collaborations (Objective 3.b.)

Number of study abroad students (Objective 3.d.)

Number of international students (Objective 3.d.)

Number of international faculty and staff exchanges (Objective 3.d.)

Dollars to the Center for Modeling and Simulation (Objective 3.c.)

Goal 4 Measurement

Dollars to the Comprehensive Campaign (Objective 4.d.)

Dollars through RASP to Applied Research (Objective 4.e.)

Number of GS related research papers and presentation (Objective 4.e./f.)

Global Solutions

Global Solutions Timelines

Embodied in the objective statements, above.

Global Solutions Resource Needs

To be determined by the Global Solutions Implementation Team(s).

Global Solutions

Strategic Priority: Think and Act like a Doctoral Institution

Doctoral Institution Purpose

Minnesota State University, Mankato will capitalize on its status as a doctoral institution in ways that enrich the campus and surrounding communities. As the next step in its evolution from normal school to world-class university, Minnesota State Mankato will provide state-of-the art applied graduate programs with national reputations and international reach. These programs will be characterized by high quality educational experiences, innovative research that engages both faculty and students in finding solutions to real-world problems, and the resources necessary to support and sustain excellence.

As a result of this transformation:

Minnesota State Mankato will be known as the premiere university in the MnSCU system.

Relative to the University of Minnesota, Minnesota State Mankato will be viewed as the "State University," in much the same way that Iowa State University and Michigan State University are positioned relative to the University of Iowa and the University of Michigan, respectively.

Though we do not have the land-grant status of Iowa State and Michigan State, we will have a similar reputation as the top "applied" institution in the state.

We will offer a full array of doctoral degrees, including the Ph.D.

Faculty in all Colleges will be involved in doctoral education.

We will be regionally and nationally known for specific academic programs, which will draw doctoral students (and faculty) to the university.

We will be branded in the public's perception as a doctoral institution.

Our faculty and students will be credited with innovative and important research contributions.

We will have endowed chairs in virtually every doctoral program.

Academic journals (or other serial publications) and professional conferences will be identified with our university.

There will be a value added to attending Minnesota State Mankato as an undergraduate student because we are a doctoral institution. We will market that value to prospective students, rather than selling Minnesota State Mankato as a predominantly undergraduate institution.

Our faculty members will have national and international reputations as scholars and leaders in their fields and the University will offer research incentives and other incentives to attract and retain them.

Our faculty will have a teaching load commensurate with our status as a leading state university and doctoral institution.

Doctoral Institution

Given our history as an undergraduate teaching university, thinking and acting like a doctoral institution will require a transformation of both the campus culture and our institutional identity. This transformation will compel us to rethink virtually every aspect of the university, including our policies, practices, traditions, programs, services, and systems. The Task Force on Thinking and Acting like a Doctoral Institution submits the following recommendations for consideration by the campus community as we embark on this process of transformation. The recommendations address those campus systems and structures most critical to reimagining the University and achieving the long-term vision outlined above. The order in which they are presented is not intended to convey relative priority or magnitude of importance.

Doctoral Institution

Doctoral Institution Goals

Goal 1. Increase the scholarly productivity of our faculty and external funding for faculty research.

Goal 2. Allocate University resources and align administrative structures in support of graduate education and research.

Goal 3. Create and sustain a strong and vibrant graduate community.

Goal 4. Foster, support, and market an undergraduate experience that is directly enhanced by our status as a doctoral institution.

Doctoral Institution

Doctoral Institution Goals and Objectives

Goal 1. Increase the scholarly productivity of our faculty and external funding for faculty research.

Objective A. Explicitly identify external support for research as a strategic goal and make our aspirations public.

1. Through 2014, increase the dollar amount of external support for applied research by 20% each year.
2. Increase the percentage of external funding from state contracts and federal and state earmarks for applied research.

Objective B. Use indirect cost recovery dollars as strategically as possible to leverage additional external funding.

1. Examine current indirect cost recovery rates and adjust our rates to be comparable with the rates charged by our aspirational peers.
2. Consider centralizing the allocation and disbursement of indirect cost recovery dollars to ensure they are reinvested in a strategic manner, channeling resources (via a representative decision making process) to researchers and research teams with the highest potential for securing external funding.
3. Use indirect cost recovery dollars to fund incentive programs that encourage faculty to submit—and resubmit—external funding proposals.

Objective C. Use workload assignments, internal grant programs, and other decisions about resource allocation in ways that provide clear incentives to seek external support for research.

1. Allocate graduate research assistants based on research productivity.
2. Whenever possible, tie recognition, rewards, and incentives to success in securing external research funding.

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Objective D.   Identify and nurture a select number of interdisciplinary research centers with the potential to bring in substantial external support.

1.   Use indirect cost recovery dollars to provide start-up support for centers with clear potential for generating substantial revenue.
2.   Allow University research centers to recover 100% of indirect costs from grants and contracts generated by the centers to expedite the process of becoming self-sustaining and revenue positive.

Objective E.   Increase pre- and post-award support and streamline the pre- and post-award processes.

1.   Consider moving responsibility for processing research contracts and subcontracts to the Research and Sponsored Programs Office.
2.   Provide additional pre- and post-award support at both the College level and the institutional level.
3.   Examine the pre- and post-award workflow from the Principal Investigator or Project Director's perspective and streamline the processes as much as possible.
4.   Develop an electronic workflow system for grants and contracts.

Objective F.   Emphasize external research support in the hiring process for new faculty.

1.   Recruit and make every effort to hire faculty who have strong track records or a high probability of bringing in external support for their research.
2.   Whenever possible, hire faculty who will bring external support for their research (i.e. existing grants and contracts) with them to the University.
3.   Provide start-up packages for new faculty (research reassignment; equipment; research assistants) who show clear potential for securing external funding.

Objective G.   Explicitly reward external funding in the promotion and tenure process.

1.   Emphasize the importance of seeking external funding during the hiring process, at new faculty orientation, in Article 22 and annual PDP/PDR meetings, and at promotion and tenure workshops.
2.   Send clear and consistent messages that seeking external funding is an expectation and an important consideration in promotion and tenure decisions.

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Goal 2. Allocate University resources and align administrative structures in support of graduate education and research.

Objective A. By December 2010 provide ideas, forums, and resources for faculty members to redesign academic curricula and courses in ways that improve student performance and satisfaction and increase flexibility in faculty load and opportunities for faculty research and creativity activity.

Objective B. Within the guidelines of the faculty contract and parameters established by the University, develop mechanisms to allow those faculty members who wish to focus more heavily on criterion 2 (research and scholarly activity) the opportunity to do so.

Objective C. Explore possibilities for changing the IFO contract to be more supportive of graduate education in general and doctoral education in particular and explore ways in which current contract language can be used to shape new behaviors that will accomplish the same desired goal.

Objective D. Reallocate internal resources and seek new resources (indirect return on external grants and contracts, new endowed funds, redirection of current endowed funds) to support faculty research and dissemination of scholarship in significant venues (i.e., peer-reviewed national journals and/or presentations that are considered premiere venues within the discipline).

Objective E. Examine internal grant, incentive, and recognition programs to ensure that resources are aligned with our strategic goals.

1. Ensure that there is support for faculty at each phase of the research trajectory—not only early in their careers.
2. Invest in those scholars who show the greatest promise of developing a national reputation and/or securing external support for their research.

Objective F. Develop models to allow faulty who direct a minimum number of graduate theses/dissertations to be compensated for work in load if it does not negatively impact department credit generation targets or result in other faculty assigned overload.

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Objective G. Establish a research mentorship program for new faculty members.

Objective H.   Develop mechanisms for interdisciplinary interaction among graduate faculty that will result in collaborative research.

Objective I. Allocate graduate assistantships in ways that directly support the University's strategic goals.

1. Fund teaching and research assistants with external grants and contracts whenever possible and streamline the hiring and compensation processes for externally funded graduate assistants.
2. Remove barriers to hiring, compensating, and processing work authorization paperwork for graduate assistants who are employed on the timelines associated with grants and contracts rather than the University's academic calendar.
3. Increase the graduate assistant allocation to programs that possess the capability to:
    a. Employ graduate teaching assistants to instruct classes that will significantly increase undergraduate credit production; and/or
    b. Employ graduate teaching assistants in order to adjust faculty workloads to promote increased external funding and faculty scholarly productivity.
4. Establish a "University Graduate Assistantship" allocation model for doctoral assistantships that is similar to the UGA model in place for master's assistantships.

Objective J. Elevate Graduate Education and Research within the Administrative and Decision-Making Structures of the University.

1. Replace the Dean of Graduate Studies and Research with an Associate Vice President for Research who is a senior member of the Provost's staff (and also serves as Dean of the Graduate School).
2. Include the AVP for Research as a member of the President's Cabinet.

Objective K. Mobilize university resources to pursue legislative approval to offer doctoral programs in all disciplines.

1. By 2015, obtain permission to offer applied doctorates in any discipline.
2. By 2020, obtain permission to offer the Ph.D.

Doctoral Institution

Goal 3.   Create and sustain a strong and vibrant graduate community.

Objective A. Provide support for graduate students' research.

1. Ensure that doctoral faculty and students are active in their professional organizations and present their research at national conferences.
2. Align doctoral courses with ongoing research projects of the department.
3. Offer research grant programs to support thesis and dissertation research.

Objective B.   Enhance research support, IT support, and other academic and technical support for graduate students.

1. Provide doctoral students the same level of IT and CESR support as faculty and staff.
2. Provide doctoral students access to statistical software applications and site licenses and other software and computer support.
3. Enhance library resources, including book collections.

Objective C. Enhance student support services for graduate students.

1. Hire a Coordinator of Graduate Student Services who can serve as the "Campus Hub" for graduate students and a liaison with other campus offices that serve graduate students.
2. Train front-line campus staff to be knowledgeable about graduate programs and the programs and services available to graduate students.

Objective D. Implement programs and services to create a strong graduate community.

1. Strongly encourage participation in the annual Graduate Research Conference and include featured sessions by doctoral students.
2. Develop a series of on-campus presentations (including networking receptions) featuring prominent scholars in the disciplines offering doctorates.
3. Develop an e-newsletter for doctoral students, for dissemination of news, and information on resources and support.
4. Develop awards for outstanding dissertations and doctoral advisors.
5. Integrate doctoral students into the campus community by having them teach undergraduate courses, mentor undergraduate and master's students, assist faculty with research, etc.
6. Explore options for establishing graduate student housing on campus.
7. Enhance academic advising for prospective and current graduate students.
8. Assess student satisfaction with the quality of advising.

Doctoral Institution

Objective E. Implement career and professional development programs for graduate students.

1. Provide regular and repeating workshops on topics specific to doctoral students, such as dissertation research and writing, job searches, etc.
2. Fund doctoral travel to conferences and other professional development opportunities.
3. Subsidize doctoral student memberships in professional organizations.
4. Establish mentoring programs that connect graduate students with practicing professionals.
5. Offer a career fair targeted specifically to graduate students.
6. Enhance academic and career advising for doctoral students.

Objective F. Support Minnesota State Mankato faculty and staff who wish to enroll in one of our doctoral programs—both to recruit and retain quality faculty and staff and to build "buy-in" for doctoral programs across campus.

1. Approve sabbaticals for eligible staff working on doctoral degrees.
2. Approve release time for eligible staff working on doctoral degrees.

Objective G. Recognize and celebrate graduate education and research in our communication with both internal and external stakeholders.

1. Intentionally "sell" Minnesota State Mankato as a doctoral institution in University branding and marketing campaigns.
2. Aggressively market to prospective donors the opportunities for endowing Distinguished Chairs or other named gifts in support of research and doctoral education.
3. Enhance the web presence of graduate education and research.
    a. Ensure that links to the Research and Graduate Programs web pages are prominently featured on the University home page.
    b. Allocate marketing resources strategically, recognizing that the web is the single most important marketing tool at the graduate level.
    c. Perform usability testing on graduate program web pages and make necessary enhancements to improve functionality.
    d. Provide graduate program coordinators with web development and editing support.
4. Implement an internal marketing campaign that "sells" the value of doctoral programs to the campus community by emphasizing the benefits of a strong graduate presence on campus.

Doctoral Institution

Goal 4. Foster, support, and market an undergraduate experience that is directly enhanced by our status as a doctoral institution.

Objective A. Reframe undergraduate recruitment materials to emphasize the benefits to undergraduates of attending a doctoral institution.

Objective B. Fully utilize the talents of doctoral students to lighten faculty workload by having doctoral students teach undergraduate courses, grade papers, teach smaller lab sections or discussion sections, and advise student organizations.

Objective C. Emphasize the value to undergraduates of research being conducted by our masters and doctoral students: As new knowledge is created, it immediately becomes part of the undergraduate curriculum.

Objective D. Encourage faculty to develop "vertical research teams" composed of one or more faculty members, doctoral students, master's students and undergraduate students (representing first-, second-, third- and/or fourth-year status) so that faculty and advanced students mentor newer and less advanced team members, who in turn become mentors when they achieve advanced status.

Objective E. Emphasize and support opportunities for undergraduates to participate in "high impact" educational experiences such as undergraduate research under the mentorship of a faculty member or doctoral student.

Doctoral Institution

Doctoral Institution Timelines

Embodied in the objective statements above.

Doctoral Institution Measurements of Success

Goal 1 Measurements

- Number of applied research projects initiated by faculty
- Number of research teams, centers, and/or institutes with an applied research or Global Solutions focus
- Number of Global Solutions grants awarded to faculty and staff
- Number of research collaborations between faculty and local, state, and global community partners
- Number of faculty publications in refereed venues
- Research grants and contracts awarded to the Modeling and Simulation Center
- Number of international research collaborations
- Dollar amount of institutional resources directed toward supporting and recognizing faculty research
- Dollar amount of external research grants and contracts

Goal 2 Measurements

- Number of new interdisciplinary graduate programs
- Number of global-solutions-focused graduate curriculum changes implemented through Academic Redesign processes
- Number of graduate programs developed in response to an industry or social need
- Dollar amount of graduate student support through assistantships and fellowships

Goal 3 Measurements

- Number of graduate programs
- Number of graduate students enrolled
- Number of presentations at the Graduate Research Conference
- Number of graduate students participating in research or study away/abroad
- Number of graduate students engaged in applied research projects serving industry or government needs
- Dollar amount of support for graduate student research and professional development
- Number of graduate assistantships and fellowships awarded to fulfill Global Solutions goals

Doctoral Institution

Goal 4 Measurements

- Number of Global Solutions speakers on campus
- Number of Honors program participants
- Number of presentations at the Undergraduate Research Conference
- Number of students studying abroad
- Number of international students on our campus
- Dollar amount of internal and external resources allocated in support of undergraduate curriculum innovation

Doctoral Institution Resource Needs

To be determined by the Doctoral Institution Implementation Teams(s).

Doctoral Institution

Strategic Priority: Grow Extended Learning

Extended Learning Purpose

To grow extended learning outreach by providing access and opportunity to thousands of additional students. The university will provide high quality online and distance education by developing degrees, programs and certificates that will support students' needs; by developing agreements with partners and others to make transferring seamless; by being flexible and timely with its programming.

Extended Learning Goals

Goal 1. Create and maintain a capacity-building support system for the design, development and delivery of current and new 100% online and off-campus offerings in partnership with the academic units.

Goal 2. Increase enrollment in 100% on-line and off-campus offerings through the creation of marketing and data analysis tools while creating enhanced visibility of the home campus.

Goal 3. Build new and strengthen existing, partnerships with educational institutions, businesses, industries, non-profits and community groups and across greater Minnesota and beyond.

Goal 4. Work collaboratively across internal university departments to evaluate the needs of on-line and off-campus students, improve and maintain processes and services to support these students.

Goal 5. Assess the needs across greater Minnesota and beyond for credit and non-credit professional development opportunities and develop new programs and courses that align with identified needs.

Extended Learning Goals and Objectives

Goal 1.   Create and maintain a capacity-building support system for the design, development and delivery of current and new 100% online and off-campus offerings in partnership with the academic units.

Objective A. Conduct a pilot project to:

1. Assist with gathering additional information such as: the cost and resources (faculty, staff, services, marketing expenses, equipment etc.) needed to maintain and expand a program. This will include working with current successful online programs to gather information and knowledge about the program development process.
2. Collect the information needed to provide academic units with assistance in areas such as market research, trouble shooting issues related to registration and other student service needs for their program, connecting programs to appropriate resources for choosing a program design (if needed) and helping programs identify the resources they will need to sustain long-term success and to maintain on-going assessment and move forward with on-going improvements.

Objective B. Develop a long-term sustainable system of support in the College of Extended Learning for assisting new and current online, off-campus and continuing education programs through the development and retooling processes.

1. Address the intended outcome by providing academic units with a resource to assist with all of the non-academic processes involved with program development. This type of assistance will allow academic units to focus on building a quality curriculum and will provide a solid structure to support on-going program design, sustainability and growth.

Objective C. Increase the number of grant dollars received in the university to support the development and maintenance of new on-line, off-campus or professional development opportunities.

Extended Learning

Goal 2. Increase enrollment in 100% on-line and off-campus offerings through the creation of marketing and data analysis tools while creating enhanced visibility of the home campus.

Objective A. Develop and improve a process for tracking 100% on-line and off-campus students for gathering data to better recognize and influence enrollment trends.

Objective B. Work with integrated marketing, and academic departments/ program chairs and deans to collaborate on market research for the development of systematic competitive profiles and marketing plans for on-line and off-campus offerings.

Objective C. Implement a Customer Relationship Management (CRM) system in the College of Extended Learning to track and communicate with prospective students as well as generate other data or market profiles, developed with and for use in coordination with Student Affairs and Information Technology offices.

Objective D. Create a process for communicating and collaborating with internal stakeholders.

Objective E. Devise an external communication plan focused on external audiences.

Extended Learning

Goal 3. Build new and strengthen existing, partnerships with educational institutions, businesses, industries, non-profits and community groups and across greater Minnesota and beyond.

Objective A. Continue to seek out opportunities to meet with and collaborate with program staff at 2-year institutions who work in programs that are related to programs at MSU, Mankato in order to establish, update and review program articulation agreements. Create a process template in collaboration with university departments for the development of articulation maps and ease of updating these agreements.

Objective B. Continue to seek out and build relationships with external public and private organizations, businesses, individuals, and groups for the purpose of expanding access to education opportunities leading to certificate and diploma programs.

Objective C. Develop further opportunities to partner with Mankato Life Long Learners group to expand partnership.

Extended Learning

Goal 4. Work collaboratively across internal university departments to evaluate the needs of on-line and off-campus students, improve and maintain processes and services to support these students.

Objective A. Conduct and complete a gap analysis from pilot program, surveys, student and academic meetings. This information will help to further clarify what some of the issues are for current on-campus and on-line students.

Objective B. Work with all stakeholders to troubleshoot current issues.

Objective C. Partner with the on campus Office of Non-Traditional Students to create a task force/committee to identify and address issues impacting 100% on-line and off-campus students.

Objective D. Create a streamlined process of for advising students regarding program planning from admission through matriculation, which includes enrolling, registering, advising, and career services.

Extended Learning

Goal 5. Assess the needs across greater Minnesota and beyond for credit and non-credit professional development opportunities and develop new programs and courses that align with identified needs.

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Objective A. Improve needs assessment tools for evaluating non-credit and other professional development opportunities.

_____

Objective B. Successfully meet time to market demands with new certificates and other offerings to compliment and not compete with degree programs.

_____

Objective C. Become another support mechanism to the global solutions strategic effort by fulfilling identified non-credit needs of business and industry.

_____

Objective D. Identify where needed an external instructional talent pool to support the delivery of innovative non-credit offerings.

_____

Objective E. Expand Mankato Life Long Learners group through the creation of new learning opportunities and increasing membership.

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Extended Learning

Extended Learning Timelines

Goal 1 Timeline

- Initial pilot project completion and 3-5 New or Redesigned Online Programs (May 2010- May 2011)
- Assessment of the user validated system including faculty/staff feedback (June 2011- June 2012)
- 3-5 New of Redesigned Online/Off-Campus Programs (June 2011-June 2012)
- Completed report listing actionable tasks and their relation to EL Outreach (June 2011-June 2012)
- Continued assessment of the user validated system including faculty/staff feedback (July 2012-June 2014)
- Continued assessment of actionable tasks and their relation to EL Outreach (July 2012-June 2014)
- 3-5 New of Redesigned Online/Off-Campus Programs (July 2012- June 2014)

Goal 2 Timeline

- Implement CRM system (June 2010-June 2011)
- Launch campaign for Online Programs (June/July 2010- Through Fall 2011)
- Implementation of improved internal and external communication tools (August 2010- Spring 2011)
- Continued marketing/recruiting (June 2010-June 2014)
- Annual assessment of recruiting/marketing activities (June 2010-June 2014)

Goal 3 Timeline

- Implementation of guides for the articulation development process (June 2010 - June 2011)
- Continued collaboration with 2-year institutions (June 2010-June 2014)
- Continued relationship building with external partners (June 2010-June 2014)

Extended Learning

Goal 4 Timeline

- Establish a task force for on online and off-campus student related issues/concerns (June 2010-June 2011)
- Conduct Student Survey (Noel Levitz with MnSCU) and analyze results annually (June 2010-June 2014)
- Create/implement a streamlined advising process (June 2010-June 2012)
- Conduct faculty and staff surveys annually (June 2010-June 2014)

Goal 5 Timeline

- Develop/offer at least 3-5 new continuing education programs (June 2010 – June 2011)
- Provide annual reports analyzing enrollment and marketing effectiveness (June 2010 – June 2014)
- Provide annual reports analyzing the number of new grants (June 2010 – June 2014)

Extended Learning

Extended Learning Measures of Success

Goal 1 Measurement

- A user validated system to support the development of new on-line and off campus degree programs.
- Number of new on-line and off-campus degree programs generated through this support structure.
- Successful transformation of data and information into actionable tasks, which measurably impacts the university's ability to grow, extended learning outreach.

Goal 2 Measurement

- Comparing number of prospective students and applications received in the previous years to number of prospective students and applications received after the CRM has been implemented.
- Result of new e-campaigns launched after implementation.
- More comprehensive data gained.
- The number of new prospective students for each program.
- Improved communication through use of new processes.

Goal 3 Measurement

- Status and use of current articulations.
- The number of new articulations.
- The number and scale of partnership opportunities.

Goal 4 Measurement

- Compare the results of the student survey from 2010 with the same survey conducted in 2011 to see if there are changes in the results.
- Review the issues that have been addressed throughout the previous year relating to the business practices/services for on-line and off-campus learners.
- On-line and off-campus students indicate high levels of satisfaction.
- The creation of a streamlined process for advising students from admission through matriculation.

Goal 5 Measurement

- Increased number of non-credit offerings and revenue generated.
- Process in place is effective at evaluating marketing needs as compared to our competition.
- Expanded offerings to professional development networks.
- Secured external funding to develop new offerings.
- Creation of new learning opportunities for the Mankato Life Long Learners and increased membership.

Extended Learning

Extended Learning Resource Needs

Goal 1, Objective A: Access to funding to support the pilot project, moreover some of these resources can be obtain through expertise on the university campus. Additional needs may include, but are not limited to: the purchase of new technology, software or expertise for specific program needs; the cost of faculty release time to build curriculum; and hiring adjuncts to assist with faculty workload through the development process or during the launch of the new program.

Status: There is currently a proposal in process with the Extended Sub-Meet and Confer requesting funding assistance for this initiative.

Goal 1, Objective B: Development of resources for training select staff from the College of Extended Learning in grant seeking, grant writing and grant managing processes which can be supplemented by the resources currently available at the university.

Goal 2: Financial resources are necessary to support the development of the tools needed to enhance marketing and visibility of the university. This draft supports the acquisition of a current technology CRM system as the most effective and efficient method of collecting, managing, and reporting on project data. Expected annual cost is: $12K - $15K.   It is also expected this project will utilize web based and relational marketing techniques, including social networking, targeted advertising, traditional advertising delivery vehicles, and sponsored events. Some of the expertise needed to deliver these skills is available internally and should be utilized where possible. The annual budget needs to be developed more fully, but it is expected to be in the range of $150,000 to $250,000, depending on external skills required and variable costs of advertising and marketing.

Goal 3: Proposed staffing for FY 11 until demand generates additional resources.

Goal 4: See Pilot project in goal one. Proposed staffing for FY 11 until demand generates additional resources.

Goal 5: Proposed staffing for FY 11 until demand generates additional resources. External resources to be engaged as adjunct or work for hire.

Extended Learning

Strategic Priority: Build the Campus of the Future

Campus of the Future Purpose

The University will transition its facilities to model the "Campus of the Future." The University will create a sustainable environment by developing a pedestrian-friendly and ecology-sensitive environment; by providing welcoming and safe surroundings; by utilizing innovative and technological learning spaces; by ensuring community friendly learning, gathering, and collaborative places; and by developing green and energy conscious facilities and outdoor areas.

Campus of the Future

Campus of the Future Goals

Goal 1.   Create a campus culture supporting energy efficiency, resource conservation and sustainability.

Goal 2. Create a welcoming and safe physical campus that is pedestrian and multi-modal friendly.

Goal 3. Create welcoming, comfortable and safe interior spaces that promote collaboration in learning.

Goal 4. Create a process for community input and planning for the March 2014 facilities master plan update.

Campus of the Future

Campus of the Future Goals and Objectives

Goal 1. Create a campus culture supporting energy efficiency, resource conservation and sustainability.

Objective A. Create a campus sustainability policy and support network.

1. Prepare a policy statement and implementation principles.
2. Maintain a campus Environmental Committee.
3. Maintain a utility metering and reporting system for benchmarking and measuring results.
4. Complete a "Carbon Footprint" analysis.
5. Create a campus "Green Fund" for promotion of sustainability efforts.

Objective B. Develop a three-year plan to enhance a campus culture of energy conscious behavior and sustainable lifestyle.

1. Implement an awareness campaign to reduce "parasitic" electrical consumption – turn off computers, unplug chargers, turn off printers, etc.
2. Through the Environmental Committee, sponsor events and forums with a sustainability focus that also include opportunities to solicit community input.
3. Reduce paper use through technology – fewer mailings and posters.

Campus of the Future

Goal 2. Create a welcoming and safe physical campus that is pedestrian and multi-modal friendly.

Objective A. Improve campus boundary recognition and community welcome to campus.

1. Construct entrance features at the four campus entrances.
2. Expand way-finding signage and incorporate campus mapping at entrances and primary pedestrian pathways.
3. Review student crossing areas along primary paths for clear road crossing markings and appropriate lighting.

Objective B. Create a campus beautification plan and tie to the Facilities Master Plan

1. Complete a mall upgrade pre‑design to seek campus community input and prepare a phased implementation plan with cost estimates.
2. Incorporate sustainable design practices in landscaping projects
3. Incorporate Crime Prevention through Environmental Design (CPTED) practices into landscaping projects

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Objective C. Finalize a plan to demolish the Gage Residence halls and redevelop the site.

1. Investigate partnering opportunities to help defray demolition costs and improve community access.

Campus of the Future

Goal 3. Create welcoming, comfortable and safe interior spaces that promote collaboration in learning.

Objective A. Maintain a technology replacement and upgrade plan with a commitment to keep all equipped classrooms and seating areas current with state of the art technology.

Objective B. MSU should create innovative, flexible and technologically advanced classroom and collaborative gathering spaces.

1. Continue to expand the existing "technology lounge" concept.

Objective C. Continue to update building systems and equipment to improve comfort and services in an efficient way.

1. Create a five-year replacement plan that identifies substandard HVAC systems and prioritizes replacement based on condition.
2. Create efficiency standards and encourage the students, faculty, staff and vendors to purchase energy star appliances.

Objective D. Conduct an accessibility assessment and incorporate high priority projects into the R&R plan.

Campus of the Future

Goal 4. Create a process for campus community input and planning for the March 2014 facilities master plan update.

Objective A. Complete a transportation and parking plan that can be integrated with the regional MATAPS transportation plan

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Objective B. Create a process to identify and prioritize future capital projects and appropriate funding sources.

Campus of the Future

Campus of the Future Timelines

Goal 1 Timeline

- Policy and value statements reviewed and approved during the 2010/2011 academic year.
- Maintain the campus Environmental Committee and create milestones on the enhancement of the campus sustainability awareness and culture fall 2010 - 2014.
- Establish a building energy consumption baseline during the 2010-2011 academic year and maintain monthly metering thereafter.
- Complete a "Carbon Footprint" analysis by March 2011
- Create a campus "Green Fund" for promotion of sustainability efforts by fall 2011

Goal 2 Timeline

- Create funding plan for entrance features by June 2011
- Complete campus mall upgrade pre-design by December 2011
- Complete pre-design and funding request for Gage demolition by December 2011. Demolish Gage by August 2014.
- Complete partnering investigation for Gage demolition by June 2012

Goal 3 Timeline

- Annually through 2014 review existing learning technology and upgrade on a recognized replacement cycle
- Complete a five year HVAC replacement plan by February 2011
- Complete an accessibility assessment by May 2011

Goal 4 Timeline

- Complete transportation and parking plans by May 2012
- Process for capital project review and prioritization in place by February 2012

Campus of the Future

Campus of the Future Measurement of Success

Goal 1 Measures

- Energy Benchmarking and comparison with similar institutions
- Representative and influential membership of the Environmental Committee
- Increased number of and participation in on-campus sustainability awareness events.
- Presented the Carbon Footprint document to campus community
- Green fund has sufficient balance and cash flow for promotion of events

Goal 2 Measures

- Entrance features constructed in FY12
- Campus mall plan incorporated into 2014 Master Plan presentation
- Gage demolished
- Future landscape projects incorporate safety and sustainability elements

Goal 3 Measures

- Learning technology is current and effective
- Published standards and replacement plans
- Published accessibility assessment and high priority projects implemented

Goal 4 Measures

- Published plan and incorporated into MATAPS
- Successful capital project submittal under new process

Campus of the Future

Campus of the Future Resource Needs

Goal 1 Resources

- Administrative and coordination labor resources for sustainability promotion and events.
- Green Fund for speakers, on campus events
- $35k to $40k for Carbon Footprint analysis plus staff labor contributions from multiple departments.

Goal 2 Resources

- Construction funds for entrance features to be determined during planning
- Architectural fees to incorporate mall plan and budget into master plan
- Capital budget funds from legislature for Gage demolition
- Budget for additional costs to incorporate sustainable and CPTED into all landscape projects

Goal 3 Resources

- Technology fees and ITS staff time and talents
- Physical Plant staff inventory and assessment time and skills
- Professional services and campus staff to perform assessment. The consultant provides training to campus staff on how to perform portions of the assessment.

Goal 4 Resources

Campus of the Future

Strategic Priority: Embody Quality and Excellence

Quality and Excellence Purpose

Minnesota State University, Mankato will embody quality and excellence in all that we do. The University will accomplish this be setting a clear set of goals and objectives; by measuring student learning outcomes and student satisfaction; and by ensuring that all departments are meeting academic and./or industry standards. The Malcolm Baldrige measure of excellence will serve as our benchmark.

Quality and Excellence

Quality and Excellence Goals

Goal 1. We will demonstrate pride in our institution through our ability to provide services to one another, to students, and to our external partners.

Goal 2. Decision-making will be data informed and communication about decisions will be shared effectively.

Goal 3. We will create a campus-wide environment in which assessment data collection and evaluation follow best practices of industry standards.

Goal 4. We will develop and implement a protocol (system) for continuous quality improvement.

Quality and Excellence Goals and Objectives

Goal 1. We will demonstrate pride in our institution through our ability to provide services to one another, to students, and to our external partners.

Objective A. We will anticipate the needs of clients.

1. By Spring 2011, the Offices of 1) Institutional Planning, Research and Assessment and 2) Strategic Partnerships will develop an effective IT platform for conducting market and client analyses.
2. By Spring 2012, the Offices of 1) Institutional Planning, Research and Assessment and 2) Strategic Partnerships will teach individual units how to conduct such surveys and adapt them for their own needs.
3. By Spring 2013, each university department should conduct a market analysis/client survey to identify specific needs and opportunities for service.
4. By Spring 2014, each university department should submit a report on their findings, accompanied by appropriate responsive action plans, to the Offices of 1) Institutional Planning, Research and Assessment and 2) Strategic Partnerships.

Objective B. We will provide a visible and usable feedback tool for internal and external clients.

1. By Spring 2011, IT will have submitted a report on the most effective available web-based feedback tools.
2. By Fall 2011, IT and the Offices of 1) Institutional Planning, Research and Assessment and 2) Strategic Partnerships will present available options to departments/units and work with them to develop feedback tools to respond to specific needs.
3. By Fall 2012, each department/unit (and the university as a whole) should have a web-based feedback tool.
4. By Fall 2013, each department/unit will provide analyses of the feedback tool(s) and action plans for their continued use.

Objective C. We will publicize and market the quality of our services.

1. By Fall 2010, the Integrated Marketing Team will identify the most effective means of publicizing the quality of university services.
2. By Spring 2011, the Office of Institutional Planning, Research and Assessment will conduct an internal analysis of the university to identify the highest quality services in individual units/departments.
3. By Fall 2011, the university will provide a services page for external clients.
4. By Spring 2012, Human Resources, in collaboration with Offices of 1) Institutional Planning, Research and Assessment 2) Strategic Partnerships, and 3) various bargaining units will develop a system for honoring employees and publicizing their effective service.
5. By Fall 2012, the university will allocate funding to develop a marketing campaign focusing on high quality services as examples of the "big ideas, real world thinking" campaign.

Quality and Excellence

Goal 2. Decision-making will be data informed and communication about decisions will be shared effectively.

Objective A. IRPA and individual units will examine the decision-making process to ensure that appropriate data are being collected.

1. By 2012, IPRA will identify relevant data that are missing and devise ways to collect.
2. By 2012, IPRA will identify data that are being collected that are not being used and eliminate.
3. We will conduct a data-audit of all collected qualitative and quantitative data that are used for decision-making at MSU.

Quality and Excellence

Goal 3. Create a campus-wide environment in which assessment data collection and evaluation follow best practices of industry standards.

Objective A. Divisions/units will establish how their assessment practices align with best practices based on industry standards and how to adjust their practices to meet or exceed industry standards as appropriate.

1. By Spring 2011, each division/unit will research best practices for assessment and evaluation within industry standards.
2. By Spring 2011, each division/unity will determine when and how often the assessment reports and adjustments to industry standards will be made and how the information will be shared meaningfully.

Objective B. The University will identify a common data storage system to be used campus-wide which would accommodate the variety of assessment needs and allow for a centralized collection and storage of assessment data.

1. By Fall 2012, appropriate unit leaders will identify individuals within their division/unit who will be responsible for working on the initial design of how the data storage system is to be used.
2. By Fall 2010, IPRA will consult with stakeholders to identify the most appropriate data storage system for knowledge management.
3. By Spring 2012, IPRA with IT and representatives of various groups will select a data storage system that will meet current and future needs of a variety of divisions and users.

Objective C. The University will provide training to relevant staff on using and accessing the data storage system.

1. By Spring 2013, we will identify departmental or divisional sponsors to work with IT for implementation.
2. By Fall 2013, the Director of Assessment with consultants from IT will initiate training on how to use the data storage system effectively and efficiently.

Objective D. We will integrate data collection into the assessment and decision-making process.

1. By Spring 2012, IPRA and the General Education Committee will assess the General Education program and identify a method that will be applied to determine which courses will continue in the General Education program and improvement will be integrated in decision making.

Quality and Excellence

Goal 4. We will develop and implement a protocol (system) for continuous quality improvement.

Objective A. We will establish key performance indicators for each department or unit within a division.

1. By Fall 2011, the Office of Institutional Planning, Research, and Assessment will meet with divisional representatives to establish key performance indicators for each department or unit within the division.
2. By Spring 2012, departmental KPIs will be presented to IRPA.

Objective B. We will develop a set of institutional key performance indicators.

1. By Fall 2011, the Office of Institutional Planning, Research, and Assessment will meet with Divisional representatives to identify key performance indicators.
2. By Fall 2012, IPRA will present institutional KPIs to the president.

Objective C. We will establish a program review schedule and assessment process to ensure a systematic approach to annual and cyclical review for improvement.

1. By Fall 2011, the Office of Institutional Planning, Research, and Assessment will meet with all divisions to establish a program review schedule and assessment processes.
2. By Spring 2012, IPRA will present the program review schedule to the University.
3. By Spring, 2012, the General Education Sub Meet and Confer will work with IPRA to establish a schedule for regularized program review for general education and to set a consistent schedule on a rotational basis.
4. By Fall 2010, IRPA will send an assessment team to attend HLC Student Learning Outcomes Assessment Academy.
    a. By Summer 2010, IRPA will establish a process to recruit candidates for the academy.

Quality and Excellence

Strategic Planning Task Forces

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Task Force Members