



Strategic Planning Meeting

January 23, 2008

Meeting Summary



Strategic Planning Meeting Summary

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Planning Meeting Attendees

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In Attendance

Steering Committee:

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Dr. Thomas George | <input checked="" type="checkbox"/> Dr. Glen Cope | <input checked="" type="checkbox"/> Dr. James Krueger |
| <input checked="" type="checkbox"/> Nasser Arshadi | <input checked="" type="checkbox"/> Tom Eschen | <input checked="" type="checkbox"/> Tim Farmer |
| <input checked="" type="checkbox"/> Bryan Goers | <input checked="" type="checkbox"/> Curtis Coonrod | <input checked="" type="checkbox"/> Karen Pierre |

Planning Committee:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Glen Cope | <input checked="" type="checkbox"/> Julie Sebastian | <input checked="" type="checkbox"/> Keith Womer |
| <input checked="" type="checkbox"/> Mark Burkholder | <input checked="" type="checkbox"/> Theresa Thiel | <input checked="" type="checkbox"/> John Hylton |
| <input checked="" type="checkbox"/> Bob Bliss | <input checked="" type="checkbox"/> Amy Arnott | <input checked="" type="checkbox"/> Larry Davis |
| <input checked="" type="checkbox"/> Charles Schmitz | <input checked="" type="checkbox"/> Kevin Truman | <input checked="" type="checkbox"/> Tom Walker |
| <input checked="" type="checkbox"/> Judith Walker deFelix | <input checked="" type="checkbox"/> Peggy Cohen | <input checked="" type="checkbox"/> Joel Glassman |
| <input checked="" type="checkbox"/> Curt Coonrod | <input checked="" type="checkbox"/> Greg McCalley | <input checked="" type="checkbox"/> Kamran Ahmed |
| <input checked="" type="checkbox"/> Nasser Arshadi | <input checked="" type="checkbox"/> Jean Bachman | <input checked="" type="checkbox"/> Miranda Dorn |
| <input checked="" type="checkbox"/> Wesley Harris | <input checked="" type="checkbox"/> E. Terrence Jones | <input checked="" type="checkbox"/> Barbara Kachur |
| <input checked="" type="checkbox"/> Matthew Keefer | <input checked="" type="checkbox"/> James Krueger | <input checked="" type="checkbox"/> Joe Martinich |
| <input checked="" type="checkbox"/> Karen Pierre | <input checked="" type="checkbox"/> James Richards | <input checked="" type="checkbox"/> Timothy Wingert |
| <input checked="" type="checkbox"/> Larry Westermeyer | <input checked="" type="checkbox"/> Deborah Burris | <input checked="" type="checkbox"/> Peter Heithaus |
| <input checked="" type="checkbox"/> JoAnne Wilhearson
(for James Kruger) | <input checked="" type="checkbox"/> Lois Pierce | <input checked="" type="checkbox"/> Bob Samples |
| <input checked="" type="checkbox"/> Terry Jones | <input checked="" type="checkbox"/> Pat Dolan | |

Substitutes

- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Sandy Lindquist
(for Julie Sebastian) | <input checked="" type="checkbox"/> Drew Griffin
(for Greg McCalley) | <input checked="" type="checkbox"/> Sylvia Poe
(for Peter Heithaus) |
| <input checked="" type="checkbox"/> Kathryn Hagwood
(for Charles Schmitz) | | |





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I. Vision, Mission and Values

The University of Missouri-St. Louis mission and vision are aligned with that of the University of Missouri system which is stated below.

University of Missouri Mission Statement

“The mission of the University of Missouri, as a land-grant university and Missouri’s only public research and doctoral-level institution, is to discover, disseminate, apply, and preserve knowledge. It thereby stimulates learning by its students, and lifelong learning by Missouri citizens, and advances the health and well-being and the intellectual, cultural, social, and economic interests of the people of Missouri, the nation, and the world.” (Retrieved 11/29/07 from <http://www.umsystem.edu/ums/departments/hr/handbook/shb4.html>).

University of Missouri-St. Louis Vision Statement

The University of Missouri-St. Louis will be known as one of the nation’s premier metropolitan public research universities and as a university of choice for undergraduate and postgraduate students .

University of Missouri-St. Louis Mission Statement

The University of Missouri-St. Louis provides excellent learning for a diverse student body through its outstanding faculty, focus on research, and regional, national and international partnerships that benefit society.





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Mission Comments –

Add experience or environment to learning.

Make sure service is implied in partnerships.

Diversity – need to know signal this is sending and clarification – traditional, non-traditional, racial, gender, local – could add description under the statement to clarify the mission statement with what diversity means to us.

Verb “provides” should be changed to “mission is to provide.”

Speak to notion of educating and preparing leaders – comes back to university of choice and premier vs. university of last resort; can look at language in previous mission statement.

Transforming students into leaders.

Need to capture community of scholars that includes students and faculty or “learning community.”

We are doing all of it – leadership and providing workforce – need to find middle ground.

Leadership – critical thinking skills to take charge and make decisions.

Vision Comments–

Need to shorten to “a premier metropolitan public research university.”

Delete “known as” and replace with “will be.”

Add “we will be a university of choice for ...”

Capture words research and teaching.

May sound defensive.

Undergraduate and postgraduate – change to traditional and non-traditional.

Not vision statement for all time – will change.

Incorporate talented into the statement.

Change wording - postgraduate to graduate.

Need to add professional students.





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University of Missouri-St. Louis Values

- **Excellence in teaching, research, and service**

We believe excellence refers to paying serious attention to individual student learning needs and maintaining the highest academic standards, using multiple approaches to facilitate learning, engaging in ongoing assessment of student learning and improvement of the quality of the learning experience. Excellence in research and creative achievement results from original thinking that advances fields of study and is reflected in external recognition of teaching, research and creative achievement, and service.

- **Partnership and Collaboration**

We value partnership and collaboration internally among students and externally with community agencies and employers in research that improves quality of life. Collaborative approaches develop graduates who work and live effectively by participating in meaningful ways in a diverse and global society.

- **Accessibility**

We value access to excellent education, engagement in cutting-edge research, and dedication to university, community, and professional service as means to develop the future of our region, state, nation, and world. A focus on access helps develop responsible citizens who contribute to quality of life and who represent the diversity of the community and world we serve.

- **Diversity**

We value diversity among faculty, staff, and students and recognize the tremendous asset it adds to campus culture. Different perspectives from cultural, intellectual, socioeconomic, geographic, and other dimensions add substantially to understanding, richness of debate and intellectual inquiry.

- **Stewardship**

We value responsible stewardship of resources in meeting the University's academic mission, and in promoting a high quality of life and economic development. We are dedicated to increasing resources to help us continuously improve achievement of the University's mission.





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Values Comments -

- Need to get it down to five words - Can change to excellence & collaboration for the 1st and 2nd values.
- Collaboration – 2nd line – opportunity to put service in with employers in research; include faculty and staff; add externally.
- Capture building an ethical workforce.
- Could substitute integrity for stewardship.
- Need to think about building values into the culture.
- Need to incorporate word “respect” under diversity or under other values; is it implied or should it be specific?
- Add 6th value – capturing integrity and respect for others.
- Explore using laminated card to remember them.
- Values have to guide behavior.



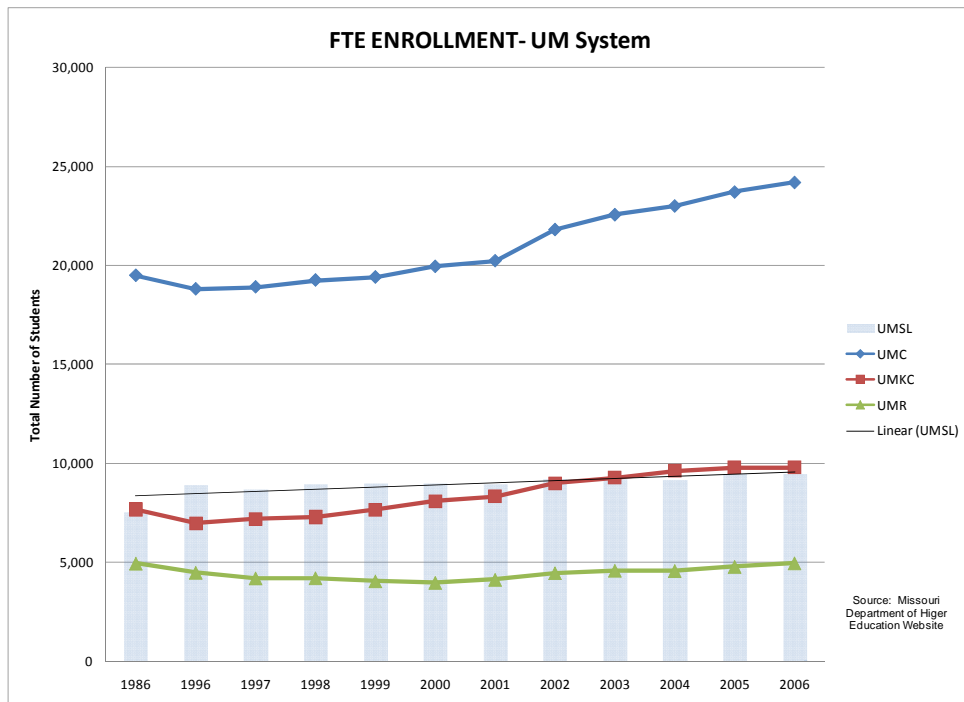
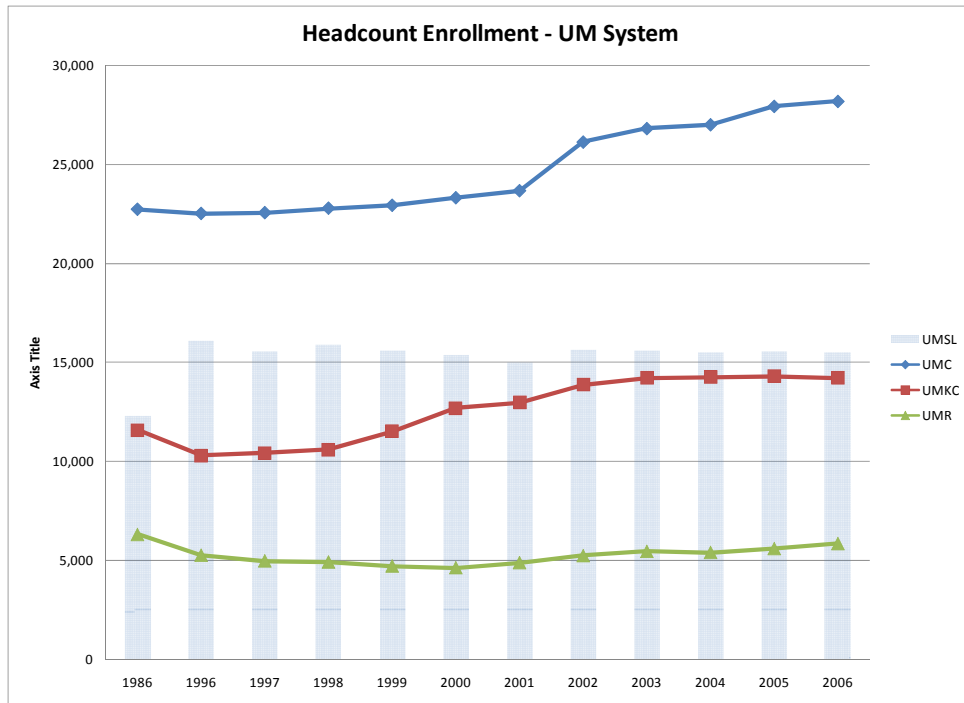


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II. Base line data review

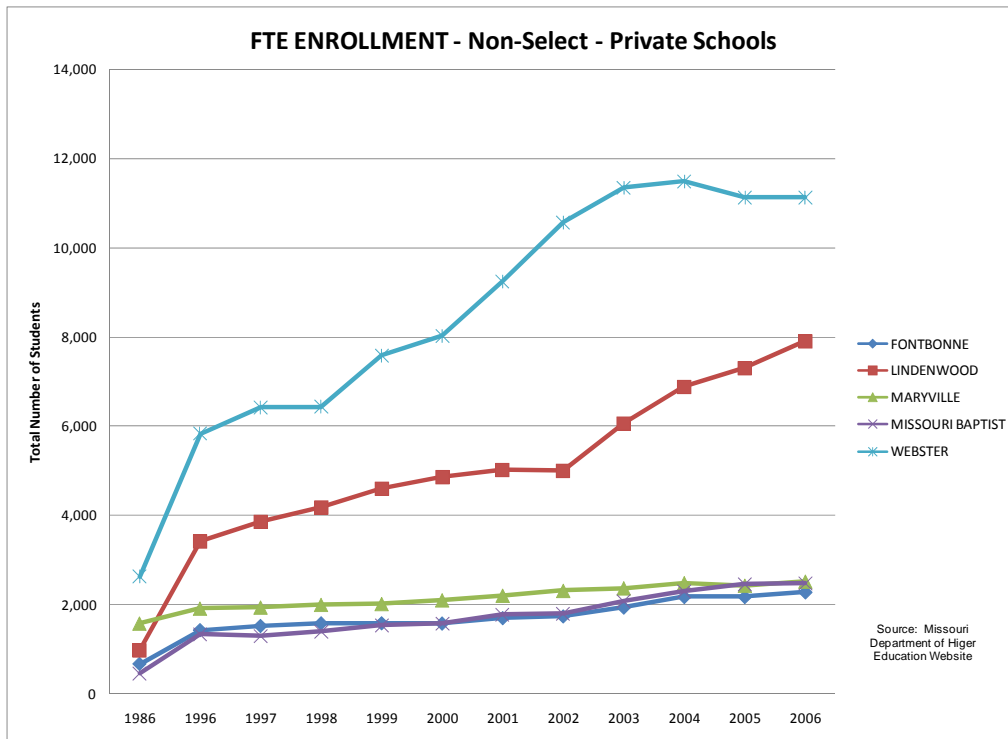
Demographic data





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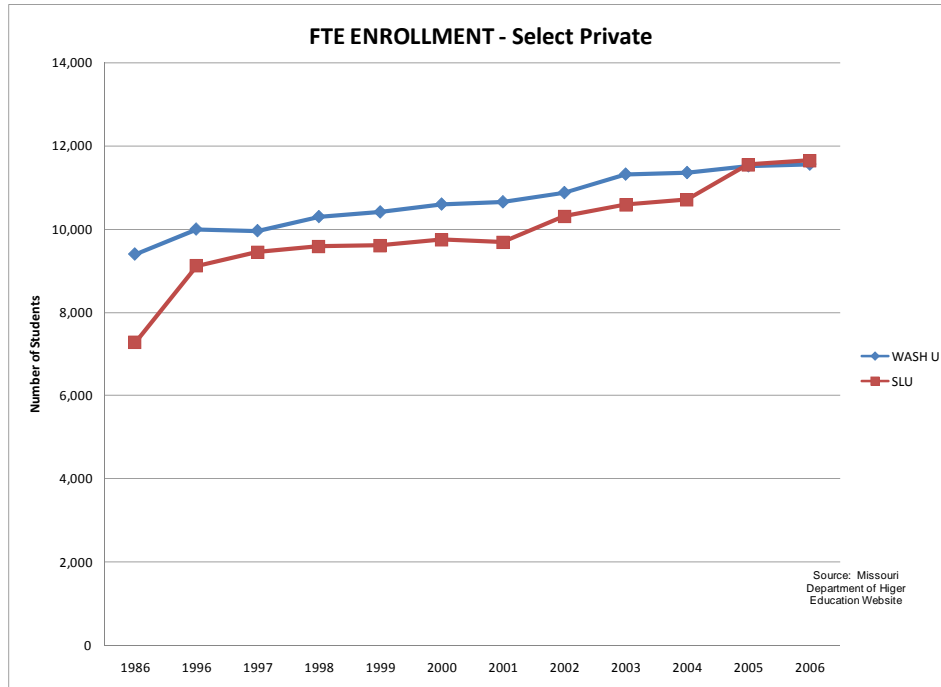
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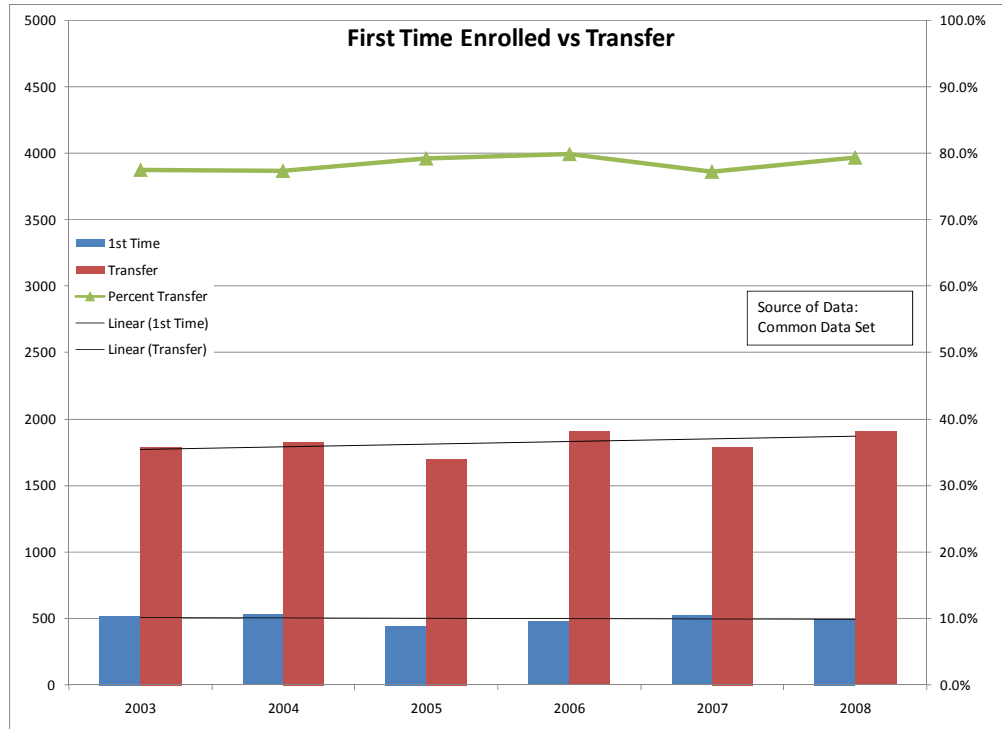
- Wash U measures in terms of applications since they are not looking to grow in number – this is changing.
- Need to consider quality of students – SAT score ranges.
- Need to segment undergrad and graduate – need to market to graduate students.
- We have added more variety in programs to stay at the same level of enrollment





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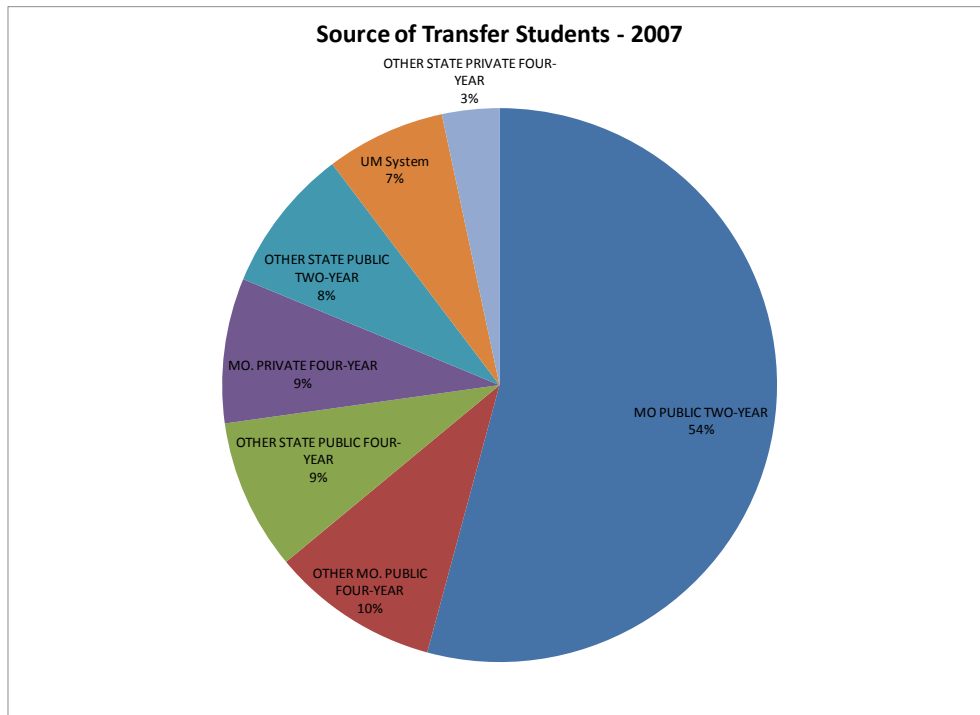
- 80% transfer students.
- Freshman class dropped in 1991 and 1992 due to tuition increase and increase in standards.
- Vision statement is expanding us to also be a university of choice; we need to focus on both FT/FY and transfer students.
- ACT score not required for Transfer students like Freshman class.
- Students are going to community college beforehand to get to their university of choice– also have dual program with community college.





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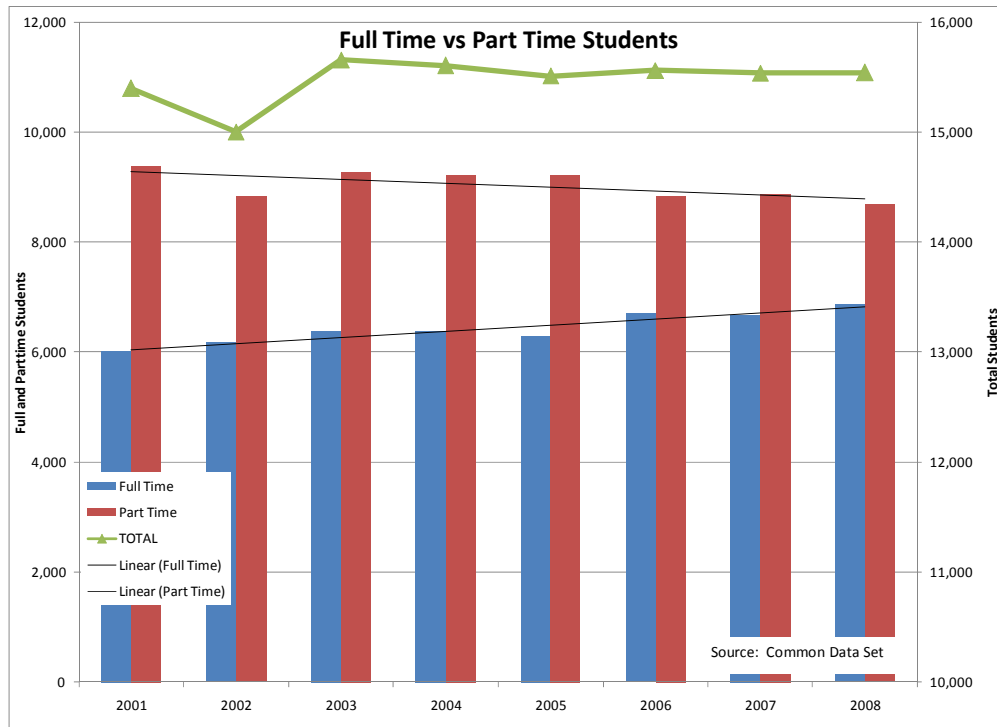
- UM System accounts for small percentage.
- A+ program drives students into community colleges.
- Strategic question – do we want to aggressively pursue first time enrolled?
- Need to think about breakdown of resources and recruiters; need sense of intentionality regarding where we target students.
- Need to protect core of transfer students.
- Need to focus on recruiting the best regardless of where they come from.
- Need to increase scholarship resources.
- Need to also consider potential growth in non-degreed students (returning for training in a career transition) and graduate students.
- Need to consider desire and resources and capacity to grow.
- Need to tie in growth with budget.
- Could expand recruiting out-of-town students.





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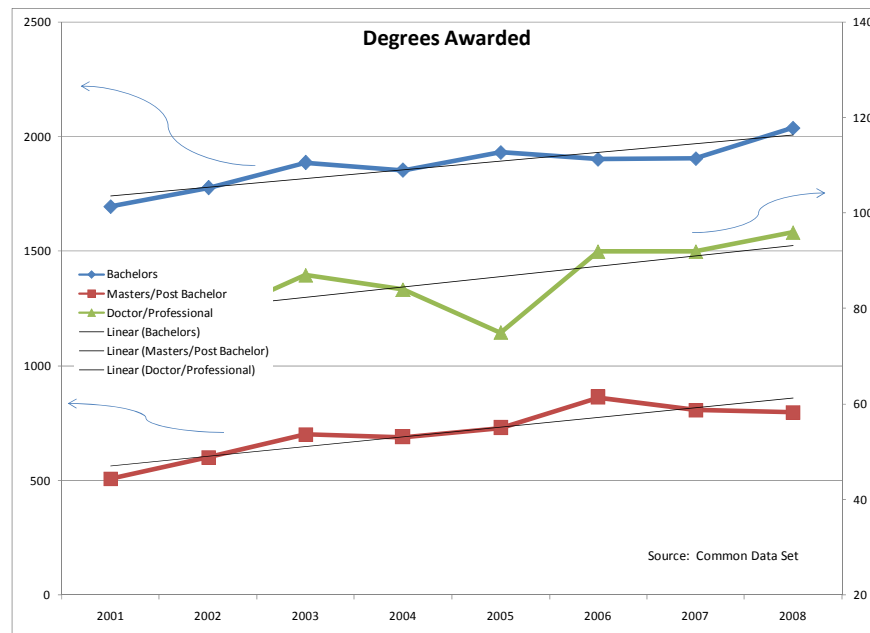
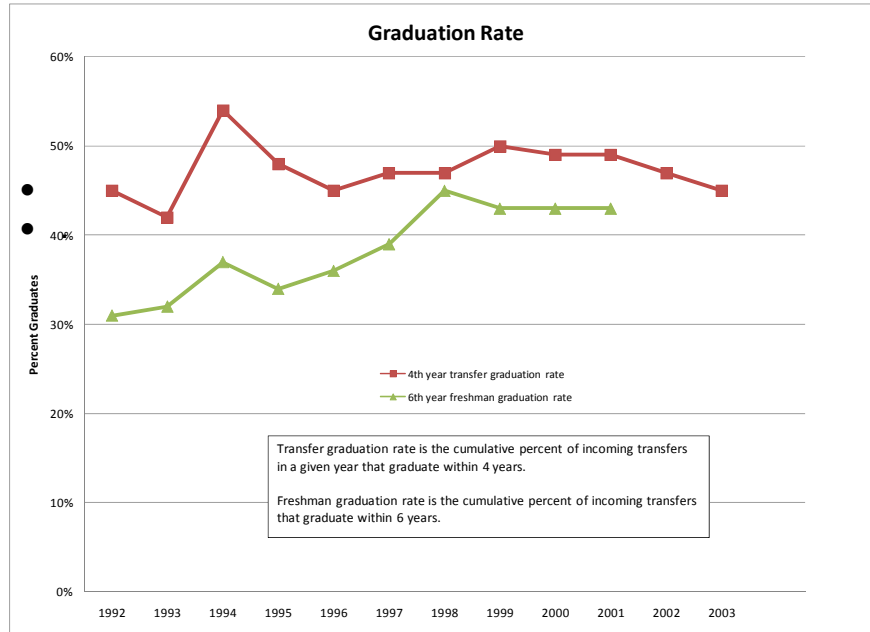
- Overall FTE has increased.
- We have excess capacity in evening classes.
- Students may be targeting a quick part-time program rather than quality.
- Need to change perception of being harder to more value.
- We are trying to be a lot of things.
- Use transfer students to attract freshman.





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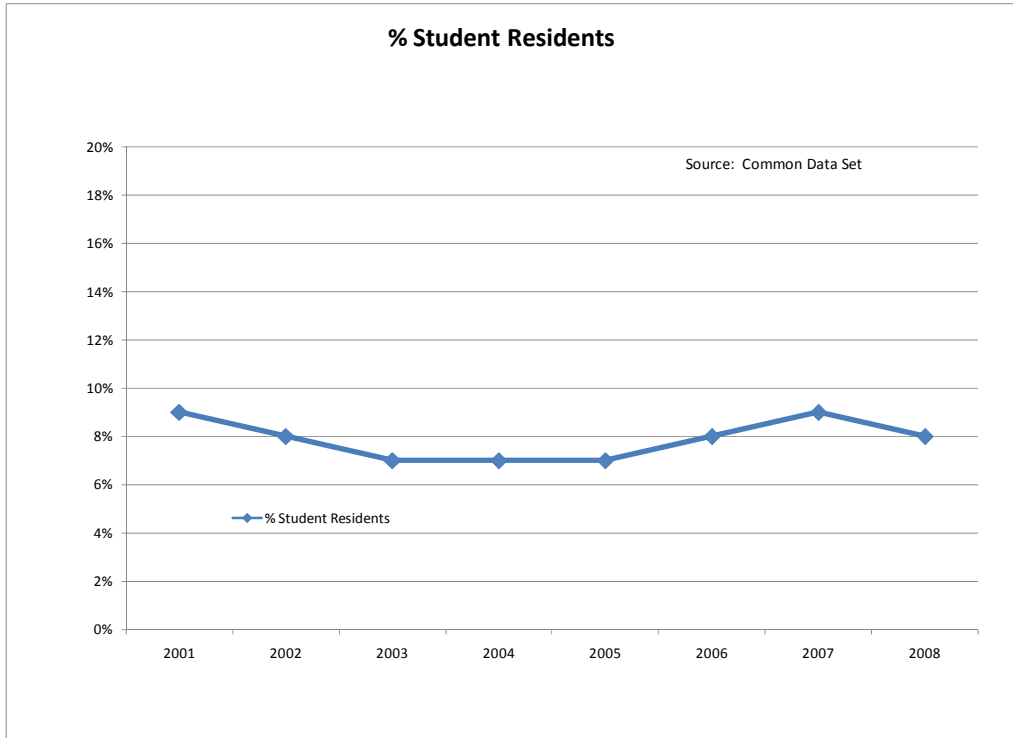
- We award degrees more quickly with transfer students – need to communicate our efficiency; 30% increase in degrees recently





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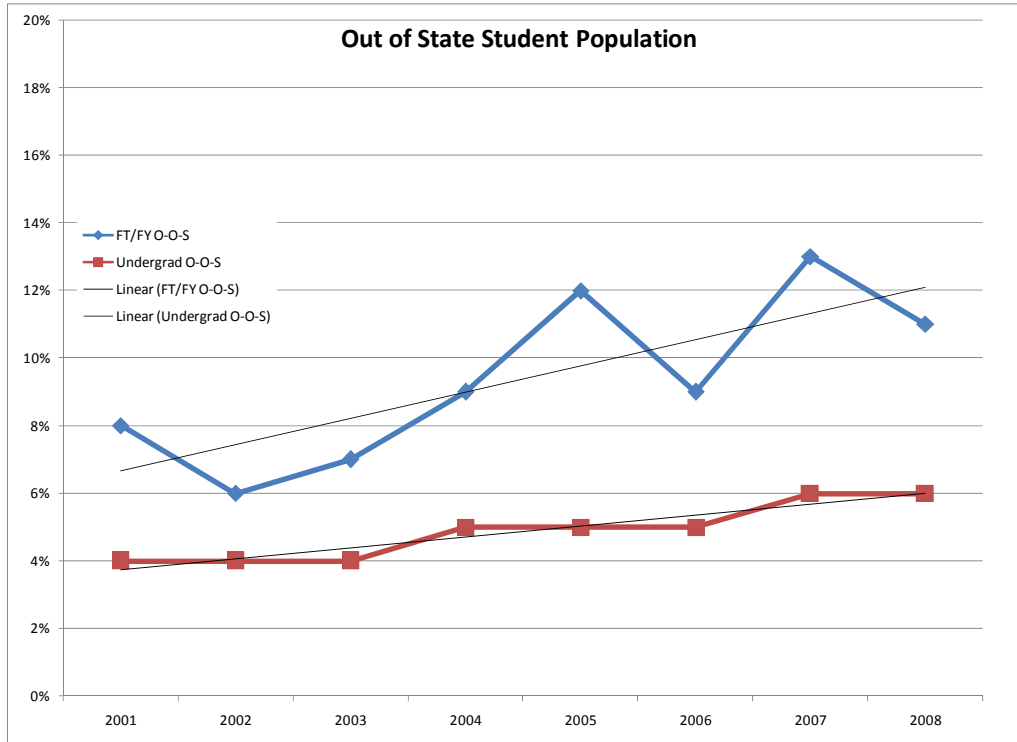
- Chart represents residential students (living on campus).
- Part of action plan – 2500 beds on campus – will double the amount we have now.





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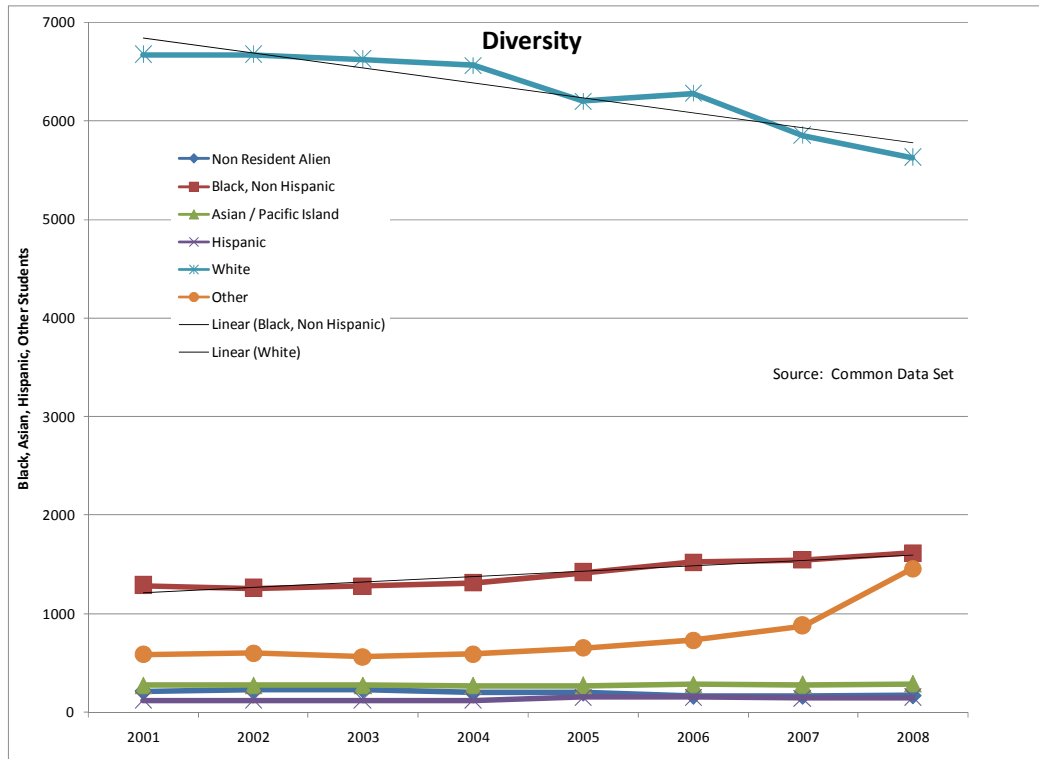
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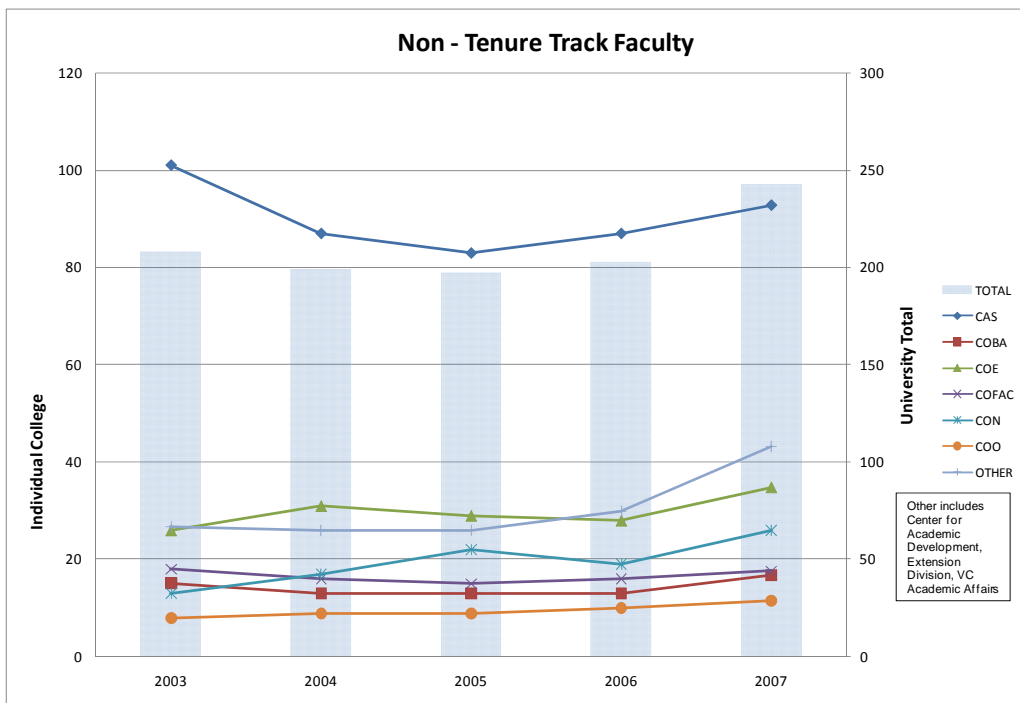
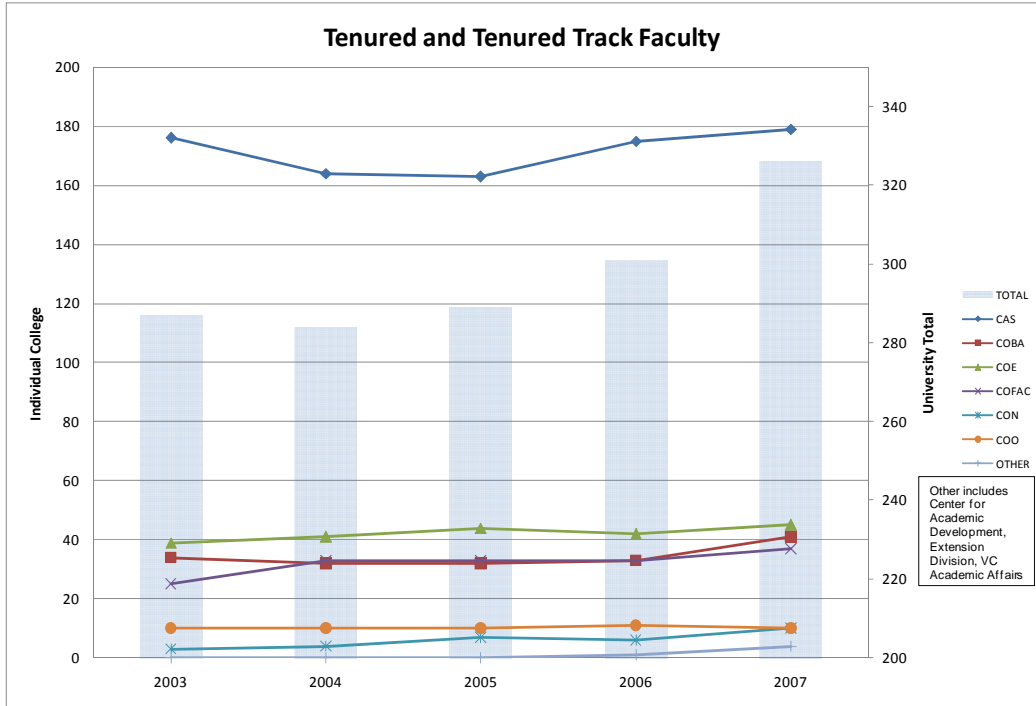
- Increase in “Other” is due to an increase in “Decline to Respond”





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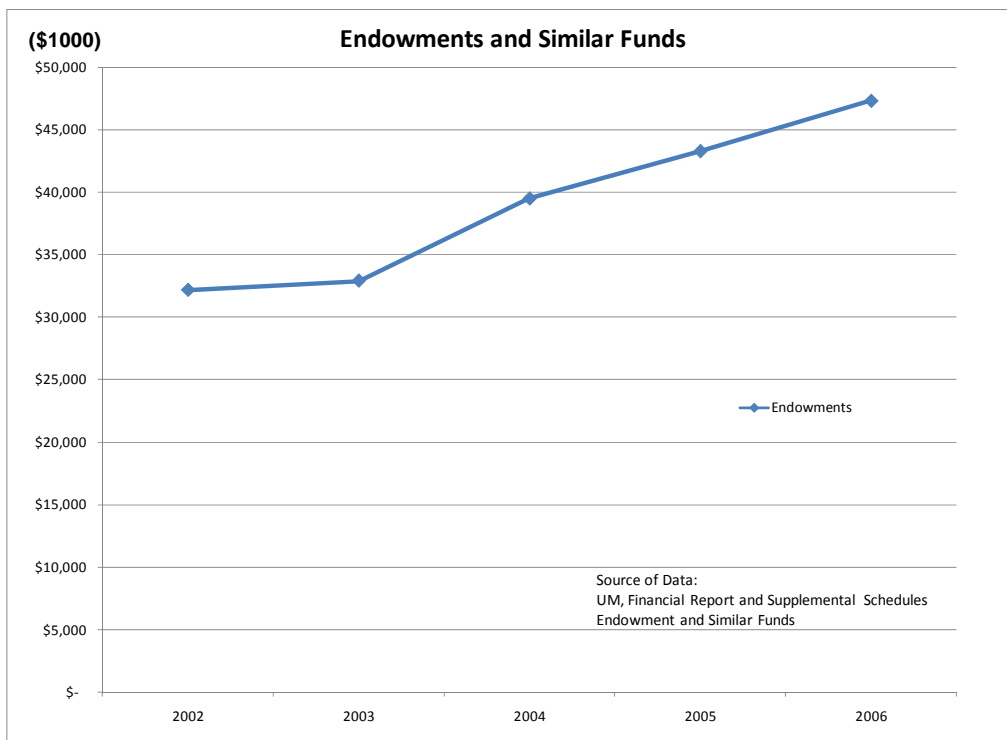
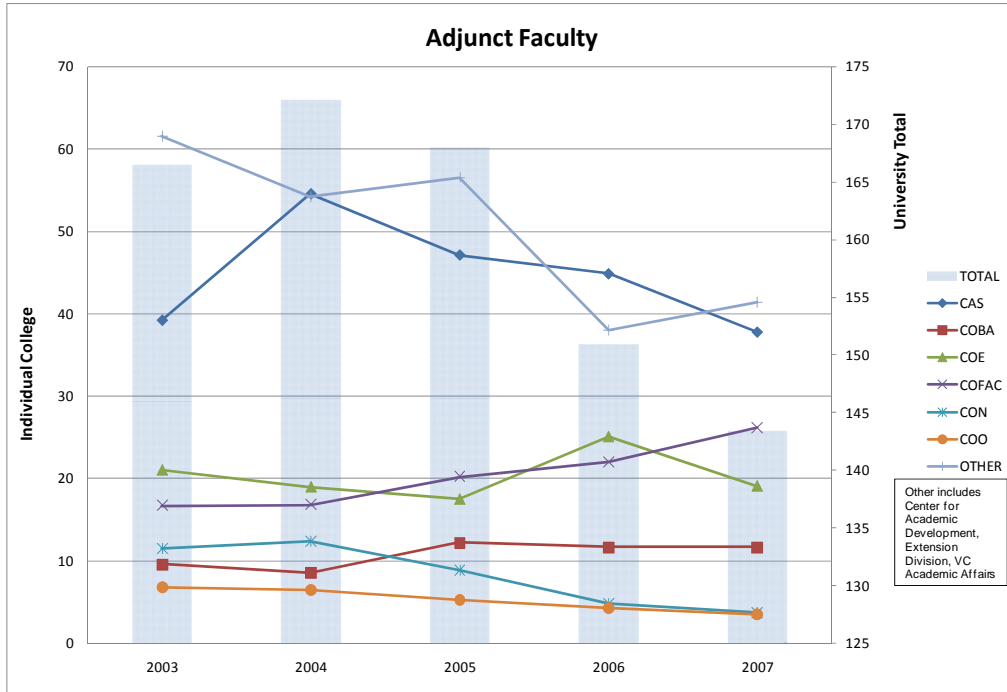
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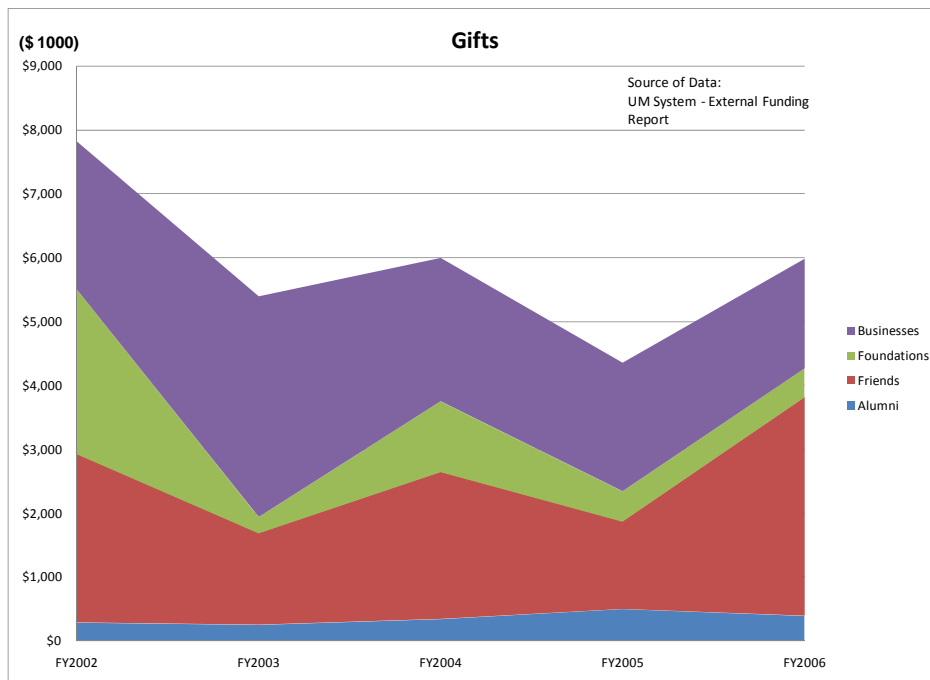
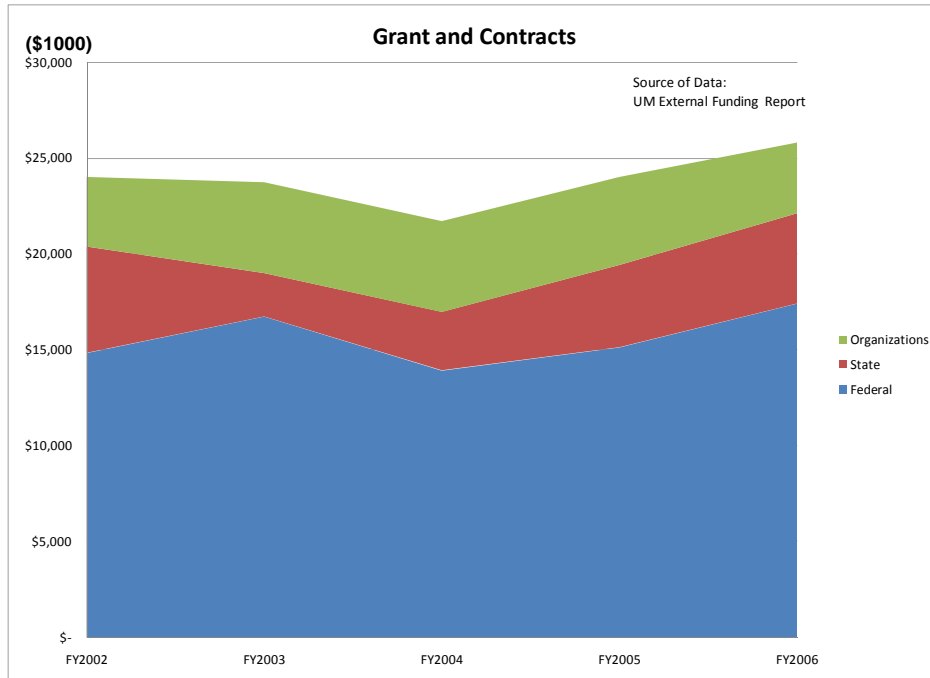
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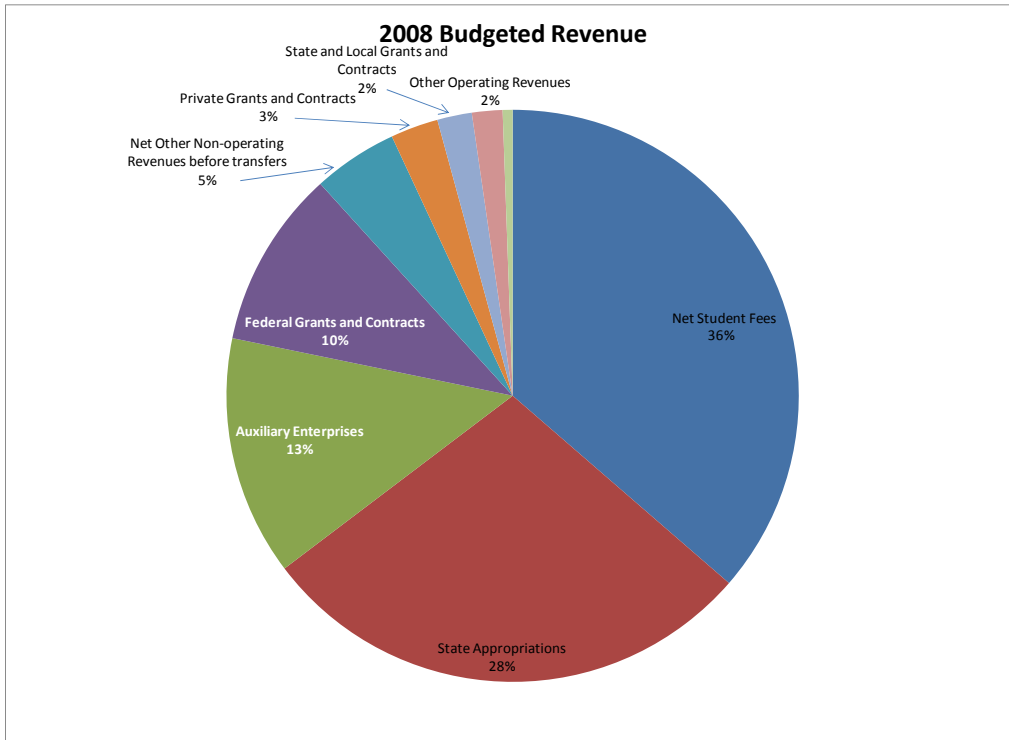
- Strategic issue – need to grow alumni gifts; need to create sense of ownership of this campus.
- Only reflects cash – need to see other sources.





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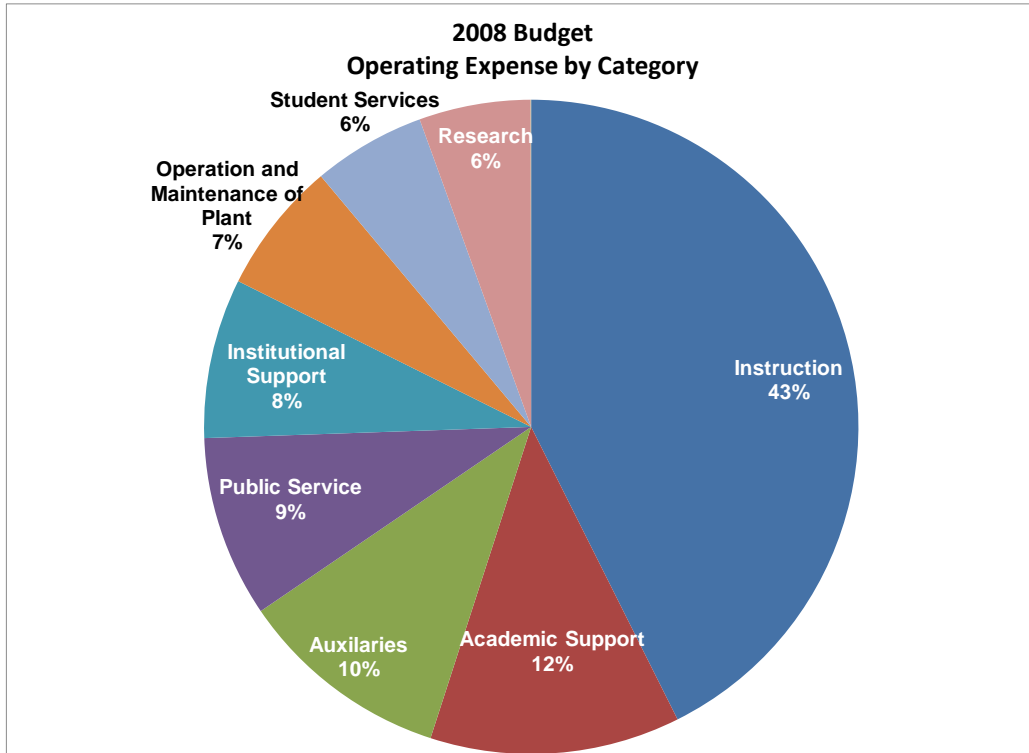
- First to have fees larger than state appropriations.





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- How does this compare with other universities?
- In comparison to other campuses, we are lower on support and research.





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III. Market Positioning Discussion



- **Resident Campus vs Commuter College**
 - Aside from on vs off campus, we need to consider students who live in apartments within a few mile of campus – would need to conduct survey for this data



- **Traditional Student vs Non-Traditional Student**
 - Need to consider traditional age (under 25) vs non-traditional (25+)
 - Need to consider transfer students who as “traditional” if they are within the expected age range for a traditional student.
 - **Action Item - Need to define age and capture transfer student data**
 - Bi-modal growth potential: growth opportunity in both traditional and non- traditional areas.
 - Need to consider development/funding implications of focusing on one area ie do four year students who have enjoyed the full campus experience tend to be more prolific givers than those who have commuted or only spent 2-3 years on campus.
 - Need to explore what we can do to get non-traditional students to feel appreciation and consider gifts



- **Beyond Regional vs St. Louis Region**
 - Need to consider costs of managing regional growth – the further out we try to recruit, the larger the expense.
 - Reputation is not known beyond the region.
 - While students may be “regional”, the faculty is “beyond regional”.
 - In some ways we have better abilities to compete and may be better known internationally than in the next state.





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Homogeneous



Diverse

- **Homogeneous vs Diverse**

- Moving towards encouraging and driving diversity.
- Diversity makes us unique.
- We need to think about marketing the diversity and making it a value proposition to students and the faculty.
- Need to be careful with how hard we promote diversity as it may create the perception we are heavier in African American and international students than we really are.
- Strategic issue – need to define what is valuable about diversity
 - the experience
 - living in the real world
 - welcoming, openness, inclusiveness.
- We have been successful in a numerical sense regarding diversity but have not been focused on how we can take advantage of this and use it to add value.
- We need to define a compelling story about what diversity means.

Selective



Accessible

- **Selective vs Accessible**

- We are accessible with excellence.
- By definition, we are selective with freshman and undergraduate admissions. For transfer students we are more accessible – we consider GPA and credit hours rather than test scores.
- People see us as an extension of the community college.
- What about our having accessibility as a value? Does this convey the perception that we are not selective?
- Need to dissect accessibility. What does accessibility mean?
 - more inclusive admissions
 - class availability,
 - parking,
 - handicapped access, etc.
- Pipeline issue – With more students interested, we can become more selective.
- What areas can we focus on to build our reputation and get the halo effect that creates a demand campus wide?





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- **Teaching/Learning vs Research**

- We cannot do one without the other. We need to consider allocation of time.
- Our reward and recognition system needs to be in line with what we want to do. The existing reward system is primarily focused on research – not teaching and learning. We need to do a better job in assessing teaching.
- We have a lot of ways to reward individuals but need to consider ways of rewarding units.
- Explore possible reward to teach off-site or online.
- We also need to consider who is paying for the operation and look at amount coming in from student fees – ie we get the largest percent of our funding from the students.



- **Faculty Focused vs Learning Focused**

- We have survey data that indicates that we are making changes that move us towards learning focus continuum but it is very slow (measure student/faculty interaction, etc.)
- We can be faculty focused in terms of class scheduling, curriculum, parking, etc.
- We need to hear from students regarding their perspective.
- Students tend to see it as faculty focused. Factors (aside from parking) that make the university seem student focused include: flexibility with scheduling when balancing competing campus activities; professors would be more helpful, available, hang out after class and use the My Gateway Site to communicate with students.
- This may have to do with the overall support of both student and faculty; how do we better support everyone in the community rather than choosing one or the other?
- We need to define what it means to be student focused and consider conducting student satisfaction surveys
- With students, we need to eliminate the one bad experience with a professor that will outweigh all the good ones.





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Learner Centered



Employer Centered

- **Learner Centered vs Employer Centered**

- Employer Centered includes partnerships and collaborations.
- There is an opportunity for cross-fertilization; we can be learner centered with a focus on employers and collaborations to help drive this.
- Need to consider professional school approach vs liberal arts education. We want students to continue learning beyond professional skills and need to find the right balance.
- One of our advantages (in comparison to Columbia) is that we can be closely linked with employers and our students tend to stay in the St. Louis area.

