ASF Meet and Confer Agenda
August 1, 2011
9 am / President’s Office
Judith Ramaley, Sally Johnstone, Kurt Lohide, Ken Janz, Kate Parsi, Sarah Olcott, Jim Schmidt, Tania Schmidt, Jill Quandt, Scott Ellinghuysen

1. Budget Updates including Bonding Bill:

The estimated state bonding bill was near $500 million. $130 million went to MnSCU. $30 million was granted to HEAPR projects such as: Memorial Roof, Roof and electrical work for Watkins and Stark roof. Members should be aware that the roofs for Stark and Watkins will likely be completed in the Fall even though classes are in session.

Carry forward forms are going out this week (August 1).

Budget (attachment from Karen Northam to follow when received): WSU is in a positive position budget wise but it is only because of our hard work and planning. We should not be overly confident but instead continue to thoughtfully prepare for future budget constraints.

2. Staffing Updates:

Sue Beseler accepted the MAC position. There are two new ASF positions for Pacific Challenge and College of Nursing and Health Sciences. The Retiree Center may get an interim position until a long term comprehensive plan for the Center is worked out.

3. WSU In Draft prospectus:

See attached.

WSU in Draft:
The Last Chapter of our HLC Self-Study
A Work in Progress

The mission of Winona State University is to enhance the intellectual, social, cultural and economic vitality of the people and communities we serve. We offer undergraduate programs based on the traditions and values of the arts and sciences and an array of graduate and professional programs that are especially responsive to the needs of the Upper Midwest. We prepare our graduates to serve generously, lead responsibly and respond imaginatively and creatively to the challenges of their work, their lives and their communities.

Winona State University is a community of learners improving our world.
What comes next?

It is time to shift gears and move from an emphasis on developing solutions to our budget to a focus on who we are, where we are headed, why we want to go there and how we can get there. As state support falls, we are more and more on our own and we need to take charge of our own future.

In addition, in anticipation of a transition in institutional leadership at both the presidential and provost level as well as a new era of leadership in MnSCU, it is important to capture as accurately as possible a portrait of WSU today and how we are adapting to the changing environment in which we live and work. To welcome new senior leadership, both to the system as a whole and to our own institution, as well as to facilitate learning from our own recent experience, it is important to create a “family portrait” that captures the character and essential values of our university.

The preparation of our institutional Self-Study for our reaccreditation review by the Higher Learning Commission (HLC), offers us an excellent opportunity to review our progress and to think about the path ahead. Our discussions will constitute the final chapter of our Self-Study Report.

We need to articulate

- who we are and what we know about ourselves,
- how we are responding to the changing world around us and what we are learning from those experiences,
- what we see in the road ahead; and,
- what we need to know to help guide us over the next few years as we continue to respond to a challenging environment in Minnesota, in our nation and around the globe.

In the past two years, we have restructured our Office of Institutional Research into an Office of Institutional Planning, Assessment and Research (IPAR). Using the support structure that IPAR makes available, we have begun to experiment with a habit of reflective practice and we have gained so much from this effort that the HLC Team has encouraged us to continue in this mode after we complete the reaccreditation process.

The goal of this exercise is to use the information that we have compiled for our institutional self-study that is being prepared for the Higher Learning Commission in order to understand how we are responding to the changes we are experiencing and to explore what those changes mean for us and for our students. The context of change has itself changed. We have new realities to understand and new demands to address. A portrait of WSU today captures only a portion of the changes that are taking place in the environment in which we seek to achieve our mission. The process that will produce the final chapter of our Self-Study will help us anticipate, as best we can as a community of learners, what lies ahead.
WSU in Draft will be our record of how we interpret our own HLC Self-Study and will represent a transition from the completion of the Self-Study to an on-going reflection on our shared experiences and accomplishments and what we are learning.

The process should also generate a set of research projects that can guide our further accomplishment of our mission. This approach is consistent with the changes that are planned for the reaccreditation process that will be launched by HLC in the next round of reviews. We hope to be assigned to the “healthy track.” On that track, we will be expected to identify projects that will enhance our ability to accomplish our mission, each of approximately 2-3 years duration. We will be required to report on our progress at regular intervals. The “WSU in Draft” discussions should yield both a set of questions and a portfolio of suitable projects that can be undertaken during our next accreditation interval.

**Interpreting the development and implications of our Self-Study**

Bruce Svingen and I met with a cross section of faculty from every department and college during the spring semester. In addition, I have met with some members of the Student Life and Development Division.

During these conversations, several questions and themes emerged that can form the basis for a discussion and interpretation of our Self-Study.

**For Consideration**

Do these questions ring true? Are there other issues that we ought to keep in mind as we move from a budget mindset to a planning perspective and as we write the final chapter of our Self-Study?

1. How is our world changing (culturally, socially, financially and politically) and how are we already responding to those changes?
2. What will these changes mean for our graduates and how should we prepare them for those challenges?
3. What are we learning about how to navigate these changes successfully?
4. What deep values inform the distinctive experience of being a member of the WSU Community of Learners and what must we do to recognize and support those values?
5. What will we need to do to thrive in the future? What will our academic programs look like and how will we support our faculty and students, both in Winona and in Rochester and beyond?
6. Where will the resources come from to support the development of WSU over the next 5-10 years?

These questions have significant implications for how we design and deliver our academic programs, how the different disciplines work together and how each of our core disciplines continues to develop, how we configure our academic support services for both faculty and
students and the role of our collaborations with other educational institutions, government agencies, non-profits and businesses. Many of these changes are already taking place at WSU and we have much to learn from these signs of the future already in our midst.

**Preparing the last chapter of our Self-Study**

1. We can learn a lot from what we are already doing about where we are headed and what is shaping our choices and the character of the path ahead of us.

2. The “WSU in Draft” model will be used (a) to guide further responses to the erosion of state general fund support as we move into the next 2-3 biennia; (b) to create an investment plan that will guide the use of our on-going innovation funds and any one-time funds or additional base funding that we can generate each year; and (c) to guide further redesign and development of academic support services for faculty and students.

3. “WSU in Draft” will be a record of the reflections that are generated through the process of completing, reviewing and drawing meaning from the Self-Study and its accompanying materials. The Self-Study is being prepared in support of our ten year reaccreditation process and will be submitted to the Higher Learning Commission in December 2011.

4. “WSU in Draft” will also serve as a response and reflection on the findings of the faculty/staff survey that was conducted by the HLC Steering committee as part of our Self-Study process.

**Building the Final Chapter**

The WSU community has engaged in university-wide explorations before but the context then was different as the campus community began to envision “The New University.” This new process will create a portrait of WSU as we are today.

a. We will start within the departments rather than at a university-wide level and build up to college and vice presidential level and then trace interactions and synergies across colleges and between and among our academic programs, our academic and student support functions and our campus operations. Each Academic Department and support unit will be asked to review the introductory chapters in the draft Self-Study Report as well as the information contained in the Report about their own programs or services. In addition to providing feedback on the accuracy and completeness of the material pertaining to their own unit, the members of each department or support unit will be asked to read
the summary materials and to provide their own reflections on a set of common
questions (an initial set of questions is proposed above).

b. These responses will then be studied at a college-wide level or across each vice
presidential division and further reflections or comments recorded. The
summary of these discussions will become the core of the initial version of the
“WSU in Draft” document. Where appropriate, we will invite community
representatives to join these larger conversations within colleges and support
divisions. Members of our external constituencies can bring a broader
perspective to the discussions and expand the opportunity for partners to
contribute to the further development of our academic programs as well as the
setting of unit and institutional goals and priorities.

c. Once an initial version of “WSU in Draft” has emerged from departmental,
college-wide and divisional discussions, a campus-wide workshop involved a
cross-section of the members of both the Winona and Rochester campus
communities and some of our community partners. This workshop will be
convened on October 18, 2011 to discuss the summary chapter and the initial
version of “WSU in Draft” and to reflect on its implications for the near future
(up to five years). The participation of key community partners in this workshop
will allow us to ensure that we provide an opportunity for the interests of the
broader community to be factored into the priorities and plans of WSU in the
future.

d. The results of this discussion will be added to the “WSU in Draft.” The resulting
document will become the final chapter of our Self-Study.

e. This final chapter, tentatively to be called WSU: A Work in Progress will be
supported by an appropriate social media platform to be designed by Teaching,
Learning and Technology Services (TLT), will become a living document that will
continue to reflect our experience as we move forward. The cyberspace created
for this purpose will enable members of the campus community in Rochester
and in Winona to share ideas across disciplines and support units.

The content of WSU in Draft

As we gather together the story of WSU and explore what we are learning as we respond to
changes in the environment that shapes our institution purpose and direction, we will create a
draft portrait that seeks to answer the following questions. We can use the material gathered in
our Higher Learning Commission Self-Study to inform discussions at departmental, college and
university level.

1. What kind of institution are we now and what do we want to be in the future?
a. What are our core values and what is our mission?
b. What lessons can we draw from our own history and traditions?
c. What new core competencies do we need?
d. What about WSU is so important and essential to our character that we must retain and enhance those qualities?
e. What organizational values and principles will guide our decision making?
f. What should be our educational philosophy and how will we express it?
g. What promising programs should we nurture?

2. Who will our students be in the future?

   a. Who are our students today?
   b. Who are they likely to be in 5-10 years?
   c. How do we interact with our students today?
   d. How will we interact with them tomorrow?
   e. What other choices do our students have today?
   f. What choices will they have in the future?

3. What will draw students to us?

   a. What makes our institution and our collaborations and campus environment distinctive and a first choice today? What will make us distinctive and competitive tomorrow?
   b. Is the answer to these questions different in Winona and Rochester and, if so, how do our two primary sites of program operation complement each other?
   c. What can we do to stand out from the crowd?
   d. How do we use our intellectual resources today? What will society expect from us tomorrow?

4. How will we generate the resources to invest in our future? What current assets can we redirect to support the changes that we must make? How can we generate additional revenue?

Prepared by Judith Ramaley, July 22, 2011
Revised July 28, 2011