



## Landscape Exercise

### *Topic: Funding in Higher Education*

GLADS	SADS	MADS
<ul style="list-style-type: none"> <li>• Ohio link</li> <li>• State Funding</li> <li>• Firelands' low tuition</li> <li>• Community support</li> <li>• Open discussion about situation</li> <li>• Student money management office</li> <li>• Fee waivers for faculty/staff and dependents</li> <li>• Strategic plan recognizes that competition between universities is hurting funding</li> <li>• Arts are good</li> <li>• Capital campaign successful</li> <li>• Success in fund-raising</li> <li>• Exemption from state budget cuts</li> <li>• Governor has begun discussion to put us back on track.</li> <li>• Faculty and staff find funding; proud of what we are doing with limited resources.</li> <li>• State funding not cut yesterday</li> <li>• Private support exceeds expectations</li> <li>• Recently Ohio Governor has protected higher ed.</li> <li>• Assistantships for Grad students</li> </ul>	<ul style="list-style-type: none"> <li>• No money for implementation</li> <li>• Not more state funding</li> <li>• Not enough funding/funding not given</li> <li>• Value of higher education isn't supported by society</li> <li>• Student loans create huge debts as students begin their careers</li> <li>• Limited financial aid</li> <li>• Minimal pay increase</li> <li>• \$4.5 million deficit at BGSU</li> <li>• Infrastructure degradation</li> <li>• Shift from student development to business model</li> <li>• Programs developed and then not supported</li> <li>• Tuitions in Ohio among the highest in the US</li> <li>• Not recruiting adult/nontraditional students.</li> <li>• State subsidy less than before.</li> <li>• Declining enrollment.</li> <li>• Communication not all inclusive or free flowing.</li> <li>• Long-term incremental downsizing</li> <li>• Lack of support for more research funding</li> <li>• Funneling of \$\$ to 2 yr schools from 4 yrs schools</li> <li>• Stop outs (can't afford)</li> <li>• Not enough attention to facilities</li> <li>• Cutting of programs</li> </ul>	<ul style="list-style-type: none"> <li>• Aging facilities</li> <li>• Reform is top down approach</li> <li>• More with less, increased mandates and decreased ability</li> <li>• Financial aid abuses by some students</li> <li>• State administration gives less and wants more</li> <li>• Students pay more = more responsibility</li> <li>• Inadequate resources for students</li> <li>• Buildings deplorable</li> <li>• Students don't have enough money to focus on education</li> <li>• When funding doesn't support priorities</li> <li>• Tuition hike</li> <li>• Hiring Freezes as a result of budget deficit</li> <li>• Aging facilities w/o funds to upgrade</li> <li>• Employees paid less than their peers</li> <li>• Lack of funding for basics/infrastructure.</li> <li>• Costing families and us more.</li> <li>• Students pay more, public pays less</li> <li>• Offices, programs, positions cut too quickly</li> <li>• Tuition high relative to other Ohio Schools</li> <li>• Only 50% funded by state</li> <li>• Do more with less staff/resources</li> <li>• Reduced Assistantships</li> <li>• Tuition Freeze</li> </ul>



## Landscape Exercise

### *Topic: Enrollment Management*

GLADS	SADS	MADS
<ul style="list-style-type: none"> <li>• BGSU has a good overall reputation.</li> <li>• Open houses &amp; Preview Days good.</li> <li>• That it is a priority</li> <li>• OREG</li> <li>• We have students</li> <li>• Music has a model recruitment plan</li> <li>• Diversity</li> <li>• President's and Preview Days</li> <li>• Admissions recruiting trips</li> <li>• Staff nurtures students</li> <li>• Class size – Firelands</li> <li>• Availability (can still work)</li> <li>• More inclusion of transfer and nontraditional students,</li> <li>• Attention to students</li> <li>• Opportunity (1<sup>st</sup> generation students)</li> <li>• Wake-up call</li> <li>• Governor putting emphasis on enrollment</li> <li>• Working on retention</li> <li>• Analyzing demographics</li> <li>• Firelands growing</li> </ul>	<ul style="list-style-type: none"> <li>• Scholarships for students of color have been reduced.</li> <li>• BGSU is missing something &amp; not meeting students' needs.</li> <li>• That there is a decrease in enrollment</li> <li>• Needs to be more diverse</li> <li>• Lack of Student Prep</li> <li>• Bureaucracy and Systems for Change</li> <li>• Shortened BGEx handling of adult learners and Int'l students</li> <li>• Enrollment drop</li> <li>• Enrollment decline</li> <li>• Paying tuition is difficult/dropping out</li> <li>• Work responsibilities during school</li> <li>• Not enough faculty for courses</li> <li>• Quality sacrificed for quantity</li> <li>• Quality of students— admission standards and retention</li> <li>• Academic preparedness</li> <li>• Down # of students</li> <li>• Increased rate of dropouts</li> <li>• Cost of tuition</li> <li>• Associate degree eliminated on main campus</li> <li>• Deferred maintenance</li> <li>• Residence halls in bad shape</li> </ul>	<ul style="list-style-type: none"> <li>• Our complacency / arrogance has sent our students elsewhere.</li> <li>• Pressure to admit students we may not retain, then blame staff.</li> <li>• Incoming students weak on college skills.</li> <li>• # of students down.</li> <li>• At the loss of scholarships</li> <li>• About facilities (dorms, and Rec Center) and the lack of long term planning and care</li> <li>• Lack of Financial Aid, loss of 25% of 1st year students that we could save feeling blame for lack students, email to Int'l students on funding</li> <li>• EM doesn't happen at dept. level</li> <li>• Lack of prep, students from community colleges</li> <li>• UT got MCO</li> <li>• Cuts in funding across campus</li> <li>• Availability (courses at certain times)</li> <li>• No welcome orientation for Firelands at transfer</li> <li>• Faculty to student ratio</li> <li>• Students under-prepared</li> <li>• Students who shouldn't be in college are in college</li> <li>• Student withdraw because can't afford</li> <li>• Cuts in funding for effective programs (international studies, study abroad, majors)</li> <li>• Blame for retention issues</li> <li>• Down # of students</li> <li>• Cost of tuition</li> <li>• Expectation that grads must stay in Ohio</li> <li>• Took BGSU a while to focus on enrollment</li> <li>• Enrollment down</li> <li>• Departmental uncertainty (not enough students/classes)</li> <li>• Deferred maintenance</li> </ul>



## Landscape Exercise

*Topic: The Value of a BGSU Degree*

GLADS	SADS	MADS
<ul style="list-style-type: none"> <li>• Alumni pride wherever you go.</li> <li>• Quality and reputation of faculty.</li> <li>• Very strong in degree programs.</li> <li>• Learning communities.</li> <li>• Learning communities</li> <li>• National Reputation of programs</li> <li>• Sense of “Community” at BG</li> <li>• Alumni believe in BGSU education</li> <li>• Quality of programs</li> <li>• Degree is worth it, for the future (employment)</li> <li>• At least nine 4-yr degrees available</li> <li>• BGSU degree is recognized among employers as valuable</li> <li>• Opportunities to have/earn a degree in something you are interested in</li> <li>• Helpfulness of financial aid</li> <li>• Flexibility of schedule</li> <li>• Opportunity for advanced degree study</li> <li>• Tuition waivers and assistantship opportunities</li> <li>• Giving students opportunity to go to college, especially first generation.</li> <li>• Cost effective.</li> <li>• Learning Communities, Arts, etc.</li> <li>• Students getting jobs &amp; grad school; grad students from Theatre &amp; Film have 100% job placement.</li> <li>• Known faculty registration</li> <li>• Good marketing</li> <li>• Making Education Accessible</li> <li>• Superior Programs</li> <li>• Great Mentors</li> <li>• Grads paying it forward</li> <li>• Learning Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Accepting students who are not prepared for college.</li> <li>• Graduates not staying in Ohio.</li> <li>• Graduates leave area</li> <li>• General raising costs</li> <li>• Increased Costs</li> <li>• Lack of Scholarship Opportunities</li> <li>• Students Mostly from Ohio</li> <li>• Students Don’t take Advantage of Opportunities</li> <li>• Depreciation in Value of Degree</li> <li>• Bachelor has become like H.S. degree</li> <li>• Misconception of value of BGSU around State</li> <li>• BGSU Degree Excellent but it seems like a secret</li> <li>• Faculty disappearing</li> <li>• High school student’s perception</li> <li>• Enrollment decline</li> <li>• Not a lot of diversity</li> <li>• Helicopter parents</li> <li>• Growing expense</li> <li>• Need more academic rigor.</li> <li>• Students here aren’t prepared.</li> <li>• Disconnect with colleges</li> <li>• Student enrollment is down</li> <li>• Economy of Ohio (brain drain)</li> <li>• Cost</li> <li>• Lack of online instruction</li> <li>• Residence Halls</li> </ul>	<ul style="list-style-type: none"> <li>• Rats, bats, mould, dripping ceilings that aren’t addressed; elevators broken.</li> <li>• Low level of State support (financial).</li> <li>• Cost of getting a degree.</li> <li>• Lack of minority instructors in classroom.</li> <li>• College not keeping up with technology</li> <li>• Education is a commodity</li> <li>• Increased Costs</li> <li>• Deserved Recognition Not Apparent</li> <li>• Infrastructure</li> <li>• Poor residence hall &amp; other facilities</li> <li>• Financial packages for students</li> <li>• Limited selection of 4-yr degrees here</li> <li>• Some offices/services aren’t helpful (fin aid/student services)</li> <li>• Parking (at main campus)</li> <li>• The state’s idea that value can be assessed via efficiency and productivity</li> <li>• Faculty not involved in changes whole community should be involved.</li> <li>• Quality of degree is eroding (skill set for job)</li> <li>• Class availability (semester)</li> <li>• BGSU degree limits where you can teach @ higher ed</li> <li>• Cost of education</li> <li>• 2nd tier funding status</li> <li>• State of Higher Ed (Ohio)</li> </ul>



## Landscape Exercise

### Topic: Capital Planning - Facilities and Infrastructure

GLADS	SADS	MADS
<ul style="list-style-type: none"> <li>• The union</li> <li>• Learning communities</li> <li>• Plans for some buildings to be renovated</li> <li>• Capital campaign success</li> <li>• Student Union is wonderful</li> <li>• Wolfe Center for the Arts</li> <li>• New Stroh Center</li> <li>• Arts center</li> <li>• Parking size and distance</li> <li>• Size of campus, free parking</li> <li>• Clean facility</li> <li>• Technology (variety of)</li> <li>• Lack of space – small classroom size</li> <li>• New transformations</li> <li>• Landscaping</li> <li>• Effort to make buildings more green.</li> <li>• Student Union.</li> <li>• Wolfe Arts Center.</li> <li>• Campus beauty</li> <li>• Donations for buildings</li> <li>• BTSU</li> <li>• Landscape</li> <li>• Outlook System</li> </ul>	<ul style="list-style-type: none"> <li>• Condition of residence halls</li> <li>• Buildings, classrooms, and residence halls need updating</li> <li>• Building maintenance</li> <li>• Deferred maintenance</li> <li>• Not all buildings ADA approved</li> <li>• Old buildings crumbling parking lots</li> <li>• Classrooms many are an embarrassment</li> <li>• Deferred Maintenance</li> <li>• Buildings are not maintained</li> <li>• Reactive rather than proactive</li> <li>• Understaffed facilities</li> <li>• Residence halls</li> <li>• No updating residence halls</li> <li>• Price of books</li> <li>• No life center (small gym, no track)</li> <li>• More parking</li> <li>• Lack of space (getting bigger)</li> <li>• Areas look junky and not good</li> <li>• Temperature control and energy conservation</li> <li>• Capital planning decisions are not timely or transparent</li> <li>• Classrooms in disrepair.</li> <li>• Cooling/heating of facilities</li> <li>• Residence Halls</li> <li>• Lack of Budget</li> <li>• Master Plan a Mystery</li> <li>• Old Residence Halls</li> <li>• Heating/Cooling</li> <li>• Inconsistent</li> <li>• Closed Commons</li> <li>• Area Around Library</li> </ul>	<ul style="list-style-type: none"> <li>• Condition of residence halls</li> <li>• Not a wireless campus</li> <li>• Heating &amp; cooling, mold, leaks all over</li> <li>• Underfunded infrastructure</li> <li>• Emphasis on athletics over academics</li> <li>• Prominence of athletic buildings over academic needs</li> <li>• Neglect of historic buildings</li> <li>• Broken elevator in the Education Building for over a year</li> <li>• Lack of \$\$\$ from BGSU</li> <li>• More parking</li> <li>• No Health Care facility</li> <li>• Lack of Daycare</li> <li>• Hrs. of gym available</li> <li>• Lack of Rec Center</li> <li>• No functional space for recruiting new faculty</li> <li>• Poor infrastructure for sciences</li> <li>• Poor faculty and commuter lot parking spaces</li> <li>• Lack of transparency</li> <li>• No improvement on academic buildings/res halls.</li> <li>• South Hall.</li> <li>• Parking (in) availability.</li> <li>• Lack of Building \$\$</li> <li>• Parking</li> <li>• Poor Roads</li> <li>• Sense of Downsizing</li> <li>• Crumbling Buildings</li> <li>• Priority on Athletic Budget</li> </ul>



## Landscape Exercise

### Topic: Leveraging Technology

GLADS	SADS	MADS
<ul style="list-style-type: none"> <li>• Technology in classrooms (projectors).</li> <li>• Computer labs.</li> <li>• BG alert system.</li> <li>• Support of technology</li> <li>• Training opportunities</li> <li>• Good support of technology at BGSU</li> <li>• Tech makes contact with professors easier</li> <li>• Electronic library resource</li> <li>• Availability of information</li> <li>• Sell old tech (salvage sale)</li> <li>• Library</li> <li>• Computer Labs</li> <li>• Cedar Point Center</li> <li>• Smart Board</li> <li>• Discussion Boards</li> <li>• 24/7, blackboard, myfiles</li> <li>• Library tech</li> <li>• Online enables broadened hours</li> <li>• Free printing</li> <li>• Expanding e-learning</li> <li>• 24 hr labs</li> <li>• OhioLInk</li> <li>• Blackboard</li> <li>• Use of tech in classrooms</li> <li>• Can reach more people</li> </ul>	<ul style="list-style-type: none"> <li>• Assumption that everyone has updated computer.</li> <li>• Concerns about ability to be effective for on-line courses.</li> <li>• Lack of cooperation b/w ITS, RCC, CTLT??</li> <li>• All websites should be updated.</li> <li>• Need for funding</li> <li>• BGSU does not fully utilize emerging technology for student services</li> <li>• Who is making the decision</li> <li>• Loss of cavity and engagement</li> <li>• More funds not available for software upgrades</li> <li>• Training (lacking)</li> <li>• Lack of human contact</li> <li>• Tech in classroom wasted due to teacher's ignorance</li> <li>• Uneven tech in classrooms</li> <li>• No credit card scanners/readers in vendeteria</li> <li>• 24/7</li> <li>• Not all classrooms have technology access</li> <li>• Do not have state of the art technology working</li> <li>• Behind on technology— impacting retention</li> <li>• High tech rooms, no staff to teach how to use them</li> <li>• Bad impression when you see errors on the web</li> <li>• People don't write as well, grammar/shortcuts</li> </ul>	<ul style="list-style-type: none"> <li>• Decisions made with insufficient data.</li> <li>• AC whiteboard not in classrooms.</li> <li>• FMS Peoplesoft</li> <li>• Not fully embracing the use of technology</li> <li>• Online community connections</li> <li>• Not up to date equip in labs (e.g., chemistry)</li> <li>• Technology is taking up so much of my time</li> <li>• Time required to use technology/learn</li> <li>• Overuse of email system by main campus</li> <li>• No worthwhile courses for distance learning</li> <li>• No BG1 Card</li> <li>• Too much email</li> <li>• Cannot submit final grades on-line</li> <li>• Outdated software and hardware</li> <li>• Technology is not just computers; ITS is an empire— it is too rigid</li> <li>• Lack of Tech Support w/staff</li> <li>• Lack of funding for research tech</li> <li>• Behind the curve in technology</li> <li>• So hard to purchase w/FMS</li> <li>• Multiple passwords</li> <li>• BG Website lag (slow)</li> <li>• Don't have time to learn new tech</li> <li>• Not enough tech support</li> <li>• Difficulty navigating the BGSU website</li> <li>• Website is flat-not interactive</li> </ul>



## Landscape Exercise

*Topic: Balancing Faculty Roles*

GLADS	SADS	MADS
<ul style="list-style-type: none"> <li>• Research enhancing teaching</li> <li>• Learning communities</li> <li>• Counselor/Advisor</li> <li>• Accessibility</li> <li>• More faculty starting to use technology</li> <li>• Faculty who are great supporters of students outside of the classroom</li> <li>• [Faculty] care about students</li> <li>• Faculty willing to online and use newer technology</li> <li>• That student diversity is very visible</li> <li>• Faculty Question Governance</li> <li>• Research Involvement Contributes to Teaching</li> <li>• Opportunity to Mentor</li> <li>• Many faculty participate with student-related activities (ie move in day)</li> <li>• Research is priority for balanced faculty role.</li> <li>• Embracing service learning</li> </ul>	<ul style="list-style-type: none"> <li>• Funding not directed to academic facilities</li> <li>• Mixed information between campuses</li> <li>• Limited choice in foreign language</li> <li>• Loss of good faculty due to retirement/moving</li> <li>• Too many roles</li> <li>• Different definitions of faculty</li> <li>• Fearful about and state needs will affect our functioning</li> <li>• That diversity of faculty is not increasing</li> <li>• Working relations between faculty [academic] affairs and student affairs</li> <li>• No Advising Access for Students</li> <li>• Do More With Less</li> <li>• Lack of evening nontraditional teaching</li> <li>• Publish or Perish wins out</li> <li>• Difficulty of balancing roles is not understood by all constituents</li> </ul>	<ul style="list-style-type: none"> <li>• No consequences for poor teaching once tenured</li> <li>• Poor infrastructure for research</li> <li>• Specialty advisor at main campus</li> <li>• Not replacing faculty when they leave</li> <li>• Bad raises</li> <li>• Students not knowing roles of faculty</li> <li>• Never enough time to do well in all roles—teaching, research, and service</li> <li>• Classes taught by more GA's/part-time faculty</li> <li>• Students sometimes get instructors they can't understand due to language barrier</li> <li>• About the shift to non tenure track faculty</li> <li>• Teaching doesn't really count neither does anything but how much \$ you bring in</li> <li>• Too many roles &amp; demands</li> <li>• Do more with less</li> <li>• Students lose out</li> <li>• Part-time &amp; unqualified filling in</li> <li>• Not recognized consistently</li> <li>• Not recognized for student related involvement outside class</li> </ul>