



GOAL #1: Facilitate lifelong learning, critical thinking and personal growth.

Create an integrated learning experience that combines curricular and co-curricular programs.

- Continue our work with first-year programs, service learning, and general education to promote critical thinking, personal growth, civic engagement, and social engagement.
- Renew the general education system to promote critical thinking, life-long learning together and personal growth.
- Review and update curricula and co-curricular activities to stress critical thinking, communication and individual research skills keeping in mind that "learning to learn" is more important than detailed content knowledge.
- Align our learning outcomes to the mission of the university and the needs of our students.
- Re-evaluate general education requirements so that they instill in the students habits of mind, skills and dispositions - that will last a lifetime.
- Examine ways to substantially enhance student engagement by strategically improving the quality of the learning environment, through review of college academic programs, college alignment, program redundancy, etc.
- Create more diverse and specialized learning communities that would provide further opportunity for partnering (internally and externally) with corporations and colleges (more investment in scholarships, direct feeder for job recruitment, more corporate tie-in for faculty and the curriculum).
- Enhance relationships with external shareholders (high school guidance counselors, business leaders, etc.) to promote all forms of learning.
- Reaffirm BGSU's commitment to faculty and student research.
- Develop classes in interdisciplinary arts pedagogies
- Promote and acknowledge applied and experiential learning by building internships into Department Major curricula, particularly for BFA programs and specialized programs (as opposed to offering only elective credit).
- Actively engage in discussions involving general/liberal education with a view to integrate the arts.
- Strive for quality and excellence in the arts through challenging, innovating, and engaging courses and programming.
- Develop a culture of entrepreneurship in the arts.
- Encourage a broad education for students through courses in interdisciplinary arts, requiring electives outside major programs, opening the curriculum to accommodate students with broad interest in the arts, and helping advisors to recognize unique opportunities.
- Include credit gained through approved study abroad programs in BG Expanded Perspectives so they may fill general education requirements.
- Develop on-going assessment programs to gauge the effectiveness of strategies that support lifelong learning and personal growth.
- Create an integrated education experience that combines curricular and co-curricular programs to address the individual student's needs and aspirations.
- Narrow the gap between the way students learn and the way faculty teach.
- Be student success driven through holistic admissions, meeting career goals and preparing students with values and global citizenship.

Pursue the requirements for an "engaged" university.

- Partner or collaborate with campus experts on information literacy, planning, and assessment.
- Connect to broader community educational mission by sponsoring public lectures/events on timely topics (this could be a special library task in partnership with the colleges and Center of Excellence).
- Fund community partnerships at a level of overall increase (by at least \$50,000 per year) for the next five (5) years. Many of these partnerships will have a direct connection to social service agencies but should not be restricted to such groups only.
- Develop and deliver on a distinct, attractive identity.



Expand target audiences for the BGSU experience.

- Expand opportunities for graduates: certificate programs degree/non-degree, differential pricing for tuition, degree completion for those who left without degrees.
- Expand online course and degree offerings to reach a broader student base.
- Develop a mechanism, through a review of administrative and academic structures, to deliver courses and programs that meet the needs of working adults, displaced workers, etc.
- Increase distance education offerings and enrollment by 10% per year for the next five (5) years. Degree programs must be enhanced here to bring this percentage forward – simple course offerings being increased in overall number will prove inadequate.
- Increase non-traditional student enrollment by 3% per year for the next five (5) years. Increase, proportionately, non-traditional course offerings to meet this challenge (29% of all main campus offerings should be after 4:30 pm or on weekends by Fall of 2014).
- Promote opportunities and access to increase the number of adult students.
- Provide multiple models and delivery options, including distance and blended courses and programs, cross-cultural studies, experiential learning, etc., to meet the educational needs of lifelong learners.
- Utilize technologies and related services (e.g., CTL) to create networks of students, faculty, and other academic stakeholders for dissemination of information, discussion, critical thinking, problem solving, and reflection.
- Offer many more classes at times which allow working individuals to be able to take the classes (after 5:00pm, Saturday) continue to offer more classes and complete programs online.
- Partner with regional community colleges on a “combined college experience” (i.e. 2 + 2, 60 + 60).
- Reconnect with communities of *all ages* by offering strong programs for preschoolers to retirees.



GOAL # 2: Produce high-quality scholarship and creative achievements throughout the University.

Increase institutional capacity for scholarship and creative achievements.

- Increase external funding for research.
- Develop infrastructure to support funded projects.
- Restore a balance in expected teaching, research, and service that will allow for the production of high quality scholarship and creative achievements.
- Increase the number of endowed professorships.
- Identify and define our academic niche programs and allocate the resources to support them.
- Improve student awareness through better promotion of the Center for Undergraduate Scholarship and Research and other resources that would aid students in producing continued high-quality scholarship and creative achievement.
- Target students' major points of contact (Resident and Academic Advisors, Student Organization Leaders) and share information about scholarships, creative opportunities, grants, and other resources that would aid student production of high-quality scholarship and creative achievement.
- Reposition all personnel/activities of and for the writing center, math/stats center, and study skills center to Jerome Library, beginning Fall 2010. This new area will, in turn, be renamed the Learning Commons. Simultaneous with this activity, offer "Writing Across the Curriculum" opportunities for professional development and incentivize faculty to participate. Writing must become a key feature of all academic work undertaken at BGSU.
- Recruit and retain faculty, staff, and students with demonstrated excellence in the areas of scholarship, research, and creative activities and actively promote, encourage, and support continued growth and development.
- Intentionally pursue faculty recruitment including attention to a) integrative teaching and scholarship and b) ratio of TT and NTT faculty.
- Attract accomplished faculty, staff, and student resources through elimination of weak academic programs and reallocation of resources to strengthen remaining academic and non-academic programs and services.
- Hire more tenured and tenure-track faculty.

Realign individual and institutional incentives.

- Develop campus-wide focus on BGSU scholarship, research and creative activity.
- Set-up a centralized competitive system for differential teaching loads for faculty who wish to focus on research and creative activity for a period of time.
- Increase campus-wide funding for creative scholarship actions that conjoin graduate student research with existing faculty research; funding must exist at a level of \$50,000 per year for five (5) years and should be distributed across all disciplinary lines.
- Improve incentives to support faculty in obtaining external funding including reducing internal barriers.
- Develop programs that recognize and reward outstanding achievements in scholarship and creative works (i.e., news column in BGSU communication such as The Monitor).
- Create an infrastructure that supports and rewards quality in creative and scholarly achievements (i.e., utilize release time for faculty within departments).
- Use ICCA as a vehicle to garner internal and external funds for course releases to permit faculty to fulfill ambitions in research and creative work.
- Improve communication and promotional efforts through BG News, departments, and organizations to better recognize current and future student achievement.
- Develop scholarships to foster institutional co-ops, internships, and other experiential learning.

Pursue the requirements for an "engaged" university.

- Move forward the proposal for an Institute for Contemporary Collaborative Arts (ICCA) to make funds available for collaboration and to make collaborative research in the arts part of the University's infrastructure. ICCA emphasizes community and entrepreneurship partnerships.



Initial Strategy Submissions
February 9, 2009

Create an integrated learning experience that combines curricular and co-curricular programs.

- Substantially enhance faculty, staff and student scholarship/research and creative achievements by strategically improving the engaged learning environment through a comprehensive review of administrative, curricular and collegiate alignments.
- Create outcome-based projects for students of all degree plans that include writing elements, researched based components, experiential internship and co-op activities that promote creativity and scholarship.
- Reposition undergraduate research back to a stand-alone program and reinstate staffing for said program area. Blending of scientific and non-scientific research opportunities must be central to the work of this office and must be advertised as such campus-wide.
- Create internal co-op and internship opportunities and other cooperative and experiential learning to academic tied to academic discipline, such as undergraduate research within the university.
- Achieve common purpose and learning outcomes among learning communities.
- Invest BGSU resources in graduate programs to create and support nationally competitive programs.
- Reposition all personnel/activities of and for the writing center, math/stats center, and study skills center to Jerome Library, beginning Fall 2010. This new area will, in turn, be renamed the Learning Commons. Simultaneous with this activity, offer "Writing Across the Curriculum" opportunities for professional development and incentivize faculty to participate. Writing must become a key feature of all academic work undertaken at BGSU.



GOAL # 3: Build a diverse community and a culture of inclusion.

Increase institutional capacity for diversity.

- Conduct a comprehensive review of existing University documents, policies, and practices to ensure consistency in the use of inclusive language and affirm compliance with federal, state, and EEO laws and guidelines.
- Make a strong statement regarding BGSU's commitment to diversity in marketing efforts and resource allocation.
- Develop an institutional climate that supports under-represented individuals' academic, professional, and co-curricular activities that lead toward a meaningful cultural and global university experience. Develop and implement ongoing action steps with accountability measures.
- Develop benefit policies that are family and relationship friendly.
- Broaden understanding of diversity to include not only race and ethnicity but also age, sexual orientation, SES and disability.
- Designate a special week devoted to the celebration of diversity and cultural inclusion.
- Encourage and model inclusivity within and among offices, departments, organizations, and colleges.
- Service oriented for disabled students. Relocate disability services; first floor central location; assist more readily with laptops, Ohio Relay, sign language interpreters, and handicap accessibility.
- Assess, quantify, and identify the changing needs of students, faculty and staff in regard to issues of race, ethnicity, national origin, gender, religion, socioeconomic status, sexual orientation, age, ability, or status as a veteran to prepare them for life-long success.
- Plan, develop and evaluate action-oriented programming that cultivates a diverse community.
- Create a welcoming, supportive and diverse University community.

Expand target audiences for the BGSU experience.

- Build student exchange programs with other colleges and build stronger ties with urban charter schools.
- Expand "diversity" of programs including adult-learner programs and on-line offerings to serve a variety of people and experience.
- Explore new curricula, pedagogies, and academic structures to meet the needs of an emerging transnational labor force. The recruitment of international students, many who will have intense interest in this action, must be brought forward at a rate no less than 50% with institutional funds (scholarships) and 50% full fee paying.
- Aggressive solicitation of state and federal funding must be undertaken so as to form closer ties between BGSU and those districts of Northwest Ohio with the highest percentage of free and reduced lunch enrollments. Dual credit enrollment and other seamless enrollment actions must be investigated here.
- Increase graduate student populations in strategically identified areas so as to match a level of growth equal to that of distance education enrollments. In total, undergraduate and graduate students of color must be benchmarked at a minimum of 17% of the total student population.
- Set appropriate goals to build diversity and establish action plans to reach goals focused on intergenerational learning including adult and non-traditional populations.
- Promote diverse applicant pools of incoming students and employees supported by a network of culturally diverse alumni.
- Assess, quantify, and identify the changing needs of students in regard to issues of race, ethnicity, culture, gender, religion, sexual orientation, age, ability, or status as a veteran to prepare students for life-long success.
- Establish relationships with institutions in the US and abroad to encourage study abroad programs and articulation agreements both within the US and beyond.
- Support International Programs in their recruitment, study abroad and Global Village efforts.
- Create a welcoming, supportive and diverse University community.

Realign individual and institutional incentives.

- Provide incentives, scholarships, awards, faculty development activities and recognition for diversity efforts.



Create an integrated learning experience that combines curricular and co-curricular programs.

- Strengthen, solidify and promote existing academic offerings and co-curricular programs in cultural diversity and international relations.
- Ensure diversity education focuses on opportunities to increase awareness, knowledge and skills for all campus members.
- Continue to integrate diversity into campus curriculum co-curriculum.
- Take advantage of the opportunities available with greater access to the digital broadcast world; enhance visibility and connections through a strengthened digital public presence.
- Reach out and connect with people via social networking technologies.
- Strengthen the connection between BGSU and the Toledo School for the Arts (TSA) and coordinate efforts to send BGSU students to TSA and bring TSA graduates to BGSU.
- Go wireless throughout the University.
- Improve the use of technology to access students via text and IM and provide important information (e.g. Last day to drop a class via Blackboard, State of the University Address today at 10 AM).

Redesign the talent identification process.

- Implement a vigorous recruitment opportunity program that complements traditional recruitment by providing flexible opportunities to diversify the BGSU faculty and staff.
- Effectively recruit and retain diverse faculty, staff and students.
- Targeted recruitment efforts to bring diverse student body to BGSU as well as diverse faculty and staff body.
- Attract, recruit and retain faculty, students and staff of diverse backgrounds, challenges and needs.



GOAL #4: Develop mutually beneficial relationships between all stakeholders.

Create an integrated learning experience that combines curricular and co-curricular programs.

- Establish, enhance, and maintain initiatives that engage students, faculty, and staff with external stakeholders in teaching, research, and service.
- Increase mutually beneficial partnerships with all constituent groups to include service learning opportunities, scholarship of engagement, internships and co-ops, and business partnerships.
- Create internships and co-ops that provide opportunities for students to gain real world and service-learning experience.
- Identify opportunities to leverage resources to increase program efficiencies eliminate duplication, and enhance student success (i.e. college realignment).
- Develop a formalized network and structure for securing and monitoring internships in the arts to assist local arts organizations in finding the assistance they need and to assist students in identifying quality internship opportunities.
- Encourage interaction and collaboration among departments, including those that don't currently intersect via curriculum (e.g. Physics and Fine Arts).
- Recognize students as stakeholders.
- Provide external educational opportunities to integrate real-world experience.

Pursue the requirements for an "engaged" university.

- Reinstitute cross divisional, cross functional campus group(s) to help develop the "narrative of change" and to promote "relationship leadership".
- Meet the requirement to receive the Carnegie elective classification as an "engaged" university.
- Bring to the table a means of good change in a collaboration. Resist silos in contraction; need to find mutually beneficial relationships in change.
- Actively engage external communities, embrace engagement, and stimulate economic development through partnerships and outreach activities.
- Establish a Strategic Planning Task Force subgroup to clearly define stakeholders and, in turn, share that definition campus-wide. As these stakeholders are widely identified, they must be included on a number of planning and advisory activities.
- Continue and strengthen BGSU's relationship with Ohio legislators at the local, state and federal levels.
- Identify strategies to enhance communication and create partnerships for the BGSU campus community both internal and external organizations, including schools, alumni groups, businesses, editorial boards and local groups.
- Promote visits and communication by Ohio legislators and other statewide elected officials on a regular basis.
- Establish strategic planning guidelines for stakeholders to assist with identification and relationship building so that we know who we serve.
- As change occurs develop a "narrative of change" that addresses the plan, motivation, impact, and purpose of the changes.
- Identify key internal and external stakeholders.
- Stakeholders - BOT, Faculty, Staff, Students, City of Bowling Green, Wood County, State of Ohio, Donors, Alumni.
- Establish the BGSU brand (experience or identity) that includes input from all stakeholders.
- Spread awareness of our desire and commitment to collaborate in the arts and beyond, with all segments of the University.
- Meet the needs of the external community through research and scholarship of engagement.
- Enhance relationships with P-14 schools to provide community service and identify potential recruits.
- Foster internal collaborations to strengthen our shared investment in BGSU's programs.

Identify and pursue economic development opportunities.

- Create economic development "clusters" in each college – coordinate these activities centrally and publicize them internally and externally. Economic development must be undertaken with a wide-scale definition and, in turn, should be seen as much more than technology transfer.
- Continue research in the creative economy and further develop relationships with state agencies in this area.



Expand target audiences for the BGSU experience.

- Develop lifelong learning, continuing education, and professional development courses through on-campus and distance education offerings to respond to the educational needs of community members.
- Place one BGSU adviser at Owens, Terra, Northwest State, and Rhodes Community College on a rotational basis allowing for “coverage” on each campus two days per week on a year-round basis. These advisors will be positioned to recruit community college students for existing and new 2+2 programs that can be completed at BGSU.
- Create educational opportunities that are responsive to the contemporary needs of the community and the state of Ohio.

Redesign the talent identification process.

- Share resources in priority areas such as recruitment and retention, faculty research, and digital creativity. Explore collaborative recruitment efforts, common technical staff support, etc. for arts units and others across campus.

Redesign the talent management process.

- Build and maintain stronger relationships with internal stakeholders through consistency in policy and practice.



GOAL # 5: Support faculty and staff performance and development.

Redesign the talent management process.

- Ensure professional development of faculty and staff as a performance expectation.
- Promote, encourage and financially support faculty and staff development.
- Link professional development activities for all campuses in Northwest Ohio (Terra, N.W. State, University of Toledo, Owens, BGSU) – host the first event of this nature at BGSU in the Fall of 2009. Share our core values as key elements of all professional development work.
- Faculty and staff are best supported with honest assessments of strengths and weaknesses. Annual performance reviews must reflect this notion and, in keeping, professional development for supervisors must be made available to enable this outcome to be realized at BGSU.
- Modernize our entire classified staff job system.
- Demonstrate the value of employees in this service organization by increased training and educational opportunities (perhaps even off-campus educational opportunities) to improve quality of work life.
- Require documentation and appropriately fund continuing education to all faculty and staff.
- Emphasize professional development as an essential component of all university positions and create a framework for consistent performance evaluation.
- Designate resources for professional development as a budgetary priority.
- Establish a campus-wide training module that educates all campus community members about the university's mission, organization, functions, and priorities.
- Establish professional development as a performance expectation and support faculty and staff efforts in continuous learning and skill development.
- Infuse instructional and communication technologies, administrative systems, and “best practices” to increase faculty and staff performance and development.
- Enhance and integrate instructional and communication technologies, administrative systems, and “best practices” to increase faculty and staff performance and development.
- Encourage the use of mid-course evaluations for students to provide feedback while the course is still in progress.
- Improve faculty-student communication by implementing a University-wide Blackboard policy, requiring all faculty to post current contact information and course syllabus, and provide any necessary Blackboard training to faculty and students.
- Move decision making authority down the chain to maximize employee resources in our contracting financial environment.

- Encourage and allow flexibility in faculty and staff schedules.
- Support and reward creativity and innovation and development of critical skills.

Increase institutional capacity for scholarship and creative achievements.

- Confront the barriers that restrain faculty from consistently producing high quality creative work and research.
- Integrate (high and low) technology as a process for distribution of work and scholarship, a way to enhance our public image, a tool for recruiting, and a method for reaching our community.
- Develop opportunities for faculty to share their research

Create an integrated learning experience that combines curricular and co-curricular programs.

- Initiate campus-wide discussions about how to refocus the faculty on the core missions of teaching and research, and balance these with administrative contributions.

Pursue the requirements for an “engaged” university.

- Cultivate a climate that accepts and appreciates employee input.



Realign individual and institutional incentives.

- Implement a continuous, collaborative three-year University budget planning and prioritization process in which faculty and staff compensation (salaries and benefits) is the number one budget priority and sets the parameters for all other budget priorities and strategies.
- Increase allocations of University funding to the Faculty Research Committee, Faculty Development Committee, Administrative Staff Council Professional Development Fund, Classified Staff Council Professional Development Fund, Information Technology Services funding for short courses, and Continuing Education funding for training courses.
- Develop options for compensation eg. forego raise for increase professional development funds, change in work schedule, telecommuting policy, benefits.
- Improve the efficiency of business operations across all areas of the institution.
- Create professional development sessions, university-wide, focused on compensation and benefits. As these discussions unfold, in collaboration with FSBC, establish new salary benchmarks that include total compensation as the frame of reference and begin to appropriately reference our peer institutions.
- Recognize, reward and maintain records of faculty and staff involvement in prestigious and competitive academic and co-curricular endeavors (i.e., fellowships, grants, and scholarly programs).
- Promote recognition of the art of administration; acknowledge and reward those with the skills necessary to administer an arts program on campus.
- Provide salaries and benefits competitive with peer institutions.



GOAL # 6: Create an optimal fiscal and physical plant infrastructure.

Align operating and capital budget to strategic plan and priorities.

- Implement a continuous, collaborative three-year budget planning process driven by clearly defined, long-term goals and priorities.
- Recalibrate budgets for priority activities to reflect academic goals and needed support services for BGSU's academic environment. Educate stakeholders about budget priorities and budget.
- Prioritize projects that lead to student recruitment and retention.
- Link financial decision making to University strategy and the assessment of the success of academic and non-academic programming by considering alternative administrative and academic structures to enhance operational efficiencies.
- Establish a fiscal system that front-loads budgets in support of unit planning and management.
- Tie budget decisions to assessment results using program reviews, accreditation visits, learning outcomes measures, achieved efficiencies, and demonstrated impact on institutional mission and goals, along with other data.
- Commit to rigorous fiscal discipline including targeted programmatic and staff decisions rather than across the board.
- Create a transparent, user friendly system for fiscal management and financial literacy.
- Identify better and quicker ways to allocate resources so that we are able to rely less heavily on the current culture of volunteerism in the arts on campus.
- "Fast track" upgrades to: a. Residence halls and small group living units, b. Facilities that support "centers of excellence", c. High-priority facilities
- Prioritize (by needs assessment and cost) the inventory of delayed maintenance projects; begin implementation no later than Fall 09.
- Approve a facility master plan that creates holistic learning/research/scholarships space and promotes operating efficiencies.
- Revitalize the physical infrastructure of the campus as a priority and part of a comprehensive strategy to "green the campus" by focusing on conservation, energy efficiency, and sustainability.
- Hold monthly discussions around the topics of budget management and physical plant improvement. Bring forth open dialogue with respect to the source of funding for various programs and expenditures required of and for these units. Seek bonded debt funds to eliminate critical deferred maintenance issues/facilities on the main campus.
- Integrate planning for budgetary alignment (especially the removal of deferred maintenance items/issues) into the new professional development design articulated under Goal 5.
- Identify and pursue energy efficiency measures including a funded preventive maintenance program.
- Establish a separate and continuing budget dedicated to the planned or incidental repair, and environmentally sustainable upgrades of the university's physical infrastructure by which USO facilities improvement goals can be met.
- Create a facility master plan to prioritize projects for future funding cycles for: a. Heightening operation efficiencies, b. Increasing recruitment and retention, c. Creating an environment conducive to holistic learning and research
- Implement a system of financial planning that is transparent, easy to use and addresses the mission of the University.
- Raise capital to fund building additions and renovations according to an established list of priorities.
- Address the timely alleviation of maintenance issues and proactively plan for on-going maintenance needs.
- Post-live review of PS to ensure utility for BGSU.
- Complete renovation of old wing of the School of Art.

Pursue the requirements for an "engaged" university.

- Intensify lobbying efforts to obtain federal/state infrastructure, technology and capital improvement funding.
- Engage the City of Bowling Green and Wood County when we structure a building and formulate its function and functionalities, utilize tri-partisan usage and respective funding as a model in the near future.
- Initiate a major fund-raising effort to promote sustainability.
- Require that all new building projects and major remodeling initiatives be undertaken with a LEEDS Gold Certification as the minimum benchmark. This type of certification shows, in bold ways, the importance of sustainability on this campus.
- Become an environmentally sustainable and responsible institution.



Initial Strategy Submissions
February 9, 2009

Create an integrated learning experience that combines curricular and co-curricular programs.

- Flexibility in coops to “earn” tuition credit, room and board credit.
- Advocate for policies that accurately reflect who we are and how we teach, particularly focusing on our desire for excellence.
- Develop policies to protect excellence in arts programs, such as limiting enrollments or creating time for administration, research, and creative work. Allow the practitioners, the experts in the field, an opportunity to provide input into these policies.
- Create the appropriate infrastructure to ensure the balance and integrity of (arts) programs.
- Explore the potential for a student arts fee, whereby students may attend on-campus arts events for free and arts units will have funds to support existing and expanded programming.
- Establish a student arts fee that would supplement or cover the cost of arts events on campus and provide funding to increase and improve programming.
- Invest funds in an interdisciplinary Art Factory.