

ACADEMICS

Academic Structure, Offerings and Support

What programs are successful, what programs need review and what new programs are needed?

What should the university wide academic structure look like—including number of faculty?
Are our advising models adequate for traditional and adult students?

Budget increase for additional full-time faculty in Surprise.

Review and Cull all Academic offerings – Again more precision in offerings, not shotgun approach, which we tend to favor. Lean and Mean – what do we do best, collectively, not on an individual basis, that not only students agree on, but our alum.

Academic programs (adding/eliminating) and academic excellence.

Academic Affairs

- Respected, revered, and recognized programs and faculty
- Impressive, innovative, and interactive learning
- Accelerated, accessible, and available education

Academic Programs. Do we add programs? Strengthen and broaden current programs? Both?

Faculty needed in a variety of areas.

Innovation in teaching methods

- a. Face-to-face
- b. Online
- c. What will the students of tomorrow want/need?

Mission & Academic Programs (and structure)

Program Development – How can we leverage current infrastructure to expand into new markets? What niche is available that we aren't taking advantage of?

Programs

- What degree programs will we offer? What about certificate or credentialing programs?
- Will those programs intentionally provide workforce readiness in terms of both hard and soft skills?
- Will career services be an integral part of every program?

Governance & Voice (organizational structures, key decision-making bodies and processes, localized/centralized balance, amplifying marginalized voices)

Rigor & Relevance (academic program design; innovative and engaging pedagogies; faculty development; the cocurriculum; career services; engaging with employers and communities, stand-alone credentials, library presence; recruiting students in academic skill areas (not

programs-- since students often change majors) like writing, civic engagement, leadership, advocacy, entrepreneurship, etc.)

Academics: Curriculum, Academic Excellence

Do we have sufficient faculty?

THE STUDENT EXPERIENCE

Student retention

- a. Focus on the variables of the students who are choosing not to return, i.e., year, sports, extracurricular(s), major etc.
- b. Knowing the external factors of a student's decision/life will help us identify if there are any overlaps of those who choose not to return to OU.

Recruiting and RETAINING

Engage students in things other than just sports. Focus on the quality of the education and guidance they are receiving. Start by focusing on the quality of living on campus, dorm life, quality of food, resources, etc. Begin by focusing on students' needs and being transparent about the processes and what students are getting into when they attend OU. Build on the community that we have already established by getting administration more involved and more connected with the students. Investing in the students and the student body is what makes a university its own. Understanding that we have a diverse student body and have those who have lived through an entire year of online schooling and COVID, many of whom did not fulfill their last year of high school due to the pandemic. Focus on the demographic the school is serving and find a more understanding way of approaching their needs and interests.

Make the school appealing for people other than athletes.

Athletics in the most organized group of individuals on campus at AZ. Work on organizing and providing quality service for the student part of student athlete. I feel as though this school was centered around athletics and the quality of the structure surrounding academics followed. Pose the question: How do students interact with their advisors, and how do they feel about the quality of guidance and help they are receiving?

Mission elements

Focusing on attaining the mission elements to appeal to students can help for retention. But also focusing on the students you already have present. For right now, we have a growing student population made up of diverse backgrounds. Inquire what they need and work from there. Appealing to the students we have today can bring great feedback and references in the future.

How do we make OU the university where students want to be?

- Branding/re-branding
- Experiential/career-focused learning – cool opportunities, usually only available at larger schools
- International/Domestic travel and other interactive experiences [classes across campuses]
- Recruitment/retention – scholarship management, academic readiness
- Curriculum/programming revamp

- Institutes/mini-courses /life skills [ala PGD ... but better? for credit?]
- Academic scheduling/advising [cost/benefit of changes]

Student Athletics

- Passion with prestigious possibilities
- Purpose amid principled performance
- Priorities through predictable projections

Better define the student experience and explore how to improve it. Ideas would include, repairing or upgrading the technology in classrooms in Founders Hall, have common, similar and consistent faculty engagement with students across all disciplines, outside the classroom experiential opportunities and other experiences that enhance the student experience.

Student Focused: Not just say it, but really dig into what students need from offerings to computers, areas to collaborate to where to sleep. This may include the career readiness/center but I think we need to know if they really want that or we think they need it, so we set up to entice if need be, or if it is something built on for every year. Also, should explore whether this could be contractual relationship if cost structure requires funds we don't have or can't find.

Student Satisfaction and Success

- Graduate Rate!
- Holistic growth experiences and progress
- Career preparation and readiness

Student Support – 1st Generation; educational support, mental health, resiliency, transitional support – high school to college and maybe even athlete to non athlete but still stay at OU.

Student Experience.

Student Affairs & Retention

Student Wellbeing (physical and mental health, mindfulness, serving students facing food insecurity and economic stress, Spirit Life)

Student Issues: Non-athlete students, Retention, Developmental Education, Student Physical and Mental Health

ONE UNIVERSITY

University Cohesion

- What systems are needed to have unified technology and communication across university locations?
- What practices are needed to develop a SPIRIT of support across university locations?
- How can the multiple university locations be leveraged for student, faculty, staff engagement and experience?

- What are the honest issues and/or misconceptions about each university location that can be addressed?

Collaboration and creating one University

Each campus v. university wide staffing and procedures—what makes sense and what does not?

Will OU be 1 or more universities?

How do we organize OU to resourcefully use the best and throw away the rest?

- problem of silo mentality/fiefdoms
- chain of command/matrix dysfunction – centralization or de-centralization
- academic/governance structure – not well-shared in fact, possibly in appearance
- personnel population/distribution: administration/faculty/staff
- lack of data underlying decisions -- on a whim, due to who's available
- best practices/shared knowledge

New Leadership & Structure – Simply must rebuild trust through enhanced relationships, learn warts, ensure diversity and equal pay, and guide board to commit to strategic planning, share articles, etc to grow some of their independent thinking, as well as openness about things that may need to be changed due to different perspectives of how actually doing. Structure for success-- Silos must go. Build Collaboration not what seems to be unhealthy jealousy or competition. Structure finalization should also be informed by other strategies

Addressing the Silos – where are they appropriate and where do they need to be dismantled. Build Bridges vs Silos – across versus up.

Silos. Is it in our best interest to act as one University or are we better off as a “loose confederation of sovereign states?”

Alignment and synergies – AZ, Ottawa and Online

2. Resource sharing and cost savings
3. Improves succession planning with cross-training

Organizational structure: alignment, unity, staffing gaps, resources; hear experiences and perspectives; consider organizational charts.

Organizational Structure

- Will OU be one university (or two or three or more)?
- Are there opportunities for synergy and efficiency with a different organizational structure?
- What impact does our organizational structure currently have on recruitment and retention efforts? What impact could another structure have on student experience, staffing and system requirements, and the cost of service (the bottom line) if different?
- What type of administration, faculty, and staff will we seek to attract and retain?

ADVANCEMENT AND PARTNERSHIPS

University Advancement / Partnerships

- What does the potential donor pool look like across Ottawa University markets (communities)?
- What does the potential corporate/public partnership pool look like across Ottawa University markets (communities)?
- What would be the ideal corporate/public partnership for Ottawa University? What would it bring to the university? What benefit would the university provide?
- How can the Ottawa and City of Surprise partnership be used as a model/tool for other partnerships?
- What is the status of the university partnership with the Ottawa tribe?
- How can Ottawa's history with tribal nations be advanced in other markets (communities)? What are the opportunities?
- What are Ottawa University's opportunities in federal, state, and local grants? How is the university prepared (staff/resources) for grant opportunities? Who tracks grant opportunities?
- Who (city, tribe...) can Ottawa University partner with on grant applications?
- If one asset could be provided to the university, what would be the most beneficial (healthcare building, engineering equipment, clean room...)?

Constituents

Invest in donors that are local, find support in the local communities surrounding the schools. This way it will resonate more with the donors and students may feel a connection to those who are lending money to the school. Building relationships between donors and the community they are contributing to may help in retaining funds in the long run.

How can we make OU the best that it can be?

- Capitalize on our legacy – heritage (tribal and faith), alums
- Deeper Board engagement [let them help/be a resource besides just \$]
- Expand (and explore new) partnerships – communities, community colleges, technical schools
- Live the mission – be who we say we want to be!

Establish additional local, city relationships such as the city of El Mirage, city of Peoria and city of Glendale. These should be robust as the the relationship we have with city of Surprise.

Continue to strengthen our relationship with the city of Surprise and leverage additional engagement opportunities that promote our educational offerings and our brand.

External support – how can we better use our partners – Board, Communities (Ottawa, Surprise), Parents, etc...

Advancement & Community Relations

Partnerships

- What internal opportunities exist for students, faculty, and staff to experience the breadth of the institution (e.g., student/faculty exchange program between units) and to exchange perspectives and best practices?

- What additional partners or types of partnerships might be needed? For example, trade or CTE schools, community colleges for residential transfer students and athletes, specific companies or associations, industry certification-granting entities?
- Do our current partnerships provide value to us? What value are we providing to them?

Fundraising

- Where will we find the capital to grow?
- What grant opportunities are out there?
- How do we secure a broader donor base?

Serving God & Humanity (collaborations with communities, trustees, and alumni for public good; service-oriented "teams" as scholarship model; service-learning across the curriculum)

Advancement: Endowment, Giving Culture, Grant Writing, Corporate Partnerships

FINANCES AND SUSTAINABILITY

Management of university resources

Financial, technology, best practices in all areas review
 Capital investment planning—what do we want v. what do we need
 Pricing

Pricing Structure, Can we be both budget and student centered?

How do we position OU to be financially viable – not just to survive, but to thrive?

- Budget-driven or mission-driven
- Use of resources
- Support of advancement/philanthropy – build endowment
- Grant opportunities

Cost structure – We need to study how to be “lean and mean” to the point at which we use our openness to Community College first and second year coursework, to ensure students find affordability with us, not without us. Use of resources properly deployed, from staff/faculty to capital. Must be sure invest in our people appropriately. (I think faculty pay study helped us do that more appropriately, maybe we need staff pay study). Are we offering Nordstrom “any offering” or Wal-Mart, or somewhere in between like Kohl’s – use question on housing, food, classrooms, etc. because maybe we are spending too much in areas that they do not value.

Distribution of the university’s limited resources.

Financial Outlooks and Outcomes

- Predictable, positive financial models and management
- Trauma and tension free budgeting and reporting
- Cost containment and control (decentralized and centralized)

Financial Frailty of the University

Finances – debt, tuition costs, endowment, pay raises

Debt issues

AFFORDABILITY AND ACCESSIBILITY

Affordability

- What are driving the costs of tuition and can any of these elements be addressed?
- Is the cost of tuition in line with the markets (communities) OU is serving? How are competitors serving this market?
- What is the balance between growing enrollment and providing an affordable tuition?
- Are there extraordinary options to explore to deliver affordable education options?
- What would a dramatic streamlining of degree offerings do to cost and enrollment? Can this be tested?

How does OU remain an affordable option amidst the increasing cost of higher education.

Cost and Affordability

Current scholarship structure: Specifically, residential campuses. How to reduce “GAP” students expected to pay, and how to recruit a more academically prepared student.

Population

- What population of students will we most fervently strive to serve? The underserved, first gen, alumni family lines, those for whom a degree is (or is not) a given? Traditional vs. post-traditional students? Athletes? The “academically gifted?”
- What target markets will we seek to reach domestically? Do we seek to reach the 42 states without a physical Ottawa presence via online or do we strive to bolster our share of the market in the states where we are already known (particularly our residential campuses)?
- Is now the time to pursue a global reach by growing our international student population? Do we partner with international universities, recruiting agencies, or “go it alone?” Does it start with online or through an exchange/study abroad program?

DIFFERENTIATION AND THE VALUE PROPOSITION

Value of University Education

- What is the value (proposition) the university is providing its students?
- What investment is necessary to delivery career/professional readiness? What models are available to utilize?
- What steps are necessary to collaborate with technical education partners (West-MEC) for industry certification and recognition of college credit?
- How can the Personal Growth Days be enhanced to deliver impactful personal and professional programs?

- How are students being given the tools to prepare for being a husband, wife, father, and mother?
- How many people serving the residential locations are dedicated by the university as mentors / trusted personal advisors? Are these people provided the capacity to serve this role?

Identify Unique Opportunities to Improve (Best ideas/practices for every unit, shared, not competitive, determine what unit best positioned to develop, or even team across units) Flex Schedule, PGD, advising, community initiatives or events, engagement with alumni, whatever can be capitalized on to bolster the outcomes.

The value proposition – how do we differentiate OU from other schools and how do we clearly articulate that in our message (including marketing material).

Consumer Expectations and Aspirations

- Student-centric outlook: Their hidden hopes and disguised dreams
- Value proposition transformation
- Distinctive, disruptive differentiation

Point of Differentiation

- What is the Ottawa difference?
- What can we provide that thousands of other institutions do not?
- For what will all our constituencies (students, parents, faculty, staff, communities, partners, etc.) consistently praise us?

MARKETING AND COMMUNICATIONS

“Selling Ottawa University” to stakeholders and potential stakeholders

Enrollment and Recruitment

Fundraising

Marketing and Communications - Sharing the Ottawa Spirit and Story

Improving internal communication and building trust within the organization.

Communication Improvement – explore expectations of various interests and how can we improve and meet those expectations.

University Policies and Procedures and how are these COMMUNICATED.

Admissions and Marketing

INTERNATIONAL

International study abroad programs.

International: Opportunities for recruitment in all facets, opportunities for fundraising, but my hope is we can find one way of differentiation in offering one international experience for every student (paid through continued enrollment, donations, foundations) which I hope will also lead into additional US

recruitment, improvement in recruiting international into our offerings, and lead to growth in philanthropy from alum who highly value the experience, as well as lead to graduates who indeed change the world.

International Opportunities

- a. Do with excellence and intentionality
- b. Resources to support for quality outcomes and reputation

International.

TECHNOLOGY

Information Technology: this must be kept as a priority throughout. Resources need to be allocated here for not only the new system (ERP), but also the overall departmental staffing. I can argue this is the most important department in any organization – we MUST keep our systems current and secure.

Process Improvements and Technology Advancements

- Digital and dynamic processes
- Flawless and faultless systems
- Comprehensive integration and inclusion

Business & Technology

Infrastructures & Efficiencies (technologies, data analytics, redundancies, brick-and-mortar spaces, online learning environments, fund-raising and grant writing, management policies and processes)

CAREER SERVICES

Post Degree Preparation for Students

Career Services for both traditional and adult students
PGD investment and planning – effectively providing the experience we desire from PGD
Teaching critical thinking

Establish a career services program that includes partnerships with local employers as well as national employers, resume and interviewing support for students and internship opportunities that lead to full time jobs and career starts.

Career Development & Placement

Career/Placement

HUMAN CAPITAL

Focus on retaining professors

There have been several administrators/counselors and professors within my little time here that have left after a year or have left and students were left in the dark. Focusing on not only retaining professors but having an administration that reflects the community it represents may help retain students in the long run.

Staff and faculty encouragement and support – across the entire organization – online, adult, Surprise, and Kansas – knowing each has unique and deserving recognition.

Employee Compensation and Satisfaction

CAPITAL PROJECTS

Infrastructure and resources to grow campus (specifically OUAZ)

Facility Development / Expansion: What should take priority? Should this be driven through athletics or academic programs?

MISSION AND FOUNDATIONS

Reinforcement of the Mission Statement and our important often forgotten foundations – Ottawa Tribe; and American Baptist Church – a faith based community. Are we living up to a Life of Significance that we advertise?

Mission/Vision Statement Reflection – Does the mission/vision still align with current practices? Does the vision statement need to be revised to reflect the new strategic vision?

DEI

Diversity, Equity and Inclusion

What are we doing to promote DEI

How are we doing on our campuses and in our communities

How can we do better

Diversity & Inclusion (recruiting, retaining, and serving across demographics; curricular and cocurricular programming; equity and inclusion across the university; anti-racism as critical thinking; all dimensions of diversity, including intersectionality)

ADULT EDUCATION/ONLINE

The future of adult education at our institution.

Investment in OU Online and the Source of Such Investment.