Chapter XVIII: STRATEGIC PLAN AND ASSESSMENT WORKSHOP

The summer 2006 Strategic Plan and Assessment Workshop was held on July 24, 2006. Faculty Senate President Pro Tempore Dr. Susan LaGrassa welcomed the Workshop attendees and introduced University President Dr. Barbara Dixon. The theme of the 2006 Workshop was "Affirming the Promise: Achieving a Third Decade of Excellence in the Liberal Arts," and President Dixon spoke of the University's mission and the work of Truman's planning committee to develop a strategic plan for the next three to five years.

At the 2005 Workshop, the main focus was preparing for the next stage in Truman's planning where a document will be written to succeed the 1997-2007 University Master Plan. This year's 2006 Workshop, then, was a summary of what the planning process had achieved during the past year. A committee, the Strategic Planning Advisory Committee (SPAC), met approximately every week during the past year to discuss updates to Truman's vision and goals.

The SPAC is composed of Truman administrators, faculty, staff, and students. The charge of the Committee is as follows: "The SPAC…should focus its efforts on the development of a *concise* update of our University Master Planning documents that is characterized by the following objectives:

- is predicated on the enhancement of Truman's highly selective, public liberal arts mission and our four core supporting values;
- is focused on the next three- to five-year time period;
- is action-oriented with a limited number of clearly defined strategic initiatives;
- takes cognizance of related studies and planning efforts, *e.g.*, the consultation findings of the Higher Learning Commission (HLC) report, information technology plan, faculty development initiatives, First-Year Experience Task Force, and soon-to-be-appointed Curriculum Task Force;
- clearly outlines an accountability structure, timelines, and resource requirements for the attainment of the strategic initiatives adopted, which should be limited to 5-8 major overarching goals that are associated with at most 3-5 strategic objectives per goal; and
- has benefited from a broad-based, inclusive process that has provided the campus community and other stakeholders, including external constituencies such as the Kirksville community and alumni, with appropriate input.

"As noted previously, the Strategic Planning Advisory Committee's focus should be on the enhancement of Truman's highly selective, public liberal arts mission. In this context, the Committee should address specifically – but is not limited to – issues such as the following:

- assessment-based development of the curriculum and co-curriculum that will enhance collegiate learning and will make Truman more like leading private liberal arts institutions, particularly in terms of student/faculty research, study abroad, internships, and service learning;
- recruitment of a diverse student body and promotion of student success, especially in terms of increased graduation rates, shorter time to completion, and greater diversity; in this context, the SPAC should determine an overall planning goal for the optimal size of the University;
- role of athletics and other out-of-class experiences in the fabric of the institution;

- selected investment opportunities to enhance our liberal arts mission and attractiveness to students, faculty, and staff, including adequate and equitable compensation for a diverse faculty and staff;
- identification of appropriate strategies to address the consultation findings of the HLC report;
- institutional support for the professional development of both faculty and staff, particularly in terms of the teacher/scholar model for faculty;
- appropriate, but also visionary, use of technology in the delivery of instruction; and
- enhanced outreach and service to citizens and stakeholders, including appropriate entrepreneurial activities."

To this end, the SPAC wrote several documents, which were presented in draft form to the attendees of the 2006 Strategic Plan Workshop. The "Desired Characteristics of Truman Graduates" document is a two-page list of characteristics we would like for graduates of Truman State University to possess or work toward. (The document appears later in this chapter.) There were several breakout sessions held about the Characteristics document at the Workshop. Attendees were given the opportunity to give feedback to SPAC members about the content and aim of the Characteristics.

A second document that was distributed by the SPAC was a new vision statement for Truman. The statement read, "Truman strives to be a premier learning-centered, liberal arts university that challenges its students, teacher/scholars, and staff to develop their personal and intellectual talents to the fullest by using the most effective and innovation practices to produce graduates from all segments of society who will be creative leaders and engaged world citizens." Again, Workshop attendees were given the opportunity through breakout sessions to provide feedback to SPAC members.

The Workshop attendees were also provided with discipline-specific data for their own discipline, a copy of the SPAC's strategies and initiatives, strategic plan framework, and an executive summary and full draft of the preface for the final strategic plan. All these documents appear later in this chapter.

Workshop attendees were treated to lunch during which Associate Vice President for Enrollment Management John Fraire spoke about initiatives to increase Truman's enrollment of first-year students. After lunch, there were five more breakout sessions held. These sessions covered many topics, from advising at Truman to presentations from faculty who received summer Curriculum Position Paper Grants. The Workshop concluded at 4:30pm with a wrap-up snack.

After the Workshop, attendees and their colleagues were invited to provide feedback about the Workshop and also about the SPAC documents. Readers may download PDF copies of the SPAC documents and some Workshop notes from http://vpaa.truman.edu/communications/mpaw/2006/index.stm. NOTE: This website is restricted to Truman IPs only.

Contents:

STRATEGIC PLAN & ASSESSMENT WORKSHOP

Affirming the Promise:
Achieving a Third Decade of
Excellence in the Liberal Arts

TUESDAY, JULY 25, 2006

8:00-8:25 am

REGISTRATION • Lobby, Magruder Hall vicinity of Room 2001
• light refreshments provided

8:30-8:40 am

WELCOME • Susan LaGrassa, President Pro Tem, Faculty Senate, Magruder Hall (MG), Room 2001

8:40-9:00 am

OPENING REMARKS • President Barbara Dixon, MG 2001

9:00-10:30 am

OVERVIEW OF TRUMAN'S STRATEGIC PLAN: Where are We Now? Where Do We Want to Be? How Do We Get There? Evolving the Learning Centered Paradigm • Michael McManis, University Dean for Planning and Institutional Development, Garry Gordon, Vice President for Academic Affairs, and Selected Strategic Planning Group Members, MG 2001

10:30-10:45 am

BREAK

10:45-11:30 am

BREAKOUT DISCUSSIONS I • Discussions and Feedback on the Strategic Plan Strategies

A. Supporting a Premier Liberal Arts Curriculum • Candy Young and Scott Alberts, MG 2001

B. Fostering a Total Educational Experience • Lou Ann Gilchrist, MG 1098

C. Recasting Assessment at Truman • David Gillette and Debra Kerby, MG 1000

D. Recruiting, Retaining, and Graduating an Outstanding Diverse Student Body • John Fraire and John Ishiyama, MG 2007

E. Recruiting, Supporting, and Developing an Outstanding, Diverse Faculty of Teacher/Scholars and a Strong Staff • Sam Minner and Maria Nagan, MG 1090

F. Assuring the Most Efficient and Effective Use of Resources • David Rector and Richard Coughlin, MG 1094

G. Building Increased Support Among All External Constituencies • Charles Hunsaker and Ralph Cupelli, MG 1099

H. Selected Enhancements to Truman's Academic Programs and Services • Janet Gooch and Michael McManis, MG 2078

11:30 am-12:15 pm

BREAKOUT DISCUSSIONS II • Discussions and Feedback on the Strategic Plan Strategies

A. Supporting a Premier Liberal Arts Curriculum • Candy Young and Scott Alberts, MG 2001

B. Fostering a Total Educational Experience • Lou Ann Gilchrist, MG 1098

C. Recasting Assessment at Truman • David Gillette and Debra Kerby, MG 1000

D. Recruiting, Supporting, and Developing an Outstanding, Diverse Faculty of Teacher/Scholars and a Strong Staff • Sam Minner and Maria Nagan, MG 1090

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12:15-1 pm

LUNCH • Activities Room, Student Union Building

1-1:30 pm

RECRUITMENT STRATEGIES • John Fraire, Associate Vice President for Enrollment Management • Activities Room

1:45-2:45 pm   BREAKOUT DISCUSSIONS III

A. Follow-Up on Recruiting an Outstanding, Diverse Student Body •
   John Fraire, MG 2090
B. Advising at Truman • Karon Speckman and Angela Crawford, Co-
   Chairs, Advising Task Force, MG 1000
C. Continuous Improvement Plan: Staff Offices • Sue Pieper, Assessment
   Specialist, MG 1094 (primarily for staff, all welcome)
D. The Teacher-Scholar Model: What Scholarship Means, Maria Nagan,
   MG 2001
E. What Characteristics Will Our Future Students Possess: Before and
   After • David Lusk, Assistant Dean of Student Affairs, MG 2078

2:45-3:15 pm   BREAKOUT DISCUSSIONS IV
                     (Curriculum Position Paper Proposals)

A. Discipline Self-Examination Focused on Student Recruitment and
   Retention and Faculty Resources • Marc Rice, Patricia Mickey, Mira
   Frisch, and Tom Hueber, MG 1099
B. A Course-Based System with a Series of Interdisciplinary Courses •
   Mary Shapiro, MG 2007
C. Undergraduate Research Experiences in the Teacher-Scholar Model •
   Maria Nagan, Jason Miller, and John Ishiyama, MG 2001
D. Making Truman "World Class" - Routes to Internationalizing • Steven
   Reschly, Jay Self, and Rebecca Hadley, MG 1094
E. Moving from a Distributional Model that Emphasizes Acquiring
   Certain Knowledge to a Competency-Based Model that Emphasizes
   Processes and Ways of Thinking • Michele Breault, Teresa Heckert,
   and Laura Fielden-Rechav, MG 2090
F. Credit Hours Allotted to Each Part of the Curriculum and Providing a
   Strong Interdisciplinary Education • Angela Crawford and Mark
   Kirtland, MG 1000
G. "Will This be on the Test?" Deliberation as a Guide and Goal in
   Transcending Grade-Focused Culture • Ken Carter, MG 3132

2:45 - 3:45 pm   BREAKOUT DISCUSSIONS IV-A
                       (Note: Times Overlap Breakout Discussions V)

A. Supporting the Strategic Plan: Steps for Creating a Vision for Your
   Area • Lou Ann Gilchrist, Dean of Student Affairs, and Neil Gilchrist,
   Student Union Building Conference Room

B. Student Organizations: Structuring a Learning Laboratory for Leadership and Citizenship • Sujit Chemburkar, Director, Student Union and Kay Anderson, Registrar, MG 3000

3:15 - 3:45 pm   BREAKOUT DISCUSSIONS V
(Curriculum Position Paper Proposals)

A. 4-1-4 Load Model • Wynne Wilbur and Wendy Miner, MG 2078
B. Curricula Reform as Seen Through the Mission and Assessment • Candy Young, Chris Lantz, Debra Kerby, and John Dieter, MG 2090
C. The Forms of Faculty Participation in Curricular Innovation: Liberal Arts and Civic Engagement • Chett Breed and Roberta Donahue, MG 2000
D. Discipline Self-Examination Focused on Student Recruitment and Retention and Faculty Resources • Marc Rice, Patricia Mickey, Mira Frisch, and Tom Hueber, MG 1099
E. A Course-Based System with a Series of Interdisciplinary Courses • Mary Shapiro, MG 2007
F. Undergraduate Research Experiences in the Teacher-Scholar Model • Maria Nagan, Jason Miller, and John Ishiyama, MG 2001
G. Making Truman "World Class" - Routes to Internationalizing • Steven Reschly, Jay Self, and Rebecca Hadley, MG 1094
H. Advising at Truman • Karon Speckman and Angela Crawford, Co-Chairs, Advising Task Force, MG 1000
I. "Will This be on the Test?" Deliberation as a Guide and Goal in Transcending Grade-Focused Culture • Ken Carter, MG 3132

3:45 - 4:15 pm   BREAKOUT DISCUSSIONS VI
(Curriculum Position Paper Proposals)

A. 4-1-4 Load Model • Wynne Wilbur and Wendy Miner, MG 2078
B. Curricula Reform as Seen Through the Mission and Assessment • Candy Young, Chris Lantz, Deb Kerby and John Dieter, MG 2090
C. The Forms of Faculty Participation in Curricular Innovation: Liberal Arts and Civic Engagement • Chett Breed and Roberta Donahue, MG 2000
E. Moving from a Distributional Model that Emphasizes Acquiring Certain Knowledge to a Competency-Based Model that Emphasizes Processes and Ways of Thinking • Michele Breault, Teresa Heckert, and Laura Fielden-Rechav, MG 1094
F. Credit Hours Allotted to Each Part of the Curriculum and Providing a Strong Interdisciplinary Education • Angela Crawford and Mark Kirtland, MG 1000

4:30 - 5:15 pm   WRAP-UP • Magruder Hall 2001

Strategic Planning Advisory Committee
Vision Statement and Planning Strategies

<u>Vision Statement</u>

>*Truman strives to be a premier learning-centered, liberal arts university that challenges its students, teacher/scholars, and staff to develop their personal and intellectual talents to the fullest by using the most effective and innovation practices to produce graduates from all segments of society who will be creative leaders and engaged world citizens.*

<u>Planning Strategies</u>

1. *Support a premier liberal arts curriculum that is built on an innovative, effective common core experience and that integrates all student course work to create a distinctive, learning-centered program of study.*

2. *Foster a total educational experience that exploits Truman's residential environment to seamlessly combine the curriculum and the co-curriculum.*

3. *Recast assessment at Truman in ways that better promote a culture of use by all members of the University community and ensure the alignment of Truman's assessment program with desired learning and performance outcomes, including accountability for continuous improvement by all administrative support services.*

4. *Recruit, retain, and graduate an outstanding, diverse student body that meets the CBHE's expectations for a highly selective university.*

5. *Recruit, support, and develop an outstanding, diverse faculty of teacher/scholars and a strong, diverse staff who are dedicated to collaboratively facilitating student learning both inside and outside the classroom.*

6. *Assure the most efficient and effective use of resources to support Truman's learning-centered mission.*

7. *Build increased support among all external constituencies for the successful attainment of Truman's strategic vision as a premier liberal arts university.*

8. *Carefully consider selected enhancements to Truman's academic programs and services as well as new strategic collaborations to help meet the needs of the state and nation and to increase the attractiveness of the University to prospective and current students.*

Strategic Planning Advisory Committee
Desired Characteristics for Truman Graduates

Truman graduates are creative leaders and engaged world citizens.
They are responsible, informed, and compassionate. Upon graduation,
the Truman experience will have provided students with tools that
enable them to enjoy being active participants in their worlds with ever
greater success by:

* ∗ Asking questions and passionately seeking knowledge;

* ∗ Striving for personal integrity and professional
  excellence;

* ∗ Demonstrating courageous, visionary, and service-
  oriented leadership;

* ∗ Acting ethically, responsibly, and with reflective
  judgment;

* ∗ Appreciating ambiguity and thriving in unfamiliar,
  rapidly changing situations;

* ∗ Understanding and articulating well-reasoned
  arguments;

* ∗ Welcoming and valuing new and diverse perspectives;

* ∗ Living emotionally and physically healthy lives; and

* ∗ Giving generously of their time, talents, and financial
  resources to causes in which they believe.

Desired Characteristics for Truman Graduates
Expanded Definitions

    ∗   *Asking questions and passionately seeking knowledge;*

They are inquisitive and intentional learners with a quest for knowledge. They are curious. They are eager and excited about picking up newspapers and reading books. They keep themselves informed of world and community events. They are good listeners. They connect with the full range of human emotions. They appreciate the wide variety of communication modes that go beyond the written or spoken words.

    ∗   *Striving for personal integrity and professional excellence;*

They are knowledgeable and nationally competitive in their chosen fields. They engage in reflective practice and continually strive to improve. They work hard and are committed and passionate about their endeavors. They are disciplined and motivated. They uphold the ethical standards of their fields.

    ∗   *Demonstrating courageous, visionary, and service-oriented leadership;*

They are leaders in their communities. They are willing to take chances and to act upon their convictions. They accept, evaluate, and analyze their self doubts yet are willing to act. They actively seek to hear and understand all points of view. They are committed to human rights.

    ∗   *Acting ethically, responsibly, and with reflective judgment;*

They are individuals of character and integrity. They are honest and compassionate. They are self-reflective. They treat others with respect and dignity. They take responsibility for their decisions and accept the consequences of their behavior and actions.

    ∗   *Appreciating ambiguity and thriving in unfamiliar, rapidly changing situations;*

They have the self-confidence that allows them to adapt to changing circumstances. They make sense of and accept complexity. They are able to act and make decisions in a world of incomplete information. They seek challenges as an opportunity to grow and are open to taking risks.

    ∗   *Understanding and articulating well-reasoned arguments;*

They are good problem solvers. They are critical, creative, and integrative thinkers. They understand and can use a wide variety of arguments, including verbal, quantitative, and aesthetic, and can synthesize knowledge. They find, evaluate, and use sources and apply the resulting evidence to real problems. They are persuasive communicators. They understand and appreciate creative and symbolic modes of communication. They recognize that effective and open-minded communication requires listening and understanding other viewpoints. They accept that they will not always be right.

    ∗   *Welcoming and valuing new and diverse perspectives;*

They are aware that there are a diversity of experiences and perspectives in any situation. They are eager to explore and understand a variety of diverse cultures and aesthetics. They recognize that their perspective is not universal. They understand the concept of privilege by recognizing that at times society confers benefits upon them based on their group characteristics.

    ∗   *Living emotionally and physically healthy lives;*

They are confident and happy with themselves. They accept and accentuate their own personality and eccentricities. They balance their professional and personal lives. They respect their bodies and their minds. They practice the habits for healthy lives.

    ∗   *Giving generously of their time, talents, and financial resources to causes in which they believe.*

They purposefully and eagerly engage their communities. They volunteer in their communities, and they pursue their avocations. They maintain ties to their university. They voice their opinions with civility and exercise their right to vote.

Strategic Planning Advisory Committee
Draft Strategies and Initiatives

ONE: Support a premier liberal arts curriculum that is built on an innovative, effective common core experience and that integrates all student coursework to create a distinctive, learning-centered program of study.

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a) Revise learning outcomes for majors and the general education curriculum to align them with the desired characteristics of Truman graduates and Truman's core values.

b) Undertake a comprehensive review of Truman's current curriculum, including:

   ❖ An analysis of graduation rates to better understand current obstacles to graduating in four years with special attention to size of the current LSP, the size of the major, required support, and opportunities for internships, study abroad, or significant undergraduate research; building upon earlier work, the analysis should explore whether a student needs to bring in transfer work or attend summer and interims to graduate in 4 years; and
   ❖ An analysis that establishes baseline performance levels using existing assessment measures and Undergraduate Council reports on the current LSP for the revised learning objectives.

c) Design a new liberal arts and sciences learning-centered curriculum to meet the revised learning objectives.

   ❖ Consideration should be given to:
     • Current research on learning; and
     • Many students earn credit at more than one institution of higher education; hence, the new Truman curriculum accepts the use of work from other institutions while maintaining and promoting Truman distinctiveness; and
   ❖ The new curriculum should be characterized by the following:
     • A coherent, integrated common experience for all;
     • Depth of study in a field integrated with general education and including a significant research or creative project for all students;
     • Increased student decision making and responsibility for achieving desired learning objectives;
     • Apprenticeship or mentoring experiences for all students employing effective pedagogies where students discover new knowledge and understanding;
     • Student learning opportunities that instill global understanding; and
     • Open-ended inquiry and problem-based learning for all students that foster deep intellectual engagement and advance students' abilities to construct meaning.

d) Align the learning environment with the new curriculum by accomplishing the following:

   • Evaluate and revise student and faculty loads to support the teacher-scholar model, including an analysis of the appropriate number of courses taken and courses taught;
   • Structure incentives for faculty, including promotion and tenure policies and expectations to reflect a teacher-scholar model;

- Explore options students might use as evidence to demonstrate learning in addition to successful completion of designated courses; and
- Consider innovative curricular and calendar options that support the new learning objectives.

e) Create more opportunities for students to engage in undergraduate research or creative activity where projects may extend beyond the traditional semester and students make a meaningful contribution to the research or creative endeavor.

f) Support cross-disciplinary learning communities that foster and facilitate discussions regarding the application of the "science of learning" to student experiences.

g) Evaluate and implement as appropriate the recommendations of the First Year Experience Task Force and the Student Senate plan, Truman Tomorrow: Arête.

h) Evaluate and implement as appropriate the recommendations of the faculty committee charged to review and revise the Master of Arts in Education program.

TWO: Foster a total educational experience that exploits Truman's residential environment to seamlessly combine the curriculum and the co-curriculum.
_____

a) Increase overall learning by permitting students to integrate in- and out-of-classroom learning in their course of study both within the major and outside of it.

b) Increase appropriate student interaction with faculty and staff beyond the classroom to further student growth and development, including increased institutional recognition and support for these opportunities.

c) Articulate a vision to capitalize on the advantages of a residential campus in achieving the University's learning-centered mission, evaluate the effectiveness of current programming in terms of that vision, and ensure a campus-wide commitment to implementing an exemplary living-learning community within our residence halls.

d) Enhance institutional support services for community-based research, service learning, volunteerism, and internships to facilitate student, faculty, and staff involvement, including attention to the role of the SERVE Center.

e) Evaluate and implement as appropriate the recommendations of the committee reviewing the status of athletic programs at Truman.

f) Evaluate and implement as appropriate the recommendations of the Joint Committee on Academic Advising.

g) Initiate comprehensive programming for students, including support services for faculty and staff mentors, to achieve leadership development outcomes identified collaboratively by Student Affairs and Academic Affairs.

THREE: Recast assessment at Truman in ways that better promote a culture of use by all members of the University community and ensure the alignment of Truman's assessment program with desired learning and performance outcomes, including accountability for continuous improvement by all administrative support services.

_____

a) Ensure that Truman's assessment program effectively evaluates student development of desired characteristics for graduates as well as objective learning outcomes and satisfaction levels.

b) Evaluate the University's assessment program, including how we expect data to be used in decision making and how discipline-specific assessment is accomplished, shared, and recognized.

c) Facilitate the dissemination and appropriate use of University assessment data to support the scholarship of students and teacher-scholars.

d) Ensure all administrative offices develop a strategic plan in support of the University-wide plan, which includes appropriate performance measures to document improvement.

FOUR: Recruit, retain, and graduate an outstanding, diverse student body that meets the CBHE's expectations for a highly selective university.

_____

a) Develop a comprehensive university marketing and recruitment plan, including consideration of a summer orientation program that complements Truman Week.

b) Complete a comprehensive assessment of recruitment strategies and financial aid policies to improve student yield and increase net tuition revenues with the objective of enrolling 5,800-6,000 undergraduates.

c) To recruit, retain, and graduate an outstanding diverse body of graduate students in selected professional and liberal arts and sciences programs that are consistent with the mission of the University and/or address the needs and interests of society generally and the State of Missouri specifically.

d) Recruit, support, and graduate more historically underrepresented students at Truman by expanding the Scholastic Enhancement Experience (SEE) Program and reviewing and adjusting as appropriate the GPA requirement for scholarship renewal of SEE students.

e) Develop an appropriate recruitment and transition program for transfer students in both fall and spring semesters to support Truman's overall enrollment goal.

f) Design and establish a student support program to enhance student success.

g) Continue to review admissions procedures, practices, and tools to ensure the most effective method of predicting academic success.

h) Devise and implement an early warning program to identify students who are struggling academically.

FIVE: Recruit, support, and develop an outstanding, diverse faculty of teacher/scholars and a strong, diverse staff who are dedicated to collaboratively facilitating student learning both inside and outside the classroom.

_____

a) Review and revise the definition of teacher-scholar workload to reflect a broad spectrum of responsibilities; this would include teaching, engaging students outside the classroom, service to the University and the profession, and research and scholarly work.

b) Review and revise faculty recruitment, promotion, tenure policies and expectations to ensure equity across the disciplines and to align faculty incentive structures with University goals.

c) Review faculty salary and benefits and develop a phased plan to ensure that they are competitive to recruit and retain highly qualified teacher-scholars.

d) Establish a classification system for staff that links salary with clarified job responsibilities and provides opportunities for advancement.

e) Ensure that faculty development opportunities are aligned with Truman's learning-centered mission and its desire to foster a strong teacher-scholar culture.

f) Ensure that staff development opportunities foster professional growth and are aligned with Truman's learning-centered mission.

g) Develop additional strategies for the recruitment of staff and faculty to ensure attracting the broadest range of appropriate applicants in order to encourage the most diverse and highly qualified community possible.

SIX: Assure the most efficient and effective use of resources to support Truman's learning-centered mission.

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a) Continue to scrutinize institutional budgets annually and periodically reallocate funds for the mission-appropriate, efficient use of resources.

b) Review, and adjust where appropriate, Truman's administrative structures and processes to assure alignment with our learning-centered vision and collaborative culture.

c) The Library will be a leader in providing exceptionally high quality services and support to students and faculty and will re-examine its traditional roles and practices in order to create opportunities to deliver new and increased academic support to the Truman community.

d) Evaluate and implement, as appropriate, the recommendations contained in the Information Technology Strategic Plan with emphasis on initiatives that foster the use of instructional technology.

e) Continue to monitor and adjust the facilities master plan to foster the phased development of academic and auxiliary facilities in order to address academic needs and the rising expectations of students; priorities on the academic side shall be Pershing Building and the Baldwin/McClain

Project, while on the auxiliary side continued renovation of the residence halls and Student Union Building will proceed to completion.

SEVEN: Build increased support among all external constituencies for the successful attainment of Truman's strategic vision as a premier liberal arts university.

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a) Implement a Capital Campaign.

b) Continue the development of Truman's network of alumni organizations, the Truman Foundation, and our Public Relations program.

c) Develop and execute a plan to strengthen Truman's relations with public policy makers, the CBHE, the General Assembly, and the Governor's Office.

d) Implement strategies that establish and maintain relationships with corporations, non-profit organizations, and governments throughout the United States to increase student participation in and access to quality internships, services, and employment opportunities for students.

e) Strengthen the Office of Grants and Foundation Relations to increase the number of grant submissions to state and federal agencies and private foundations and the total funding from those sources.

EIGHT: Carefully consider selected enhancements to Truman's academic programs and services as well as new strategic collaborations to help meet the needs of the state and nation and to increase the attractiveness of the University to prospective and current students.

_____

a) Create a taskforce under the joint leadership of the VPAA and the University Dean for Planning to explore state and national needs and to determine the programs and services necessary to address those needs, including the possible expansion of programming in the metropolitan St. Louis area, new collaborative arrangements with other educational institutions, and web-based instruction to both on-campus and off-campus students.

b) Establish a self-supporting Events Coordinator position with the charge to develop an aggressive, entrepreneurial program of summer camps and conferences to increase revenues and better utilize facilities in the summer.

c) Establish a standing strategic planning committee charged with the responsibility to monitor the implementation of this plan and report annually on the institution's progress.

Affirming the Promise:
Preparing for a Third Decade of Excellence in the Liberal Arts

2006 University Strategic Plan
Report of the Strategic Planning Advisory Committee
July 20, 2006 Draft

Executive Summary

As Truman State University prepares to enter the third decade of its mission as a public liberal arts university, it looks back on more than 20 years of extraordinary accomplishment. Truman is recognized regionally and nationally as a very strong, master's level institution – one of the best in the public sector – as well as an outstanding public liberal arts university on a par with the best in the nation.

Yet, this University aspires to be more: our vision is to rank among the best liberal arts universities in the nation regardless of sector affiliation. In the words of our 2002 University Master Plan Update, we desire to develop an academic community that provides its students "... *financial access* to a superior educational experience that is rooted in the liberal arts tradition and that fosters nationally competitive learning outcomes in its graduates." In this plan Truman not only reaffirms its commitment to this ambitious objective but resolves to extend its reach to provide our students the knowledge <u>and</u> experiences necessary to become "creative leaders and engaged world citizens" who will be able to deal successfully with global challenges in a future world that we can barely imagine today.

In developing a plan to realize this bold dream, it is tempting to rely on strategies and techniques that have produced such strong results in the recent past. While it is essential that we retain our core values and our strong focus on students, student-learning, and the liberal arts mission, there is increasing evidence that the old formulas are no longer working well for us and that the external environment is much more volatile and less supportive than in years past. For these reasons *the Strategic Planning Advisory Committee is convinced that Truman must rethink its curricular and co-curricular arrangements and embrace substantive changes that will impact how faculty and staff interact with each other and our students, how faculty and staff accomplish their work and are rewarded, and how students engage the curriculum.* The common thread in these considerations should be the creation of an innovative institution that is much more distinctive and that prepares agile, life-long learners who will live their adult lives in a century of profound change that is likely to severely test our democratic institutions.

With the rationale above as context, the Strategic Planning Advisory Committee offers the following vision statement for Truman:

> *Truman strives to be a premier learning-centered, liberal arts university*
> *that challenges its students, teacher/scholars, and staff to develop their*
> *personal and intellectual talents to the fullest by using the most effective*
> *and innovative practices to produce graduates from all segments of*
> *society who will be creative leaders and engaged world citizens.*

In this context, the planning committee has developed the following statement that defines those characteristics that Truman should seek to develop in its students to help them become "creative leaders and engaged world citizens":

> *Truman graduates are creative leaders and engaged world citizens.*
> *They are responsible, informed, and compassionate. Upon*
> *graduation, the Truman experience will have provided students with*
> *tools that enable them to enjoy being active participants in their*
> *worlds with ever greater success by:*

> * *Asking questions and passionately seeking knowledge;*
> * *Striving for personal integrity and professional*
>   *excellence;*
> * *Demonstrating courageous, visionary, and service-*
>   *oriented leadership;*
> * *Acting ethically, responsibly, and with reflective*
>   *judgment;*
> * *Appreciating ambiguity and thriving in unfamiliar,*
>   *rapidly changing situations;*
> * *Understanding and articulating well-reasoned*
>   *arguments;*
> * *Welcoming and valuing new and diverse perspectives;*
> * *Living emotionally and physically healthy lives; and*
> * *Giving generously of their time, talents, and financial*
>   *resources to causes in which they believe.*

The Strategic Planning Advisory Committee believes that these educational outcomes will produce graduates prepared for the challenges of the 21st century, but in order to accomplish these objectives Truman must rethink much of what it takes for granted today. The entire curriculum must become more attractive for all students and should accommodate (1) a broader range of common core experiences that extend from the freshman year through the senior year, (2) significant co-curricular experiences that take the student beyond the classroom, and (3) study in depth in a major. In order to accomplish these goals within the resources that can be reasonably expected, innovative changes (1) in faculty and student workloads, *e.g.*, the four-course student load and the teacher/scholar faculty model, (2) in curricular requirements, and (3) in the academic

calendar must be adopted. The planning committee believes in particular that implementation of a formal teacher/scholar model for faculty and new curricular requirements will be key components of this transformation as will changes to the professional expectations, incentives, and rewards for both faculty and staff.

The Strategic Planning Advisory Committee envisions a comprehensive review of the University, its operation, and the services it provides. To accomplish this task the planning committee has identified the following eight strategies, each of which is associated with selected initiatives that will be implemented over the next three to five years.

1. *Support a premier liberal arts curriculum that is built on an innovative, effective common core experience and that integrates all student course work to create a distinctive, learning-centered program of study.*
2. *Foster a total educational experience that exploits Truman's residential environment to seamlessly combine the curriculum and the co-curriculum.*
3. *Recast assessment at Truman in ways that better promote a culture of use by all members of the University community and ensure the alignment of Truman's assessment program with desired learning and performance outcomes, including accountability for continuous improvement by all administrative support services.*
4. *Recruit, retain, and graduate an outstanding, diverse student body that meets the CBHE's expectations for a highly selective university.*
5. *Recruit, support, and develop an outstanding, diverse faculty of teacher/scholars and a strong, diverse staff who are dedicated to collaboratively facilitating student learning both inside and outside the classroom.*
6. *Assure the most efficient and effective use of resources to support Truman's learning-centered mission.*
7. *Build increased support among all external constituencies for the successful attainment of Truman's strategic vision as a premier liberal arts university.*
8. *Carefully consider selected enhancements to Truman's academic programs and services as well as new strategic collaborations to help meet the needs of the state and nation and to increase the attractiveness of the University to prospective and current students.*

As a public institution with limited resources, Truman can accomplish its ambitious agenda only by maintaining a tight focus on its mission, choosing carefully among multiple options, and displaying a willingness to innovate and experiment. In the past year the Strategic Planning Advisory Committee has spent innumerable hours in lively debate and in enthusiastically parsing words and phrases, but ultimately our role has been

to set the stage for a more extensive campus conversation that will involve faculty governance in fundamental curricular choices. Truman has a strong record for initiating and digesting significant intentional change, but one of our collective challenges will be to discern how to build on past successes while moving the institution forward in a volatile environment where once useful solutions may no longer be as effective. As a consequence, the Strategic Planning Advisory Committee believes that the conversations which are to occur over the next year should be approached with a sense of both urgency and excitement for the opportunities that lie ahead for Truman to serve its students and the citizens of Missouri in even better and more innovative ways than it has in the past.

Affirming the Promise:
Preparing for a Third Decade of Excellence in the Liberal Arts

2006 University Strategic Plan
Report of the Strategic Planning Advisory Committee
July 14, 2006 Draft

Accomplishments and Strengths

The year 2006 marks the 20th anniversary of Truman's mission change to a public liberal arts university and the 10th anniversary of its name change from Northeast Missouri State University to Truman State University. During this period the institution has undergone fundamental change and has attained national recognition for the quality of its educational environment and student learning outcomes, particularly in the context of its affordable public tuition and generous financial aid programs. A sampling of its accolades from popular national publications includes the following.

* *U.S. News and World Report*: Nine consecutive years as the #1 public, master's level university in the Midwest.
* *Kiplinger's Personal Finance,* February 2006: Ranked 23rd on its list of "100 Best Values in Public Colleges" that "combine great academics with reasonable costs"; in addition, recognized as the 8th best public college value nationally for out-of-state students.
* *Princeton Review*: Ranked 4th on its list of "Best Value Colleges" and cited as "Arguably the premier public liberal arts school in the Midwest" that "offers one of the nation's most rigorous and most highly praised liberal arts core curricula."
* Kaplan Newsweek's "America's Hottest Colleges," 2006 Edition: One of "367 Most Interesting Colleges" due to "outstanding academics, generous financial aid packages, and relatively low costs."

More significantly from a substantive, academic perspective, the University has over the years been awarded numerous academic honor society chapters and has earned specialized accreditation in those academic disciplines for which it is available and which are supported at Truman. Arguably, these trends culminated when Truman was awarded a Phi Beta Kappa chapter in 2000 to become only the second public institution in Missouri to receive such recognition and when it received AACSB accreditation in both business administration and accounting in 1999 to become one of only 167 institutions internationally to have both programs accredited. In addition, among Missouri public institutions, Truman has the best prepared undergraduate students and has consistently had the highest percentage of graduates scoring at or above the 50th percentile in national assessments of their major while its percentage of graduates attending graduate or

professional school in the year following commencement has been exceptional – most recently 46.2 percent. Truman also has strong student and faculty participation in undergraduate research and consistently ranks among the Top 10 master's level institutions nationally in study abroad participation. By many measures and on multiple dimensions, Truman's transformation into a public liberal arts university over the past 20 years has clearly been extraordinarily successful.

As Truman enters the third decade of its liberal arts mission, it does so from a position of fundamental strength. The following attributes and conditions would not be exhaustive but should be considered among its key assets:

* Talented students;
* Talented and dedicated faculty and staff;
* Strong academic reputation;
* Preparation and placement of graduates for both work and further study;
* Affordable net price for both in-state and out-of-state students;
* Strong co-curricular opportunities – especially study abroad and undergraduate research;
* Residential campus community;
* Long tradition of assessment and a culture of continuous improvement;
* Culture of mission-driven and mission-focused decision-making;
* Fundamentally strong financial condition; and
* Selected physical facilities, including Pickler Library, Ophelia Parrish, Magruder Hall, and Violette Hall.

Institutional Challenges and Constraints

While there is much to celebrate and Truman remains a strong institution, there is also a growing perception and increasing evidence that the University may have reached a plateau and may not be realizing its full potential. To some degree this perception is no doubt a consequence of reduced state support. In recent years the state's share of the Education and General budget has declined by about 8 percentage points and has had a concomitant impact on faculty and staff morale. In actual dollars, Truman's state support is equivalent to the levels that existed in 1998 and 1999 without an adjustment for inflation. These budget cuts have resulted in reductions in operating budgets and equipment purchases, declines in the number of faculty and staff, and the initiation of an effort to reallocate at least $4.0 million over the next three to four years. In addition, Truman is proceeding with all deliberate speed to launch its first-ever Comprehensive Capital Campaign to provide more private funds to support high priority needs. Selected reallocations and increased private support are intended to provide the resources

necessary to ensure the continuing excellence of the Truman educational experience in a period of limited state support.

Furthermore, enrollment is a continuing challenge. Truman's total enrollment peaked in Fall 1998 at 6,353 students; for Fall 2005 we had 5,799 students – a decline of 8.7 percent. Similarly, first-time freshman enrollment peaked in Fall 1997 at an unusual 1,663 but has averaged 1,437 in the eight years since then; for Fall 2006 we are presently expecting our second smallest freshman class since 1997 which could be under 1,400 students. Throughout this period the academic profile of Truman's students has remained strong with only minor changes from year to year, but these enrollment declines have occurred as the number of Missouri high school graduates has increased modestly, as enrollments in the public four-year sector have seen single digit increases, and as enrollment increases at public two-year institutions and private institutions have seen strong double-digit increases. Part of this situation is explained by a very strong increase in freshman enrollment at public two-year institutions, *e.g.*, 32 percent between Fall 2000 and Fall 2004, which is probably attributable to rising four-year institution tuition and public policy in the form of the A+ Program. Notwithstanding mitigating circumstances, by any measure Truman has lagged the public four-year enrollment trend since the late 1990s; in the last few years our University has also seen a decline in the enrollment of students scoring between 25 and 29 on the ACT as the competition for these students intensifies. At the same time we have committed significant additional resources to financial aid in attempts to address the problem. As the University moves forward, we have identified several measures designed to help us understand and reverse these troubling trends.

In addition to the major challenges of state funding and enrollment, there is hard evidence that Truman is not achieving the level of performance in other areas that the institution is accustomed to attaining. For example,

* Faculty and staff recruitment are becoming an increasing challenge, often due to low starting salaries; last year Truman lost more than 25 first-choice faculty owing to salary considerations.
* For two consecutive years, Truman has lost its place as the Missouri public institution with the highest graduation rate for students who enter as a first-time freshman; in addition, Truman's graduation rate has historically trailed comparable public liberal arts institutions like the University of Mary Washington, St. Mary's College of Maryland, SUNY-Geneseo, and The College of New Jersey.
* Current results from the Collegiate Assessment of Learning (CLA) suggest that Truman seniors attained scores less than are predicted by their entering ACT scores.
* NSSE 2005 Benchmark results show that Truman freshmen and seniors report substantially less engagement than Top 10% schools

on level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment.

∗ The 2004 HERI Faculty Survey shows that lecture as the primary instructional mode has increased 8 percentage points since 1998 while the 2004 NSSE shows that Truman students are asked to memorize and repeat facts, ideas, and methods significantly more than other COPLAC schools. At the same time the 2005 NSSE shows that our students believe they are less well-prepared to solve complex, real-world problems than students at other master's level institutions as well as the universe of NSSE institutions.

∗ Substantial percentages of GSQ and Alumni Survey respondents (about 20 percent) reported that they were either uncertain or definitely would not return to Truman if they could make the choice of a college again. When these figures are combined with the 30+ percent of entering freshmen who do not graduate from Truman, the data suggest that about half of our entering students had an unsatisfactory experience at one level or another or discovered that Truman was not a good match with their goals.

The significance of these various indicators taken individually are subject to interpretation and even in the aggregate there is no consensus among the Strategic Planning Advisory Committee members around a particular meaning. Nevertheless, it is the judgment of a preponderance of the SPAC members that these indicators, and others, should be taken seriously and should be addressed with a measured sense of urgency to assure Truman's continued place as one of the nation's leading public liberal arts universities. This is particularly true given the committee's assessment that the economic, political, and policy environments that help define Truman's opportunities and constraints will not be as favorable in the near term as they were 10 and 20 years ago when the new liberal arts mission was developed. For example, the committee anticipates the following environmental constraints.

∗ Student recruitment will remain very competitive, particularly after 2010 when the number of high school graduates will begin to decline.

∗ Growth in state support will be limited and likely to lag inflation while funding mechanisms will be unpredictable.

∗ Inflationary pressure on student tuition will continue as state revenues lag, but student financial access will be an increasingly important and sensitive public policy issue.

∗ Legislative term limits will remain in place, helping to create a volatile, unpredictable policy environment.

* State-level higher education coordination will remain weak, while competition between and within educational sectors will intensify.
* Institutional distinctiveness will be a less explicit public policy goal at the state level, and sustaining existing differences will be more difficult to maintain as funding incentives tied to mission decline.
* Prospective student and parental expectations for services will remain high; similarly, local community expectations are also likely to increase as economic growth becomes an increasing concern.

The Strategic Planning Advisory Committee suggests that the net conclusion to be drawn from its environmental analysis is that over the next 3-5 years Truman will need to rely increasingly on its own resources and initiatives in an environment that will be unpredictable, that will offer limited state support, and that will be characterized by rising expectations from major constituencies. While this analysis suggests that our challenges are daunting, it is essential to remember that 20 years ago Truman did not have as many political and material assets as it possesses today and the state was struggling its way through a difficult recovery from a major recession. The opportunities that are to be realized over the next few years will not be won by timidly protecting the status quo but rather by confidently selecting a few bold initiatives that will capitalize on Truman's assets to move the University forward toward higher levels of competitiveness with the best liberal arts institutions in the nation. Our key challenge will be to keep a strong focus on our core liberal arts mission and student learning as we make these changes.

Affirming the Promise and Envisioning the Future

As Truman once again revises its planning documents and prepares for a future of intentional change, it is appropriate to pause for a moment to highlight two basic sets of principles that will not change: the University's core supporting values and its commitment to its liberal arts mission. Our core supporting values were originally articulated in a formal way in Truman's 1997 University Master Plan, but they clearly predate that document and by all accounts have been characteristic of the institution for a long time. They are affirmed here as the bedrock of the current planning effort:

* A strong focus on students and student learning;
* Intellectual challenge in a nurturing and diverse environment;
* Affordability which promotes financial access to educational excellence; and
* A commitment to assessment for continuous improvement and accountability.

Similarly, Truman's liberal arts mission statement was originally adopted in 1986 and was recently updated slightly in 2005 by the Board of Governors to reflect contemporary usage, but it has remained essentially unchanged for the past 20 years. The planning committee anticipates no substantive changes in this document which states in part,

> "The mission of Truman State University is to offer an exemplary undergraduate education to well-prepared students, grounded in the liberal arts and sciences, in the context of a public institution of higher education. To that end the University offers affordable undergraduate studies in the traditional arts and sciences as well as selected pre-professional, professional, and master's level programs that grow naturally out of the philosophy, values, content, and desired outcomes of a liberal arts education."

While building upon this strong foundation, the Strategic Planning Advisory Committee is persuaded that Truman must recast itself in some fundamental ways to respond to its changing environment, to better serve its students and the citizens of Missouri, and to attain its aspiration to be one of the nation's leading liberal arts universities. In particular, Truman must address its responsibility to educate its students for life in a new century that is likely to see profound changes that will challenge our democratic institutions in unanticipated ways. To this end the planning committee has developed the following vision statement for Truman to guide the planning process.

> *Truman strives to be a premier learning-centered, liberal arts university that challenges its students, teacher/scholars, and staff to develop their personal and intellectual talents to the fullest by using the most effective and innovative practices to produce graduates from all segments of society who will be creative leaders and engaged world citizens.*

This vision statement is intended to reflect a number of expectations about the future character of the University. For example,

> ❖ *"... strives to be a premier learning-centered, liberal arts university"*: The vision for the future development of Truman is to become nationally recognized as a liberal arts university of the first-rank regardless of sector affiliation. The planning committee believes that comparative performance data already show that Truman is among the national leaders as a public master's level institution with a primarily teaching mission. Truman needs to continue to improve its performance, but our aspirations should not be limited to public sector peers. Truman's resources will be more limited than many of the best liberal arts institutions, but current state support could arguably be equated to a restricted endowment of about $800 million. By continuing the institution's tradition of a strong, mission-centered focus, by making the difficult choices necessary to support the core mission, and by expanding

> ❖ *"... challenges its students, teacher/scholars, and staff to develop their personal and intellectual talents to the fullest ...":* Truman is an academic community that values the contributions and development of all of its members. Our first priority is our students, but they can realize their full potential only if they are tutored and mentored by high-quality faculty and staff who are encouraged and supported in their efforts to grow personally and professionally. In addition, the vision statement deliberately includes the reference to "personal" development to reflect our concern for the student as a total person, our interest in their emotional and ethical development as well as their intellectual development, and our intent to capitalize on the competitive advantage of Truman's residential environment to achieve these desired outcomes.

> ❖ *"... using the most effective and innovative practices ...":* This phrase reflects Truman's commitment to explore and implement creative, mission appropriate initiatives to foster continued institutional growth and development. The inclusion of "most effective" is intended to convey a continuing institutional commitment to both affordability and assessment for continuous improvement. Truman will actively seek out innovative solutions to its challenges, but these solutions must be cost effective and will be evaluated to assure a demonstrable improvement in outcomes.

> ❖ *"... produce graduates from all segments of society who will be creative leaders and engaged world citizens":* This statement is intended to reflect Truman's commitment to provide financial access to, and to serve, all students regardless of ethnic background or economic status who have the academic talent and preparation to benefit from the experiences offered at our University. Given the outstanding students we have served in the past and hope to continue to serve in the future, our goal for learning outcomes is not a modest one. The planning committee believes that Truman should intentionally focus on creative leadership development and should foster in its students an ethos of engaged citizenship not only at the state and local levels but at the national and international levels. Current events clearly make the case that our major challenges as a free people cross international boundaries and must be addressed globally. Truman intends to position itself as an institution that purposefully strives to foster these outcomes in its students.

Just as this plan includes a vision for the University as a whole, it also includes a vision for the desired characteristics for its graduates. Specifically,

Truman graduates are creative leaders and engaged world citizens. They are responsible, informed, and compassionate. Upon graduation, the Truman experience will have provided students with tools that enable them to enjoy being active participants in their worlds with ever greater success by:

∗ *Asking questions and passionately seeking knowledge;*

They are inquisitive and intentional learners with a quest for knowledge. They are curious. They are eager and excited about picking up newspapers and reading books. They keep themselves informed of world and community events. They are good listeners. They connect with the full range of human emotions. They appreciate the wide variety of communication modes that go beyond the written or spoken words.

∗ *Striving for personal integrity and professional excellence;*

They are knowledgeable and nationally competitive in their chosen fields. They engage in reflective practice and continually strive to improve. They work hard and are committed and passionate about their endeavors. They are disciplined and motivated. They uphold the ethical standards of their fields.

∗ *Demonstrating courageous, visionary, and service-oriented leadership;*

They are leaders in their communities. They are willing to take chances and to act upon their convictions. They accept, evaluate, and analyze their self doubts yet are willing to act. They actively seek to hear and understand all points of view. They are committed to human rights.

∗ *Acting ethically, responsibly, and with reflective judgment;*

They are individuals of character and integrity. They are honest and compassionate. They are self-reflective. They treat others with respect and dignity. They take responsibility for their decisions and accept the consequences of their behavior and actions.

∗ *Appreciating ambiguity and thriving in unfamiliar, rapidly changing situations;*

They have the self-confidence that allows them to adapt to changing circumstances. They make sense of and accept complexity. They are able to act and make decisions in a world of incomplete information. They seek challenges as an opportunity to grow and are open to taking risks.

    ∗   *Understanding and articulating well-reasoned*
         arguments;

They are good problem solvers. They are critical, creative, and integrative thinkers. They understand and can use a wide variety of arguments, including verbal, quantitative, and aesthetic, and can synthesize knowledge. They find, evaluate, and use sources and apply the resulting evidence to real problems. They are persuasive communicators. They understand and appreciate creative and symbolic modes of communication. They recognize that effective and open-minded communication requires listening and understanding other viewpoints. They accept that they will not always be right.

    ∗   *Welcoming and valuing new and diverse perspectives;*

They are aware that there are a diversity of experiences and perspectives in any situation. They are eager to explore and understand a variety of diverse cultures and aesthetics. They recognize that their perspective is not universal. They understand the concept of privilege by recognizing that at times society confers benefits upon them based on their group characteristics.

    ∗   *Living emotionally and physically healthy lives;*

They are confident and happy with themselves. They accept and accentuate their own personality and eccentricities. They balance their professional and personal lives. They respect their bodies and their minds. They practice the habits for healthy lives.

    ∗   *Giving generously of their time, talents, and financial*
         resources to causes in which they believe.

They purposefully and eagerly engage their communities. They volunteer in their communities, and they pursue their avocations. They maintain ties to their university. They voice their opinions with civility and exercise their right to vote.

Implementing Intentional Change: Strategies and Initiatives

In order to attain these desired outcomes in our graduates and to foster the necessary change in our institution, the Strategic Planning Advisory Committee has identified eight comprehensive strategies with associated initiatives that will be addressed in the next three to five years. These strategies are the following.

1. *Support a premier liberal arts curriculum that is built on an innovative, effective common core experience and that integrates all student course work to create a distinctive, learning-centered program of study.*

This strategy and its associated initiatives emerged along with Strategy 2 and elements of Strategy 5 as the core of planning conversations within the Strategic Planning Advisory Committee. In essence this strategy calls for a thorough review of Truman's curriculum, beginning with a redefinition of learning outcomes aligned with the desired student characteristics articulated in the preceding paragraphs and the design of a liberal arts learning-centered curriculum that would be characterized by a number of attributes, including

- ❖ a coherent, integrated common experience for all students;
- ❖ depth of study in a field integrated with general education and including a significant research or creative project for all students;
- ❖ increased student decision-making and responsibility for achieving learning objectives;
- ❖ apprenticeship or mentoring experiences for all students;
- ❖ student learning opportunities that instill global understanding; and
- ❖ open-ended inquiry and problem-based learning for all students that foster deep intellectual engagement and advance students' abilities to construct meaning.

In order to facilitate and accomplish these objectives, the plan calls for Truman to align the learning environment with the new curriculum by evaluating and revising student and faculty work and by considering implementation of such strategies as the teacher-scholar model and a four-course student load each semester; restructuring faculty incentives – including promotion and tenure – to reflect a teacher-scholar model; and possibly implementing other innovative curricular or calendar options.

In addition to these initiatives, a significant component anticipated by the plan is expanded opportunities for undergraduate research which is defined to include four unifying characteristics: mentorship, originality, acceptability, and dissemination. Faculty mentorship is understood to involve a serious, collaborative, intellectual engagement in student learning focusing on solving original problems. To be considered successful, the student's research must include a reflective, synthetic component appropriate to the discipline and should be disseminated in a final peer-reviewed, tangible product.

Finally, the curricular focus of Strategy 1 anticipates the establishment of cross-disciplinary learning communities of faculty and staff that focus on the application of the "science of learning" to student experiences; the evaluation and implementation as appropriate of recommendations from the recently completed First-year Experience Task Force, the Student Senate planning document *Truman Tomorrow: Arête*; and a recently established faculty committee charged with reviewing and revising the MAE program.

The hope embedded in Strategy 1 is the belief that Truman can deepen its liberal arts culture by critically re-examining how its formal curriculum is structured and delivered, how its faculty are rewarded, and what expectations are placed before students. The majority of the SPAC believes that Truman can best address its challenges and the opportunities in the current environment and more fully realize its potential as a liberal arts university by fundamentally re-thinking its core curricular arrangements.

2. *Foster a total educational experience that exploits Truman's residential environment to seamlessly combine the curriculum and the co-curriculum.*

Strategy 2 is the co-curricular complement of Strategy 1 and challenges Truman to deepen its liberal arts culture even further by integrating in- and out-of-classroom learning both within and outside the major and by fostering increased student/faculty and student/staff interaction beyond the classroom. This strategy recognizes that the residential, collegiate environment is one of Truman's comparative advantages, but we must first push ourselves to develop a clearer vision of how this might occur at Truman.

This strategy also anticipates increased institutional emphasis and support for community-based learning, service learning, volunteerism, and internships to facilitate student, faculty, and staff involvement. Intentional leadership development through collaborative programming between Student Affairs and Academic Affairs is also identified as an objective of this strategy. Finally, this strategy recognizes the on-going work of two major committees – one looking at the status of athletic programs and the other looking at academic advising – and calls for the review and implementation as appropriate of their recommendations when they become available.

3. *Recast assessment at Truman in ways that better promote a culture of use by all members of the University community and ensure the alignment of Truman's assessment program with desired learning and performance outcomes, including accountability for continuous improvement by all administrative support services.*

Historically and culturally, assessment has been at the core of Truman's institutional experience for more than 30 years, and continuous improvement is one of our four core values. Truman and assessment are almost synonymous. Furthermore, it is difficult to perceive how Truman could successfully attain Strategies 1 and 2 without a strong, robust assessment program. Yet, there is a growing sense on campus that the "culture of use" of assessment data has atrophied somewhat over the years and that the program has not kept pace with developments nationally.

As a consequence, the plan calls for an assessment of the assessment program with attention toward such issues as ensuring that the program evaluates student development of the desired characteristics enumerated previously as well as objective learning

outcomes and satisfaction levels; clarifying expectations for the use of data as well as how discipline-specific assessment is accomplished, shared, and recognized; and facilitating the dissemination and appropriate use of University assessment data to support the scholarship of students and teacher-scholars.   Significantly, this plan also calls for the extension of strategic planning and assessment for continuous improvement to all administrative offices. Historically, some offices have had strong planning programs while others functioned at a more informal level; in the future all offices will be expected to develop plans that support continuous improvement.

4. *Recruit, retain, and graduate an outstanding, diverse student body that meets the CBHE's expectations for a highly selective university.*

Increased student enrollment is a top priority of this plan. The curricular and co-curricular changes embodied in Strategies 1 and 2 as well as the assessment reforms contained in Strategy 3 have been articulated as the means to enhance Truman's liberal arts educational and cultural experiences for students. The intended outcome is not an enhanced reputation, however, but rather increased student learning and enhanced attractiveness to prospective and enrolled students, parents, and potential employers.

Strategy 4 is intended to operationalize specific strategies to enhance student recruitment, raise retention and graduation rates, and increase net tuition revenues while maintaining the academic quality of the student body and increasing diversity. This will be accomplished through the following initiatives:

- ❖ development of a comprehensive marketing and recruitment plan, including a possible summer orientation plan that complements Truman Week;
- ❖ expedited completion of a comprehensive, independent review of Truman's recruitment strategies and financial aid policies to improve student yield, increase net tuition, and raise undergraduate enrollment to 5,800 to 6,000 students over the next 3 to 5 years;
- ❖ continued attention to graduate programs and student recruitment, particularly the on-going review of the MAE;
- ❖ enhanced student diversity by expanding the SEE (Scholastic Enhancement Experience) Program; reviewing and adjusting the GPA requirement for scholarship renewal of SEE students; and development of appropriate non-cognitive variables to identify more students with the potential for success;
- ❖ expanded recruitment of transfer students and establishment of an improved transition program for these students in both the fall and spring semesters; and
- ❖ increased retention and graduation rates through the development of an early warning program for struggling students and a meaningful student support program to increase student success.

It is essential that Truman reverse the recent decline in student enrollment. This goal will be accomplished by increasing the number of qualified students choosing to enroll as well as keeping and graduating more of those students after they arrive. Truman is also committed to increasing its minority enrollment to at least 10 percent of the student body.

5. *Recruit, support, and develop an outstanding, diverse faculty of teacher/scholars and a strong, diverse staff who are dedicated to collaboratively facilitating student learning both inside and outside the classroom.*

People create and sustain a community, and this is particularly true of intentional communities like a University. Outstanding students require dedicated, well-trained faculty and staff who can challenge, nurture, and mentor them to attain the success they and their families desire. Realization of the vision for Truman outlined in this plan will be dependent in great part on the continued recruitment and retention of a faculty that is comfortable with the teacher-scholar model and that is appropriately rewarded and supported. These latter conditions include better compensation, a redefinition of expectations and workloads to reflect the teacher-scholar model, the alignment of promotion and tenure standards to reinforce performance expectations, and the alignment of professional development opportunities with a strong teacher-scholar culture.

Compensation is an increasingly important consideration for faculty recruitment and retention that includes benefits as well as cash salary. It is increasingly evident that Truman's salaries for entry-level faculty are not where they need to be for success in the national market. While we continue to recruit excellent faculty, in the past academic year Truman lost approximately 25 faculty offers. While national comparisons based on averages can be deceptive, the data are clear that Truman lags many peer institutions at the assistant, associate, and professor levels. Accordingly, the University began an initiative this year to increase faculty salaries over the next several years beyond inflationary adjustments to ensure a more competitive position. Similarly, Truman continues to review its benefit package to ensure that it is both attractive and cost effective. Given limited state support, many of the resources needed for these efforts will come from selected internal reallocations.

The Faculty Senate's Personnel Policies Committee addresses the teacher-scholar model in the following way: "The Truman teacher-scholar understands subject matter deeply enough to structure, select, and organize it for effective communication to students. While the primary focus for the faculty is on teaching, it is well understood that great teaching is seamlessly connected to scholarship and the continued quest for new knowledge. This quest includes applying new knowledge, synthesizing concepts, and investigating how students learn. To maintain a viable learning community, faculty members must also be engaged in their discipline and in the greater community. Such engagement reflects the faculty member's commitment to the university as a

comprehensive learning community. Due to the integrated nature of learning, knowledge growth, and application, the boundaries of teaching, scholarship, and service are often blurred. .... [Nevertheless,] Truman State University encourages its faculty members to pursue such innovative approaches to learning."

Somewhat similarly, staff play an important role in student success and sustaining Truman's academic community and should be supported accordingly. One of the issues facing many staff is a need for clarified position descriptions that are tied to an appropriate compensation system. As a consequence, this planning document calls for the development of a classification system for staff that links salary with clarified job responsibilities and opportunities for advancement. Staff also have a need – like faculty – for professional development opportunities that are aligned with Truman's learning-centered mission.

Finally, this plan recognizes the need for the University to redouble its efforts to increase diversity among both the faculty and the staff. As a consequence, the University needs to identify some appropriate, innovative strategies that will enable us to attract and retain qualified minorities in a very competitive market. While the challenge will be difficult, the effort must be made if Truman is to attain its vision as a national liberal arts university.

6. *Assure the most efficient and effective use of resources to support Truman's learning-centered mission.*

The thrust of Strategy 6 is simple: to continue to utilize our limited resources as efficiently and effectively as possible and to invest our operational funds on priority needs like the library, technology, and facilities where they will yield a maximum return on investment in terms of student learning. To this end the strategy calls for the continued scrutiny of the budget and the periodic reallocation of funds as necessary to support high priorities like improved faculty and staff compensation. The plan also recognizes that Truman should review and adjust, as appropriate, its organizational structures to assure their alignment with the University's learning centered mission.

In terms of appropriate physical support for the learning process, the plan establishes the expectation that Pickler Library will be a leader in providing exceptionally high-quality services and support to students and faculty. At the same time, the library staff will take the lead in re-examining the library's traditional roles and practices to ensure that it is able to create opportunities to deliver new and increased support in response to continuing changes in the academic environment and the needs of students and faculty. Similarly, this plan supports the implementation of the recommendations in the new Information Technology Strategic Plan, particularly those that foster the use of instructional technology. Finally, this strategy calls for the continued implementation of the University's facilities master plan as fast as resources permit as well as the continuation of the Auxiliary Facilities Initiative.

7. *Build increased support among all external constituencies for the successful attainment of Truman's strategic vision as a premier liberal arts university.*

Given Truman's high aspirations and the prospect of limited state resources, at least in the near term, Strategy 7 outlines a multi-pronged approach to secure the resources necessary to attain our vision for the future.

First, Truman's efforts to increase private support through a comprehensive capital campaign should continue as a high priority. In addition, supporting efforts to continue the development of the Truman Foundation, the University's network of alumni organizations, and its public relations program must continue as a high priority. As part of this effort, the plan advocates the creative involvement of alumni in programs that would support and enrich the student experience, *e.g.*, the development of internships in cities outside areas like Jefferson City and Washington, D.C., where Truman already has a presence.

Second, Truman must continue its efforts to influence public policy makers in Jefferson City to address the needs of higher education and to do so in ways that support institutional diversity and high levels of performance.

Third, Truman should continue its efforts to enhance the Office of Grants and Foundation Relations as a significant means to increase outside support.

The planning document essentially contains the assumption that in the near-term future the funds necessary to sustain the University's competitive margin of excellence will come principally from outside sources. As a consequence, Truman must make the appropriate investments to assure the success of these efforts, proceeding on the expectation that in the long-run the returns will far exceed the initial expenditures.

8. *Carefully consider selected enhancements to Truman's academic programs and services as well as new strategic collaborations to help meet the needs of the state and nation and to increase the attractiveness of the University to prospective and current students.*

In a sense, much of Strategy 8 is an extension of Strategy 7: in order to be successful and to realize its vision for the future, Truman must make selective investments that will address state and national needs and will enable the University to serve prospective students and targeted external constituencies better. Realization of this strategy will in part enable Truman to better fulfill its obligations as a public University supported by the taxpayers of Missouri; it will also increase the flow of earned income to the institution to support its core instructional mission.

One example of this process will be the establishment of a self-supporting events coordinator whose job it will be to work with faculty and staff as well as local community groups to increase the utilization of Truman facilities, particularly in periods such as the summer when they are underutilized. However, the plan also calls for a broader-based study that could involve new on-campus programming and possibly the expansion of programming in the metropolitan St. Louis area. More extensive Web-based programming might be an additional opportunity for the University, including resource sharing with other public or private liberal arts institutions in neighboring states.

Finally, this strategy includes a recommendation that is more procedural than strategic but which did not seem to fit anywhere else: Truman should establish a standing strategic planning committee that will monitor the progress of the plan and provide updates and reports on an annual basis. In the past Truman has appointed planning committees only when major updates were required, but the new process will help ensure that a core group of faculty and staff remain engaged in planning and environmental scanning on a continuing basis.

Conclusion

The 2006 University Strategic Plan is intended to build on the 20/10 Anniversary theme of the University's mission change and name change. It is not intended to signal a fundamental change of mission: it has been designed to outline a broad-based strategy for advancing the University and attaining a third decade of excellence and leadership in the liberal arts. Yet, this plan is not a grand design to justify the status quo. Quite the contrary, in order to grow and develop, Truman must evolve in some fundamentally new ways. The need for change is urgent, but the opportunities and potential rewards are great. With this document and the attached grid that outlines in detail the implementation strategy, Truman once again reaffirms its promise to always offer "Degrees with Integrity."

Strategic Vision: Truman strives to be a premier learning-centered, liberal arts university that challenges its students, teacher/scholars, and staff to develop their personal and intellectual talents to the fullest by using the most effective and innovative practices to produce graduates from all segments of society who will be creative leaders and engaged world citizens.

Strategies		Initiatives	Measure of Success	Responsible Office or Entity	Resource Considerations	Initiate	Priority
1. *Support a premier liberal arts curriculum that is built on an innovative, effective common core experience and that integrates all student coursework to create a distinctive, learning-centered program of study.*	A.	Revise learning outcomes for majors and the general education curriculum to align them with the desired characteristics of Truman graduates and Truman's core values.	Completion of Phase I by Fall 2007	Faculty (Disciplines), Faculty Senate, UGC, VPAA, & in consultation with Student Senate	Time & operational support	FY07	
	B.	Undertake a comprehensive review of Truman's current curriculum, including:					
		1. An analysis of graduation rates to better understand current obstacles to graduating in four years with special attention to size of the current LSP, the size of the major, required support, and opportunities for internships, study abroad, or significant undergraduate research; building upon earlier work, the analysis should explore whether a student needs to bring in transfer work or attend summer and interims to graduate in 4 years; and	Completion by end of Spring 2007	VPAA, Faculty (Disciplines), UGC, Faculty Senate, & in consultation with Student Senate\n\nSupport: IR & ITS	Time	FY07	
		2. An analysis that establishes baseline performance levels using existing assessment measures and Undergraduate Council reports on the current LSP for the revised learning objectives.	Completion by Fall 2007	Faculty, UGC, VPAA (w/Assessment Specialist), IR, Assessment Committee, & in consultation with Student Senate	Time	FY07	
	C.	Design a new liberal arts and sciences learning-centered curriculum to meet the revised learning objectives.	Completion by end of FY08	TCTL, Faculty, VPAA, UGC, Faculty Senate, Registrar, IR, & in consultation with Student Senate	Time & operational support	FY07	
		Consideration should be given to:\n•Current research on learning; and\n•Many students earn credit at more than one institution of higher education; hence, the new Truman curriculum accepts the use of work from other institutions while maintaining and promoting Truman distinctiveness; and					
		The new curriculum should be characterized by the following:\n•A coherent, integrated common experience for all;\n•Depth of study in a field integrated with general education and including a significant research or creative project for all students;\n•Increased student decision making and responsibility for achieving desired learning objectives;\n\n•Apprenticeship or mentoring experiences for all students employing effective pedagogies where students discover new knowledge and understanding; and\n•Student learning opportunities that instill global understanding;\n•Open-ended inquiry and problem-based learning for all students that foster deep intellectual engagement and advance students' abilities to construct meaning.					
	D.	Align the learning environment with the new curriculum by accomplishing the following:					
		1. Evaluate and revise student and faculty loads to support the teacher-scholar model, including an analysis of the appropriate number of courses taken and courses taught;	Completion by end of FY08	VPAA (Deans), UGC, Faculty Senate, Student Senate, in consultation with faculty	Time, operational support, & TBD	FY07	

Strategies		Initiatives	Measure of Success	Responsible Office or Entity	Resource Considerations	Initiate	Priority
		2. Structure incentives for faculty, including promotion and tenure policies and expectations to reflect a teacher-scholar model;	Completion by end of FY08	VPAA, Pres., BOG, Faculty Senate, & in consultation with faculty	Time, operational support, & TBD	FY07	
		3. Explore options students might use as evidence to demonstrate learning in addition to successful completion of designated courses; and	Completion by end of FY08	VPAA, Faculty, Student Affairs, Faculty Senate, & in consultation with Student Senate	Time, operational support, & TBD	FY07	
		4. Consider innovative curricular and calendar options that support the new learning objectives.	Completion by end of FY08	Faculty, VPAA, Pres. Staff, Faculty Senate, & in consultation with Student Senate	Time, operational support, & TBD	FY07	
	E.	Create more opportunities for students to engage in undergraduate research or creative activity where projects may extend beyond the traditional semester and students make a meaningful contribution to the research or creative endeavor.	Establish an inventory/ benchmark for number of students involved and set incremental goals; identify and address obstacles to success.	VPAA, UGR Committee, Deans, & determine/create responsibility center	Operational support	FY07	
	F.	Support cross-disciplinary learning communities that foster and facilitate discussions regarding the application of the "science of learning" to student experiences.	Establish baseline and set targets; increase the % of faculty and staff involved in these communities	Faculty, VPAA, TCTL, & Dean of Student Affairs	Operational support, TBD	FY08	
	G.	Evaluate and implement as appropriate the recommendations of the First Year Experience Task Force and the Student Senate plan, *Truman Tomorrow: Arête* .	Development of implementation strategies by end of FY07	Pres., President's designees, VPAA, UGC, Faculty Senate, in consultation with Student Senate	TBD	FY07	
	H.	Evaluate and implement as appropriate the recommendations of the faculty committee charged to review and revise the Master of Arts in Education program.	Implementation of strategies by end of FY07	Faculty & VPAA (Dean of Graduate Studies)	TBD	FY07	
2. *Foster a total educational experience that exploits Truman's residential environment to seamlessly combine the curriculum and the co-curriculum.*	A.	Increase overall learning by permitting students to integrate in- and out-of-classroom learning in their course of study both within the major and outside of it.	Increased student participation in co-curriculum; assessment scores and other measures as appropriate, including student satisfaction.	Faculty (Disciplines), VPAA (Deans), & UGC	Existing resources	FY08	
	B.	Increase appropriate student interaction with faculty and staff beyond the classroom to further student growth and development, including increased institutional recognition and support for these opportunities.	Increased student, faculty, and staff satisfaction; create index from NSSE and other appropriate measures	Dean of Student Affairs & VPAA	Operational support	FY08	
	C.	Articulate a vision to capitalize on the advantages of a residential campus in achieving the University's learning-centered mission, evaluate the effectiveness of current programming in terms of that vision, and ensure a campus-wide commitment to implementing an exemplary living-learning community within our residence halls.	Completion of vision and evaluation by end of FY07; increased student satisfaction; appropriate measures of student learning	Dean of Student Affairs & Dean of RCP	Operational support	FY07	

Strategies		Initiatives	Measure of Success	Responsible Office or Entity	Resource Considerations	Initiate	Priority
	D.	Enhance institutional support services for community-based research, service learning, volunteerism, and internships to facilitate student, faculty, and staff involvement, including attention to the role of the SERVE Center.	Increased student participation	VPAA (TCTL) & Student Affairs (SERVE Center)	Possible additional staff & operational support	FY08	
	E.	Evaluate and implement as appropriate the recommendations of the committee reviewing the status of athletic programs at Truman.	Implementation of a response	Pres. (Athletic Director)	Existing resources & possible new student fee	FY07	
	F.	Evaluate and implement as appropriate the recommendations of the Joint Committee on Academic Advising.	Implementation of a response	VPAA	TBD	FY07	
	G.	Initiate comprehensive programming for students, including support services for faculty and staff mentors, to achieve leadership development outcomes identified collaboratively by Student Affairs and Academic Affairs.	TBD	Dean of Student Affairs & VPAA	TBD	FY08	
3. *Recast assessment at Truman in ways that better promote a culture of use by all members of the University community and ensure the alignment of Truman's assessment program with desired learning and performance outcomes, including accountability for continuous improvement by all administrative support services.*	A.	Ensure that Truman's assessment program effectively evaluates student development of desired characteristics for graduates as well as objective learning outcomes and satisfaction levels.	Implementation of a revised assessment plan	VPAA & Assessment Committee	Existing resources	FY07	
	B.	Evaluate the University's assessment program, including how we expect data to be used in decision making and how discipline-specific assessment is accomplished, shared, and recognized.	Complete evaluations by end of FY08	Assessment Committee, VPAA, Deans, Disciplines, and Assessment Specialist	Existing resources	FY08	
	C.	Facilitate the dissemination and appropriate use of University assessment data to support the scholarship of students and teacher-scholars.	Complete implementation of data warehouse; use of data warehouse to support scholarly projects	VPAA (Assessment Specialist), TCTL, Assessment Committee, IR, & Administrative Computing Steering Committee	Existing resources	FY07	
	D.	Ensure all administrative offices develop a strategic plan in support of the University-wide plan, which includes appropriate performance measures to document improvement.	Development of planning documents by end of FY07	Pres. Staff & U. Dean for Planning	Existing resources; TBD	FY07	
4. *Recruit, retain, and graduate an outstanding, diverse student body that meets the CBHE's expectations for a highly selective university.*	A.	Develop a comprehensive university marketing and recruitment plan, including consideration of a summer orientation program that complements Truman Week.	Completion of plan by end of FY07	AVP for Enrollment, VPAA, & Dean of Student Affairs	Operational support	Ongoing	
	B.	Complete a comprehensive assessment of recruitment strategies and financial aid policies to improve student yield and increase net tuition revenues with the objective of enrolling 5,800-6,000 undergraduates.	Number of first-time freshmen; total enrollment; net revenue increases; preparation of freshmen	AVP for Enrollment (Financial Aid) & Budget Director	Consultant; existing resources	Ongoing	
	C.	To recruit, retain, and graduate an outstanding diverse body of graduate students in selected professional and liberal arts and sciences programs that are consistent with the mission of the University and/or address the needs and interests of society generally and the State of Missouri specifically.	Number of graduate students; establish viability standards for each program	VPAA (Dean of Graduate Studies) & Dean of Education	Existing resources	Ongoing	
	D.	Recruit, support, and graduate more historically underrepresented students at Truman by expanding the Scholastic Enhancement Experience (SEE) Program and reviewing and adjusting as appropriate the GPA requirement for scholarship renewal of SEE students.	Increased student enrollment and retention; establish a target for increased participation in SEE Program; increase percentage of minority students to at least 10%	VPAA (SEE), Student Affairs (Multicultural Affairs), & AVP for Enrollment	Additional or reallocated staff & operational support	FY07	
	E.	Develop an appropriate recruitment and transition program for transfer students in both fall and spring semesters to support Truman's overall enrollment goal.	Increased number of transfer students	VPAA (Dean of RCP) & APV for Enrollment	Operational support	Ongoing	

Strategies		Initiatives	Measure of Success	Responsible Office or Entity	Resource Considerations	Initiate	Priority
	F.	Design and establish a student support program to enhance student success.	Increased number of students served; increased retention rate	Dean of Student Affairs & VPAA	Additional or reallocated staff & operational support	FY08	
	G.	Continue to review admissions procedures, practices, and tools to ensure the most effective method of predicting academic success.	Increased enrollment, retention, and graduation rates, including development and use of appropriate non-cognitive variables to recruit underrepresented students with potential for success	AVP for Enrollment & VPAA	Existing resources	Ongoing	
	H.	Devise and implement an early warning program to identify students who are struggling academically.	Reduced number of students in academic difficulty; increased retention rate	Faculty, Faculty Senate, VPAA, & ITS	Existing resources	FY07	
5. *Recruit, support, and develop an outstanding, diverse faculty of teacher/scholars and a strong, diverse staff who are dedicated to collaboratively facilitating student learning both inside and outside the classroom.*	A.	Review and revise the definition of teacher-scholar workload to reflect a broad spectrum of responsibilities; this would include teaching, engaging students outside the classroom, service to the University and the profession, and research and scholarly work.	Complete by end of FY07	VPAA in consultation with the faculty & Faculty Senate	Time, operational support, & travel funds	FY07	
	B.	Review and revise faculty recruitment, promotion, tenure policies and expectations to ensure equity across the disciplines and to align faculty incentive structures with University goals.	Complete by end of FY08	VPAA, EEO, Faculty, Deans, Pres., BOG, & Faculty Senate	Time, operational support, & travel funds	FY08	
	C.	Review faculty salary and benefits and develop a phased plan to ensure that they are competitive to recruit and retain highly qualified teacher-scholars.	Complete by end of FY07	VPAA, Pres., & Budget Director	TBD	Ongoing	
	D.	Establish a classification system for staff that links salary with clarified job responsibilities and provides opportunities for advancement.	Implementation of new classification plan	HR, Pres. Staff, & Pres. Support: Staff Council	Consultant & operational support	FY07 or FY08	
	E.	Ensure that faculty development opportunities are aligned with Truman's learning-centered mission and its desire to foster a strong teacher-scholar culture.	Faculty satisfaction with development opportunities	VPAA (TCTL)	TBD	Ongoing	
	F.	Ensure that staff development opportunities foster professional growth and are aligned with Truman's learning-centered mission.	Staff satisfaction with development opportunities	Pres. Staff, Staff Council, & HR	Operational support	Ongoing	
	G.	Develop additional strategies for the recruitment of staff and faculty to ensure attracting the broadest range of appropriate applicants in order to encourage the most diverse and highly qualified community possible.	Increased faculty & staff diversity	Pres. Staff (EEO) & Deans	Operational support	Ongoing	
6. *Assure the most efficient and effective use of resources to support Truman's learning-centered mission.*	A.	Continue to scrutinize institutional budgets annually and periodically reallocate funds for the mission-appropriate, efficient use of resources.	Budget rate of growth and funds reallocated	Pres., Pres. Staff, FS Budget Committee, & Staff Council	Existing resources	Ongoing	
	B.	Review, and adjust where appropriate, Truman's administrative structures and processes to assure alignment with our learning-centered vision and collaborative culture.	Final implementation of new structure	Pres. & designees	TBD	FY07	
	C.	The Library will be a leader in providing exceptionally high quality services and support to students and faculty and will re-examine its traditional roles and practices in order to create opportunities to deliver new and increased academic support to the Truman community.	Library-established benchmarks for services, collections, institutional support, staffing, facilities	CIO	Dependant on what the measures reveal and the role of the Library in the Capital Campaign.	Ongoing	

XVIII-38

4

Strategies		Initiatives	Measure of Success	Responsible Office or Entity	Resource Considerations	Initiate	Priority
	D.	Evaluate and implement, as appropriate, the recommendations contained in the Information Technology Strategic Plan with emphasis on initiatives that foster the use of instructional technology.	Annual progress report submitted to SPAC	CIO, ITS, TLTR, & TCTL	Detailed in IT Strategic Plan	Ongoing	
	E.	Continue to monitor and adjust the facilities master plan to foster the phased development of academic and auxiliary facilities in order to address academic needs and the rising expectations of students; priorities on the academic side shall be Pershing Building and the Baldwin/McClain Project, while on the auxiliary side continued renovation of the residence halls and Student Union Building will proceed to completion.	Project completion	Facilities Utilization and Capital Priorities Committee & Auxiliary Facilities Improvement Committee	[See capital requests and planning estimates]	Ongoing	
7. *Build increased support among all external constituencies for the successful attainment of Truman's strategic vision as a premier liberal arts university.*	A.	Implement a Capital Campaign.	Attainment of capital campaign goal	Advancement & Pres.	Additional staff & operational support	FY07	
	B.	Continue the development of Truman's network of alumni organizations, the Truman Foundation, and our Public Relations program.	Continued increases in number of clubs and alumni members	Advancement	Operational support	Ongoing	
	C.	Develop and execute a plan to strengthen Truman's relations with public policy makers, the CBHE, the General Assembly, and the Governor's Office.	Increases in perceived support by target stakeholders	Pres. & U. Dean for Planning	Additional operational support	Ongoing	
	D.	Implement strategies that establish and maintain relationships with corporations, non-profit organizations, and governments throughout the United States to increase student participation in and access to quality internships, services, and employment opportunities for students.	Increased student opportunities at new sites	Advancement & Career Center	Travel funds, operations	FY09	
	E.	Strengthen the Office of Grants and Foundation Relations to increase the number of grant submissions to state and federal agencies and private foundations and the total funding from those sources.	Movement to a self-supporting operation; amount of funds received	VPAA & Advancement	Start-up funds for new position and faculty/staff support; eventually self-supporting through indirect costs recapture	FY08	
8. *Carefully consider selected enhancements to Truman's academic programs and services as well as new strategic collaborations to help meet the needs of the state and nation and to increase the attractiveness of the University to prospective and current students.*	A.	Create a taskforce under the joint leadership of the VPAA and the University Dean for Planning to explore state and national needs and to determine the programs and services necessary to address those needs, including the possible expansion of programming in the metropolitan St. Louis area, new collaborative arrangements with other educational institutions, and web-based instruction to both on-campus and off-campus students.	Timely project completion	VPAA & U. Dean for Planning	Operational support; TBD	FY08	
	B.	Establish a self-supporting Events Coordinator position with the charge to develop an aggressive, entrepreneurial program of summer camps and conferences to increase revenues and better utilize facilities in the summer.	Revenue generation	Dean of Student Affairs	Start-up funds for new position and faculty/staff support; eventually self-supporting through revenue generation	FY07	
	C.	Establish a standing strategic planning committee charged with the responsibility to monitor the implementation of this plan and report annually on the institution's progress.	Timley implementation	Pres. & U. Dean for Planning	Existing resources	FY07	

FROM TEACHING *to* LEARNING —

A New Paradigm for Undergraduate Education

BY ROBERT B. BARR AND JOHN TAGG

> *The significant problems we face cannot be solved at the same level of thinking we were at when we created them.*
>
> —ALBERT EINSTEIN

A paradigm shift is taking hold in American higher education. In its briefest form, the paradigm that has governed our colleges is this: A college is an institution that exists *to provide instruction.* Subtly but profoundly we are shifting to a new paradigm: A college is an institution that exists *to produce learning.* This shift changes everything. It is both needed and wanted.

We call the traditional, dominant paradigm the "Instruction Paradigm."

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Under it, colleges have created complex structures to provide for the activity of teaching conceived primarily as delivering 50-minute lectures—the mission of a college is to deliver instruction.

Now, however, we are beginning to recognize that our dominant paradigm mistakes a means for an end. It takes the means or method—called "instruction" or "teaching"—and makes it the college's end or purpose. To say that the purpose of colleges is to provide instruction is like saying that General Motors' business is to operate assembly lines or that the purpose of medical care is to fill hospital beds. We now see that our mission is not instruction but rather that of producing *learning* with every student by *whatever* means work best.

The shift to a "Learning Paradigm" liberates institutions from a set of difficult constraints. Today it is virtually impossible for them to respond effectively to the challenge of stable or declining budgets while meeting the increasing demand for postsecondary education from increasingly diverse students. Under the logic of the Instruction Paradigm, colleges suffer from a serious design flaw: it is not possible to increase outputs without a corresponding increase in costs, because any attempt to increase outputs without increasing resources is a threat to quality. If a college attempts to increase its productivity by increasing either class sizes or faculty workloads, for example, academics will be quick to assume inexorable negative consequences for educational quality.

Just as importantly, the Instruction Paradigm rests on conceptions of teaching that are increasingly recognized as ineffective. As Alan Guskin pointed out in a September/October 1994 *Change* article premised on the shift from teaching to learning, "the primary learning environment for undergraduate students, the fairly passive lecture-discussion format where faculty talk and most students listen, is contrary to almost every principle of optimal settings for student

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learning." The Learning Paradigm ends the lecture's privileged position, honoring in its place whatever approaches serve best to prompt learning of particular knowledge by particular students.

The Learning Paradigm also opens up the truly inspiring goal that each graduating class learns more than the previous graduating class. In other words, the Learning Paradigm envisions the institution itself as a learner—over time, it continuously learns how to produce more learning with each graduating class, each entering student.

For many of us, the Learning Paradigm has always lived in our hearts. As teachers, we want above all else for our students to learn and succeed. But the heart's feeling has not lived clearly and powerfully in our heads. Now, as the elements of the Learning Paradigm permeate the air, our heads are beginning to understand what our hearts have known. However, none of us has yet put all the elements of the Learning Paradigm together in a conscious, integrated whole.

Lacking such a vision, we've witnessed reformers advocate many of the new paradigm's elements over the years, only to see few of them widely adopted. The reason is that they have been applied piecemeal within the structures of a dominant paradigm that rejects or distorts them. Indeed, for two decades the response to calls for reform from national commissions and task forces generally has been an attempt to address the issues *within the framework of the Instruction Paradigm.* The movements thus generated have most often failed, undone by the contradictions within the traditional paradigm. For example, if students are not learning to solve problems or think critically, the old logic says we must teach a class in thinking and make it a general education requirement. The logic is all too circular: What students are learning in the classroom doesn't address their needs or ours; therefore, we must bring them back into another classroom and instruct them some more. The result is never what we hope for because, as Richard Paul, director of the Center for Critical Thinking observes glumly, "critical thinking is taught in the same way that other courses have traditionally been taught, with an excess of lecture and insufficient time for practice."

To see what the Instruction Paradigm is we need only look at the structures and behaviors of our colleges and infer the governing principles and beliefs they reflect. But it is much more difficult to see the Learning Paradigm, which has yet to find complete expression in the structures and processes of any college. So we must imagine it. This is what we propose to do here. As we outline its principles and elements, we'll suggest some of their implications for colleges—but only some, because the expression of principles in concrete structures depends on circumstances. It will take decades to work out many of the Learning Paradigm's implications. But we hope here that by making it more explicit we will help colleagues to more fully recognize it and restructure our institutions in its image.

That such a restructuring is needed is beyond question: the gap between what we *say* we want of higher education and what its structures *provide* has never been wider. To use a distinction made by Chris Argyris and Donald Schön, the difference between our espoused theory and our theory-in-use is becoming distressingly noticeable. An "espoused theory," readers will recall, is the set of principles people offer to explain their behavior; the principles we can infer from how people or their organizations actually behave is their "theory-in-use." Right now, the Instruction Paradigm is our theory-in-use, yet the *espoused* theories of most educators more closely resemble components of the Learning Paradigm. The more we discover about how the mind works and how students learn, the greater the disparity between what we say and what we do. Thus so many of us feel increasingly constrained by a system increasingly at variance with what we believe. To build the colleges we need for the 21st century—to put our minds where our hearts are, and rejoin acts with beliefs—we must consciously reject the Instruction Paradigm and restructure what we do on the basis of the Learning Paradigm.

THE PARADIGMS

When comparing alternative paradigms, we must take care: the two will seldom be as neatly parallel as our summary chart suggests (see pages 16 and 17). A paradigm is like the rules of a

XVIII-41

game: one of the functions of the rules is to define the playing field and domain of possibilities on that field. But a new paradigm may specify a game played on a larger or smaller field with a larger or smaller domain of legitimate possibilities. Indeed, the Learning Paradigm expands the playing field and domain of possibilities and it radically changes various aspects of the game. In the Instruction Paradigm, a specific methodology determines the boundary of what colleges can do; in the Learning Paradigm, student learning and success set the boundary. By the same token, not all elements of the new paradigm are contrary to corresponding elements of the old; the new includes many elements of the old within its larger domain of possibilities. The Learning Paradigm does not prohibit lecturing, for example. Lecturing becomes one of many possible methods, all evaluated on the basis of their ability to promote appropriate learning.

In describing the shift from an Instruction to a Learning Paradigm, we limit our address in this article to undergraduate education. Research and public service are important functions of colleges and universities but lie outside the scope of the present discussion. Here, as in our summary chart, we'll compare the two paradigms along six dimensions: mission and purposes, criteria for success, teaching/learning structures, learning theory, productivity and funding, and nature of roles.

MISSION AND PURPOSES

In the Instruction Paradigm, the mission of the college is to provide instruction, to teach. The method and the product are one and the same. The means is the end. In the Learning Paradigm, the mission of the college is to produce learning. The method and the product are separate. The end governs the means.

Some educators may be uncomfortable with the verb "produce." We use it because it so strongly connotes that the college takes *responsibility* for learning. The point of saying that colleges are to *produce* learning—not provide, not support, not encourage—is to say, unmistakably, that they are responsible for the degree to which students learn. The Learning Paradigm shifts what the institution takes responsibility for: from quality instruction (lecturing, talking) to

student learning. Students, the co-producers of learning, can and must, of course, take responsibility for their own learning. Hence, responsibility is a win-win game wherein two agents take responsibility for the same outcome even though neither is in complete control of all the variables. When two agents take such responsibility, the resulting synergy produces powerful results.

The idea that colleges cannot be responsible for learning flows from a disempowering notion of responsibility. If we conceive of responsibility as a fixed quantity in a zero-sum game, then students must take responsibility for their own learning, and no one else can. This model generates a concept of responsibility capable of assigning blame but not of empowering the most productive action. The concept of responsibility as a framework for action is quite different: when one takes responsibility, one sets goals and then acts to achieve them, continuously modifying one's behavior to better achieve the goals. To take responsibility for achieving an outcome is not to guarantee the outcome, nor does it entail the complete control of all relevant variables; it is to make the achievement of the outcome the criterion by which one measures one's own efforts. In this sense, it is no contradiction to say that students, faculty, and the college as an institution can all take responsibility for student learning.

In the Learning Paradigm, colleges take responsibility for learning at two distinct levels. At the organizational level, a college takes responsibility for the aggregate of student learning and success. Did, for example, the graduating class's mastery of certain skills or knowledge meet our high, public standards for the award of the degree? Did the class's knowledge and skills improve over those of prior classes? The college also takes responsibility at the individual level, that is, for each individual student's learning. Did Mary Smith learn the chemistry we deem appropriate for a degree in that field? Thus, the institution takes responsibility for both its institutional outcomes and individual student outcomes.

Turning now to more specific purposes, in the Instruction Paradigm, a college aims to transfer or deliver knowledge from faculty to students; it offers courses and degree programs and

seeks to maintain a high quality of instruction within them, mostly by assuring that faculty stay current in their fields. If new knowledge or clients appear, so will new course work. The very purpose of the Instruction Paradigm is to offer courses.

In the Learning Paradigm, on the other hand, a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems. The college aims, in fact, to create a series of ever more powerful learning environments. The Learning Paradigm does not limit institutions to a single means for empowering students to learn; within its framework, effective learning technologies are continually identified, developed, tested, implemented, and assessed against one another. The aim in the Learning Paradigm is not so much to improve the quality of instruction—although that is not irrelevant—as it is to improve continuously the quality of learning for students individually and in the aggregate.

Under the older paradigm, colleges aimed to provide access to higher education, especially for historically underrepresented groups such as African-Americans and Hispanics. Too often, mere access hasn't served students well. Under the Learning Paradigm, the goal for under-represented students (and *all* students) becomes not simply access but success. By "success" we mean the achievement of overall student educational objectives such as earning a degree, persisting in school, and learning the "right" things—the skills and knowledge that will help students to achieve their goals in work and life. A Learning Paradigm college, therefore, aims for ever-higher graduation rates while maintaining or even increasing learning standards.

By shifting the intended institutional outcome from teaching to learning, the Learning Paradigm makes possible a continuous improvement in productivity. Whereas under the Instruction Paradigm a primary institutional purpose was to optimize faculty well-being and success—including recognition for research and scholarship—in the Learning Paradigm a primary drive is to produce

CHART I
COMPARING EDUCATIONAL PARADIGMS

The Instruction Paradigm	The Learning Paradigm
Mission and Purposes	
➤ Provide/deliver instruction	➤ Produce learning
➤ Transfer knowledge from faculty to students	➤ Elicit student discovery and construction of knowledge
➤ Offer courses and programs	➤ Create powerful learning environments
➤ Improve the quality of instruction	➤ Improve the quality of learning
➤ Achieve access for diverse students	➤ Achieve success for diverse students
Criteria for Success	
➤ Inputs, resources	➤ Learning and student-success outcomes
➤ Quality of entering students	➤ Quality of exiting students
➤ Curriculum development, expansion	➤ Learning technologies development, expansion
➤ Quantity and quality of resources	➤ Quantity and quality of outcomes
➤ Enrollment, revenue growth	➤ Aggregate learning growth, efficiency
➤ Quality of faculty, instruction	➤ Quality of students, learning
Teaching/Learning Structures	
➤ Atomistic; parts prior to whole	➤ Holistic; whole prior to parts
➤ Time held constant, learning varies	➤ Learning held constant, time varies
➤ 50-minute lecture, 3-unit course	➤ Learning environments
➤ Classes start/end at same time	➤ Environment ready when student is
➤ One teacher, one classroom	➤ Whatever learning experience works
➤ Independent disciplines, departments	➤ Cross discipline/department collaboration
➤ Covering material	➤ Specified learning results
➤ End-of-course assessment	➤ Pre/during/post assessments
➤ Grading within classes by instructors	➤ External evaluations of learning
➤ Private assessment	➤ Public assessment
➤ Degree equals accumulated credit hours	➤ Degree equals demonstrated knowledge and skills

learning outcomes more efficiently. The philosophy of an Instruction Paradigm college reflects the belief that it cannot increase learning outputs without more resources, but a Learning Paradigm college expects to do so continuously. A Learning Paradigm college is concerned with learning productivity, not teaching productivity.

CRITERIA FOR SUCCESS

Under the Instruction Paradigm, we judge our colleges by comparing them to one another. The criteria for quality are defined in terms of inputs and process measures. Factors such as selectivity in student admissions, number of PhDs on the faculty, and research reputation are used to rate colleges and universities. Administrators and boards may look to enrollment and revenue growth and the expansion of courses and programs. As Guskin put it, "We are so wedded to a definition of quality based on resources that we find it extremely difficult to deal with the *results* of our work, namely student learning."

The Learning Paradigm necessarily incorporates the perspectives of the assessment movement. While this movement has been under way for at least a decade, under the dominant Instruction Paradigm it has not penetrated very far into normal organizational practice. Only a few colleges across the country systematically assess student learning outcomes. Educators in California community colleges always seem to be surprised when they hear that 45 percent of first-time fall students do not return in the spring and that it takes an average of six years for a student to earn an associate's (AA) degree. The reason for this lack of outcomes knowledge is profoundly simple: under the Instruction Paradigm, student outcomes are simply irrelevant to the successful functioning and funding of a college.

Our faculty evaluation systems, for example, evaluate the performance of faculty in teaching terms, not learning terms. An instructor is typically evaluated by her peers or dean on the basis of whether her lectures are organized, whether she covers the appropriate material, whether she shows interest in and understanding of her subject matter,

The Instruction Paradigm	The Learning Paradigm

Learning Theory

The Instruction Paradigm	The Learning Paradigm
➤ Knowledge exists "out there"	➤ Knowledge exists in each person's mind and is shaped by individual experience
➤ Knowledge comes in "chunks" and "bits" delivered by instructors	➤ Knowledge is constructed, created, and "gotten"
➤ Learning is cumulative and linear	➤ Learning is a nesting and interacting of frameworks
➤ Fits the storehouse of knowledge metaphor	➤ Fits learning how to ride a bicycle metaphor
➤ Learning is teacher centered and controlled	➤ Learning is student centered and controlled
➤ "Live" teacher, "live" students required	➤ "Active" learner required, but not "live" teacher
➤ The classroom and learning are competitive and individualistic	➤ Learning environments and learning are cooperative, collaborative, and supportive
➤ Talent and ability are rare	➤ Talent and ability are abundant

Productivity/Funding

The Instruction Paradigm	The Learning Paradigm
➤ Definition of productivity: cost per hour of instruction per student	➤ Definition of productivity: cost per unit of learning per student
➤ Funding for hours of instruction	➤ Funding for learning outcomes

Nature of Roles

The Instruction Paradigm	The Learning Paradigm
➤ Faculty are primarily lecturers	➤ Faculty are primarily designers of learning methods and environments
➤ Faculty and students act independently and in isolation	➤ Faculty and students work in teams with each other and other staff
➤ Teachers classify and sort students	➤ Teachers develop every student's competencies and talents
➤ Staff serve/support faculty and the process of instruction	➤ All staff are educators who produce student learning and success
➤ Any expert can teach	➤ Empowering learning is challenging and complex
➤ Line governance; independent actors	➤ Shared governance; teamwork

whether she is prepared for class, and whether she respects her students' questions and comments. All these factors evaluate the instructor's performance in teaching terms. They do not raise the issue of whether students are learning, let alone demand evidence of learning or provide for its reward.

Many institutions construe teaching almost entirely in terms of lecturing. A true story makes the point. A biology instructor was experimenting with collaborative methods of instruction in his beginning biology classes. One day his dean came for a site visit, slipping into the back of the room. The room was a hubbub of activity. Students were discussing material enthusiastically in small groups spread out

across the room; the instructor would observe each group for a few minutes, sometimes making a comment, sometimes just nodding approval. After 15 minutes or so the dean approached the instructor and said, "I came today to do your evaluation. I'll come back another time when you're teaching."

In the Instruction Paradigm, teaching is judged on its own terms; in the Learning Paradigm, the power of an environment or approach is judged in terms of its impact on learning. If learning occurs, then the environment has power. If students learn more in environment A than in environment B, then A is more powerful than B. To know this in the Learning Paradigm we would assess student learning routinely and constantly.

Institutional outcomes assessment is analogous to classroom assessment, as described by K. Patricia Cross and Thomas Angelo. In our own experience of classroom-assessment training workshops, teachers share moving stories about how even limited use of these techniques has prompted them to make big changes in their teaching, sometimes despite years of investment in a previous practice. Mimi Steadman, in a recent study of community college teachers using classroom assessment, found that "eighty-eight percent of faculty surveyed reported that they had made changes in their teaching behaviors as a result." This at first was startling to us. How could such small amounts of information produce such

Structures reflecting an old paradigm can frustrate the best ideas and innovations of new-paradigm thinkers. As the governing paradigm changes, so likewise must the organization's structures.

large changes in teacher behavior? Upon reflection, it became clear. The information was feedback about learning, about results—something teachers rarely collect. Given information that their students were not learning, it was obvious to these teachers that something had to be done about the methods they had been using. Likewise, we think, feedback on learning results at the institutional level should have a correspondingly large impact on an institution's behavior and on the means it uses to produce learning.

Of course, some will argue, true education simply cannot be measured. You cannot measure, for example, true appreciation of the beauty of a work of art. Certainly some learning is difficult, even impossible to measure. But it does not follow that useful and meaningful assessment is impossible.

If we compare outcomes assessment with the input measures controlling policy in the Instruction Paradigm, we find that measures of outcome provide far more genuine information about learning than do measures of input. Learning outcomes include whatever students do as a result of a learning experience. Any measurement of students' products from an educational experience is a measure of a learning outcome. We could count the number of pages students write, the number of books they read, their number of hours at the computer, or the number of math problems they solve.

Of course, these would be silly methods to determine institutional incentives, and we do not recommend them. Any one of them, however, would produce more useful information on learning than the present method of measuring inputs and ignoring outcomes. It would make more sense to fund a college on the number of math problems students solve, for example, than to fund it on the number of students who sit in math classes. We suspect that *any* system of institutional incentives based on outcomes would lead to greater learning than any system of incentives based on inputs. But we need not settle for a system biased toward the trivial. Right now, today, we can construct a good assessment regime with the tools we have at hand.

The Learning Paradigm requires us to heed the advice of the Wingspread Group: "New forms of assessment should focus on establishing what col-

lege and university graduates have learned—the knowledge and skill levels they have achieved and their potential for further independent learning."

TEACHING/LEARNING STRUCTURES

By structures we mean those features of an organization that are stable over time and that form the framework within which activities and processes occur and through which the purposes of the organization are achieved. Structure includes the organization chart, role and reward systems, technologies and methods, facilities and equipment, decision-making customs, communication channels, feedback loops, financial arrangements, and funding streams.

Peter Senge, in *The Fifth Discipline*, a book about applying systems theory to organizational learning, observes that institutions and their leaders rarely focus their attention on systemic structures. They seldom think, he says, to alter basic structures in order to improve organizational performance, even though those structures generate the patterns of organizational action and determine which activities and results are possible. Perhaps the recent talk about restructuring, re-engineering, and reinvention in higher education reflects a change in focus and a heightened awareness of both the constraining and liberating power of organizational structures.

There is good reason to attend to structure. First, restructuring offers the greatest hope for increasing organizational efficiency and effectiveness. Structure is leverage. If you change the structure in which people work, you increase or decrease the leverage applied to their efforts. A change in structure can either increase productivity or change the nature of organizational outcomes. Second, structure is the concrete manifestation of the abstract principles of the organization's governing paradigm. Structures reflecting an old paradigm can frustrate the best ideas and innovations of new-paradigm thinkers. As the governing paradigm changes, so likewise must the organization's structures.

In this section, we focus on the main structures related to the teaching and learning process; funding and faculty role structures are discussed later under separate headings.

The teaching and learning structure

of the Instruction Paradigm college is atomistic. In its universe, the "atom" is the 50-minute lecture, and the "molecule" is the one-teacher, one-classroom, three-credit-hour course. From these basic units the physical architecture, the administrative structure, and the daily schedules of faculty and students are built. Dennis McGrath and Martin Spear, professors at the Community College of Philadelphia, note that "education proceeds everywhere through the vehicle of the three-credit course. Faculty members [and everyone else, we might add] have so internalized that constraint that they are long past noticing that it is a constraint, thinking it part of the natural order of things."

The resulting structure is powerful and rigid. It is, of course, perfectly suited to the Instruction Paradigm task of offering one-teacher, one-classroom courses. It is antithetical to creating almost any other kind of learning experience. A sense of this can be obtained by observing the effort, struggle, and rule-bending required to schedule even a slightly different kind of learning activity, such as a team-taught course.

In the "educational atomism" of the Instruction Paradigm, the parts of the teaching and learning process are seen as discrete entities. The parts exist prior to and independent of any whole; the whole is no more than the sum of the parts, or even less. The college interacts with students only in discrete, isolated environments, cut off from one another because the parts—the classes—are prior to the whole. A "college education" is the sum the student's experience of a series of discrete, largely unrelated, three-credit classes.

In the Instruction Paradigm, the teaching and learning process is governed by the further rule that time will be held constant while learning varies. Although addressing public elementary and secondary education, the analysis of the National Commission on Time and Learning nonetheless applies to colleges:

> Time is learning's warden. Our time-bound mentality has fooled us all into believing that schools can educate all of the people all of the time in a school year of 180 six-hour days....If experience, research, and common sense teach nothing else, they confirm
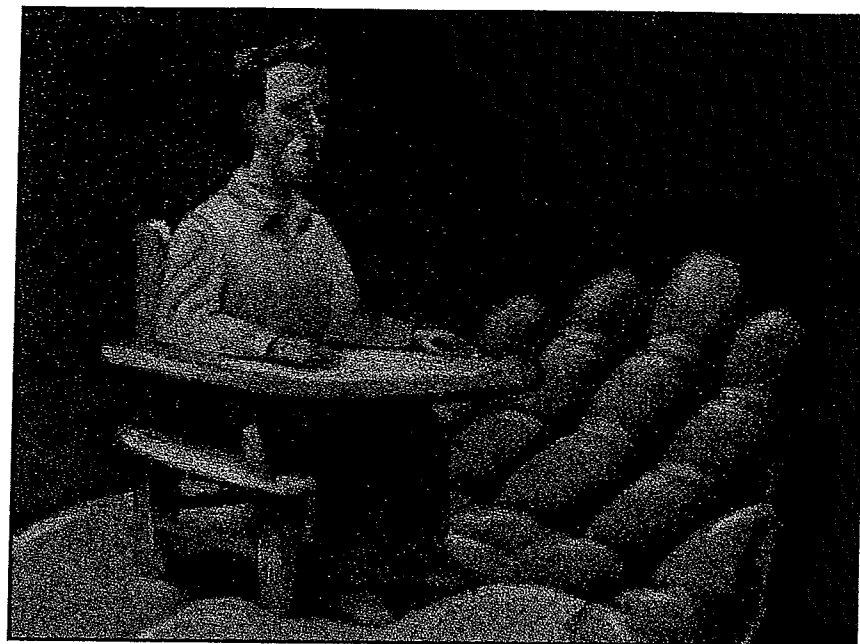
the truism that people learn at different rates, and in different ways with different subjects. But we have put the cart before the horse: our schools...are captives of clock and calendar. The boundaries of student growth are defined by schedules.... instead of standards for students and learning.

Under the rule of time, all classes start and stop at the same time and take the same number of calendar weeks. The rule of time and the priority of parts affect every instructional act of the college.

Thus it is, for example, that if students come into college classes "unprepared," it is not the job of the faculty who teach those classes to "prepare" them. Indeed, the structure of the one-semester, three-credit class makes it all but impossible to do so. The only solution, then, is to create new courses to prepare students for the existing courses; within the Instruction Paradigm, the response to educational problems is always to generate more atomized, discrete instructional units. If business students are lacking a sense of ethics, then offer and require a course in business ethics. If students have poor study skills, then offer a "master student" course to teach such skills.

Instruction Paradigm colleges atomistically organize courses and teachers into departments and programs that rarely communicate with one another. Academic departments, originally associated with coherent disciplines, are the structural home bases for accomplishing the essential work of the college: offering courses. "Departments have a life of their own," notes William D. Schaefer, professor of English and former executive vice chancellor at UCLA. They are "insular, defensive, self-governing, [and] compelled to protect their interests because the faculty positions as well as the courses that justify funding those positions are located therein."

Those globally applicable skills that are the foundation of meaningful engagement with the world—reading, writing, calculating, reasoning—find a true place in this structure only if they have their own independent bases: the English or math or reading departments. If students cannot reason or think well, the college creates a course on reasoning and thinking. This in turn produces pressure to create a corresponding department. "If we are not careful," warns Adam Sweeting, director of the Writing Program at the Massachusetts School of Law at Andover, "the teaching of critical thinking skills will become the responsibility of one university department, a prospect that is at odds with the very idea of a university."

Efforts to extend college-level reading, writing, and reasoning "across the curriculum" have largely failed. The good intentions produced few results because, under the Instruction Paradigm, the teacher's job is to "cover the material" as outlined in the disci-

XVIII-46

plinary syllabus. The instructor charged with implementing writing or reading or critical thinking "across the curriculum" often must choose between doing her job or doing what will help students learn—between doing well, as it were, or doing good.

From the point of view of the Learning Paradigm, these Instruction Paradigm teaching and learning structures present immense barriers to improving student learning and success. They provide no space and support for redesigned learning environments or for experimenting with alternative learning technologies. They don't provide for, warrant, or reward assessing whether student learning has occurred or is improving.

In a Learning Paradigm college, the structure of courses and lectures becomes dispensable and negotiable. Semesters and quarters, lectures, labs, syllabi—indeed, classes themselves—become options rather than received structures or mandatory activities. The Learning Paradigm prescribes no one "answer" to the question of how to organize learning environments and experiences. It supports any learning method and structure that works, where "works" is defined in terms of learning outcomes, not as the degree of conformity to an ideal classroom archetype. In fact, the Learning Paradigm requires a constant search for new structures and methods that work better for student learning and success, and expects even these to be redesigned continually and to evolve over time.

The transition from Instruction Paradigm to Learning Paradigm will not be instantaneous. It will be a process of gradual modification and experimentation through which we alter many organizational parts in light of a new vision for the whole. Under the Instruction Paradigm, structures are assumed to be fixed and immutable; there is no ready means for achieving the leverage needed to alter them. The first structural task of the Learning Paradigm, then, is to establish such leverage.

The key structure for changing the rest of the system is an institutionwide assessment and information system—an essential structure in the Learning Paradigm, and a key means for getting there. It would provide constant, useful feedback on institutional performance.

XVIII-47

It would track transfer, graduation, and other completion rates. It would track the flow of students through learning stages (such as the achievement of basic skills) and the development of in-depth knowledge in a discipline. It would measure the knowledge and skills of program completers and graduates. It would assess learning along many dimensions and in many places and stages in each student's college experience.

To be most effective, this assessment system would provide public institutional-level information. We are not talking about making public the status of individual students by name, but about making the year-to-year graduation rate—or the mean score of graduating seniors on a critical thinking assessment, for example—"public" in the sense that they are available to everyone in the college community. Moreover, in the Learning Paradigm college, such data are routinely talked about and acted upon by a community ever dedicated to improving its own performance.

The effectiveness of the assessment system for developing alternative learning environments depends in part upon its being *external* to learning programs and structures. While in the Instruction Paradigm students are assessed and graded within a class by the same instructor responsible for teaching them, in the Learning Paradigm much of the assessment would be independent of the learning experience and its designer, somewhat as football games are independent measures of what is learned in football practice. Course grades alone fail to tell us what students know and can do; average grades assigned by instructors are not reliable measures of whether the institution is improving learning.

Ideally, an institution's assessment program would measure the "value-added" over the course of students' experience at the college. Student knowledge and skills would be measured upon entrance and again upon graduation, and at intermediate stages such as at the beginning and completion of major programs. Students could then be acknowledged and certified for what they have learned; the same data, aggregated, could help shift judgments of institutional quality from inputs and resources to the value-added brought to student learning by the college.

The college devoted to learning first identifies the knowledge and skills it expects its graduates to possess, without regard to any particular curriculum or educational experiences. It then determines how to assess them reliably. It assesses graduating students, and the resulting information is then used to redesign and improve the processes and environments leading to such outcomes. In this manner, enhancing intellectual skills such as writing and problem solving and social skills such as effective team participation become the project of *all* learning programs and structured experiences. The whole would govern the parts.

Information from a sophisticated assessment system will gradually lead to the transformation of the college's learning environments and supporting structures. Such a system seeks out "best practice" benchmarks against which improvements in institutional performance can be measured in learning terms. It is the foundation for creating an institutional capacity to develop ever more effective and efficient ways of empowering learning. It becomes the basis for generating revenue or funding according to learning results rather than hours of instruction. Most importantly, it is the key to the college's and its staff's taking responsibility for and enjoying the progress of each student's education.

Instead of fixing the means—such as lectures and courses—the Learning Paradigm fixes the ends, the learning results, allowing the means to vary in its constant search for the most effective and efficient paths to student learning. Learning outcomes and standards thus would be identified and held to for all students—or *raised* as learning environments became more powerful—while the time students took to achieve those standards would vary. This would reward skilled and advanced students with speedy progress while enabling less prepared students the time they needed to actually master the material. By "testing out," students could also avoid wasting their time being "taught" what they already know. Students would be given "credit" for degree-relevant knowledge and skills regardless of how or where or when they learned them.

In the Learning Paradigm, then, a college degree would represent not time spent and credit hours dutifully accumulated, but would certify that the student had demonstrably attained specified knowledge and skills. Learning Paradigm institutions would develop and publish explicit exit standards for graduates and grant degrees and certificates only to students who met them. Thus colleges would move away from educational atomism and move toward treating holistically the knowledge and skills required for a degree.

LEARNING THEORY

The Instruction Paradigm frames learning atomistically. In it, knowledge, by definition, consists of matter dispensed or delivered by an instructor. The chief agent in the process is the teacher who delivers knowledge; students are viewed as passive vessels, ingesting knowledge for recall on tests. Hence, any expert can teach. Partly because the teacher knows which chunks of knowledge are most important, the teacher controls the learning activities. Learning is presumed to be cumulative because it amounts to ingesting more and more chunks. A degree is awarded when a student has received a specified amount of instruction.

The Learning Paradigm frames learning holistically, recognizing that the chief agent in the process is the learner. Thus, students must be active discoverers and constructors of their own knowledge. In the Learning Paradigm, knowledge consists of frameworks or wholes that are created or constructed by the learner. Knowledge is not seen as cumulative and linear, like a wall of bricks, but as a nesting and interacting of frameworks. Learning is revealed when those frameworks are used to understand and act. Seeing the whole of something—the forest rather than the trees, the image of the newspaper photo rather than its dots—gives meaning to its elements, and that whole becomes more than a sum of component parts. Wholes and frameworks can come in a moment—a flash of insight—often after much hard work with the pieces, as when one suddenly knows how to ride a bicycle.

In the Learning Paradigm, learning environments and activities are learner-centered and learner-controlled. They may even be "teacherless." While teachers will have designed the learning experiences and environments students

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use—often through teamwork with each other and other staff—they need not be present for or participate in every structured learning activity.

Many students come away from college with a false notion of what learning is and come to believe falsely that learning—at least for some subjects—is too difficult for them. Many students cruise through schools substituting an ersatz role-playing exercise for learning.

The first time I (Barr) studied calculus as a college freshman, I did well by conventional standards. However, while I could solve enough problems to get A's on exams, I really didn't feel that I understood the Limit Theorem, the derivative, or much else. But 15 years later, after having completed college and graduate school and having taught algebra and geometry in high school, I needed to relearn calculus so that I could tutor a friend. In only two, albeit intense, days, I relearned—or really learned for the first time, so it seemed—two semesters of calculus. During those days, I wondered how I ever thought calculus was difficult and why I didn't see the Limit Theorem and derivative for the simple, obvious things they are.

What was the difference between my first learning of calculus and the second? It certainly wasn't a higher IQ. And I don't think it was because I learned or remembered much from the first time. I think it was that I brought some very powerful intellectual frameworks to the learning the second time that I didn't have the first time. Having taught algebra and geometry, I had learned their basic structure, that is, the nature of a mathematical system. I had learned the lay of the land, the whole. Through many years of schooling and study, I had also learned a number of other frameworks that were useful for learning calculus. Thus learning calculus the second time within these "advanced" frameworks was easy compared to learning, or trying to learn, calculus without them as I did as a freshman.

So much of this is because the "learning" that goes on in Instruction Paradigm colleges frequently involves only rudimentary, stimulus-response relationships whose cues may be coded into the context of a particular course but are not rooted in the student's everyday, functioning understanding.

The National Council on Vocational Education summarizes the consequences in its 1991 report, *Solutions:* "The result is fractionation, or splitting into pieces: having to learn disconnected sub-routines, items, and sub-skills without an understanding of the larger context into which they fit and which gives them meaning." While such approaches are entirely consistent with educational atomism, they are at odds with the way we think and learn. The same report quotes Sylvia Farnham-Diggory's summary of contemporary research: "Fractionated instruction maximizes forgetting, inattention, and passivity. Both children and adults acquire knowledge from active participation in holistic, complex, meaningful environments organized around long-term goals. Today's school programs could hardly have been better designed to prevent a child's natural learning system from operating."

The result is that when the contextual cues provided by the class disappear at the end of the semester, so does the learning. Howard Gardner points out that "researchers at Johns Hopkins, MIT, and other well-regarded universities have documented that students who receive honor grades in college-level physics courses are frequently unable to solve basic problems and questions encountered in a form slightly different from that on which they have been formally instructed and tested."

The Learning Paradigm embraces the goal of promoting what Gardner calls "education for understanding"—"a sufficient grasp of concepts, principles, or skills so that one can bring them to bear on new problems and situations, deciding in which ways one's present competencies can suffice and in which ways one may require new skills or knowledge." This involves the mastery of functional, knowledge-based intellectual frameworks rather than the short-term retention of fractionated, contextual cues.

The learning theory of the Instruction Paradigm reflects deeply rooted societal assumptions about talent, relationships, and accomplishment: that which is valuable is scarce; life is a win-lose proposition; and success is an individual achievement. The Learning Paradigm theory of learning reverses these assumptions.

Under the Instruction Paradigm, faculty classify and sort students, in the

worst cases into those who are "college material" and those who cannot "cut it," since intelligence and ability are scarce. Under the Learning Paradigm, faculty—and everybody else in the institution—are unambiguously committed to each student's success. The faculty and the institution take an R. Buckminster Fuller view of students: human beings are born geniuses and designed for success. If they fail to display their genius or fail to succeed, it is because their design function is being thwarted. This perspective is founded not in wishful thinking but in the best evidence about the real capabilities of virtually all humans for learning. As the Wingspread Group points out, "There is growing research evidence that all students can learn to much higher standards than we now require." In the Learning Paradigm, faculty find ways to develop every student's vast talents and clear the way for every student's success.

Under the Instruction Paradigm, the classroom is competitive and individualistic, reflecting a view that life is a win-lose proposition. The requirement that the students must achieve individually and solely through their own efforts reflects the belief that success is an individual accomplishment. In the Learning Paradigm, learning environments—while challenging—are win-win environments that are cooperative, collaborative, and supportive. They are designed on the principle that accomplishment and success are the result of teamwork and group efforts, even when it appears one is working alone.

PRODUCTIVITY AND FUNDING

Under the Instruction Paradigm, colleges suffer from a serious design flaw—they are structured in such a way that they cannot increase their productivity without diminishing the quality of their product. In the Instruction Paradigm, productivity is defined as cost per hour of instruction per student. In this view, the very quality of teaching and learning is threatened by any increase in the student-to-faculty ratio.

Under the Learning Paradigm, productivity is redefined as the cost per unit of learning per student. Not surprisingly, there is as yet no standard statistic that corresponds to this notion of productivity. Under this new definition, however, it *is* possible to increase out-

comes without increasing costs. An abundance of research shows that alternatives to the traditional semester-length, classroom-based lecture method produce more learning. Some of these alternatives are less expensive; many produce more learning for the same cost. Under the Learning Paradigm, producing more with less becomes possible because the more that is being produced is learning and not hours of instruction. Productivity, in this sense, cannot even be measured in the Instruction Paradigm college. All that exists is a measure of exposure to instruction

Given the Learning Paradigm's definition, increases in productivity pose no threat to the quality of education. Unlike the current definition, this new definition requires that colleges actually produce learning. Otherwise, there is no "product" to count in the productivity ratio.

But what should be the definition of "unit of learning" and how can it be measured? A single, permanent answer to that question does not and need not exist. We have argued above that learning, or at least the effects of learning, can be measured, certainly well enough to determine what students are learning and whether the institution is getting more effective and efficient at producing it.

The Instruction Paradigm wastes not only institutional resources but the time and energy of students. We waste our students' time with registration lines, bookstore lines, lock-

step class scheduling, and redundant courses and requirements. We do not teach them to learn efficiently and effectively. We can do a lot, as D. Bruce Johnstone, former chancellor of SUNY, suggests, to reduce the false starts and aimless "drift" of students that slow their progress toward a degree

Now let's consider how colleges are funded. One of the absurdities of current funding formulas is that an institution could utterly fail its educational mission and yet its revenue would remain unaffected. For example, attendance at public colleges on the semester system is measured twice, once in the fall and again in the spring. Normally, at California community colleges, for example, about two-thirds of fall students return for the spring term. New students and returning stop-outs make up for the one-third of fall students who leave. Even if only half—or none at all—returned, as long as spring enrollments equal those of the fall, these institutions would suffer no loss of revenue.

There is no more powerful feedback than revenue. Nothing could facilitate a shift to the Learning Paradigm more swiftly than funding learning and learning-related institutional outcomes rather than hours of instruction. The initial response to the idea of outcomes-based funding is likely to be "That's not possible." But, of course, it is. As the new paradigm takes hold, forces and possibilities shift and the impossible becomes the rule.

XVIII-50

> **If the Instruction Paradigm faculty member is an actor—a sage on a stage—then the Learning Paradigm faculty member is an inter-actor—a coach interacting with a team.**

NATURE OF ROLES

' With the shift to the Learning Paradigm comes a change in roles for virtually all college employees.

In the Instruction Paradigm, faculty are conceived primarily as disciplinary experts who impart knowledge by lecturing. They are the essential feature of the "instructional delivery system." The Learning Paradigm, on the other hand, conceives of faculty as primarily the designers of learning environments; they study and apply best methods for producing learning and student success.

If the Instruction Paradigm faculty member is an actor—a sage on a stage—then the Learning Paradigm faculty member is an inter-actor—a coach interacting with a team. If the model in the Instruction Paradigm is that of delivering a lecture, then the model in the Learning Paradigm is that of designing and then playing a team game. A coach not only instructs football players, for example, but also designs football practices and the game plan; he participates in the game itself by sending in plays and making other decisions. The new faculty role goes a step further, however, in that faculty not only design game plans but also create new and better "games," ones that generate more and better learning.

Roles under the Learning Paradigm, then, begin to blur. Architects of campus buildings and payroll clerks alike will contribute to and shape the environments that empower student learning. As the role structures of colleges begin to loosen up and as accountability for results (learning) tightens up, organizational control and command structures will change. Teamwork and shared governance over time replace the line governance and independent work of the Instruction Paradigm's hierarchical and competitive organization.

In the Learning Paradigm, as colleges specify learning goals and focus on learning technologies, interdisciplinary (or nondisciplinary) task groups and design teams become a major operating mode. For example, faculty may form a design team to develop a learning experience in which students networked via computers learn to write about selected texts or on a particular theme.

After developing and testing its new learning module, the design team may even be able to let students proceed through it without direct faculty contact except at designated points. Design teams might include a variety of staff: disciplinary experts, information technology experts, a graphic designer, and an assessment professional. Likewise, faculty and staff might form functional teams responsible for a body of learning outcomes for a stated number of students. Such teams could have the freedom that no faculty member has in today's atomized framework, that to organize the learning environment in ways that maximize student learning.

MEETING THE CHALLENGE

Changing paradigms is hard. A paradigm gives a system integrity and allows it to function by identifying what counts as information within the infinite ocean of data in its environment. Data that solve problems that the paradigm identifies as important are information; data that are irrelevant to those problems are simply noise, static. Any system will provide both channels for transmitting information relevant to the system and filters to reduce noise.

Those who want to change the paradigm governing an institution are—from the institution's point of view—people who are listening to the noise and ignoring the information. They appear crazy or out of touch. The quartz watch was invented by the Swiss. But the great Swiss watchmakers responded to the idea of gearless timepieces in essentially the same way that the premiere audience responded to Stravinsky's *The Rite of Spring*. They threw tomatoes. They hooted it off the stage.

The principle also operates in the other direction. From the point of view of those who have adopted a new paradigm, the institution comes to sound like a cacophony-generating machine, a complex and refined device for producing more and louder noise. From the perspective of the governing paradigm, the advocates of the insurgent paradigm seem willing to sacrifice the institution itself for pie-in-the-sky nonsense. But from the perspective of the insurgents, the defenders of the present system are perpetuating a system that no longer works.

But paradigms do change. The Church admits Galileo was right. *The Rite of Spring* has become an old warhorse. Paradigms can even change quickly. Look at your watch.

Paradigms change when the ruling paradigm loses its capacity to solve problems and generate a positive vision of the future. This we very much see today. One early sign of a paradigm shift is an attempt to use the tools and ideas of a new paradigm within the framework provided by the old, or to convey information intelligible in the new paradigm through the channels of the old. This, too, is now happening.

In our experience, people will suffer the turbulence and uncertainty of change if it promises a better way to accomplish work they value. The shift to the Learning Paradigm represents such an opportunity.

The Learning Paradigm doesn't answer all the important questions, of course. What it does do is lead us to a set of new questions and a domain of possible responses. What knowledge, talents, and skills do college graduates need in order to live and work fully? What must they do to master such knowledge, talents, and skills? Are they doing those things? Do students find in our colleges a coherent body of experiences that help them to become competent, capable, and interesting people? Do they understand what they've memorized? Can they act on it? Has the experience of college made our students flexible and adaptable learners, able to thrive in a knowledge society?

How do you begin to move to the new paradigm? Ultimately, changing paradigms means doing everything differently. But we can suggest three areas where changes—even small ones—can create leverage for larger change in the future.

First, you begin by speaking. You begin to speak *within* the new paradigm. As we come to understand the Learning Paradigm, we must make our understanding public. Stop talking about the "quality of instruction" or the "instructional program." Instead, talk about what it takes to produce "quality learning" and refer to the college's "learning programs." Instead of speaking of "instructional delivery," speak about "learning outcomes."

The primary reason the Instruction Paradigm is so powerful is that it is invisible. Its incoherencies and deficiencies appear as inherent qualities of the world. If we come to see the Instruction Paradigm as a product of our own assumptions and not a force of nature, then we can change it. Only as you begin to experiment with the new language will you realize just how entrenched and invisible the old paradigm is. But as you and your colleagues begin to speak the new language, you will then also begin to think and act out of the new paradigm.

Second, if we begin to talk about the "learning outcomes" of existing programs, we'll experience frustration at our nearly complete ignorance of what those outcomes are—the Learning Paradigm's most important category of information is one about which we know very little now. The place to start the assessment of learning outcomes is in the conventional classroom; from there, let the practice grow to the program and institutional levels. In the Learning Paradigm, the key structure that provides the leverage to change the rest is a system for requiring the specification of learning outcomes and their assessment through processes external to instruction. The more we learn about the outcomes of existing programs, the more rapidly they will change.

Third, we should address the legally entrenched state funding mechanisms that fund institutions on the basis of hours of instruction. This powerful external force severely constrains the kinds of changes that an institution can make. It virtually limits them to changes within classrooms, leaving intact the atomistic one-teacher, one-classroom structure. We need to work to have state legislatures change the funding formulas of public colleges and universities to give institutions the latitude and incentives to develop new structures for learning. Persuading legislators and governors should not be hard; indeed, the idea of funding colleges for results rather than seat time has an inherent political attractiveness. It is hard to see why legislators would resist the concept that taxpayers should pay for what they get out of higher education, and get what they pay for.

Try this thought experiment. Take a team of faculty at any college—at your college—and select a group of students on some coherent principle, any group of students as long as they have something in common. Keep the ratio of faculty to students the same as it already is. Tell the faculty team, "We want you to create a program for these students so that they will improve significantly in the following knowledge and cognitive skills by the end of one year. We will assess them at the beginning and assess them at the end, and we will tell you how we are going to do so. Your task is to produce learning with these students. In doing so, you are not constrained by any of the rules or regulations you have grown accustomed to. You are free to organize the environment in any way you like. The only thing you are required to do is to produce the desired result—student learning."

We have suggested this thought experiment to many college faculty and asked them whether, if given this freedom, they could design a learning environment that would get better results than what they are doing now. So far, no one has answered that question in the negative. Why not do it?

The change that is required to address today's challenges is not vast or difficult or expensive. It is a small thing. But it is a small change that changes everything. Simply ask, how would we do things differently if we put learning first? Then do it.

Those who say it can't be done frequently assert that environments that actually produce learning are too expensive. But this is clearly not true. What we are doing now is too expensive by far. Today, learning is prohibitively expensive in higher education; we simply can't afford it for more and more of our students. This high cost of learning is an artifact of the Instruction Paradigm. It is simply false to say that we cannot afford to give our students the education they deserve. We can, but we will not as long as we allow the Instruction Paradigm to dominate our thinking. The problem is not insoluble. However, to paraphrase Albert Einstein, we cannot solve our problem with the same level of thinking that created it.

Buckminster Fuller used to say that you should never try to change the course of a great ship by applying force to the bow. You shouldn't even try it by applying force to the rudder. Rather you should apply force to the trim-tab. A trim-tab is a little rudder attached to the end of the rudder. A very small force will turn it left, thus moving the big rudder to the right, and the huge ship to the left. The shift to the Learning Paradigm is the trim-tab of the great ship of higher education. It is a shift that changes everything. ⊡

XVIII-52