“From Good to Great”

The Application of Hedgehogs, Flywheels, and Big Hairy Audacious Goals for Managing an Institution’s Enrollment Condition

SEM Conference 2008
Anaheim, California

“from good to great to built to last”
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What is *Good to Great*?


- Jim Collins also authored *Built to Last*.

- *Good to Great* examines corporations that converted mediocre performance into superior performance.

- Identifies eleven corporations meeting the following criteria:
  - Fifteen-year cumulative stock return at or below the general stock market that transitioned to high performance defined as subsequent fifteen years of stock performance 3X the market.
Where are we going and how are we going to get there?

- From Good to Great to Built to Last
  - How do we sustain great results to create an enduring great institution?
    - Meaningfulness of core values and purpose
    - Value of intentionality in our efforts

Join us in an intellectual adventure … a journey….  

Question and challenge what we learn today from each other.

Let’s have fun along the way
Meaningfulness of Vision

The following is the vision statement for Slippery Rock University. The vision statement for the university is used as a foundation for the development of Enrollment Services’ vision statement.

Institutional Vision Statement:

Slippery Rock University will excel as a caring community of lifelong learners connecting to the world.

Enrollment Services Vision Statement:

The Division of Enrollment Services will strive to operate interdependently with others, sharing information of value to the institution as a whole, and working with our colleagues to achieve a cohesive, supportive, network for students from the time of their first inquiry through graduation and beyond.

Each member of the Enrollment Services team will strive to work creatively, enthusiastically, and diligently to attain market prominence, achieve optimal enrollments through progressive recruitment and retention efforts, support the vision and the academic mission of the University, and enhance student learning and success.

Team-initiated division and university-wide programming efforts and information management are vital to the achievement of these goals. Through shared learning experiences and a genuine commitment to teamwork, the Division of Enrollment Services will exert a positive influence to optimize the match between potential learners and the values, vision, and competencies of Slippery Rock University.
Meaningfulness of our Mission Statement

Enrollment Services’ mission is to use a systematic set of activities and programming efforts to coordinate student recruitment and retention enrollment management initiatives for Slippery Rock University.

These activities include providing consistent and clear articulation of the institution’s vision and mission, strategic recruitment approaches, comprehensive financial aid counseling, and comprehensive first year transition experiences which promote student learning and success and are responsive to student interests and needs.

Professional development opportunities for staff and faculty are also included.
Meaningfulness of Core Values

The core values of the Enrollment Services Division provide the conceptual underpinnings for our day-to-day operations as well as our interactions with people. Our core values are as follows:

Put STUDENTS first. This philosophy means that whenever possible, decisions will be made and actions taken that are in the best interest of students and what matters most in achieving student success and learning in the context of a higher institutional environment. Student learning and success will drive policies, practices, system procedures and the messages of each communication. We will strive in our programming and services to consider what “matters most” in achieving student learning and success.

Put all levels of staff next. Students will never be first if all levels of our staff are not closely behind. Each university staff member needs to be valued for the diverse contributions they make to Enrollment Services, Slippery Rock University, and especially in the lives of our students.

Under promise and always strive to OVER-deliver. We should look for every opportunity to EXCEED the expectations of those we serve, always striving to deliver more than we promise. It is important for us to be certain that we are delivering what we promise. Quantitative and qualitative assessments will lead us to improve our efforts.

Have a purpose for everything we do and execute well. Clearly define the purpose of everything we undertake as well as the desired outcome. Assess and measure the effectiveness of all initiatives and eliminate, refine, or replace less effective strategies. Do only those things that we can do at an exemplary level of quality.
Good to Great – Framework of Concepts

Level 5 Leadership
First Who...Then What
Confront the Brutal Facts
Hedgehog Concept
Culture of Discipline
Technology Accelerators

Buildup

Disciplined People  Disciplined Thought  Disciplined Action

Flywheel

Breakthrough
disciplined
rigorous
dogged
determined
diligent
precise
systemic
methodical
consistent
focused
engaged
Moving from Good to Great

SRU: Pre-2000

- **Leadership**: Revolving door of executive leadership (president, vice-presidents, deans)
- **Enrollment**: Incremental declines over nine years
- **Faculty and staff**: Concerns around morale, motivation, planning efforts, and focus
- **Facilities**: Deferred maintenance due to financial standing

SRU: 2008

- **Multiple Levels of Empowered Leadership**: Experienced, competent, service driven, dedicated executives, faculty, and staff
- **Enrollment**: Steady increase: no longer dependent on single demographic
- **Faculty and Staff**: Engaged in the student experience; reduced turnover and engaged on campus
- **Facilities**: CONSTANT CONSTRUCTION!!!
Similar to Collins’ simple criteria for measuring corporate performance (stock market performance), an improved enrollment condition was selected as a measure of institutional performance in 2000.

Underlying assumptions:

- Undergraduate tuition is the primary revenue engine.
- Improving the enrollment condition requires comprehensive organizational change.
- Improving the enrollment condition should not be driven solely by personality or programming – rather it should be embedded in the institutional culture.
Headcount (15th Day comparisons)

15th Day Status – 8,458 (1.60%/133 ↑)
24.33% increase since 1999


Students: 7563, 7493, 7291, 7038, 6923, 6803, 6952, 7197, 7530, 7789, 7928, 8105, 8230, 8325, 8458

SAS SRU Enrollment Portal
## Enrollment Performance

<table>
<thead>
<tr>
<th></th>
<th>2000</th>
<th>2001</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>Diff since 2000</th>
<th>2007 To -Date</th>
<th>2008 To Date</th>
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<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>6,952</td>
<td>7,197</td>
<td>7,530</td>
<td>7,789</td>
<td>7,928</td>
<td>8,105</td>
<td>8,230</td>
<td>8,325</td>
<td>20%</td>
<td>7,899</td>
<td>7,966 (.85%+)</td>
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<td><strong>Total Credit Hours</strong></td>
<td>95,325</td>
<td>98,173</td>
<td>101,790</td>
<td>106,334</td>
<td>110,542</td>
<td>113,156</td>
<td>114,608</td>
<td>115,893</td>
<td>22%</td>
<td>111,546</td>
<td>113,330 (1.60%+)</td>
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<td><strong>African-American Enrollment</strong></td>
<td>220</td>
<td>210</td>
<td>260</td>
<td>296</td>
<td>330</td>
<td>334</td>
<td>376</td>
<td>397</td>
<td>80%</td>
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<td><strong>Hispanic Enrollment</strong></td>
<td>41</td>
<td>45</td>
<td>36</td>
<td>52</td>
<td>67</td>
<td>66</td>
<td>78</td>
<td>91</td>
<td>122%</td>
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<tr>
<td><strong>Out of State Enrollment</strong></td>
<td>324</td>
<td>349</td>
<td>353</td>
<td>357</td>
<td>431</td>
<td>508</td>
<td>562</td>
<td>607</td>
<td>87%</td>
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<td><strong>FT Cohort 1st Year Ret.</strong></td>
<td>70.8%</td>
<td>74.1%</td>
<td>78.3%</td>
<td>77.1%</td>
<td>77.7%</td>
<td>75.7%</td>
<td>77.9%</td>
<td>80.52%</td>
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<td>60.5%</td>
<td>61.9%</td>
<td>68.5%</td>
<td>67.0%</td>
<td>67.9%</td>
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<td>56.4%</td>
<td>57.9%</td>
<td>64.3%</td>
<td>62.6%</td>
<td>64.2%</td>
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<tr>
<td><strong>FT Cohort 4 YR Grad</strong></td>
<td>27.7%</td>
<td>28.9%</td>
<td>29.0%</td>
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<td><strong>FT Cohort 5 YR Grad</strong></td>
<td>47.8%</td>
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<td>54.6%</td>
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<tr>
<td><strong>FT Cohort 6 YR Grad</strong></td>
<td>51.8%</td>
<td>53.2%</td>
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What is Good to Great?

- The *Good to Great* study attempts to explain the necessary components / commonalities / characteristics of organizations that make the leap from good to great.

“Good is the enemy of great.” *Why?*

*How can the concept “Good is the Enemy of Great” impact our efforts at SRU?*

*What can we do to influence this concept?*
Good is the Enemy of Great

Discussion Notes:
Presentation of other best sellers:

Bad to Mediocre – not a best seller, only 20 copies sold. Why some universities are around while others are not?

Mediocre to Good – 200 copies sold. Why some make the leap and others don’t.

2001-2002 university catalog – Bad to Mediocre

Good to Great: Public companies are easy to measure.
- What makes a university move from good to great?
- How do we measure?
- How do we move to market, work or graduate school?
- Key performance indicators determined by State System
- Alumni Giving; persistence in graduation; retention
- Market share – population of young people we are attempting to enroll in our place. The perception of being great the stronger quality of students.
- Dedication and motivation of individual and how we provide customer service
- Strong academic programs
- Student outcomes – things are tough to measure, value of education; how have they grown?
Good is the Enemy of Great

Discussion Points:
The accrediting agencies nationally look at the piece how is the school measuring the points mentioned earlier. SRU chose to use the CLA because it is the least invasive way to do it. Even though you cannot measure, the greatest marketing tool is how students are doing. You cannot measure it specifically unless you investigate.

Identify (by groups of three) what we are doing (Team distributed chocolate bars):
Butter Finger Group:
Good
- Depts. & Divisions work with Student Life & other divisions
- Technology-good, but great when we are entirely wireless
- Help Desk is good; however, we have a lack of resources
- FYRST Seminar-good; more department collaboration and between classes
- New Faculty mentoring-good; more work to be done to have more workshops for faculty throughout their tenure
- Parents and perspective – admissions still has much contact as to where students can request help via chat rooms, etc., with technology
- Collaboration-o.k. across campus; however, we may be great and just have too high of expectations
Discussion Notes:

M&M Group –
- Image – student quality is outstanding and previous president was very involved in the community
- How we manage enrollment
- Academic side of house we can service the needs of the job market
- Students have good experiences here…We are headed in the right direction.
- We could use help with scholarship
- Academic quality – some departments are great; and others can be
- Information Technology – still not quite there yet
- We are going in the right direction inn areas of greatest importance of the university.
- Housing – going good to great….Facility is great. Interaction with students is good
- The experience the students gain end result negatively impacts their experience at the university. It has greatly improved.
Good is the Enemy of Great

Discussion Points:
Kit Kat Group:
Great:
- Retention 80.59%
- Friendly atmosphere
- Managing enrollment – SAS utilize data; nationally known
- Faculty/Staff/Admin Relations – great at crossing barriers

Good:
- Communication between divisions and to students
- Customer Service – develop and fulfill needs
- Living/Learning Communities
- Delivering on Student Needs
- Athletic Program – o.k.
- Alumni Relations – good base
- Leadership Programs for Students
- Academic Advisement
- Appearance of SRU
**Good to Great Findings**

- **First Who…Then What? What did we learn?**
  - **Level 5 Leadership**
    - Paradoxical mix of personal humility and professional will.
    - Rigorous, not ruthless.
    - Ambitious – for organization, not self.
    - The level 5 leaders in the study cohort were more often internal promotions as opposed to big, flashy personalities.
    - Placing the best people with the biggest opportunities, not your biggest problems.
Level 5 Executive
Builds enduring greatness through paradoxical blend of personal humility and professional will.

Level 4 Effective Leader
Catalyzes commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards.

Level 3 Competent Manager
Organizes people and resources toward the effective and efficient pursuits of pre-determined objectives.

Level 2 Contributing Team Member
Contributes individual capabilities to the achievement of group objectives and works effectively with others in a group setting.

Level 1 Highly Capable Individual
Makes productive contributions through talent, knowledge, skills, and good work habits.
First Who...Then What? - Institutional Application

• SRU Application - Level 5 Leadership
  • Declines in recruitment, retention, and revenue
  • Retirement of a 14 year home-grown president & removal of the newly searched president
  • Turnover of executive leadership due to transitions and retirements
  • Turnover of directors/assistant director level student life and enrollment staff due to position transitions and retirements
**Level Five Leadership**

**Discussion Points:**
What institution would you consider great? What would people from those institutions feel about their institution? Always more to do. As long as you believe there is always more to do better, a truly great organization will always come up with mostly goods. A great institution is not complacent; they always believe there is more to do.

Level Five Leadership – those interviewed never thought they were there (aspirational characteristics)

Part of it is humility amongst the group. What are we actually measuring? We need to know what we are doing best.

Back in the 90s morale on campus was bad and we got fire in our belly and that moved us from mediocre to good and concern is as we move from good to great, we become anxious.

We work so hard we forget what our purpose is. These types of exercises force us to identify our passion our product and we can begin to work smarter and accomplish more ad become more passionate.

In the book Jim Collins had data in front of him. We need to frame discussion today.
Discussion Points:
First Who… Then What?
Presidential changes in late 90s/early 2000
Provost changed college structure, departments in 2001-2002 (reorganization)
Changing culture of faculty – Half of our faculty are newly hired since 2000.
Faculty culture participates in enrollment functions such as Showcase, Visitations, and Orientation.
Student Life division is critical to institutional success.
Far more collegiality in executive leadership.
Good to Great Findings

• Get the Right People on the Bus in the Right Seats
  • First who, then what….adapting to a changing world
  • Put your best people on your biggest opportunities, not your biggest problems.
  • Hire slow, fire fast.
  • Good to Great management teams debate vigorously, but unify behind decisions.
  • First they got the right people on the bus, the right people in the right seats, and the wrong people off the bus, then they figured out how to take it someplace great.
Getting the Right People on the Bus in the Right Seats

Discussion Points:

Appreciation of what our divisions have to work with in terms of resources between Student Life and the Division of Enrollment. We have the right people on the bus in the right seats. You have to be able to fill the tank with gas and give it the resources we need and then let it go.
First Who...Then What? - Institutional Application

- Leadership:
  - Which is harder to cultivate within yourself: humility or will?

- Think of a Level 5 you have known. How did he or she become Level 5? What did you learn from that person?
Discussion Points:
- SAS has paid off ten-fold for us to improve how we make decisions and intervene with our students.
- In the 2nd edition of Good to Great, he mentions that many outside of business are using it.
- Good to Great for Nonprofit Organizations.
- To make application from business in terms of the model behind the scenes as not so much the nonprofit model.
- This is one that gets to the heart and soul without being overly-dramatic with marketing.
First Who...Then What? - Institutional Application

• First Who:
  • How might you tell if someone is the right person on the bus?

• If compensation is not the primary driver for the right people on the bus, then what are the primary elements in getting and keeping the right people on the bus?
**Good to Great Findings**

**Confront the Brutal Facts**

- *Embrace the Stockdale Paradox* – maintaining unwavering faith in a positive outcome concurrent with facing the brutal truth.
- Create a climate where the truth is heard and shared. By employing an honest, diligent search to determine the truth of a situation, the right decisions will become self-evident.
  - Lead with questions, not answers.
  - Engage in dialogue and debate, not coercion.
  - Conduct autopsies without blame.
  - Build red flag mechanisms that turn information into information that cannot be ignored.
- Get the data!!!!
- Motivation is a waste of time – the right people self-motivate.

Leaders: Carla, George, & Eliott
Good to Great Institutional Application

• SRU Application - Confront the Brutal Facts
  • New level 5 executives articulated Stockdale Paradox and a confident vision and mission – one of hope concurrent with serious review of the enrollment condition.
  • As a result of a nine year enrollment decline, enrollment management was set as an institutional priority.
  • An institutional structure was created to address the enrollment condition.
  • Core values on new programs and services centered on intentionality, purposefulness, collaborations, partnerships, …
Confront the Brutal Facts – Discussion Questions

Think of two environments that you have been in. The first being an environment that did not confront the brutal facts and where people (and the truth) were not heard. The second being an environment that did confront the brutal facts and where people had a tremendous opportunity to be heard. What accounts for the difference between the two environments? What does the contrast teach about how to construct an environment where the truth is heard?
Confront the Brutal Facts – Discussion Questions

- Do you have any red flag mechanisms in your life or organization? What ideas do you have for new ones?
Confront the Brutal Facts:

Discussion Points:

- Organizations can forge a path to greatness only by confronting the brutal facts.
- Honest confrontations (not everyone has to agree with everything).
- Create a culture where people feel they can be honest ad they can be heard.
- If they disagree, at least they listen and have heard what they say.
- Opportunity for dialogue and debate without criticism. Evaluate without placing blame.
- Goal is to improve. Confront and find solutions and move on.
- Red flags: In class everyone can use a red flag one time during the semester. One used it to say he was being an ineffective teacher today. Permitting employee to have red flags to bring matters of great importance to the forefront. Confront reality (Admiral Stockdale survived as a POW by having faith things will work out and also confront reality by not setting timelines or goals.)
- Charisma can be a liability as well as an asset. People may be afraid to bring issues to them. Sometimes a charismatic leader makes people unwilling to speak open with them.
Confront the Brutal Facts:

Discussion Notes:

Subordinates at all levels need to weigh if issue is significant enough to warrant the time of the supervisor. (Share/ do not share/ make issue by picking carefully the things you bring forward.)

Trying to motivate people is a waste of time. Get the right people on the bus and they have got to be self-motivated. If you are spending time motivating, nothing else will get accomplished. Through confrontation of brutal facts, those people move themselves forward. A good supervisor is more of a coach. They may be able to motive and give pointers.

Getting the right person on the bus (in the right seat) – Work with individual’s strengths to merge the two together. When it works, it is worth the time and effort.

Exercise is to think of different organizations to which we belong and perhaps that org. did not confront the brutal facts and another one which did and how did the two differ.

ZZZ attended SRU as well as 2 other schools. At the University of Pittsburgh in Oakland he saw them go fro non-brutal to brutal. Student Life had been in the dark ages. Recently, their new vice-provost has confronted issues and replaced personnel. Self-reflection and introspection was done and spoke of in front of others growing to a departmental issue as well. There are pockets who are not pleased with actions taken while others really enjoy seeing how departments and programs can grow.

When president was provost he went across AA and SA in his first year and confronted the brutal facts on enrollment. It was about an institutional change of culture.

ZZZ used to work for a major builder on the east coast that built houses one way with blinders on when they started to fail to measure consumer demands, market measures. It was only when they started to measure market demands, they became profitable. You need to measure and understand where changes are.

ZZZ started at Chatham and interviewed under one regime and then began work under another; however, when she began under new president who announced they were 3 million in the hole, everything changed.
One of the dominate themes from the research is that breakthrough results come about by a series of good decisions, diligently executed and accumulated one on top of another.

Track record of good decisions is not perfect.
Good to Great Findings
The Hedgehog Concept

What you are deeply passionate about
What you can be best in the world at
What drives your economic engine

A Simple Crystalline Concept

ACT with UNDERSTANDING, not bravado.

Keep it SIMPLE!

Get your three circles

Mimi, Betsy, and Robert
The hedgehog concept is not a goal to be the best, a strategy to be the best, an intention to be the best, a plan to be the best. It is an understanding of what you can be the best at.
The Hedgehog Concept – Discussion Questions

Focus questions:

• Which is more important for your area of responsibility, division, SRU: the goal to be the best at something, or realistic understanding of what you can (and cannot) be the best at?
The Hedgehog Concept – Discussion Questions

Focus questions:

• How might we apply the hedgehog concept to SRU?

• Can each of you identify a hedgehog concept for your area? (share examples)
The Hedgehog Concept

Discussion Notes:
The Hedgehog Concept

In his famous essay, “The Hedgehog and the Fox,” Isaiah Berlin divided the world into hedgehogs and foxes, based upon an ancient Greek parable: “The Fox knows many things, but the hedgehog knows one big thing.”

ZZZ spoke of imagining a bubbling brook on a gorgeous May day with sun and smell of spring air removed of stresses in life and hearing a loud rusting like a scurrying sound and you look across a field and see a red fox which flies into a tree. As you watch him, you hear a whooshing sound. That red fox scurries up and down trees and runs into filed and jumps across and thinks I know everything, I am the best at everything. Then you hear another sound…. If you look at the ground, there is a gray fur-ball (a hedgehog) walking through the forest with not a care in the world. He does what he does best. The squirrel tries all day to get the hedgehog and eat him. The hedgehog curls into a ball and then goes back into the woods happy as he has done what he has done best. The reality is the fox is exhausted. The foxes see the world in complexity, pursuing many ends as the same time; they are scattered or diffused, moving on many levels. They never integrate their thinking into one vision.

Hedgehogs simplify a complex world into a basic principle that unifies or guides everything. It does not matter how complex the world, the hedgehog reduces all challenges to simple hedgehog ideas. Anything that does not relate to the hedgehog idea holds no relevance.

The Hedgehog Concept should be directly related to, if not the actual, strategic plan of the university.
The Hedgehog Concept

Discussion Notes:
What can I be the best in the world at? Not everything. What we can be may not be what we can do?
What drives the economic engine? What is the one denominator that has the single greatest impact? What are we deeply passionate about? HedgehogCentral.com

A hedgehog concept is a simple, crystalline concept that flows from the deep understanding about the intersection of the following concepts/circles.

SRU may not be the best institution, but what can we be the best at?
The book gives examples as to how companies apply the hedgehog concept and swallow up their competitors. Replaced locations with more convenient ones. Pioneered the drive-through concept for prescription concepts. Tight clustering where you find their store and become more recognizable. They also started one hour photo which increased. Eckert was their closest competitor and used home movie rental. Wells Fargo turned their attention to the focus – CEO was described that as an Olympic diver focusing on simplest idea – understanding what you are best at. Abbott Lab vs. Upjohn with both focusing on pharmaceuticals and went more toward more effective use of health care costs.
Just for Fun on Hedgehogs....

- Hedgehog and the Fox Parable - [http://www.cc.gatech.edu/home/idris/Essays/Hedge_n_Fox.htm](http://www.cc.gatech.edu/home/idris/Essays/Hedge_n_Fox.htm)
- Hedgehog videos – [http://www.youtube.com/watch?v=TPhpsIK7pDc](http://www.youtube.com/watch?v=TPhpsIK7pDc)
- Draw Your Own Hedgehog - [http://www.janbrett.com/how_to_draw_a_hedgehog.htm](http://www.janbrett.com/how_to_draw_a_hedgehog.htm)
**Discussion Notes:**

Admissions -  
Applying the “Hedgehog Concept” . . . like a fox

Philosophy – visit every high school just so we can say we did it (understanding a bravado)

Do we have a recruitment plan and how does the plan match the vision statement?

Every staff member (professional and clerical) counts and does every job so we enhance competence and more productive overall

Implement new technology to keep up with our competitors: blogs, facebook.

Will new initiatives produce results or simply consume valuable time?

Orientation drives everything we do; establish Orientation Advisory Council

Don’t label parent packets?

Is it realistic to make minute changes to satisfy a few?

Do we waste time? Or do we act like a hedgehog

Past fall semester we created orientation experience philosophy

If it doesn’t fit, we are not going to do it.

Simplify processes – simple things like production of name tags

Flyers and brochures can be made more concise.
**Discussion Notes:**

Admissions -

Applying the “Hedgehog Concept” . . . like a hedgehog

- Visit high schools that produce the most matriculants, initiate outreach programs to supplement visit schedule; establish Web presentations in lieu of high school visits
- Staff (counseling and clerical) members are developed in particular areas (programming, credit evaluation, minority recruitment)
- Support and polish initiatives that yield the best results (Opportunity Knocks, electronic newsletters, videos)
Discussion Notes:

Exercise:
Think about the following three concepts/questions as they may apply to SRU. Brainstorm, briefly discuss your ideas, and be ready to share your thoughts with the workshop attendees.

At what can we be the best in the world? Remember that what we want to be the best at may not be what we can be? Also keep in mind what we cannot be the best at.

Can vs. should: Get them in the door & graduate and get your cap & gown

Our basic premise is caring about the student to have successful learning which leads to graduation.

Providing a high quality education at a reasonable cost. Consumer’s Digest. We are a teaching institution.

We can offer quality education to the sons & daughters of the tax payers of the Commonwealth of Pennsylvania.

Traditional undergraduate education being a regional university and we are the best provider of that education.

In applying the Hedgehog Concept in your own area, how can you simply for yourself ad move to the staff and students with whom you work.
The Hedgehog Concept

Orientation –

Applying the “Hedgehog Concept”

... like a fox

Meet the needs/requests of every guest and every campus constituent
(Is it realistic to make minute changes to satisfy one person?
Do we miss the BIG PICTURE when we function this way?)

Maintain existing practices simply because they have become a way of life
(Are we working smart or could we be working smarter?)

Utilize a variety of communication methods to address common inquiries
(Does it make sense to over-publish to convey information?)

... Let’s act like a hedgehog

The Orientation Experience philosophy drives everything we do; establish Orientation Advisory Council
Simplify processes (utilizing new technology when available) to reduce wasted time and stress on staff
Consolidate print materials and perfect message
Good to Great – Disciplined Action

- A Culture of Discipline – Findings

- Disciplined thought, disciplined people, disciplined action.
- Cornerstone of a culture that creates greatness
- People do not have jobs…They have responsibilities
- Focus on YOUR HEDGEHOG
- Manage the system, not the people
- Practice extreme commitment
Discussion Notes:
A Culture of Discipline –
1. Build a culture around the idea of freedom and responsibility, within a framework.
   “Besides the noble art of getting things done, there is the noble art of leaving things undone.
   The wisdom of life …….. essentials.”
2. Fill that culture with self-disciplines people who are willing to go to extreme lengths to fulfill their responsibilities. They will “rinse their cottage cheese.”
   Rinsing Your Cottage Cheese: People in great companies become somewhat extreme in fulfillment of their responsibilities.
3. Don’t confuse a culture of discipline with a tyrannical disciplinarian.
   Organizations and how they become good to great. It focuses more on how individuals fit into the big picture. Disciplined people who engage in disciplined thought and who take disciplined action.
4. Adhere with great consistency to the Hedgehog Concept, exercising an almost religious focus on the intersection of the three circles. Equally important, create a “stop doing list” and systematically unplug anything extraneous.

Hedgehog Concept: Attain piercing clarity people who have freedom and responsibility within the framework to act. They are not told what to do. You have to be self-disciplined. Those people are very motivated and do not need to be managed. You need to be accountable; but not managed. How you attain your piercing clarity to produce the best long-term results and how to exercise discipline and know when to say, no, thank you. Passionate/what drives economic engine/what you can be best at.
Discussion Notes:
13 Tips for Working Smarter, Not Harder
By Jan Jasper

1) Aim for effectiveness, not neatness. Neatness as an end in itself can even be risky: Putting things away just to clear off your desk can cause you to lose or forget them.

2) Clutter is rarely caused by insufficient space or time. The culprit is usually indecisiveness. So be selective about what you bring into your office and home. If you know what you value and what your goals are, being selective is not hard.

3) Have a place for everything. Open your mail in the same place everyday so it doesn't get strewn everywhere. Put unpaid bills together, separate from paid bills. Store all office supplies together to prevent duplicate purchases.

4) Do not use your entire desk surface as a giant In-box. Instead, determine your next action on every piece of paper and file accordingly. Tasks to be done soon (phone calls to make, questions to ask business associates) and current projects go into your "Action Files," which should not be mixed with Reference Files. Action Files must be kept close at hand.

5) That maxim, "Handle each piece of paper only once," is too extreme to be realistic. But it contains a grain of truth. Do try to take the next action that's required each time you handle a piece of paper. How about that seminar advertisement you left on your desk, as a reminder to decide whether to sign up -- you know, that paper you've shuffled ten times today already? Either call right now to get the information you need, or make a note in your appointment book to call later. Then you're that much closer to being done with it.
6) Don't save paper that you're not willing to spend time filing. If you don't file it properly, you either will forget you have it, or you won't be able to find it when you need it. It does you no good, and the result is the same as if you'd thrown it out in the first place. If you are set up to scan information into your computer, be selective. If you cannot imagine a specific situation when you'd need to refer to the information again, don't scan it. Most of us save a great deal of paper we'll never use again.

7) Use your day planner to help clear your desk. If you avoid filing things out of fear you'll forget to follow up, jot down a reminder in your appointment book or computer software.

8) Often we are our own worst enemies, interrupting ourselves by jumping from one half-finished task to another. Stop doing "the desktop shuffle" - moving papers aimlessly around on your desk. Every time you handle an item, take an action towards completing it.

9) Learn to say "No." You could live to be a hundred and still not have time to do everything you want--that's the curse and blessing of being intelligent and having high expectations of yourself. The good news is you can choose what to focus on. You have far more freedom than you may realize. Aside from obligations like caring for vulnerable family members and paying taxes, very little of what you "have" to do is morally or legally mandatory. Review everything in your life and ask, "What's the worst that can happen if I stopped doing this?" Saying "No" sometimes is the only way you can "Yes" to what you really value.

10) Beware of stuff. The more stuff you have, the more you must find a place to put, and the more you'll have to clean, repair, and eventually replace. Stop buying things you don't really need just because they're on sale. You can always get more stuff, and you can always get more money. But you can never get more time.
11) Do buy more of things you use continually. Frantic last-minute shopping trips can be averted by purchasing things before your supply runs out.

12) Schedule appointments with yourself to get things done. Appointments aren't only for business lunches or seeing your doctor. They're for you, too. Commit to spending time on the things you keep "not getting around to." This works for everything -- from taking the next step on that back-burner project, to making sure you get yourself to the gym twice a week.

13) Beware of perfectionism. Most routine work doesn't need to be done perfectly. Ask yourself -- Is your effort disproportionate to the value of the task? Will other, more important projects be delayed as a result? Can you reduce the frequency or level of detail of this task?

Jan Jasper has been training busy people to work smarter, not harder since 1988. She helps clients streamline their systems and procedures, form optimum work habits, use technology efficiently, and manage information overload. Her specialty is helping people who've already worked with professional organizers and coaches and are still not able to get it all done. Jan is the author of Take Back Your Time: How to Regain Control of Work, Information, & Technology (St. Martin's Press). She recently completed a North American media tour as the national efficiency spokesperson for IKON Office Solutions, Inc. In 2001, Jan was the office productivity expert for staples.com. She has appeared on radio and TV all over North America and is quoted regularly in print. Jan is currently on the board of the Tri-State Chapter (NY, NJ, & CT) of the National Speakers Association.
Disciplined Action

**Discussion Notes:**
What factors come into play as a group decides on a direction/purpose/mission?

- Budgetary Resources
- Human Resources – professional development and skill level

How can you get people in higher education to really buy into a mission? In other words, how could a mission really influence how hard someone works?

- If everyone is involved in writing the mission, that would create buy-in.
- Show people what’s in it for them so they will buy into it.
- If you are passionate about something, you will be more willing to take one more small step to become the best and then seek improvement. If you have empathy and can directly relate, you become more involved, more passionate about it. An individual needs to become passionate and feel their work

How do you measure your personal success in the work you are doing to keep you self-motivated?

- Development of students and how they matriculate through SRU and into people
- You may be passionate about developing a student and how it impacts him/her, but how does it impact you?
  - Some measurable goal has to be the start and assessing how close to the mark you are and it keeps you focused and disciplined.
Disciplined Action

Discussion Notes:
How does one create a “Stop-Doing” List?
If you cannot list several items you would put on your “Stop-Doing” list, begin with writing one thing that you are going to stop doing and what goal can you make in order to accomplish it. Counseling, educating and communicating with students is so broad that you have to identify when you are not the right person to speak with a particular age group. Have a support person to help you continue with “downsizing” your responsibilities.

Putting students in a category and not treating them individually.

What factors should come into play as a group decides on a direction/purpose/mission?
What is a “culture of discipline” and how does that term really relate to the goals and purposes of higher education?
How can you get people in higher education to really buy into a mission? In other words, how could a mission REALLY influence how hard someone works?
Because our work is people-focused rather than economic-bottom line focuses, it is not always easy to have people feel that their hard work will have a fast or direct payoff.
The single, most important form of discipline for sustained results is fanatical adherence to the Hedgehog Concept and the willingness to shun opportunities that fall outside the three circles.
“Stop doing” lists are more important than “to do” lists.
Good to Great - Building a Culture of Discipline

- Build a culture around the idea of freedom & responsibility, within a framework.
- Fill that culture with self-disciplined people who are willing to go to extreme lengths to fulfill their responsibilities. They will “rinse their cottage cheese.”
- Don’t confuse a culture of discipline with a tyrannical disciplinarian.
- Adhere with great consistency to the Hedgehog Concept exercising an almost religious focus on the intersection of the three circles.
SRU Application – A Culture of Discipline (Add Notes)

- Increased rigor of admissions requirements.
- Reduced tuition rates for out-of-state.
- Unit-level redistribution of duties.
- New suite style housing project.
- Marketing and recruitment to areas of distinction with specific emphasis on HES growth.
- Encourage programmatic entrepreneurship – fund initiatives that project revenue….via retention improvements and improved student engagement
A Culture of Discipline

Focus Questions:

If "rinsing your cottage cheese" is important, how do you tell *which* cottage cheese is worth rinsing? In other words, if diligent attention to detail is essential, how do we decide which details are important, and which are trivial?
A Culture of Discipline

Focus Questions:

Think of two people: One being someone who only sees his or her job as a "job" and the other who understands that he or she has a responsibility. How does this difference play itself out in their work? What should we look for in locating such people?
A Culture of Discipline

Focus Questions: (PAST)

- Do you have **stop doing list**? What do you put on your stop doing list?
  - Stop sending around students to 4 to 5 offices to do an institutional withdrawal
A Culture of Discipline

• Focus Questions: (CURRENT)
  • Do you have **stop doing list**? What do you put on your stop doing list?
  • Stop sending around students to 4 to 5 offices to do an institutional withdrawal
Technology Accelerators – Findings

- Good to Great organizations use technology to accelerate momentum, not to create it.

- Avoid technology fads and bandwagons; carefully selected technology applications.

- Does the technology fit in the Hedgehog Concept?
SRU Application Technology Accelerators (Add Notes)

- Created and resourced Office of Institutional Research
- Right people on the bus to utilize Student Information System
- Online library resources to facilitate learning
- Utilized technology and chat services in admissions
- Development and support to utilize Internet features in the classroom to facilitate learning
Technology Accelerators

If technology cannot make or break our institution’s level of greatness, but only serves as an accelerator of greatness or demise already in progress, then why did everyone fall in love with technology for technology's sake during the 1990s?
Technology Accelerators

- Why is there so much hype and fear about new technologies, and what can you do to view new technologies with objective equanimity?
Discussion Notes:
Technology Accelerators
Authors struggled as to whether to put this into the book as multiple chapters could have been written as to assist an organization.

How does technology contribute to the Hedgehog Concept?
How does technology support our mission at SRU?
What types of technological tools do we have available to accomplish that mission?
  Makes us smarter to make it possible to do more physical contacts.
  Get the right technology on the bus as well. SAP & canceling students. Possibly head off and confront issues and frees up staff to do other things. Technology is an enhancer.

Hedgehog Concept Revisited (The 3 Circles):
What can you be the best in the world at?
  Building/maintaining relationships (Walgreens example) – tools we use in technology that will not replace the people factor.
What drives your economic engine? What is the one denominator that has the single, greatest impact? Individualized service to the buying party (prospects and supports)
  Philip Morris executives
**Technology Accelerators**

**Discussion Notes:**

**The 3 Circles:**

At what can we be the best in the world? Equally important – know what we cannot be the best at. Also, is what we can be, not necessarily what we want to be.

SRU builds/maintains relationships

What drives your economic engine?

Individualized service to the “buying party”

(prospects and their support group; parents, spouses, high school counselors, etc.)

What are you deeply passionate about?

Identifying the “right students (i.e., profile or “fit”) for SRU and guiding them to matriculation

Translate that one understanding, simple crystalline concept…

“Establish genuine relationships, through high-quality and responsive service, with prospective students throughout the world who would be best served by our values, culture and programs.:}
In our industry/profession, the following holds true:

Building and maintaining relationships is paramount
We can harness technology to enhance relationships
No technology can by itself ignite a shift from good to great

It is a tool to be leveraged, but not a sound business or service model in its own right

Technology Accelerators? Bubbles look cool for a while and then they pop.
(Pennsylvania Mentor and Zinch examples)
Vendors try to sell products that enhance admission

Technology is an accelerator of momentum, not a creator of it

You cannot make good use of technology until you know which technologies are relevant
Post our information to make it easy for students to connect with us. Personalized email after a student visits SRU with a link to an online evaluation. Network sites are important to enhance what we do; students can join friends list.

They will not replace but they will enhance what we do.
**Discussion Notes:**

**Breakout Session:**

**Apple** - Student Development – Students are better equipped to leave SRU and enter the world with their social skills more developed than when they began. Concept of student “getting into a discipline action.” (Kid taking candy bar off the shelf. – You have missed the moment to intervene). We need a developmental program to we do not miss the time frame and have the personnel power and technology to have a teachable moment now [instead of 3 months later.]

**Orange** – Together, data and information is the engine which drives what we do and building SAS to take us to the next level for predictability and the need for electronic articulation and buying products to help us market our services to students and dream products (Degree Works, Banner) to predict what students need each semester.

**Pepper** – Using SAS technology to work for us: what high schools we go to – which students are not registered – what merge emails instead of letters. Using DARWIN instead of DARS

More online stuff; including the Computer Literacy test.

**Carrot** – Using Call Center technology to streamline office efficiency and monitor equitable division of work to staff members. [It can also track the calls for training purposes] Self-service via the web. Job fairs can be registered on line; vacancy bulletins and resume database are self service.

Comprehensive financial aid software packaging system [not Wolf Pack]. Broadening Rock Talk hours and days and greatly enhance services to parents and faculty who cannot be accommodated by online grading, etc.
Technology Accelerators

Discussion Notes:
Conclusion:

Thoughtless reliance on technology is a liability not an asset

Until you establish your own “Hedgehog Concept,” technology takes a back seat

Internet was the “new economy.” Companies did not have staying power because they did not have the underlying foundation of a well-defined plan.

Admissions – different CRM vendors: do we have the resources to make the million things happen to continue to support students and develop relations? We may not need one. Many companies did not even mention technology in the book.

CRM is Customer Relations Management – 8,000 students who call or ask to be in database and this logs information sent to prospective students. With our website, it is important but we do not rely on our website to do all of our work for us.

Staying true to good-to-great fundamentals and maintaining their balance, even in times of great change and disruption, will accumulate the momentum that creates breakthrough momentum.
Good to Great Findings

The Flywheel

- Good to Great transformations are not the result of a single momentous action.
- Good to Great transformations are the result of a series of build-ups and breakthroughs – like pushes on a flywheel….building cumulative momentum
- No quick fixes – usually breakthrough is recognized after the fact.
- Incremental, evolutionary process.
- Be relentlessly consistent overtime.
- Create alignment by results, not hoopla.
- Avoid the Doom Loop.
- Importance of consistency and coherence….one + one = four … illustrating the magnifying effect of one factor on another.
The Flywheel

- Pushing with great effort you get the flywheel to inch forward, moving almost imperceptibly at first. You keep pushing, after two to three hours of persistent effort, you can get the flywheel to make one full rotation. You keep pushing and the flywheel begins to move a bit faster and with continued effort you get it to make a second rotation. You keep pushing in a consistent direction and the flywheel gains more momentum and builds up speed to make three, four, five, six….rotations.
- Then, at some point breakthrough! The momentum kicks in!
**Good to Great Institutional Application**

- SRU Application: The Flywheel
  - Shifted third party contracts to in-house: career services and facilities management
  - Added services: personal counseling; study abroad; First year Experience
  - Overhauled admissions
  - Enhanced food services, menu and facilities
  - Funded 1 FTE First Year Experience staff position
  - Student-managed student activity programming
  - Re-evaluated and enforced housing policies, modern and more student friendly
  - Refinanced debt to free cash flow for capital improvements
  - Renovated or constructed numerous facilities
  - Added varsity sports: Crew, Volleyball, and Wrestling
  - Added academic programs
  - Improved faculty services: development; searches
  - Developed diversity programs
  - Prioritized salary increases and improved benefits to achieve market
Think of two operations you've observed: one that followed the flywheel principle, and the other that fell into the Doom Loop. What caused the difference between the two? What does your contrast teach about why do so many organizations fall into the Doom Loop, rather than building momentum over the long term in the flywheel?
The Flywheel

- How do you know when it is time to change the direction of the flywheel?
The Flywheel

• How can the flywheel concept apply to your own life and career?
The Flywheel

Discussion Notes:

The flywheel image captures the overall feel of what it was like inside companies as they went from good to great.

Icebreakers and metaphors

Parable of the sower (4 different seeds, not different kinds of seeds)

Flywheel – keep nudging and it will build momentum

Seeds – some kind of pat and continues to be stopped upon and seed dies and is gone

- rocky ground and quickly sprouts and grows but without foundation it sprouts add dies – there is no forethought – what does data & research tell us
- birds pick it up and take it elsewhere and it grows somewhere else
- planted in good soil and grows – 1 in 4 grows

Constantly have to keep working (pushing the wheel inch by inch) and it gains momentum.

Flywheel is based on the concept that an organization is like a flywheel with cogs to move ahead and get to greatness ad does not happen overnight but has to be nudged further around. Cos who have reached greatness. As outsiders we do not see they have been pushing around for a number of years. People involved in pushing do not realize there is not an ah ha moment. In the trenches you do not realize this. Only those on the outside notice it. Flywheel gets spinning so fast that there is not an event to send that thing spiraling. [change in leadership – go in a different direction and you are headed for doom]

“God forbid you get hit by a bus.” What if the bus hits a bump? You have to keep going.
The Doom Loop

Discussion Notes:

New Direction, Program, Leader, Event, Fad, or Acquisition
No buildup; No Accumulated Momentum
Disappointing Results
Reaction, Without Understanding
The Flywheel

Discussion Notes:

Example: Spinning in a fitness class (instead of a stationary bike, the pedals continue to do around a wheel making a vigorous workout). Walk in a circle (close to power, info.) Then the next person walks around and he is further away from the information. What happens is the person in the middle of the circle is strolling around, the others are running full blast to catch up.

What would we like to be best at is caring about our students, providing needs for our students. Were you going towards the flywheel or the doom loop?

Compare each other so we know what we are doing.

GROUP WORK

Mimi-Career Services is part of flywheel because they are involved with FYRST Seminar and speak with freshmen and are well-known and recognized because they are involved with outside constituents. May be part of doom loop for not reporting data and have limited staff depending on undergrads and grads. Office is built around a system, not a person. Staff is seasoned. From the graduate studies side of the house, there could be doom with the lack of professional staff. Freshmen and transfers ask how do they connect academic major with the world of work.

John-Annual report is online. Personnel contact graduates and return rate is 77%. Bloomsburg has 90%+ return rate and they were the only other close. 15-20% is average of other state system schools. Email and voicemail work is biggest challenge. Quality of GA is a huge challenge.

Amanda-annual report raw data may be put into SAS to put a Career Tab by college in the kind of reporting we would like to put into.
**The Flywheel**

**Discussion Notes:**

Admissions – Huge part of flywheel and based on data on number and quality of enrollment. Career Services speaks with faculty and they see quality in classroom by more-engaged students. Data driven with SAS. Intentional in travel; out of state recruitment with tuition differential. New facility helps Admission process. Technology assists and getting faculty/staff involvement and development of Enrollment Services division. Challenge has been personnel being temporary and having a consistent face.

Faculty working with SRU interprets our success and is not prevalent on other college campuses. This was seen at the ARI Conference. Importance and value of chairperson. Our SRU faculty chairs spoke how this is how enrollment has increased and their connection and part of it. Our people saw it, but the others did not.

Kevin spoke: Are there indicators you need to be aware of or indicators that can cause it to change direction or send it into the doom loop? You can be spinning but is there anything you see in your area that you need to be aware of. What happens if there is a change in leadership and deans or chairs are no longer focused or re-directed in a different way. What happens to the flywheel? Are there plans in place to make sure things can get doing?

Positions are related around people’s personalities or the duties shift and that is not always a good thing. [Throwing the dart]
Good to Great Findings

From *Good to Great* to Built to Last Findings

- Clock building, not time-telling.
  - Building an organization that can adapt through multiple generations of leaders, the exact opposite of being built around a single great leader, idea, or single program.
- Create catalytic mechanisms.
- Core ideology – Create a passionate culture that preserves the core & stimulates progress
  - Keeping clear the distinction between “what we stand for” (which should never change) and “how we do things” (which should never stop changing).
  - Change and improve everything except your core values.
- Big, Hairy, Audacious Goals (BHAG) to stimulate progress
  - Translate the purpose for being into BHAG
Good to Great Institutional Application

- SRU Application: Built to Last (Add Notes)
  - Emphasis on student-centered pedagogy
  - Innovative faculty development
  - Focus on assessment of student learning (Learning Reconsidered)
  - Upcoming presidential search and possible turnover of the other executives
  - Retirement of baby-boom faculty and staff
  - Graduation Task Force
  - Large capital projects: Science Building, Recreation Center; Nursing School Expansion; Law School expansion
  - Grow endowment with emphasis on scholarships and faculty chairs
Built to Last

• What are our divisional core values?

• What is your department’s core purpose?

• What practices and strategies does your area have that are dysfunctional and should be open for change?
Preserve
Caring about student learning and success
Passion for creating new services with intentionality and purpose
Fanatic attention to the details and data informed decision making
Focus on meaningful assessment measures and student learning outcomes
Attentive focus on “What’s Next?”

Some Examples of Our Progressive Changes Over Time
(In addition to changes and additions to our Academic Programs)

2000
Implementation of FYRST/LCC
Marketing-Areas of Distinction – Increased High School Visits and On-Campus Visit Opps
Enrollment Increases Begin

2001
Division of Enrollment Services Formed
Creation of Office of Retention Services
Reorganization of Student Life
Recruitment & Marketing New Initiatives – Areas of Distinction – Rock Solid – Recruitment & Marketing Pubs Revised
Use of Students in Marketing – Radio – TV – News – Magazine
Beginning of a plethora of interventions

2002
Birthing of the intentional use of data for informing decisions
Growth of FYRST/LCC to 75%+ of FR Cohort
International Student Enrollment Decline
Development of Living/Learning Communities
PPT Building opens

2003
Implementation of Jump Start
First to Second Year Retention hits 78%
Marketing 3 + 3 PPT/PPTH – LECOM

2004
New Residential Tuition Waiver for Out-of-State
Freshman Leadership Scholarship

2005
FR Cohort increases in HES surpass EDUC
Out of State Enrollments increase
Marketing-Recruiting Videos

2006
Opening of New Residential Suites
Implementation of Merit Scholarships

2007
Opening of ATS
Development of Student Leadership Programming
Graduation rates increase

2008
Renovation of VSH & Dining Hall
• What is your BHAG—big hairy audacious goal for individual department improvement?

- Improve staff training, communication and support to provide better service to students.
- Return to the staffing status that we had for several years before our student population increased to 8,000 and our professional staff (in Career Services) decreased from three to two.
- Complete integration of living learning communities: classes in residence halls; faculty in building meeting with students; and peer leaders and community assistants programming for students together.
- To use technology to help in saving time so that the hedgehog mentality can be built upon. To provide tools that help students, faculty, and staff make the university better.
- Hire another full-time staff person to assist with initiatives.
- Help create the most proficient analytic system any institution has ever seen along with the right tracking system.
- Develop an impactful strategic plan for my segment of what we do, that can be done in a personally manageable means.
- Create a collaborative, diverse, and interactive staff that always looks toward betting their selves so that our students have the very best collegiate experience.
- Undergraduate admissions office plans to be pro-active, not reactive ... and not be so siloed.
- Enhance student and faculty self-service 24/7 in the web and develop an electronic records/workflow system.
- Get right and enough people in the right seat on the bus to develop advising, FYRST Year Studies and Learning Community Cluster initiatives.
- 7,000 freshmen applications & 1,200 transfer applications equal undergraduate admission.
- Further streamline operational focus to allow for more market research and recruitment.
- On-line and in-person alumni recruitment chapters in and out of state
- Faculty within LCC’s collaborate with each other and include Living Learning Floors into LCC’s. Get DARWIN up and running with IA and TA.
- Service all students better with a special emphasis on students of color, students at risk, and students with special needs and consideration.
- A coordinated students of color/students in need program under Academic Affairs including special populations of Q students, LGBT, race commissions, disabilities, and Human Resources and Diversity.
- Improved turn-around time for Orientation program reservations.
- Improve the way I listen to, interact with, and service all university constituents.
Built to Last

- What is your BHAG—big hairy audacious goal for institutional improvement?

Streamline the hiring process to ensure the best people are employed. As it is now, the hiring process is cumbersome and inconsistent. It seems that Human Resources often stands in the way of hiring excellent candidates instead of assisting in the process. The process is inconsistent in that some people are appointed while others have to go through a drawn-out search process.

Comprehensive collection efforts across the university. Upgrade our resume database to permit students to download a word document resume.

Get buy-in across-the-board for valuing out-of-classroom educational and learning.

To provide technology support so that enrollment and retention continue to go up.

To assist with more people of color being hired in the Division of Student Life; to become more transparent and face the brutal facts by including those who make a difference in the campus community for resolution.

To be the authority on higher education in the state of PA (recruitment/retention/student life).

Each employee would become a role model for our students. We would teach and develop students by our example, not just by our rhetoric.

Have a national program recognized for living learning that becomes the cornerstone for our campus.

Offer more online degree completion programs.

Enrollment stabilization (not growth) and improved quality of students (a.k.a. right-sizing SRU student body/faculty numbers and administrative support.

80%, 6 year graduation rate.

Further increase national and international exposure and recognition.

Scholarship awards (instead of loans) for every student.

New SIS.

A more diverse population of student/staff/administrator.

A coordinated students of color/students in need program under Academic Affairs, including special populations of Q students, LGBT, race commissions, disabilities, and Human Resources and Diversity.

Upgraded staff training and dissension of information on changes throughout the university to keep all aware of the physical location of departments and the programs they offer as well as the staff employed in the offices.

Better communication on staff roles (who does what).
Big, Hairy, Audacious Goals – Institutional Application

- SRU Application: BHAG
  - Enrollment: Increase credit hours generated at 1.5% annually for next 4 years
  - 1st to 2nd Retention Rate: 82% by 2011
  - 6 YR Graduation Rate: 60% by 2011
  - Diversity of New FR and New TR by 5% annually for 5 years
  - NSSE and BCSSE improvements
Reference