

Feedback on the 2007-2011 Strategic Plan

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SPAC – 1/18/07 – Feedback

- Academic rigor is not addressed in any of the goals. What is the quality of degrees offered? How competitive are our degrees to those of other universities?
- The goals do not reflect the mission statement, in particular when it comes to research and graduate programs.
- Not clear what stewardship of place means.
- In goal #1 (= Student-centered University) there is no mention of faculty and how they contribute to it. What is the role of faculty in achieving student-centered university?
- Should the goals address what NAU's role in filling the gaps of K-12 education is?
- Why use the term Native Americans when everybody born in America is native? Why not use the more appropriate term American Indian?
- What is the reasoning for selecting any particular ethnic group (e.g., Native Americans) as a major focus? Are there any financial reasons behind it? Why not single out another ethnic minority such as Hispanics?

COD Session – 1/24/07 – Feedback

- Cultural vitality (part of goal #2) is not addressed in any strategy or initiative.
- Replace “Contribute to the preparation and retention of Arizona math and science educators” (goal #2, strategy 2) with “Become a leader in the preparation....”
- A lot of the historic goals referring to the process of learning are not incorporated in the current goals.
- The timeline in the strategic planning process (graphic) is confusing. The decisions should be cascaded to college and unit budgets prior the faculty leaves for the summer. This to be done in June is too late.
- Is there a document outlining the action plan that ties to the strategic plan?
- Some of the strategies and initiatives are very broad; some are very specific. Should they all share the same level of specificity?
- The strategy #1 under the goal #4—“Achieve steady progress towards an environment of inclusion at Northern Arizona University by coordination of these efforts through the Advisory Council for Diversity and Equity (ACDE).”—is very unusual. I have never heard about ACDE and suddenly it is in one of the main strategies. Why is the ACDE identified so specifically?
- The goal #2 (Regional and Global Stewardship) and #6 (Accountable, Innovative, and Sustainable Practices) are too interconnected.
- Existing six goals can be edited into the following seven goals that are more distinctive:
 1. Student-centered University
 2. Global Engagement
 3. Access, Learning, and Affordability
 4. An Environment of Inclusion
 5. A Commitment to Native Americans
 6. Accountable, Innovative, and Educational Practices
 7. Stewardship and Sustainability of Place
- One of the ways to engage faculty in the strategic planning process can be by displaying a poster with the strategic goals in the area near faculty’s mailboxes.
- Some focus in the strategic goals should be given to a cross-disciplinary problem solving which is a main focus of the Frances B. McAllister Program in Community, Culture, and Environment.

College of Arts and Letters – 2/5/07 – Feedback

- Under goal #2 add a new strategy (#3). Cultural Vitality. Make use of the university’s abundant cultural and artistic resources to enhance our engagement with the community and the world.
- Initiatives:
- Recognize and develop the economic impact on the community of NAU’s cultural and artistic vitality and activity
 - Capitalize on the role of the visual and performing arts as the university’s public face
 - Secure the future of Ardrey Auditorium as Northern Arizona’s premier concert hall and multi-purpose auditorium
 - Enhance cultural outreach and community educational programs such as Preparatory School, Summer Music Camp, etc.

- Investigate the viability of an “arts village” concept as a destination point for cultural tourism and as working student-faculty studios
- Enhance existing collaborations and partnerships with other arts-related community organizations
- Ensure the leadership role of NAU in Arizona’s arts education programs
- Expand the role of the arts and humanities in international exchanges (ceramics with Japan; English, languages, music with China; English as a second language in Thailand; language and culture with Mexico; language and culture, history, and business with France, etc.)
- Strengthen the role of foreign language and cultural instruction as privileged tracks toward international understanding
- Build programs relating the humanities to community needs and aspirations (public history, public humanities programs, museum studies, CC&E)

Commission on Native Americans – 2/7/07 - Feedback

Goal #5

- Add the following under strategy #3: Increase visits to Indian reservations by representatives of the university administration, faculty, and staff to learn more about tribal governments, history, traditions, language, and culture to enhance mutual respect, understanding, and strengthening of tribal relationships.

EMSA – 2/8/07 - Feedback

- It appears that the degree of specificity among the initiatives greatly varies. Is that intentional?
- We ask students to take personal responsibility but do the current processes support this initiative? (issue of class scheduling)
- As a student I would like to see a better connection between EMSA and academics.
- Goal #1 (strategy #3) – non-academic student services should be included under this strategy as they also contribute to the student support.
- Are we focusing on improvements to activities and facilities needed to support a more vibrant student life (e.g. rec center improvements)?
- “Student-centered” suggests partnership between students and the institution, but the language does not suggest “partnership.”
- It is important that we work with other departments. The strategies should include some ideas about integration of EMSA and other units.
- I would like to see more students on the front lines.
- Goals #2 and #6 overlap.
- In many cases we are talking about awareness but we need to get beyond just being aware and actually do something. The language should be stronger in that respect.
- Green opportunity for circulation mess.
- NAU has a great opportunity to “sell” its unique location. It is a great asset for recruitment.

- As a graduate international student with restrictions on a number of online credits I can take I have difficulty with scheduling classes as certain classes are often offered only in an online format. The course formats need to correspond with the policies that are imposed on students.
- The plan is too focused on traditional students and not enough on those who may have families and different challenges because of that. This campus, for example, does not offer any child care options.
- As a division we are very well represented in the draft.
- Financial support and assistantships rare/hard to come by in graduate education – would be appealing to potential applicants.
- Maybe career planning workshops for undergrad so they know what they can get into with degree (before capstone classes).
- All initiatives seem to address only academic support, what about non-academic support for achievement, i.e. learning assistant centers, counseling and testing center, NASS/MS, student life.
- As a study-abroad participant, I think the wide range of the international studies opportunities should be marketed more to students. Information meetings are set up, but posters and other visual aids should be presented on campus telling students the variety of places they can go.
- What’s a “multi-campus structure and governance process within a single University”?
- Practical experience is very in demand among students. They want to learn outside of the classroom.
- Education for student and staff necessary for these things. For most students to even be made aware of why changes are occurring something as simple as a poster is needed.
- Students sometimes feel left out when it comes to institutional decisions and getting their voice heard. Better marketing for forums and how to be heard should be done. Sometimes people need to be hit over the head to realize their opportunities. They would also like more vocal reasoning behind certain University decisions (i.e. buildings, signs, etc. – maybe a spread in the Lumberjack as to why these things are occurring objective.)
- Look at evaluations more and decide when certain faculty members would be better at an advising role rather than teaching (i.e. they are no longer effective – feel like you’re just listening to their ramble – not learning).

Revolving Door – 2/13/07 – Roundtables #1

Goal #1

- Vibrancy of the campus is important for student-centered
- What does vibrancy means?
- Vibrancy means to me activities, interactions, cultural events, entertainment...
- Is there a fee being discussed? People don’t even go to the events there are right now. E.g. Afterhours. It is important to bring students into the decisions and do a few activities that are great and students want to attend. Maybe reallocating funds from unsuccessful programs would work.
- Res. Life needs to put out questionnaire asking what students are interested in.

- More of stand up comedies would be great
- Many non-traditional students are not as included in the plan e.g. when it comes to the campus vibrancy; it's important to get their perspective.
- A lot of language focuses on freshmen
- Many freshmen are non-traditional.
- How to promote student responsibilities?
- When talking about students' efficacy and personal responsibility we could use the following language: Cultivate undergraduate student self-regulated learning. An assessment should be included as part of the goal/initiative.
- NAU should focus on getting great professors here rather than building new buildings.
- How is that some colleges/departments receive funding for new buildings and others don't?
- This looks like a wish list of initiatives.
- Major student support would include a preparation center. It's funded through grants. It is important to have a university wide preparation center (for license exams... - dental hygiene, engineering).
- Students try to prepare for high stake tests and have issues with identifying resources.
- What about a center for GRE tests?
- Add under strategy #3 – strengthening test preparation support for students.
- How do you measure student success? Is it graduation rate?
- Another measure is job placement and employer satisfaction.
- Strong advisement services.
- It would be beneficial to allow students keep their NAU email after graduation for example john@alumni.nau.edu. We should ask student for their cell phone number.
- Under goal #1 we should include distance learning students as we want to be a university for all students?
- We are not competitive for graduate assistantships. Confused about the last initiative under strategy #2. What nationally competitive means? How is it measured? Is there an opportunity for workforce development?
- Why is vibrancy included under undergrad education but not under grad. education? Some initiatives are repeated for undergrads and for grads.
- What about an initiative that brings undergraduates and graduates together. Maybe there are some experiences (like TA) university can offer to bring these groups together. What activity may help achieve that?
- Living learning community is broader concept bringing faculty, staff, and students together.
- I really like strategy #2. Encourage...the word could include "support." We don't have university travel funds for conferences (perhaps encourage and support).
- Include DL in goal #1.
- Set up webcasts and see different events.

Goal #2

- NAU Foundation was not clear about what Regional and Global Stewardship means.
- The word that brought me in is the word “stewardship.” One of my questions is whether stewardship is the right term. After all we are talking about two specific strategies: internationalization of campus and collaboration between campus and the surrounding communities.
- How we will address the global community. What is the impact of the Chinese recruitment efforts?
- There is also initiative with Saudi Arabia.
- There is a huge market in China. China cannot build universities quick enough. All Chinese students have to pass an exam and base on the score they can pick a school from a predetermined group.
- A part of this (=Chinese) initiative is bringing faculty who are incorporating English in their teaching here as students.
- If the local needs are not addressed, I’m curious how we can achieve globalizations.
- What are we doing for the students here, locally?
- Do our community and the global focus belong together under one goal?
- Maybe we do not do enough to showcase the diversity.
- We have growing number of international students and students working in environmental research. The unifying element is missing between the local and the global.
- I have a lot of questions about recruitment of international students.
- The word stewardship means for me that the institution should promote connection between global and local community. We should participate as global citizens and nurture the local community by offering our resources.
- Goal #4 talks about inclusion and there is nothing about international students. I would like to see more language about including international diversity in goal #4.
- Place means distinctiveness to me. It is a measure of attachment to home.
- Goal two and goal 6 are too interconnected.
- When I hear stewardship it means “taking care”. We should include more language about “inviting” people.
- Stewardship means many things: campaign, take care, maintain, encouraging, growth – how is the stewardship defined here?
- I have a concern that without a definition, stewardship of the place is too vague.
- Strategy #1 and goal #2 are in my opinion not related.
- As a world we live in an environment when we need to understand our neighbors. The more interactions we can have the more globally minded citizens can contribute to the place.
- The sense of place is quite clear from the statement.
- It is dangerous to think that placing people together will make them understand each other.
- Initiatives need to be more catalytic in nature.

- I would like to see more focus on programming for international students rather than just on recruiting as many of them as possible. The environment has to also create a positive experience for them.
- How do we promote the interaction? How do we integrate the community? What activities promote the interaction?
- Are all these initiatives going to be funded?

Goal #3

- Access is represented very well. There is less of verbiage in regards to affordability.
- Some language may relate to internships and developing funding for these.
- Illuminate – a new vista feature – with a webcam. Any course at the university can be a real time web course. I would like to see more about use of technology to increase access and enhance affordability.
- Technology can improve affordability.
- Include AZUN in the goal. The registration is (or at least was) difficult.
- Course evaluation - develop a university-wide instrument. Assessment and student learning and faculty evaluation are two separate issues although interconnected. Data sharing is important.
- The student population is not yet diverse. Diverse population is in terms of race, religion, culture. Maybe change the wording to “embrace a diverse population.”
- Diversity depends on perspective. In Iowa 8% diversity means pretty diverse, here we have 20%.
- Don’t like the word “target” in the strategy #1.

CSAC – 2/14/07 - Feedback

- In the goal #6 we are talking about recruiting and retaining qualified faculty and staff. One of the major assets we as a university could offer to the employees and students is a Childcare Center.
- A Childcare Center would also fit under Regional and Global Stewardship as we could work with community partners on this project.
- First I thought that with global stewardship we are trying to reach too far but I hope what it means is that we have concern about the world we live in.
- In the goal #3 the use of word “responsive” needs to be elaborated upon. Responsive to what?

SBS – 2/16/07 – Feedback

- University Strategic Goal 1) Student-centered University-----SBS Goal(s) could then be a) Teach in a manner that lets students be more involved in their learning process; b) Incorporate "hands-on" or participatory learning or student engagement in teaching techniques; c) Better meet student needs thru timely & effective academic advising; d) promote advisors to be good listeners; e) promote advisors to be well informed on graduation, departmental and college requirements.
- Strengthening graduate programs in the college could also fall under this goal, but what is it we want to strengthen? How can it be student centered?

- I also believe we need to make certain that everything written is easily understandable to the outside--that we don't just use university rhetoric, but common language to identify what we want to achieve.
- For example, for NAU one of the goals is for Regional & Global Stewardship, then it says, "Further the economic, social, and cultural vitality of our communities through collaborative stewardship of place." I was trying to decipher what this statement means. What will it mean to the outside public? What the strategies seem to further suggest are related to the regional and global stewardship, but the statement of stewardship of place was confusing to me. What is meant by place? How does developing a strong international presence on campus help with stewardship of place and what does stewardship of place mean? I can understand the initiatives under the statement, but I'm uncertain as to what the statement means.
- We need to have our statements be understandable to anyone who would pick up our document and read it.
- Depending on the audience the strategic plan goes to the sequence of the goals may differ. For example when talking to Arizona citizens (or businesses) the goal #3 should precede goal #2.
- Preparing students for workforce is missing from the goals, strategies, and initiatives.
- Our college focuses on applied learning through internships, student employment in the centers, and other activities...this is not reflected in the goals.
- One of SBS's key activities is community service and that's not included in the document. I don't see anything about community based research either.
- Under goal #1 we should not separate undergraduate and graduate students. In the strategy #3 we plan on strengthening career planning and employment support for graduate students. Why not for undergraduate students too?
- Under goal #2, strategy #2 – last initiative: the focus should be broader, on all educators—not only on the math and science teachers.
- The goals should share parallel form.
- How bringing international students to the campus will accomplish goal #2? Teaching and learning are missing.
- When talking about student-centered university there is nothing about affordability and that's what I hear from students. Their key issues include affordable parking, on-campus housing, and childcare.
- When talking about freshman experience we should focus on making it relevant to students so they can see the benefits. Then the initiative will be student-centered.
- I would suggest conducting focus groups with students, faculty, and staff prior to drafting a strategic plan.
- The language in this document has to be very clear.

Revolving Door – 2/20/07 – Roundtables #2

Goal #4:

- I have problem with the word inclusion—it suggests we have a norm and we are willing to open the institutional framework. It assumes notion of people

assimilating into a structure. We should move away from the normative framework and rather celebrate the diversity of the community.

- In the last three years I learned to listen. When I listen the tribal leaders want the university community to mingle with them. There is a little bit of reluctance on the campus to do so. We have hard time to identify alumni. Respect and friendliness...are important. There is a sense of appreciation when a leader comes to the Indian country and spends time there discussing various issues.
- I heard two words--celebrate and respect to replace the word "include." Sometimes people talk over me at a meeting and it does not feel very good. We need to be respectful of what we are saying.
- There is a variety of interpretation: the university is acknowledging a historic neglect and therefore the word "include" – that's my interpretation.
- "Create a diverse community" would be a good wording.
- I like the idea of verb – verbs stick with people and shows action.
- I agree verbs are important and "foster" is an empty word. Create, nurture, develop...
- Often we think that we are going to open it up to let people in. But when we create a diverse community we learn from each other because we are different. The arrows are going a lot of ways.
- Trust, friendliness...
- Why we included only 3 groups (strategy 2). Why PRISM or the social justice student group are not including other groups...
- Maybe we should define diversity. (*Note: In the 2005 Report on Diversity and Equity, the diversity includes historical, ethnic, gender, sexual, class, age, religious, and cultural differences.*)
- I don't want us to forget about historically underrepresented community. When we are broad we may forget these groups.
- Instead of broader learning experience...richer learning experience.
- Defining environment of inclusion would prevent these different debates about what it is.
- The environment of inclusion is too broad. The words of diversity are important.
- One of our key issues is to recruit diverse staff, faculty...along with some real money behind it. I would like to see that as one of the strategy not just an initiative. (strategy 1, initiative 1)
- I would agree that the issues of diverse faculty and staff are important. And still we don't see many improvements. The university did not make any efforts to help one particular foreign faculty member to get visa and she had to go undocumented for 4 months.
- We also have to be able to retain these diverse hires. We need to fund these initiatives.
- Strategy 3: Faculty development workshops...when teaching about cultural groups perhaps we should have the representatives of those groups to consult us.
- In our strategies we talked about cluster hiring...that would bring more diverse people to the campus in greater numbers.

- There is no system to increase number of faculty lines. We need a real funding. Ethnic studies have half of line and no administrative support. It should be an investment.
- We need to invest in student programs. If student groups working on social justice and others don't have funds, how can they function?
- We are not doing a great job with diversity we already have here locally yet we focus so much energy on bringing international students to the campus.
- Invest into programs rather than support them.

Goal #5

- I want to thank the council that considered our (*Commission on Native Americans*) input when formulating this goal.
- For us it is important that university meets with the tribal leaders and Native American community.
- We picked a site for the Center for Native Americans and it's no longer available. We were not consulted or part of the planning. All we are asking is understanding and receiving respect. We want our voice to be respected and our culture to be respected.
- Include faculty and staff in strategy #2: Improve the recruitment and retention of Native American students, faculty, and staff.
- This is the first time we are engaged in this planning and it's very positive.
- I received all my diplomas here. Through different presidents there were different ideas. As a historian I would want to point out that the Native American presence is persisting.
- Expand partnerships with Native American institutions
- Sometimes it's labeled as an "Indian" problem. Consulting us is important.
- We are still trying to figure out the place of indigenous people in the western civilization.
- The discussions are good but they have to materialize somehow – perhaps in a Native American Center, Research Center.
- I'd like to see further commitment of this institution to the idea of incorporating the Native Americans' insights into a pedagogical process...indigenous epistemology.
- Fuse the Native American approach with the western approach (forestry, land management, ethical issues...).
- Important: scholarships for certain programs for Native Americans. Various organizations provide grants and the institution should pro-actively seek grants, scholarships...(Intertribal Tutor Council – partner with it.)
- Promote diversity among faculty and staff.
- Strategy #4: Invest in the applied use of indigenous approach in the western pedagogical process.
- It's a place to have east-west center. It's not just enhancing the environment. It does not provincialise us.
- We need fourth strategy: Taking advantage of incorporating two different points of view.

- Wording: Invest in and encourage the traditional ecological knowledge. Integrate Native American science across all disciplines. You can be a scientist without discarding your cultural identity and integrity as an Native American.
- People should come here for studying indigenous way of thinking. If we build the program, students will come...
- Fourth strategy is necessary. Strategy needs to be broad.
- Ethical land management
- Integration of the Native American studies across curriculum is important
- Epistemology - beliefs end knowledge system
- New PhD program: Hawaii – Language Preservation; another in Montana
- New doctoral program in Native American Studies would legitimize this initiative.
- We have to provide a different experience to our students because of where we are geographically and enrich the experience for both native and non-native students.
- Our handicap is a lack of faculty willing to incorporate indigenous approach into the pedagogical process: How are we going to recruit faculty interested in incorporating indigenous studies across the curriculum? We need more Native American faculty.
- Under strategy #1: Provide a campus environment of respect that enhances the academic experience...
- Increase partnerships with tribal governance and tribal colleges. They have a lot of land and a big pool of potential recruits (medium age 24).
- Strategy #2: How...through financial assistance...Lack of finances and housing options– the biggest issues. That’s why a lot of Native American students leave. Other institutions offer tuition waiver. Family housing has been here forever; the buildings are old – need upgrades.
- Strategy #4: As an institution that challenges the students beyond their capabilities to produce a community of respect and participating citizens.

Re: strategy #1

- Hire faculty and staff – Native American professionals are rare and can command a larger salary. We lose people due to cost of living, better offers elsewhere, and spousal issues. This needs to be emphasized and funded.
- Native American Center – question was asked what is this – do they want to pull out from the multicultural center. Answer, not so much pull out, but to enhance and expand what we offer and really have a place students can feel at home.
- Third bullet – Native American culture – should be plural “cultures” as many are represented here.
- Native American tribes are strengthening their governments and establishing their own boards of education. They want education that is relevant – that includes history, language and culture. An NAU alum spoke of this recently at an INA meeting – he says and keeps repeating to lots of people that NAU has refused to help.

- We need to understand where Native American education is headed and collaborate with the tribes. If we don't we will get left behind in favor of those who do.
- We need to do the research and serve the need.
- Dr. Gilbert, on sabbatical, has ideas, has proposal – would like to see NAU as repository of resources (from Louise Lockard, Al Henderson)
- Possible New Initiatives to add:
- Perhaps we should develop curriculum in COE to educate the teachers needed by the NA tribes and their boards of education.
- This will require teaching the faculty – cultural knowledge
- Need to find ways to bridge the gap between our native student experiences and our faculty understanding (Native and Western cultures) (see research below)
- Explore the feasibility of a NA Research Institute – teach appropriate research methods, be a resource to all interested in NA issues, provide education and support to faculty and students.
- Build on and promote existing resources (AIS has a course on research methods but it is not widely known)

Re: strategy #2

- Discussion on need for scholarships
- Raise more money
- But also promote what we do offer – others said we already do promote – some agreement that our current promotions are not effective – too many students don't find their way to the web or the financial aid office, parents don't know where to seek help, etc. Learn to market better.
- Email and internet are effective for many
- Parents need to be educated
- Expand, promote current programs – especially pipeline programs – TRIO (spelling?), talent search upward bound, Nizhoni Academy, etc.
- AND do better at tracking and following up with participants.
- Keep stats on long term success
- Ask and support faculty who teach in NA areas to visit classes, attend fairs, etc. We are not asked and most would be willing (but need to have support – time away, etc.)
- Career Education – cohort programs focused on career needs on the reservations (example was a criminal justice/police program a few years ago)
- Use alumni contacts
- Research: what are we doing, what works and what doesn't – strategy “enhance marketing to showcase a commitment to NA” – what are we doing now? Is it working? What are other options? Fund strategies that work.
- We have an increasing number of NA students who are not tribal affiliated or are multi-tribal affiliated
- At a recent meeting of Native American leaders with Gov. Napolitano, former Navaho president and current ASU staff, Peter Zah (spelling?) said:
- reservation schools are not as good as many other communities – NA students come to college ill prepared

- we need to recognize this and put in place programs to get them up to speed – tutoring, orientation, etc.
- Look at BYU – very supportive of their NA students
- Students need a place to de-stress – a sweat lodge – this is like church for other students, but Flagstaff does not have a sweat lodge.

Re: strategy #3

- How?
- Add a person/staff member to help – dedicated to identify grant sources and how to apply.
- Something like the Hooper Undergraduate awards – but for NA students. Undergrad research in any discipline.
- Encourage students to apply for awards that already exist.
- Another new initiative:
- Partner with ASU and UofA, Tribal Colleges, community colleges.
- It was noted that CCC and Northland Pioneer College have significant NA populations – do better at partnering to encourage transfers.

Goal #6

- It is moving toward what secretary Spelling stands for.
- Innovative is not represented in the goal.
- I'm concerned about the word sustainable. I want to know it's about the environment and I don't get it from the language.
- When it's blended with accountability it loses the focus on the environment and it should stand alone.
- NAU is a model for environmentally sustainable future. It should be a goal on its own.
- Some of the language from the Presidents Climate Commitment should be incorporated.
- Strategy #1 is dealing with environment: there is not enough about the environmental research; how we are linking with the private and governmental organizations. We are providing future workforce.
- I want to see sustainable living and learning community.
- Environmentally responsible rather than environmentally friendly (strategy #1)
- Clarify the words “advance renewable resources.”
- Educating our students...when we are serving food on the plastic dishes...how environmentally sustainable is that...we have to demonstrate what we are teaching.
- A lot of universities have a mug program and students can reuse it when getting their drinks on campus.
- When we are subcontracting out, we lose the control over accountability (and sustainability) – e.g. Sodexo.
- Accountability: engage students in the purchasing process when awarding the contracts.
- Implementing sustainable business practices at all levels (not just at the institutional purchasing but also within the departments).

- Measuring sustainability – can be there an office that oversees the implementation of sustainability across the campus and measures sustainability?
- Strategy #3 falls under goal #1.
- Strategy #2: Reward progress toward university goals and priorities...what does it mean exactly? *Note: It was more specific towards environmental initiatives.*
- Strategy #4 is the only one dealing with staff and giving staff goals to follow.
- Recruit and retain highly qualified faculty and staff...the biggest issue is the cost of living.
- Under the last initiative add “collaborative.”
- Creating leaders who will address future environmental issues should be one of NAU’s strategies or initiatives.

ITS – 2/21/07 - Feedback

Goal #1

- What is defined as a student success?
- Lack of statement regarding research activities. What does it mean that it’s missing? So much of the building activities focuses on the research.
- High quality facilities, technology, and space...last initiative under goal #1 (include technology)
- What is vibrancy of the campus?
- Wouldn’t it be better to be more specific about vibrancy?
- It would be good to bring service projects to the campus (helping elderly...).
- Graduates don’t need vibrant campus ☺?
- Promote international learning...why limited only to international... why not global. How can we fit technologically literacy here?
- Can we provide support that leads to technological literacy?
- We charge an IT fee – so we should mention technology as a service...
- International is redundant (initiative 6)
- Why employment support only for graduate students...
- Diverse learners just leaves me cold.
- A lot of focus is on academic achievement but other programs...mental and physical health. Promote and strengthen the social services, mental and physical health.
- Mentoring programs, peer networking among students should be important.

Goal #2

- No mentioning of being a border town to sovereign nation
- I have a hard time believing that the conference center will promote university’s growth. It sounds like a political agenda.
- There is a reference to research that I would never think would be there.
- This goal sounds like two different goals.
- Make use more of the local or regional diversity.

Goal #3

- Are the technological needs supporting this goal just assumed?
- Infrastructure has to be supported by services.

- Strategy one gives me an idea that a student may be discriminated because of not meeting the some criteria. Consider the wording so it does not suggest.
- The words mix, profile, and target suggest there is a quota.
- The wording implies something else than what the intention maybe is.

Goal #4

- What is defined a human interaction? Communication does not cover it?
- What the acronyms mean? Spell out the acronyms under strategy #3.
- How can one be engaged in complex historical trends? Maybe use the word “be aware.”

Goal #5

- Who is currently #1 in serving Native Americans?
- Leading needs to be defined.
- The center would help non-natives to study the Native American culture.
- Add initiative: reservation students should be considered in-state.

Goal #6

- Something about funding mandates would be useful...more and more mandates and not enough funds.
- Some realism check is needed.

Distance Learning – 2/21/07 – Feedback

- While there have been a lot of improvements in student services, there are still a number of changes that are needed to more adequately address distance student needs.
- Activities of off-campus faculty and staff could be identified as accomplishments.
- Distance learning directly supports the affordability goal through lower total costs of attendance.
- Distance learning back office Web functions (course listing and approval system) is innovate and provides accountability.
- Based on Wednesday's ITV meeting I have a suggestion for the North Central strategic plan. It was mentioned that the focus of the strategic plan was instruction based. My suggestion is to use "facilitate student achievement". Instruction based would be how to achieve student achievement and we would also highlight the fact that the student is the most important aspect of NAU.

ACC – 2/21/07 – Feedback

The comment document has two components:

- A commentary on the overall concerns we have about the plan’s direction and purpose
- Specific comments on elements of the plan

For the second, our changes are noted in ***bold italicized*** type.

After a productive discussion, the group identified a variety of issues and concerns about the current strategic plan.

Fundamentally, we have the following four questions:

- Why and to whom are these goals important?
 - Who are our constituencies, both internal and external?

- Why are our goals important to these groups?
- How do we define ourselves and then how do our planning goals align with this definition?

That said, we believe that the current plan does not align well with the current NAU Mission Statement of *To provide an outstanding undergraduate residential education strengthened by research, graduate and professional programs and sophisticated methods of distance delivery*

We also believe that the Strategic Plan goals should clearly and directly reflect our stated mission. The current planning document lacks a clear and direct focus on research and other creative activities, and graduate and undergraduate research activities with faculty.

In addition, we believe that the current plan insufficiently addresses the following five core issues:

- recognizing the value and importance of underrepresented groups to the university and developing and supporting efforts to recruit and retain students, faculty, and staff from underrepresented groups;
- providing focus on the responsibility of the university to respond to the needs of all its constituencies;
- helping to shape the future through forward focused research and teaching;
- providing the mechanisms that recognize and support interdisciplinary teaching and research initiatives; and
- recognizing the value of learning FROM constituent groups and to actively pursue knowledge and ways of knowing from these groups.

Without more explicit attention to these issues, we feel that the current draft plan remains much too inwardly focused.

We have placed more specific comments on a revised “Draft—Strategic Plan Goals—Draft” document that follows here.

Goal # 1 STUDENT CENTERED UNIVERSITY:

BE A TRULY STUDENT-CENTERED UNIVERSITY WITH A DEEP COMMITMENT TO STUDENT SUCCESS AND HIGH EXPECTATIONS FOR STUDENT ACHIEVEMENT

Strategy #1: Enrich undergraduate education to promote student learning and success

Initiatives

- Cultivate student efficacy, personal responsibility, and commitment to learning
- Promote and support pedagogical and technological innovations to increase student engagement, learning, and success
- Enhance vibrancy of campus
- Strengthen ***and expand*** freshman experience and first-year academic programming
- Expand Living Learning Communities

- Promote international learning and experiences to advance learning in a global, culturally diverse and technological world.
- Provide high-quality environments for academic, research and student life activities, **with a focus on face-face instruction**
- **Support inter-and multi-disciplinary teaching and creative endeavors at the undergraduate and graduate levels**
- **Increase support for adjunct faculty**

Strategy #2: Enrich graduate education to promote student achievement and engagement in discovery and practice

Initiatives

- Promote and support pedagogical and technological innovations to increase student engagement, learning, and success
- Promote international learning and experiences to advance learning in a global, culturally diverse and technological world
- Strengthen and value the mentoring of graduate students by faculty
- Promote **interdisciplinary** collaborations in graduate education.
- Encourage graduate student research, creative activity, and professional practice activities
- Strengthen training and pedagogical support for teaching assistants
- **Enhance financial support and assistantships for graduate students, including graduate teaching and research awards**
- **Create additional thesis and dissertation fellowships to support graduate research and other creative endeavors**

Strategy #3: Build strong support and guidance systems to promote student success

Initiatives

- Strengthen undergraduate advisement and career planning
- Expand academic support for undergraduate students
- Strengthen career planning and employment support for graduate students
- Support library information services and infrastructure to ensure wide and readily available access to learning technologies and research and educational materials
- Strengthen faculty and staff expertise for promoting achievement of diverse learners
- **Expand efforts to recruit and retain high quality faculty, especially those with expertise in the issues related to under represented populations**
- **Look to focus on cluster hiring of faculty and staff for under represented populations**

Goal # 2 REGIONAL AND GLOBAL STEWARDSHIP:

FURTHER THE ECONOMIC, SOCIAL, AND CULTURAL VITALITY OF OUR COMMUNITIES THROUGH COLLABORATIVE STEWARDSHIP OF PLACE

Strategy #1: Cultivate an educational community that promotes awareness of a diverse and changing world

Initiatives

- Internationalize the campus community and culture
 - Develop a strong international presence on campus through recruitment, curriculum transformation, and campus life
 - Increase the international campus community through development of partnership agreements with countries
 - Intensify efforts to recruit international faculty in all areas/disciplines
 - Strengthen international success on campus through culturally-sensitive business practices in all offices and functions
- Diversify and enhance the international student body
 - Increase the number of international students on campus through rigorous and targeted recruitment

- Create international living learning communities to bring together international and US students towards increasing global awareness
- Internationalize Northern Arizona University student opportunities
 - Increase scholarship opportunities for study abroad, student exchange and international recruitment
 - Build foreign language programs, *expand* experiential learning opportunities and campus engagement for study-abroad returning students
- **Develop and support teaching and research efforts with a particular focus on the issues and trends central to local, regional, and hemispherical communities**

Strategy #2: Use our intellectual resources to support integrated scholarship for innovation, stewardship and engagement in our communities

Initiatives

- Promote scholarship that increases engagement with local communities and addresses key global challenges
- Cultivate *five* areas of ~~[basic—delete]~~ research excellence:
 - Biotechnology/Bioscience and Health
 - Environment and Sustainable Systems
 - Learning & Teaching
 - Regional Social and Economic Challenges
 - **Human diversity, connections, and historical development**
- Engage with partners to address regional economic entrepreneurship, environmental stewardship, urban-rural social well-being, **cultural understanding**, and Native American priorities
- Leverage the hotel-conference center complex partnership to promote the growth and development of the University, the city and the region
- Develop **curricular, research, and outreach initiatives, including those in the** applied health sciences, serving the needs of our local, regional and global communities
- Contribute to the preparation and retention of Arizona math and science educators
- **NEW: Promote stewardship of our extended social, cultural, and environmental systems including town/gown relationships, our commitment to the peoples of the Plateau, our commitment to being a positive engine for "just" economic growth, innovative science, traditional and experimental arts, as well as the environment.**

Strategy #3: [formerly Goal #6, Strategy #1]: Effectively model environmentally friendly and sustainable operations and education

Initiatives

- **Partner with individuals, institutions, and communities to advance renewable resources and sustainable practices.**
- **Enhance sustainable business practices in areas such as: building construction and renovation; renewable energy; institutional purchasing; utility use; regionally-grown food; fossil fuel use and carbon emissions; recycling and reduction of food and other waste; landscaping; and transportation.**
- **Use the “campus as ecosystem” concept across the curriculum to educate faculty and students about the scientific, cultural, socioeconomic, and ethical dimensions of sustainability**
- **Implement issue-oriented education focusing on topics such as global weather change, resource depletion, water issues, species loss, etc.**
- **Expand awareness of the university’s sustainability initiatives and highlight the accomplishments of faculty, staff and students.**
- **Improve the collection and analysis of environmentally-related data (energy, emissions, transportation, hazardous waste, recycling, certified suppliers, etc.) and use the data strategically in making environmental and economic decisions.**
- **New: Expand awareness of historical relationships and cultural traditions related to the environment to the environment**

Strategy #4 from Dean Michael Vincent, CAL. NEW Cultural Vitality. Make use of the university's abundant cultural and artistic resources to enhance our engagement with the community and the world.

Initiatives:

- **Recognize and develop the economic impact on the community of NAU's cultural and artistic vitality and activity**
- **Capitalize on the role of the visual and performing arts as the university's public face**
 - **Secure the future of Ardrey Auditorium as Northern Arizona's premier concert hall and multi-purpose auditorium**
 - **Enhance cultural outreach and community educational programs such as Preparatory School, Summer Music Camp**
 - **Investigate the viability of an "arts village" concept as a destination point for cultural tourism and as working student-faculty studios**
- **Enhance existing collaborations and partnerships with other arts-related community organizations**
- **Ensure the leadership role of NAU in Arizona's arts education programs**
- **Enhance the role of the arts and humanities in international exchanges (ceramics with Japan; English, languages, music with China; English as a second language in Thailand; language and culture with Mexico; language and culture, history, and business with France, etc.)**
- **Strengthen the role of foreign language and cultural instruction as privileged tracks toward international understanding**
- **Build programs relating the humanities to community needs and aspirations (public history, public humanities programs, museum studies, CC&E)**

GOAL #3. ACCESS, LEARNING, AND AFFORDABILITY

PROVIDE RESPONSIVE EDUCATIONAL PROGRAMS TO ARIZONA CITIZENS WHEREVER THEY LIVE AND WORK

Strategy #1: Recruit and retain students to fulfill identified enrollment, student mix, and student profile targets

Initiatives

- Develop, implement, and maintain marketing and recruitment strategies to attract freshmen, transfer, and graduate students to Northern Arizona University
- Strengthen structures and practices that promote persistence, and increase and accelerate graduation.
- Work to grow state and foundation financial aid resources to support identified enrollment goals and to assist students to enroll and persist at the University.
- **Increase staff support resources to enhance course delivery**

Strategy #2: Provide multiple models and places of delivery to meet the needs of learners

Initiatives

- Increase access by expanding, developing, and marketing programs to appropriate sites in the on-line environment and with partners
- Provide student life, learning services, and faculty support programs that respond efficiently to the needs of each site
- Develop a multi-campus structure and governance process within a single University : **Note: this initiative does not fit here.**
- **Recruit and retain qualified faculty to support distance learning efforts**

Strategy #3: Cultivate broad range of learning experiences for all learners

Initiatives

- Create an environment that embraces our diverse student population to promote a successful university experience.
- Develop ***new and enhance*** existing cooperative partnerships with ***school systems***, business, and industry to provide students practical experience (***e.g. internships and elementary and secondary education***)
- Increase options for learning in traditional, web, and ITV classes through alternative course lengths, hybrid courses, and other innovative practices
- Develop cooperative education, study abroad, and other active learning experiences opportunities
- ***Provide support for grant and proposal writing to expand student and student/faculty research and other creative activities***
- ***Create and use mechanism that will foster the mutual exchange of learning and ways of knowing between and among the University and all its constituent groups***

GOAL #4: AN ENVIRONMENT OF INCLUSION

CREATE AN ENVIRONMENT OF INCLUSION THAT CONTRIBUTES TO A BROADER LEARNING EXPERIENCE AND HELPS PREPARE STUDENTS FOR A GLOBAL ENVIRONMENT AND ENGAGED SOCIAL RESPONSIVENESS

Strategy #1: *Achieve steady progress towards an environment of inclusion. [deleted: at Northern Arizona University by coordination of these efforts through the Advisory Council for Diversity and Equity (ACDE)].*

Initiatives

- Develop a university-wide plan for access, equity and multicultural affairs
- Work collaboratively with university units involved in diversity and equity programming, and participate in various task forces associated with the formulation, implementation, and evaluation of diversity and equity initiatives.
- Support and promote ***both academic and non-academic*** programs which stress educational awareness and understanding of differences related to the experiences of faculty, students and staff.

Strategy #2: Create an accepting and supporting campus climate through education, communication, and human interaction.

Initiatives

- Recruit and retain ***[delete diverse]*** administrative, faculty, staff, and student populations ***to create a campus where the human capital supports and enhances the ability of the University to meet its missions and goals.***
- Increase diversity initiatives in Academic Affairs and Student Affairs.
- ***Support [deleted: Focus]*** initiatives of the Commission on Ethnic Diversity, Commission on Native Americans and Commission on the Status of Women.
- Conduct trainings to help raise awareness that include sexual harassment training, academic chair training and supervisor training

Strategy #3: Prepare students to engage in complex historical, social, political, and economic trends and issues in understanding human differences.

Initiatives

- Promote curricular development which increases course offerings in diversity and global graduation requirements
- Use curricular development to stress diversity across the curriculum ***[delete “” marks around the words diversity across the curriculum]***

- Provide Faculty Development workshops, orientations, and presentations teaching the pedagogy of differences [delete “” around the word differences]
- Increase efforts to complement classroom learning and the residential life experience
- Encourage student engagement with diversity integrated into current NAU initiatives - e.g., Democracy Project, First Year Experience, civility and diversity, as well as through other programs promoted by organizations such as AAC&U, AASCU, and NASULGC

GOAL #5: A COMMITMENT TO NATIVE AMERICANS

BECOME THE NATION’S LEADING UNIVERSITY SERVING NATIVE AMERICANS

Strategy #1: Provide a campus climate and culture that enhance the academic experiences of Native American students, staff, and faculty

Initiatives

- Collaborate with partners to build a Native American Center that is an academic/student support service center providing interdisciplinary support and energy for teaching, research, and outreach activities.
- Increase the number of full-time Native American faculty, administrators, and staff.
- Create mentoring programs for new Native American faculty
- Promote awareness and understanding of Native American culture.
- Build curriculum that focuses on the Native American experience.

Strategy #2: Improve the recruitment and retention of Native American students

Initiatives

- Increase the enrollment, retention, and graduation of Native American students
- Expand partnerships with tribal colleges to enhance opportunities for Native American student to continue their education
- Create learning pedagogies and student support frameworks leading to Native American student success
- Raise a substantial endowment to support Native American students and programs through advancement efforts
- Enhance marketing to showcase a commitment to Native Americans

Strategy #3: Develop collaborative service and outreach programs with Native American Communities

Initiatives

- Strengthen and develop partnerships that benefit Native American students, researchers, faculty, and Communities
- Prioritize grant writing to increase the [delete: Obtain the highest amount of] funding for research, grants, and contracts that support Native American students, faculty, programs, and their communities
- Support programs that will increase the campus community’s understanding of Native American ways of knowing and knowledge

NEW: NOTE: THE ACC MEMBERS PRESENT WERE IN GENERAL AGREEMENT THAT GOAL #6 IS MUCH TOO SPECIFIC AND IS AT AL LEVEL OF DETAIL INCONSISTENT WITH THE OTHER 5 GOALS. ALSO, IT HAS A LIMITED FOCUS ON ONE ASPECT OF ASPECT OF SUSTAINABLE PRACTICES—THOSE FOSSED ON ENVIRONMENTAL SYSTEM—AND IGNORES OTHER EQUALLY IMPORTANT SYSTEM. WE HAVE DETAILED THESE LATTER SYSTEM IN GOAL #2.

WE OFFER UP THE FOLLOWING SUGGESTIONS:

- *DELETE STRATEGY #1 ENTIRELY—IT IS MUCH TOO SPECIFIC OR*
- *MOVE IT TO GOAL #2, STRATEGY #3*

GOAL #6: ACCOUNTABLE, INNOVATIVE, AND SUSTAINABLE PRACTICES:

EXEMPLIFY AN ACCOUNTABLE, INNOVATIVE, AND SUSTAINABLE LEARNING COMMUNITY

Strategy #2: Continuously improve institutional effectiveness and organizational performance.

Initiatives

- Provide accountability for institutional performance through development of sensible and meaningful measurements and goals
- Strengthen key measures of budgetary and financial performance to enhance financial accountability and transparency.
- Reward progress toward university goals and priorities.
- Support a robust information infrastructure to ensure the quality and availability of needed data and services for faculty, staff, students, and partners.
- Cultivate strong lines of communication among students, staff and faculty and across organization divisions.

Strategy #3: Cultivate curriculum and course scheduling practices that strengthen service to students and increase institutional effectiveness

Initiatives

- Enhance systems for course schedule planning and class management for academic units
- Promote student learning-based curricular design
- Increase training for academic unit leaders
- Make course scheduling systems uniform for all terms

Strategy #4: Maximize faculty and staff commitment through workforce practices that contribute to the long-term viability of the University

Initiatives

- Recruit and retain highly qualified faculty and staff with a commitment to service in support of undergraduate, graduate and professional education
- Encourage staff excellence through effective leadership, supportive management, professional development, career enhancement, and meaningful evaluation
- Foster respect, integrity, engagement and civility in university operations and human relations
- Strengthen faculty development with programs to promote commitment and excellence in teaching and mentoring
- Align faculty expectations, evaluations and rewards with the university mission to promote effectiveness and excellence
- Create a progressive climate that encourages innovation, entrepreneurial activities, and forward thinking

Administration and Finance – 3/5/07 – Feedback

- How can the institution ensure that these goals follow the SMART? How the goals will be measured?
- The goal #6 is important. We live in a society with many non-renewable resources and they will not be here forever.
- It is important that we are held accountable as well.
- Recycling e-waste should be incorporated in the initiatives (goal #6). Federal regulation will force people to do it anyhow.

- Make sure that the wording does not require a dictionary.
- The goal #6 should not be a separate goal but incorporated in all goals. It's very process driven.
- Don't expand to more than 6 goals. Keep it simple.
- If sustainability is environmental, than it needs to say environmental.
- A good exercise would be to provide people strategies and see if they interpret them correctly.
- There needs to be an initiative addressing regulatory compliance that crosses departments: "Provide a proactive program that advances compliance with all policies, procedures, and legislative requirements across department."
- The wording of goal #1 is worded
- We have a reputation of suitcase campus and maybe "enhance vibrancy of campus" needs more explanation.
- Get a job is the most important reason to get a job and job placement program needs to get more attention.
- Enhance vibrancy of campus...needs to be included for the graduate students as well.
- Once the students graduate they leave Flagstaff. Maybe there should be some language towards working with community to provide opportunities for students to live and work in the community after graduation (economic development).
- Keeping students at least in Arizona by providing opportunities for internships, work studies... The state should have an interest in keeping them here because the state invested in their education.
- Address staff opportunities for learning-work exchanges with peers at ASU, UA.
- Focus on Latino is missing.
- Why we are just focusing on Native Americans and not on other minority group. Why not Hispanics or other minority. It would be good to explain.
- Maybe this is a special niche – being a university for Native Americans.
- Put goal #5 under goal #4 as a strategy. Why is it a standalone goal?
- Speaking of understandable...if are not student-centered what we are. Is there an alternative?
- Universities that are research focused are not as student-centered.
- We all are here because of students so we are student-centered. We would not be here if it were not for students.
- A lot of initiatives are needed for graduates and undergraduates as well not just
- You can combine strategy #1 and 2 under one strategy with some initiatives applying to grad. and undergrad and some to both. The document would be cleaner.
- The sustainability is way cool. A student gave us a presentation about sustainability issues and he exuded excitement.
- I'm really happy that the sustainability gets so much real estate in the plan.
- In 1980 the goal #4 (strategy 2) would be good. But now? What else can we do? We already accomplished this. Does it really say anything? Does it have to be
 - There are still problems...e.g. we get questions like I have a domestic partner, can she/he be on insurance...we need to do more work

- We still have problems with recruiting diverse staff and faculty.
- Maybe using the word “continue” instead of create (goal#4, strategy #2). Otherwise it suggests we did not have this accepting and supporting campus.
- What is student “efficacy”?
- “Efficacy” = why not say “satisfaction” if that’s what it means? Use words accessible to all readers.
- Is student success indicative of good education?
- What is the difference between “success” and “achievement”? Possibly clarify.
- “Vibrancy”??? Needs better definition. So short a statement, spell it out. May be good because it’s so encompassing.
- “Vibrancy of campus”:
 - Bowling alley*
 - Casino night?*
 - Need to define “Vibrancy” better*
 - Or beauty?*
 - Keeping people engaged, not just social activities*
- “Pedagogical” = new term, but who knows what it means? (Or how to say it.)
- Wondering if initiatives are in any kind of order: importance, achievability, priority
- 11 “interdisciplinary”
- 12 “professional practice activities” could be rephrased to sound professional as opposed to trial
- “Scaffolding”???
- Are most buildings wireless?
 - Improve technology*
- Need a more explicit initiative to focus on the arts and recreation as part of student life:
 - Places to “hang out”*
 - Skateboard*
 - Game rooms*
- Why mentoring by only faculty?
- If this is Regional and Global, why a separate goal #5 just for Native Americans?
- Where’s the focus on Hispanic community?
- Jump to Goal #5 – broaden to include other minorities?
 - Hispanics are a growing community*
 - Show them we are looking in that direction*
- Is it a little repetitive with the bullets? (see editing process)
- All international focus
 - Blacks, Hispanic, Women, Gays = all part of “changing world”*
- “Through collaborative stewardship of place” sounds like a title of an existing program
- Strengthen success... culturally sensitive business practices. May not clearly get across that this is about being able to help them conduct business on campus.

- Most of that inter-nation discussion fits better under “inclusion.” How is it stewardship? (Stewardship meaning taking care of something outside of yourself.)
- Clarify purpose of the goal. Sound like we want international student here for too many reasons, but gloss over that they bring \$\$\$ here.
- Why AZ math and science teachers specifically? (gov.?)
- Access & learning addressed well, but affordability is dropped!
- Statewide teachers have hard time getting classes, daycare (CCC has daycare for students)
- Affordability initiative ideas
 - *Community partnerships for childcare, employment, working around class schedules*
 - *Define “Affordability”*
- Where is the “affordability” in this goal?
- Competitive vs. affordable
- Affordability can block inclusion. Lack of inclusion can block access. (Something to consider).
- Leader is access: well represented
- Inclusion – aspects of this goal are so closely tied to #2 is the order bad (#3 misplaced between #2, #4, and #5)
- Why the specific mention of Academic Chairs when everything else is more general?
- Focus on quality advising is missing
 - *Goes toward “guarantee of graduation”*
- All good.
- Focus on Native American faculty and employees hiring
 - *Federal guidelines/HR standpoint*
 - *Other minorities*
- Become a commitment to minorities
 - *Native American*
 - *African American*
 - *Hispanic (and specifics)*
- Why just Native Americans? Not other minorities?
- Why just this region, because we are so close. Native Americans are throughout the state and the country.
- Going back to goal #2. International and then just Native American.
- Leaving out broad groups. Could be negative as well as the positive.
- No complaints. Except possible refine statement in Strategy #3 initiative one to indicate WHY we have the scheduling software
 - *Combine classes/buildings at night/weekends, etc.*

Advancement – 3/6/07 – Feedback

- Goal #2: International Education – what lesson have we learned from the recent scandals and how the recent events informed this goal?

- Goal #3 – Add an initiative: Provide universally accessible life long learning opportunities for the people in the region.
- I don't see anything about the town-gown relationship
- Nothing about cultural opportunities
- Alumni call for strong career planning and employment services from NAU even after their graduation.
- Nothing about connecting alumni to the vitality of the university.
- Why is technology missing from the plan?
- Parents and students have issues with finding classes. We need to improve effective scheduling of classes. Students are being transferred from one person to another around the campus. Services need to be better.
- Create very user friendly environment – online and on-campus. Currently it's not.
- Alumni Office gets many requests for transcript. The website should make it easy for students to find out where to obtain transcripts. A lot of customer service improvement is needed.

CENS – 3/7/07 – Feedback

- More visible presence of research and scholarly activities. Research only appears once. Especially in our college we value participation of graduate and undergraduate students in research.
- Research can be under goal #1: hands on design, hands on experience
- Under sustainability: we have a lot of research expertise in environmental sustainability here in the college and it should be reflected there.
- In our college research and design curriculum is core of the education. It's not just taking extra credits.
- The last goal (6) is more a mean to accomplish things but should not be a goal on its own.
- Goal #4-focused on students. We think it should be also focused on others: faculty and staff
- Internationalization: absence of focus on everything between local and global community. Hemispheric focus would be appropriate – the plan lacks attention that should be given to activities of our students and faculty in Central and Latin America. The senior administration should recognize that part of the international efforts.
- Between the goal #4 and #5 (inclusion in general and focus on Native American community) there should be some linkage. Do not minimize the outreach towards the Native American communities but also look at the demographic projections and you will find out that Native Americans are not the most underrepresented population.
- We recognize a political necessity of having goal focused on Native American population but the goal should be worded as an example of initiatives we can do for other underrepresented populations. That goal can serve as a model.
- We could set more aggressive goal: in science and engineering we are very close to being the leading university serving Native Americans. Contributing to Native

American workforce by graduating the most Native American students in the US could be our goal. We are already very close to achieve this goal.

Students/Campus Residents – 3/8/07

- Student-centered means that NAU offers a lot of assistance, technical help...it's open door idea;
- All the support structure in academic area allowing students to graduate
- At other universities the classes are huge, here they are small; the professors here know my name; I get on-on-one communication
- A lot students don't know how to do research, use library...that can be incorporated into some classes
- I agree...students don't know how to research; in some programs students don't have opportunities to do research
- Research methods class is required in psychology but not in biology and in grad school you need it.
- If there are research opportunities for students, students need to learn about it.
- Financial support should be also for undergrad. students. There should be more support ...help with finding grants, scholarships, and loans.
- Help with writing proposals, grants.
- Goal #2: university going beyond its border. Stewardship is a weird word.
- Stewardship means taking responsibility for environment and community.
- Learning living communities are good for international students but how often students bring it into the American community. There should be more interaction. Exchanging culture is important. International students should have opportunities to talk about their culture.
- The athletes enjoy more interactions with international students.
- It would be helpful if an international office was on call for those students coming at all different times.
- It's good experience to have international student on the floor. Very educational and interesting.
- I really love online courses.
- I think students care about diversity.
- The biggest part is the first few weeks. We don't do a lot in exchanging cultural experiences.
- When students run the programs, other students are more likely to attend than when it comes from the Union.
- When we do too many programming ideas it's not good.
- Because of our location we have a high concentration of Native Americans. You want to keep them local and give them education.
- Almost all first year students living in family housing are Native Americans. The support for this group is so important.
- KNAU – great series on Native Americans
- How am I going to be involved in sustainability?
- Integrate students in university's sustainability efforts.

- Dining services – the mandatory plan for freshman; why are they mandatory; make it an option; I hear a lot of complaining about that; financially it is hard for many students;
- More time in between classes is hard: biology and psychology are on the opposite parts of the campus. The bus schedule does not coincide with the class schedule.
- Encourage more park and ride.
- Faculty is not using Vista to their advantage. It's a wasted resource. It comes out of our fees.
- Just a calendar and syllabus online for each class should be required and faculty should be forced to use.
- Vista is a great way to collaborate.

Online Comments – Ongoing - Feedback

General Comments

- This is a generally good document. If employees can find some way to buy into it, to find that what they do and what they care about somehow fits, it could be used to foster a new sense of university community. With so few employees below upper administration levels on the strategic planning committee, it will be difficult to make this FEEL like a document that reflects the interests of the university community.
- My opinions are my own, but hope others share my belief that we have lost, at least in this text, poetry to policy. To be sure, I want NAU to be a force for economic change and growth. I am happy we are a leader in distance education. I am proud to see a continuing commitment to inclusion and diversity. However, I would like to have our commitment to the arts centrally highlighted, rather than subordinated to a word or two under a subgoal.
- I see very little in this document acknowledging that students across the entire student body are in financial need. Too many are working full time while simultaneously trying to graduate in four years. How can we expect excellence from students under these conditions?
- The mission states that students should be supported, yet I find a deficit in several areas. A major concern that has arisen for myself and other fellow students is that of maneuvering through campus. North campus is totally inaccessible and inconvenient to students. I am concerned that the street will be permanently blocked, which will hurt businesses whom we are trying to support, as well. In addition to this, parking is horrible. My roommate talked with me on the phone yesterday for 20 minutes while trying to find a parking space in south campus. She finally had to double park just to take a test in her class.
- I am also concerned, as I have been working on loan to the admissions department processing transcripts that a great deal of focus is on the incoming students, but not much focus is on retaining those students. I realize that money is to be made business wise by increasing NAU's enrollment, but as an educational leadership doctorate student, my focus for higher education is retaining students until they graduate. This will also bring university revenue from Alumni. I am also a three time alumni of NAU.

- One last suggestion that I have at this point is that of your online professors. I recently graduated in May of 2006, just prior to starting my doctorate, with a Master of Administration from NAU. The online professors that I had were mostly horrible. I do think that the university should focus on obtaining more qualified, conscientious and trained online professors for all degrees, as the ones whom I had for this degree were a great embarrassment to my education. Thank you so very much for your willingness to "listen".
- Good directions for the university to take.
- I am Professor Emeritus in Educational Leadership and former Associate Vice President for Academic Affairs. No where in the document do I see any reference to working with secondary schools in the state to assist them graduating students who are better prepared to attend the university. There needs to be a major effort to be the partner with the K-12 schools. NAU lost enrollment only about four years ago because it cut all outreach efforts to the K-12 schools. You must have an emphasis on faculty involvement in efforts to assist the schools teachers. Some major PR effort is need to reestablish the respect the schools had for NAU until recent years. I would be pleased to provide you with more extended discussion on this major issue.
- I like it, for the most part.
- What's here is good. There are many more that could be included. Environmental sustainability for instance.
- I don't like it (=mission statement). It doesn't get at the heart of why people are in college. What is so important about an education or the college experience in general? What are we catering to?
- I was very pleased to see firm sustainability indicators within the strategic plan.
- Global weather change should be changed to global climate change. Global "weather" changes day to day and is a relatively insignificant occurrence. "Climate change" addresses the issue at hand precisely and correctly.
- As a parent of an incoming NAU freshman, I am most concerned that he has courses that are comparable in content/depth to other universities. One of the big attractions about NAU is the emphasis on teaching and small class sizes. The way NAU is set up to encourage promotion in extracurricular and college activities; the way life centers around campus offerings as well as the larger community is a wonderful strength of NAU. The website and excellent communication with families or prospective and applying students has been greatly appreciated. Perhaps maintaining the high level of excellence on the internet could be incorporated into the goals. I know it has made a big difference to me.
- While the goals themselves are admirable, they seem to be lacking in some areas. Specifically, they seem extremely vague especially in terms of how they will be implemented. Also, they seem to be being approached from the perspective of the administration putting forth each goal and expecting students to respond automatically. Critical engagement of students as well as emphasis on attracting strong students need to be applied as well, in my opinion, for students to respond more strongly. Unless the university makes overt attempts to include all students in this process, the majority of students which I have dealt with will more than likely ignore any changes in the university. Prime example: the previous

implementation of a new color scheme and logos for NAU. While SOME of the students at NAU may have been involved, the majority were not. Because of this, many students were annoyed that NAU dropped \$500,000 on a campaign which had nothing to do with them. Because of the lack of any actual connection with students throughout that process of changing the logos/colors and then on real follow-up with students, a larger divide between administration and students was likely created.

- To quote one of the values: "Offer a rigorous, high quality education to all students." One way that this is not occurring is through the current status of the Honors Program at NAU getting preferential treatment in terms of registering for classes and what classes they can take. I myself am a student who is double majoring with one of my majors being extended, therefore my required credits for major alone are 90. In addition to this, I did not have the luxury of being just a full time student in my undergraduate education and had to work throughout college, usually at least 25 hours a week. When it came to register for classes that I needed and wanted, they were usually quickly filled and I had to deal with overrides or, worse yet, hoping it would be taught again in the future. Students in the Honors Program, on the other hand, received early registration for classes solely because they were deemed to be taking "more difficult courses." I took a graduate level course as an undergraduate. I interned for an entire year. I was on the executive board of a major campus organization. I worked to pay for school. I maintained a GPA high enough to grant me acceptance into two honors societies and to be able to graduate with magna cum laude honors. No offense to honors students, but I would venture to say that I have had a college career which involved me taking extremely difficult classes and yet I was devalued because I did not see any positive gain in being an "honors" student. A major restructuring should where extremely small seminar classes should not be reserved for this small contingent of students. Rather, funding should be divided between all the colleges and departments based on numbers of students taking classes in those areas (NOT by those majoring in a substantive area, that ignores the amount of students actually interested in the subject matter). These monies should be applied to have various faculty in each department able to teach special topics courses in their major area of interest to broaden what is offered to students. By offering these extremely small and limited seminars to just those in the Honors Program sets those students apart as more deserving of NAU's attention and economic support thereby stating that other students are not worth the time or money. There are many professors which I know personally have varied interests which they could easily (and happily) teach spe...
- In regards to the mission statement: Extremely simplistic but good nonetheless.
- Make public - the system that holds the university and various VP's accountable for the implementation of these goals.
- The draft is an excellent first effort, but may include too many goals, thus tending to dilute rather than focus implementation efforts.
- The Diversity value, while admirable, does not commit the university to increase diversity of its population.

- I suggest adding a phrase at the end such as "serving the entire state" or "serving all citizens of Arizona."
- I recommend a strategic goal that speaks to faculty and student research, and the importance of research to faculty teaching and student learning.
- The proposed strategic plan has excellent focus on the importance of students to the university, to the development of innovative practices, and to the university's commitment to inclusive education.
- The importance of multicultural diversity, especially within our geographic context, is undoubtedly critical to our mission. The construct of diversity is broad, however, and we should recognize that it extends beyond the bounds of ethnic and racial diversity to include groups such as those who are non-traditional students, those who are gay, lesbian, bisexual, or transgendered, and those who have disabilities. If we truly value cultural diversity, these are groups that cannot be excluded from the conversation.
- The draft of the strategic plan has all the right buzz-words: diversity, globalization, community, sustainability, and so on. I have no quarrel with most of what the draft says. As I was reading, however, I kept looking for references to faculty. They finally appear in the last paragraph of the last section. While all those things like advising, learning communities, etc., may be important, I believe that the draft overlooks the primary place where learning takes place – the interaction between students and faculty in the classroom (or its electronic equivalent). The draft appears to have failed to address the question of how to support faculty members so that they can be more effective in their teaching. The answer is not to provide – faculty development. From my experience, many faculty members simply need more time to spend on their courses. They need reduced course loads, smaller classes, and they need to spend less time doing committee work. In order to attract and retain quality faculty members, they need to receive a salary that is competitive and that allows them maybe even to buy a house in Flagstaff. All the advising and diversity and sustainability in the world won't make up for not having qualified faculty members who have the time and resources they need to teach students (or, should I say, – to facilitate students' learning experiences and to turn them into life-long learners.)).
- **Goal #1**
- I love the discussion of increasing grad stipends. We are getting creamed by other schools, with most apparently offering salaries 150% of ours or more (even ASU can pay \$18k for nine months, with a guaranteed \$5k for the summer).
- I think it is imperative that if the university plans to expand access to statewide sites, that we also commit to improving technology at statewide locations. I work with Mohave, Yavapai, and Tucson sites. Some of our COE students are apprehensive about using technology, we should think about how we can provide more ease of access and use to assist this population of students. I have also found that at some sites, degrees and certificates are touted as online, yet course availability is not consistent. I believe that our statewide students enjoy face-to-face, or IITV as a delivery option over web-based courses. If IITV is to be eliminated, I think it imperative that we have some sort of equivalent technology, so that a student can feel like he is participating in a face-to-face course. I feel that

we are growing the Maricopa area too quickly, too many start ups, not enough staff, I think these students should have a quality education, and it's like in business, when a company has too many start ups, many times, this leads to bankruptcy and failure.

- This is most important. Other things can and will flow from this is we keep this at the top.
- Under strategy #3, I suggest adding another initiative: support activities and centers that promote and provide treatments to help students maintain and improve their physical and mental health.
- This goal and many of the strategies and initiatives described beneath it are lofty but vague. I worry about emphasizing "student centered" - this is a good goal, but how can a university NOT be student centered? Put another way, if making a university student centered is a strategic goal, won't this sound a note of caution to students (i.e., what were they doing before trying to make it student centered)?
- Generally, I support all of the elements in each of the strategies listed. From a student's perspective, this goal is the most pertinent to my goals here at the university.
- This is the heart of the goals, and I'm glad to see it #1. I think it is important to define success and learning to include being highly literate in the basics, and including traditional education as well promoting diversity. It is good for NAU to be available for all kinds of students and provide a diverse curriculum, but an emphasis must be placed on having them achieve excellence in reading, writing, math, science, history, and be expected to think and express themselves well throughout their enrollment. It would undermine NAU's credibility if their students/alumni didn't perform - their level of competence and literacy will speak louder than anything else. The goals should include expectations for student achievement (does not have to be implemented by standardized tests). Something to the effect of "Expectations of students to develop and demonstrate literacy and competence in the basic subjects and critical thinking, in order to contribute to and compete in the larger world."
- The overall goals are good. My specific thoughts on some components can be drawn out from my "General Comments" above.
- One thing which I do believe needs to be addressed VERY strongly is that of student advisement. As I have gone through my undergraduate career I have structured my own course loads every semester. Not necessarily because I could, but largely because when I did utilize academic advisement, I was treated like I did not know anything. Apparently I did because I will be starting a Ph.D. program this spring. On one occasion, my questions and interests were ignored completely to the point that the classes I was "advised" to take not only were pointless for me to take (a couple business classes) but were actually antithetical to my goals at the time. On another occasion, an advisor asked me if I was interested in graduate school. At the time, I was more interested in an applied/internship based Master's program with the intent of working with people directly. Rather than offering me any advice on how to go about this, the response was given in a half-mocking, half-scolding tone, "Do you ever want to

TEACH? You HAVE to do reserch to TEACH!" Needless to say, no help whatsoever.

- The most help I have ever received was directly from my professors. I have always structured my own course loads and gone to them with questions about what I am interested in for post-undergraduate. They have always been nothing but polite, kind, and helpful.
- Under strategy 3, intro to research needed for undergraduates, especially rural distance students. Funds for more library support for distance students, especially at rural sites. Am Indian students still very hesitant to use technology, culture based orientation would be great.
- Eliminate use of term "freshman" (needs to be first-year; it's use denies the women on our campus)
- Faculty need to be supported for the work they do that holds students accountable (innovation must be kept in balance with students commitment and dedication to learning)
- Faculty need to earn "credit" for advising and collaborative work. There needs to be P/T value to these "extra" demands.
- Two initiatives are repeated, word for word, under both Strategy #1 and Strategy #2.
- As NAU has demonstrated its strong commitment to being a student-centered institution through practices inside and outside of the classroom, I believe that we have gained respect among our sister institutions for this dynamic. We should, given our values, be sure that this emphasis is truly offered to "all qualified" students, including students with disabilities. therefore, I believe in continuing our commitment to supporting learning and learner centered practices through the ABOR grants, as well as through other outside sources. We can also enhance this aspect of the strategic plan by considering universal design as a model for taking this to the next level, as the Univiersity of Arizona has done with its strategic plan.
- **Goal #2**
- Under the strategies section - we would not make agreements with countries, but rather with universities or programs. At least this is my experience so far from the CENS Intl committee, and I suspect this was just a careless error. In most countries, negotiations happen between people of similar stature, so unless we get the US President or his staff negotiating for us, we will be talking to universities rather than countries. The strategy overall is good though! On internationalizing the grad student body, we will need an office that can help with visas. Currently, the Intl Office cannot seem to help with this, and students spend way too much time driving to PHX for hearings on their statuses.
- In re to strategy one- I agree that a more diverse student population is important. I am concerned that international students may not feel as included in the social setting of NAU and the greater flagstaff area. It would be nice to see efforts being made to encourage undergraduate and graduate students to embrace international students into their lives.
- As far as strategy 2 is concerned, I think we need to be careful about encouraging just growth in the University, city and region. Any growth in this region must be

sustainable and our principles should not be compromised just for the sake of growth in any form. We need to make sure that we are encouraging the right kind of growth in this community. CSE has many excellent ideas to this end.

- Perfectly sound.
- Strategy #1-How will 'culturally sensitive business practices" be insured in office functions? Strategy #2 Why are there no Native Americans on the planning committee? Roundtable comments are not enough.
- Instead of "recruit international faculty in all areas/disciplines" I recommend "recruit diverse, highly qualified faculty in critical areas/disciplines."
- **Goal #3**
- Generally, I like the strategies of this goal though I think they need to be more specific.
- Perfectly sound.
- Strategy #1-NAU main still not communicating with statewide sites about grants that could help our students. Grant writers need to know statewide student needs no just Flagstaff students, especially rural minority students. Suggest DLS grant writing office specific to our needs in rural areas. Strategy#2-Would like to see models that the plan will use to address different learning needs. Suggest indigenous based models for online courses to help students make transition into technology, less linear, more wholistic, circular models.
- Eliminate usage of term "freshman"
- The first initiative under Strategy #2 should read "appropriate sites with partners throughout the state and in the on-line environment."
- Again, we have an excellent reputation for providing access to statewide, national, and international participants in our programs through distance learning, online courses, and statewide degree programs. This commitment has been supported through programs such as the Blackboard Vista course management system. However, such programs have an unexpected and undesired effect of denying access to some learners, as qualified as they may be to be successful, due to inherent dimensions of the course management system (e.g. requires high speed access for equitable use, is not accessible to all assistive technology devices, etc.). These complications can have the potential of blemishing our otherwise outstanding commitment to these goals.
- **Goal #4**
- Please include specific, explicit wording that emphasizes the inclusion of students with disabilities, and providing excellent and appropriate support for these students.
- I am aware of several issues/concerns regarding our international students and some policies and procedures that make it difficult for international students to make adjustments to NAU and/or continue their education here. Perhaps, at minimum, a strategy under this goal could be to form a committee to look at this area and make recommendations for ways to enhance the support of international students.
- As I indicated in my comments on goal #2, I think this is a very important issue that the university should address. I'm glad to see it is a goal in itself.

- Sound as long as all minorities are included (this includes ethnic, different abilities, sexual, gender, racial, etc.)
- Strategy #3-Would like more detail on what "diversity accross curriculum" will entail.
- Add a separate initiative: "Intensify efforts to recruit a diverse faculty through outreach, recruitment, and internal awareness campaigns."
- Inclusion is more than just a commitment to cultural diversity, it is an atmosphere that eliminates attitudinal, physical, informational, and policy barriers to all learners, staff, and faculty, regardless of their background, culture, language, sexual orientation, disability, or other characteristic of diversity. The Commission on Equity and Diversity is making efforts in this direction. I believe that considering the idea of "meaningful access" or "universal design" can help to enhance the university's commitment to our inclusive environment.
- One in four college aged women have been a victim of sexual assault in their life, many while attending college. Retention and graduation rates would rise if there were more programs for sexual assault and relationship violence prevention, education and victim support. These issues should be included on the strategic plan, as they are important to address along with sexual harassment.
- **Goal #5**
- Excellent!
- A commitment to Native Americans is extremely logical and well based due to NAU's location. The commitment should be expanded to include all peoples, especially peoples of minorities statuses. Not to diminish funding and support given to Native Americans but to increase funding and support for all groups equally.
- Strategy #1 Ensure that curriculum for Native Americans is adequately addressed with input from many areas, students, tribes and native faculty. Ensure that there are enough offerings to fulfill demand. Suggest NAV 101 and 102 online, much like SPA 101 and 102 are currently taught. Strategy #2, more visibility on partnerships, especially on Navajo reservation with Dine' College, NPC and Coconino Comm College. Advisors across institutions should have teams and common goals to serve the native population. Strategy #3-YES! Definitely need more collaboration with NAU Main and Distance learning. Faculty should come and teach on the reservations more and get to know the students. This dedication should in turn be marketed and showcased. More awareness in each community about NAU, still not enough funding for signs, advertisement, information across such a large area (saturation).
- Monies currently allocated as grants, special programs, etc. need to have a percentage specially targeting efforts to achieve this goal e.g., the grant on innovation in the classroom needs to have a specific amount for the inclusion of Indigenous sciences, knowledges, etc.
- Additionally, financial support for travel to conferences needs to be available (since many faculty are located in varying disciplines and must met/keep informed regarding their discipline travel funds are expended there; additional funds need to be available so that these faculty can also met/keep informed on Indigenous works.

- Needs to reflect that this commitment is necessary for all students (not just Native students)
- Are we already the nation's leading university serving Native Americans?
- Strategy 3 initiative "Obtain the highest amount of funding...." The term "highest amount of funding" seems vague and immeasurable. Highest amount relative to what? It would be more effective and measurable if it said "Obtain an increase in funding each year...."
- Add a new strategy: Strategy #4: Develop and implement cross-disciplinary programs to incorporate Native American traditional knowledge and practices in collaboration with tribal agencies and communities.

Initiatives

- Create and implement Native American based curriculum that incorporates traditional knowledge in various disciplines
- Create a Native American research center to develop and apply Native American traditional knowledge at NAU
- Work with tribal, legislative, and educational institutions to gain support and legitimacy of the application of Native American traditional knowledge
- Make NAU a major Native American research-based institution that utilizes and applies Native American traditional and emergent knowledge in academia
- This goal is largely wrapped up in the previous four goals. Our heritage as an institution is one of serving students from Native American communities, and this continues to be one of our strong points. Considering practices that support native American learners, along with staff and faculty, in the environments discussed above, may enhance our already successful work in this area.
- **Goal #6**
- Terminology: It is not global weather change - weather is short-term, what the weather is doing outside today, and that is ALWAYS changing and NEVER global in scale. Global climate change IS a real issue - this is long-term changes in climate - an AVERAGE of the weather over many years over the entire planet. Also, biodiversity loss is a better term than species loss if we are concerned with big issues, as losing some species may not be such a big deal whereas the loss of others could be catastrophic for their ecosystems. Under strategy 4, it would be good to have some discussion of opening true two-way communication between upper administration and the faculty and staff. It is hard to imagine that the last line about fostering innovation etc. can coexist with earlier statements about aligning faculty expectations with the university mission unless the employees buy into the mission, which appears to be top-down in nature. The new convention center is an example of this - faculty, even in HRM, were surprised that this huge move was made without discussion of how this might fit into the university mission or what their role in it might be. This has slowed interest and support for this project, as many are still unsure what the goal is for this project. Two-way communication might help alleviate some of this, so I think this might belong in these strategies for the future.

- The entire first section on Environmental concerns is out of place, overdetermined, and inappropriately detailed, right down to somewhat precious inclusions such as "local foods" and "campus as ecosystem." Properly, the entire discourse about sustainability, if we must, and environment, which we should, belongs under Goal # 2--Stewardship. The protection of the environment should be a goal under an ethical umbrella, like stewardship, in the same way we do with a term like "inclusion." Personally, I would rather we model gender and ethnic equality and "arts consciousness" rather than environmental concerns. I am sure others would like other kinds of modeling and therein lies the problem with having any specific form of disciplinary/topical/special interest modeling a front and center concern. Let's all model, if that is a good way to teach, but let's not move this issue to the front of the class.
- Sustainable, as an idea, not unlike environment, loses rhetorical effectiveness when it is applied to all things. This section is about planning, about "infrastructure" and "effectiveness." With its political associations, "sustainability," confounds this section which is simply about the very important idea that we be mindful of our practices and that we be held accountable. All the elements in this section about environment belong under Goal 2 which talks about "collaborative stewardship of place."
- Strategy #3: "Cultivate...course scheduling practices" sounds like extremely small thinking. Course scheduling practices? I suggest that the phrase be deleted from the strategy, and that the idea is encompassed by the more general, "curriculum."
- Strategy one and three are very important. I'm glad to see these in the mix, though strategy three may be long under goal #1 as it is ultimately the students who are affected by the scheduling of classes. This can be a very frustrating problem to graduate students.
- The majority of these practices proposed are sound and phenomenal. Financial support needs to be given to the faculty to keep them at NAU. While there has been mild increases and support, much more has been given to the administration. Increases in President Haeger's salary as well as his living and driving expenses are pointless. He already makes a 6-figure income which has placed him comfortably in an upper-class status. Stop giving him money and give it those who actually make a direct difference in the students' lives: the faculty. In addition, increase funding to NAU employees (non-faculty). They do fantastic jobs and have created a sense of community with the NAU students. I know they made me feel welcome when I first moved to Flagstaff and also have been there as supports for me when I needed them.
- Interested planning a sustainable/research campus in Kayenta, AZ that introduces sustainable planning courses, green living, farming, water treatment. More native environmental experts needed on reservation as these towns grow. Nursing/Health care also needed greatly and courses for these fields. We need to help these towns build a workforce that can help their own communities. I hear this over and over again from townships, chapters, administrators, etc.
- Replace "global weather change" with "global climate change." Add an initiative to Strategy #3: "Strengthen administrative accountability through transparent practices, open-door policies, and meaningful evaluation."

- This goal uses the key words "accountable, innovative, and sustainable." Strategy 1 specifically mentions "sustainable business practices" and "campus ecosystem". To meet this goal, the university must stop the use of herbicides on campus. A recent study documented in the May 2006 Scientific American showed that chemicals such as herbicides that may be "safe" individually can inflict serious harm on the ecosystem when combined. The multiple herbicides that NAU uses combine with what the rest of Flagstaff uses and eventually run off and accumulate in streams, rivers and ponds. This is contrary to the "sustainable" goal. Also, NAU is not being accountable for providing a safe working and learning environment by spraying herbicide on the grass where students often lie down to study, or by requiring chemically sensitive employees to use their vacation time to remain at home when the areas around their buildings are sprayed. We are told that herbicides are harmless once they dry, but ask yourself if you would lie down in the grass where herbicide had recently been sprayed and eat your lunch or read a book. Finally, herbicide spraying is not innovative. It is the easy but harmful way out. An innovative program might involve giving jobs to students to pull weeds and to use more landscaping treatments that prevent weeds from growing. This would be a great topic for "issue-oriented" education where the creative minds of our faculty and students could develop non-toxic means of dealing with weeds on campus.
- The university has adopted a campus sustainability plan, which is a big step forward to this commitment. The importance of sustainable design is in its value for both the environment and the quality of life for those who are citizens of the university community. There is a natural link between these two dimensions of design, and they come together in a the holistic design process of universal design. Our goals toward accountability, innovation, and sustainability have far-reaching and long-lasting implications, which should consider the many dimensions of our campus community, from landscaping and architecture to instructional practices, to policies and procedures.

Alumni and Friends – 3/6-3/19 – Feedback

- I have read the proposed strategy along with the corresponding initiatives and have provided general feedback as an employer. I have been recruiting students for internships and full time employment from NAU since 1996 at my last two employers. The students that I have had the most success with are those that possess strong technical, verbal and written communication skills. I would like to add that as I surveyed the past successful students which I have employed, I have found the following and would encourage the university to consider, as part of its plan to implement initiatives to support the needs of employers. Common characteristics of the successful NAU graduates employed:
 - 1) A good handle on computer skills such as Microsoft office products
 - 2) Work and internship experience related to the field of study
 - 3) Exposure to a good mix of theoretical and applied courses
 - 4) Classroom exposure to a variety of Professors, TA's and Master Level lecturers with applied work experience

- 5) Well balanced background including volunteerism, campus memberships and 3.0 or higher GPA's
- 6) Students with a diverse background of experiences at many levels, socially and economically

As a recommendation, I suggest that a survey be taken of former students. In the survey you should consider asking what the student lacked when they went into the workforce and what they should or could have done to better prepare themselves for their chosen careers.

- In reviewing the strategic plan NAU has developed for the years ahead, you and your group have done a very good job articulating a comprehensive plan for the future of the University. I commend you for all your effort and foresight to assure the success of NAU in the future. Since you asked for comments I thought I would try to relay several issues that have been a concern.

1. Both my wife and I graduated from NAU in the Mid 70's (Business Administration) (Nursing). We both feel we received an excellent education and had a wonderful college experience. In today's complex business environment selecting a major and career path is not a simple matter. Freshman entering a University today will need help in trying to define their personal mission. They will need good reliable advice for academic, career and class scheduling issues. You stress in your 1st goal, strategy #3, that academic counseling will be a priority. I strongly agree with this strategy and hope you provide a few strong counselors that can help starting Freshman with a class schedule that will match their aptitude and career goals. I do not think it is a good idea just to have some volunteer students trying to help these kids that really need a little extra help to get on track. It seems a shame to spend all the promotional dollars to recruit kids to the University then have them fail and drop out.

2. I do not understand why you would put all the Freshman students in the same dorm for their first year of college with ALL residents being Freshman. How can a 18 year old learn the ropes of college life with no one that has had college life. You are putting all these NEW students with NEW students. I lived in the South Campus Dorm for three years. Many of my dorm friends were 2nd and 3rd year students. I learned a great deal from their wisdom of college life and they were a big help in getting me started on a successful college experience.

3. NAU is positioned to be one of the finest Undergraduate schools in the country. There is a huge talent and population pool within fast growing Arizona, Southern Nevada and Southern California to fill our enrollment to a perfect balance. The University is located in a truly unique setting for students that desire a change of pace from the large Metro areas. The class sizes are small and usually taught by a Ph.D. Professor, not a graduate student. With the huge growth and size of both ASU and UA one has to question the quality of the education and college experience produced by

these HUGE Universities. I visualize a day not too far in the future that NAU will be the Undergraduate University of choice and a waiting line fill form to be accepted into this great University.

- I have finally read the strategic plan and it seems very comprehensive to me. One thought that has occurred to me with the emphasis on diversity and global exposure and training is to ensure that foreign faculty be fluent in English. I have heard complaints from students at other institutions that they could not understand some of the foreign faculty members.
- I teach at the High School level on the Navajo Reservation. Our school year next year starts July 23rd. This leaves very little time for on site education. I am on track to become highly qualified to teach Math. The problem is that I have my transcripts tied through Scottsdale Community College. I would love to be getting my Masters Degree online without resorting to University of Phoenix. If NAU could fill this void it would be fantastic.

Alumni Online Bulletin Board – 3/18/07 – Transcript

1.2. Mod 12-Mar-2007 10:57 AM

[How would you describe your experience at NAU? How connected do you feel to the university now?](#)

1.2.1. Tina 15-Mar-2007 09:29 AM

I came from a small town and I was glad to have a smaller university atmosphere.

1.2.1.1. Mod 15-Mar-2007 09:48 AM

[Tina, can you elaborate on what you mean by "smaller university atmosphere?" Would you talk a bit about what you enjoyed at NAU and even what was not all that great?](#)

1.2.2. Gabrielle 15-Mar-2007 09:38 AM

My experience at NAU was great for its flexibility! I worked full-time during the day and earned my degree with evening classes and summer school. It was open to an older woman who was making a career change in her 40's.

I am connected to NAU through my husband's career--he received his Master's in Choral Conducting at NAU, sang with the Master Choral, and taught at Music Camp last summer. We go to the Christmas Dinner every year. We both go to sports games and love that NAU is part of our lives!

1.2.3. Jeffrey 15-Mar-2007 10:07 AM

I was a transfer student from another Univ. and I did not feel as well-received at NAU as I did initially at my prior univ. However, at the time of my transfer, I was a third year student (straight from high school) and certainly more mature than when I was a first year student.

By well-received I mean to say that adjusting to univ. life seemed more challenging at NAU. The important disclaimer with this is that I may have certainly missed any introductory programs that NAU offers its freshman.

1.2.3.1. Moderator 15-Mar-2007 10:22 AM

[Jeffrey, can you think of any events, programming or processes that would](#)

allow transfer students to connect with the university life right away? What was the most difficult thing for you as a transfer student?

1.2.3.1.1. Jeffrey 15-Mar-2007 10:31 AM

Thankfully I forecasted this adjustment to be a potential issue and had chosen to live on campus where I could quickly meet, interact and make new friends (that always makes adjustment easier).

Overall, the most difficult aspect of being a transfer student was finding a good mentor. I sacrificed a lot by transferring in terms of my personal networks so when I arrived at NAU I had to start all over. Personally I felt that the ability granted to me by NAU to develop a relationship with an advisor was minimal. I can remember meeting with an advisor and feeling like I was just being 'pushed-through' so they could get to the next person.

With regards to programming or processes that would assist transfer students, I believe this is more difficult to answer. I think it is more important to put emphasis on the incoming freshman so that NAU can retain them instead of channeling energy to acquire transfers. Unfortunately this doesn't help transfer students! Perhaps something as simple as a club for transfer students would help. Or even a focus group for the purpose of transfer students.

1.2.3.1.1.1. Amanda 15-Mar-2007 10:38 AM

I graduated from NAU with a bachelors and a masters degree. Just received certification as a principal. Please know that NAU is a great place to be. I received my degree at a sub-campus location. My son is currently in his 3rd year in Flagstaff.

This was a great university because the whole town fosters to college students and the classes are smaller than most of the major universities in Arizona.

1.2.4. Carol 15-Mar-2007 03:27 PM

I came from another state to ASC in the 60's. Most of the students were from the Phoenix area and I had a hard time making friends and feeling like a part of the school. I came fairly close to leaving before finding a group of out-of-state students to feel close to.

This may or may not still be a problem.

As an alumnus I feel very much ignored by the alumni committee. I have tried several times to get into the alumni directory and have not been able to do so. I have left several internet messages and even called the office. There doesn't seem to be any personal reaching out to alumni. I hear sometimes from the music department about events at NAU, but mostly I just get pleas for money. I have left money to NAU in my will, but am seriously rethinking that.

Even though I live in Flag I have not been able to find a local alumni group. All I hear about are gatherings in places like San Diego.

I do not know if I would really go to local alumni meetings, if there are any, but I would at least like to know if they are happening.

1.2.5. John N. 15-Mar-2007 04:27 PM

I had a great experience at NAU, finding I was able to make a radical shift in my

schooling mid-stream (from Psychology to Environmental Science/Geology, and fairly easily. NAU was just the right size for me, too, as I preferred a small to mid-sized school, and I thought NAU had plenty to offer in terms of courses and majors. I still live in Flagstaff, and so I am tied to NAU in a number of ways today; also, my wife works at NAU, sooo there's that tie :)

1.2.6. Matt 15-Mar-2007 07:37 PM

One of the highpoints of my life (so far) was my time at NAU.

I do not feel particularly connected to the university at this point having spent most of the last 13 years outside of AZ.

1.2.7. Scott B. 15-Mar-2007 10:34 PM

I had a great experience at NAU. Flagstaff provided a unique environment for learning. I feel the business department was highly under-rated. With professors from all over the world, and all different backgrounds, teaching all my classes I felt like I recieved a very rich education. The semester I spent in Holland as part fo an exchange program was invaluable to me as well. I am currently making plans to complete the MBA program.

1.2.8. Steve 16-Mar-2007 07:41 AM

NAU was an opportunity to get out of the city and start over, just as college is for most students. The difference for me was that I was entering a graduate program, but still had the same feelings of attending a new college and starting over. I stayed in Flagstaff for nearly five years; I was married there and had our first child there and would still like to be able to move back at some point. the reality is that the jobs and just about everything affordable is in Phoenix or Tucson. I stay connected through the mailing NAU sends out, and through watching the progress of the athletics programs.

1.2.9. John S. 16-Mar-2007 08:06 AM

My experiences at NAU were all positive. Small class sizes with full professors not grad students teaching. I learned a great deal. The campus life was not dominated by anyone group so most activites were accessable and open to anyone.

1.2.10. Michele 16-Mar-2007 10:19 AM

I truly wish I had decided to attend Northern Arizona University straight out of high school, but I was young and didn't have a mentor(s) to properly guide me in my post high school collegiate decision making process. I am the first family member to graduate from college, and decided to attend another university in Arizona. I felt completely lost in so many ways... after taking a year off, attending a local community college, I transferred to NAU for my final two years. It was a wonderful experience. The smaller classes were perfect for me and just about every professor I had was top notch! Every opportunity I have I recommend NAU.

1.2.11. Becky 16-Mar-2007 11:48 AM

I HAD NEVER BEEN AWAY FROM HOME WHEN I WENT AWAY TO COLLEGE. I ALWAYS FELT VERY COMFORTABLE....THE PROFESSORS WERE ALWAYS VERY NICE, THE STUDENTS WERE USUALLY FRIENDLY, MOST OF THE PLACES IN FLAGSTAFF WERE VERY WELOCOMING.

1.2.12. Tony 16-Mar-2007 01:01 PM

I had a great experience with NAU. I was a non-traditional student, in that I went back after a few year hiatus. When I enrolled at NAU, it was the first time away from home and I was 24 years old. I love NAU and Flagstaff, AZ is one of the most beautiful areas in the country. Yes, Flagstaff has a small town atmosphere, but the school, by no means is small.

Going through the Hotel and Restaurant Management program allowed me the best opportunity to in that field and assisted me with transitions across the board. Meaning, my education from NAU prepared me for life experiences outside of HRM. I now work in Education, but have been in other industries where my education pertained to my real world experiences.

1.2.13. Chuck 16-Mar-2007 03:54 PM

My experience at NAU was fantastic academically and socially. I still feel connected to the university, and it has been almost 20 years since I graduated.

1.2.14. Pat 16-Mar-2007 04:44 PM

I went to ASC in the 50's right out of high school. Felt very welcome by students and faculty. Continued to attend as a young married living in the stone cottages. Felt fairly connected through my work years with the Community Colleges, but have been less active since retirement.

1.2.15. Van 16-Mar-2007 11:09 PM

I took all of my classes from a sub-campus location. (I was in my 30's, married, and working full time.) NAU was great because it allowed me to take my classes when I needed them. Some were in the small town I lived in, (Lake Havasu), some were in another town about 60 miles away. My favorite classes were the interactive TV; I would give the operator a blank tape and he would record the entire class. That way I could concentrate fully on the class, and use the tape afterwards to take notes.

1.2.16. Jack 17-Mar-2007 07:50 AM

NAU was an interesting learning environment, often while attending I felt that I would receive a higher level of education from another school, but I continued at NAU and because of some changes I made in my studies and areas of interest, I found NAU to have many rewarding possibilities. Now I keep in contact with a few of my former professors, but as for direct contact with the school, I have little, I don't attend alumni functions or other events, probably mostly because I have left the area.

1.2.17. Dustin 17-Mar-2007 04:59 PM

I completed a masters degree through the distance learning program. I am the only person to attend college in my family, and the idea of going to school straight out of high school intimidated me. I ended up attending a small liberal arts school for my BA, and then wanted a quality, affordable graduate degree. I found that at NAU, and it changed both my employment prospects, as well as gave me the critical thinking and analytical ability needed to advance in my field.

1.2.18. Julie 18-Mar-2007 12:41 AM

I loved NAU. I transferred there from another university. I loved the fact that it wasn't as big as ASU or U of A. The student-teacher ratio was excellent. I encourage anyone I know to attend NAU. My cousin also transferred there a few

years after I graduated.

1.2.19. Julie 18-Mar-2007 12:43 AM

I wish we lived closer so we could attend the alumni gatherings on a more frequent basis. I'm satisfied with the emails that I currently receive.

1.2.20. Warner 18-Mar-2007 03:22 PM

My experience at NAU was phenomenal. I never felt like a number; teachers always had an open door policy and are genuinely concerned about student self-development. The University has a very personable level and its medium size is a huge benefit.

Location, Location, Location; NAU is situated in beautiful surrounding of Northern Arizona. The great Grand Canyon in the "back yard" and so many other beautiful state parks are right around the corner.

Today, I still feel connected to the University. Not because of an old NAU shirt, a cool NAU license plate holder, but because of the great memories that I have left from NAU. NAU granted me my MBA and the College of Business Administration sometimes sends me invitations to attend NAU sport-events that are taking place in my area. Mason Garety does a lot of PR during these events and it is a great way to support NAU and meet other Alumni.

1.2.21. Bob 18-Mar-2007 08:07 PM

I really enjoyed my experience at NAU. I felt like the program I was in - obtaining a BSET - met my career goals and matched the working experience I brought to the academic world. I continue to have a great affinity for NAU, receive the alumni publications - both written and electronic - and like staying in touch with what is going on.

1.3. Mod 12-Mar-2007 10:57 AM

[Where do you see NAU in 15-20 years? What do you think will change or should change?](#)

1.3.1. Tina 15-Mar-2007 09:39 AM

It should see some growth since the state has had a population boom. Hopefully the same programs that enjoy widespread respect will continue to thrive and attract larger numbers. NAU's distance learning will see more growth and interest from across the state.

1.3.2. Jeffrey 15-Mar-2007 10:12 AM

I see NAU, based on its own self portrayed image, to be very integrated with online education. This is important because this is the paradigm of today - to receive an education sooner than later, quicker than slower, etc.

However, I do believe that NAU should approach this with great caution because with time will come the realization that a virtual education is both: 1) not as satisfying for the pupil than a traditional brick-and-mortar institution and 2) not as profound due to the lack of intimate interaction between instructor and student

1.3.2.1. Gabrielle 15-Mar-2007 03:09 PM

NAU is NOT the University of Phoenix!

There is greater quality and vision with in-depth study at the highest calibre.

1.3.2.2. Dustin 17-Mar-2007 05:01 PM

I could not disagree with you more. Having gotten a BA at a top flight liberal arts school, and then received a graduate degree online from NAU, I can say that the experience was often more intense, with more interaction from professors.

1.3.2.3. Warner 18-Mar-2007 04:53 PM

I agree with Gabrielle and Justin; NAU is not the University of Phoenix. There is a world of difference between online teaching and real world in class teaching. I feel in class teaching is much more effective and NAU teachers treat students as individuals and not as numbers who have little interaction.

1.3.3. Carol 15-Mar-2007 03:41 PM

I feel that the major plus to an NAU education is being on campus. I think the emphasis being placed on outlying campuses and internet education shortchanges the student. I feel the change to the logo was a terrible mistake, a green blob with white tree limbs represents nothing to me at all. The traditions of university are being lost.

I feel the emphasis should be placed on the core community in Flagstaff. The town, the environment and the real campus all contribute to producing a quality education.

1.3.3.2. Moderator 15-Mar-2007 05:17 PM

[Carol, where would you like to see NAU in 15-20 years? What would be an ideal vision in your mind?](#)

1.3.3.1. John N. 15-Mar-2007 04:34 PM

While growth will affect NAU in the future, I feel that some of the "boxing" of universities today will affect NAU. By that I mean as funding remains tight, schools will look for efficiencies, and may find they are specializing in some key areas (e.g. nursing, education, forestry, etc.?), and perhaps not as much emphasis on a little bit of everything as we're used to doing; I'm not a proponent of that, necessarily, I just suspect that's maybe going to be the trend in the future. It appears today that community colleges are springing up everywhere and covering some of the bases universities have traditionally covered.

1.3.4. Matt 15-Mar-2007 07:49 PM

The on-line learning experience will hopefully become more focused on graduate work and less on undergraduate degrees. One's Bachelors degree experience needs to be spent on-campus when at all possible in order to obtain the full experience.

I would like to see less emphasis on narrowly focused professional degrees (such as mine and more on more rounded studies such as liberal arts.

As technology encourages less reading and more passive entertainment the undergrad years may be our one chance to expose young minds to literature, philosophy etc.

1.3.4.1. Moderator 15-Mar-2007 08:44 PM

[Matt, what do you think about online degrees for students who may otherwise be unable to attend face-to-face courses? Perhaps non-traditional students who](#)

start earning their degree later in life and have to have a full time job to support their families? Do you think there are circumstances when online degrees may be actually a better (or even the only) option?

1.3.4.1.1. Matt 18-Mar-2007 10:09 PM

I was one of the non-traditional students as I earned my degree at age 30. I gave up a fairly good job in PHX to move Flagstaff and attend NAU (I did not have a family at the time). This was kind of difficult financially and personally. If I had been offered the option to study on-line I would have seriously considered it. I agree that on-line degrees have allowed many individuals to earn their degrees who might otherwise not have which is wonderful. Perhaps I'm offering an uninformed opinion regarding this topic but for me, choosing the distance learning option would have been a tragedy in more ways than I care to think about...

1.3.4.1.1.1. Dustin 19-Mar-2007 10:45 AM

Thanks for your comment. If online education was not available I would not have been able to attend graduate school. The stigma that it is "less" than a traditional degree is disappearing, largely because of schools like NAU that make online education often more intense than a traditional classroom. I worked full-time during my degree, and graduated with a 4.0. Employers saw this as a plus, and I was glad to be able to continue my career while getting a great education.

1.3.5. Scott B. 15-Mar-2007 10:37 PM

Hopefully the university continues to grow and it's funding for academics and sports will grow as well. With greater visibility, and being known as a "research school" in different fields, funding and support for the university will increase and allow the university to provide more for the students and faculty.

1.3.6. Steve 16-Mar-2007 07:52 AM

Unfortunately, I see NAU and Flagstaff, growing too large too fast. I've seen a few comments about the small town, small college atmosphere and it's true. Flagstaff has a charming appeal with NAU as it's selling point. NAU has a reputation of being the smallest of the three state schools, but it is also the most beautiful and diverse campus. I see that changing in the next 15-20 years as the focus turns to allowing more students to enroll and the growth and expansion of the university. I would rather leave NAU as it is with minimal if any growth and instead, add stricter requirements for admission to the main campus while expanding the opportunities for others outside of Flagstaff to participate in distant learning.

1.3.6.1. Julie 18-Mar-2007 12:49 AM

I agree with Steve. I loved the small town atmosphere of Flagstaff and the size of NAU. I loved the logo of NAU.. gee 17 yrs ago.. ugh..lol Well, anyway. I have been back to Flag once, maybe 2x since then. I loved the atmosphere of the area then. I have heard that it has grown by leaps and bounds. The important idea to remember is to keep the charm and integrity of NAU as it was in the 90's and earlier.

1.3.7. Becky 16-Mar-2007 11:53 AM

I HAVE NOT BEEN ON CAMPUS FOR 8 YEARS SO I CAN'T REALLY SAY WHAT I THINK SHOULD CHANGE BUT I HAVE NEVER BEEN ON CAMPUS AND THOUGHT THAT SOMETHING SHOULD BE DIFFERENT. IN 15-20 YEARS I AM SURE THAT NAU

WILL BE UP WHERE IT SHOULD BE. I HAVE ALWAYS THOUGHT NAU WAS THE BEST OF THE BEST AND ALWAYS WILL BE.

1.3.8. Tony 16-Mar-2007 01:06 PM

I was at the campus in August of 2006 and there seems to be many improvements. I look forward to the Hotel and Restaurant Management future opportunities, but really enjoy the upgrades to the campus itself. 15-20 years is a long time, but I see more online courses and less on campus needs. Sorry, I work for an online education company and I had my first experiences with distance learning at NAU. Some of the courses made me feel like a Beta tester because the technology, but I thoroughly enjoyed those courses.

1.3.9. John S. 16-Mar-2007 04:55 PM

Given the importance of geology and forestry to the world economy both of those departments will remain world class and gain in importance. The education department will either change or become less relevant. There is an opportunity for a major "teacher training" institution to set the standard based on effective classroom practice. The program to video benchmark great teaching and classroom practice is a step in the right direction. The College Board is in the process of doing the same with AP teachers. There are already online programs that are worthy of benchmarking and adopting for NAU including MIT online U, Drexel's Math Forum, or the India/Singapore collaboration www.heymath.com. How NAU executes to the changes in the delivery of education will determine whether or not NAU is leading or following.

1.3.10. Van 17-Mar-2007 12:01 AM

Pre-reading some of the other responses, I feel I may be the "odd ball"; I never attended any classes in Flag. But, I did visit various times and, as others mention, the campus is great.

But I do believe that on-line is a necessary evil. I agree that living on campus provides a great time and a "normal" way of getting an education, but for many people who work full time to support a family, quitting their job, moving to Flag for 4 years, and then applying for a new job, is not an option.

Most of my classes were in person at sub-campuses, and a few were interactive TV.

After attending NAU I moved to California. I wanted to earn my masters. NAU was my first choice, but was told by the state I had to attend a California University (I'm in education). I opted for a university that offered on-line classes. While I agree, I do like the in-person classes better, for a working person, trying to improve themselves, the flexibility offered by on-line classes is hard to beat.

1.3.11. Jack 17-Mar-2007 10:01 AM

There are parts of NAU that it seems will always get better, popular areas of the school like sports and the big schools that NAU is famous for Education, Forestry, maybe Engineering, but many of the other fields seemed to be falling behind while I attended. Poor decision making in hiring of faculty, especially in relation to hiring NAU alumni, as opposed to getting new and interesting ideas circulating through the school. With this trend I can see NAU in 15-20 years as a school with just a few major attractions and a lot of less than average fields.

1.3.11.1. Moderator 17-Mar-2007 12:56 PM

[Jack, where would you WANT to see the university in those 15-20 years. What would be your vision for this institution? What kind of decisions would be](#)

necessary to achieve this vision?

1.3.11.1.1. Jack 18-Mar-2007 04:41 AM

I would like to see NAU become a university focussed on academic prestige in all fields. I think this can be achieved by carefully picking faculty with vision, experience, and a wide range of backgrounds.

1.3.12. Warner 18-Mar-2007 03:51 PM

Small and medium size Universities that are nationally and internationally accredited universities will see a rise in attending students; simply because the value for money is so much better compared to the top 50 universities.

Optimally, NAU will become the number 1 University in the States in regards to Environmental studies and environmental progress. Lewis and Clark Law School is a small University in Portland surrounded by a state park; it receives international recognition and is a very popular university because it is the number 1 University in the nation for Environmental Law.

Becoming the number 1 University in the nation in regards to Environmental studies will result in international exposure and international awareness of the University.

NAU is located in the perfect location to focus on environmental studies and I feel NAU should take full advantage of that. Focussing on Environmental studies should at the same time attract the Native American students whose connection to the earth is very traditional.

1.3.13. Warner 18-Mar-2007 04:45 PM

In addition: the cost of Education keeps rising and the middle class is slowly disappearing. I feel that there may be the need for a 0% student loan (on the condition that one actually graduates; if you don't graduate the loan will carry a market interest rate).

Continues education and higher degrees of education are vital in today's economy. Thus, NAU might want to expand its amount of PhD programs and offer other certificates (CFA, etc).

1.3.14. Bob 18-Mar-2007 08:22 PM

I would like to see NAU be able to provide the same small town college atmosphere that I experienced in a global setting. This means online. I have been taking UoP courses off and on for eight years now and while the courses have varied widely, and the level of involvement of facilitators has run the gamut, the online experience has been generally positive. UoP went after the online market early and made many inroads. I would see NAU being able take what UoP was able to accomplish and outdo them!

Especially given the focus of servicing the Native American community. If those students who were able to plug in from a traditional setting within their community were to obtain the post-secondary education that positions them for growth for themselves and their nations, then great thing can continue to happen as with the on-campus experience I believe my Navajo peers had who attended when I did.

1.4. Mod 08-Mar-2007 08:11 AM

When looking at the six goals and their definitions on the whiteboard (please scroll up and down as needed), do they seem comprehensive and appropriate?

1.4.1. Tina 15-Mar-2007 09:44 AM

They are focused on appropriate areas. This page isn't real comprehensive, but the earlier email clarified the goals.

1.4.1.1. Mod 15-Mar-2007 10:01 AM

This is only a one page summary and we will be talking about each goal in more detail later in the conversation.

1.4.2. Gabrielle 15-Mar-2007 09:46 AM

They are very appropriate indeed! Goal #5 is important to me, since I taught on the Navajo Reservation for three years in Pinon and know the importance of Native Americans having good access to higher education. It is their future to achieving the American Dream.

1.4.3. Gabrielle 15-Mar-2007 09:46 AM

They are very appropriate indeed! Goal #5 is important to me, since I taught on the Navajo Reservation for three years in Pinon and know the importance of Native Americans having good access to higher education. It is their future to achieving the American Dream.

1.4.4. Jeffrey 15-Mar-2007 10:16 AM

They are certainly ambitious goals and I hope that they are substantiated through achievable objectives.

I understand that these are slightly vague at the moment, but even with the e-mail that was distributed prior I felt they did little to capture my attention.

They are certainly future-oriented, but not unique in the sense that these are the same things that any academic institution wants. However, must they be unique?

1.4.4.1. John N. 15-Mar-2007 04:37 PM

The goals are good. I'll need to think about it more to see if I have any suggestions, but I think they're pretty much all-encompassing and inclusive in terms of being able to talk about just about anything at NAU.

1.4.5. Matt 15-Mar-2007 08:03 PM

The six goals are excellent. Within the first goal we should be focused on the success of our students at NAU and in life. A mentor once told me that his ability to think critically, accurately analyze and/or react to the challenges in his life stems largely from his college experience.

1.4.6. Steve 16-Mar-2007 07:58 AM

I graduated in 1999 and I would say based on the years I spent at NAU that most of these goals have already been reached to some degree. It's going to be important to not try to fix what isn't broken.

1.4.7. Pat 16-Mar-2007 04:49 PM

Maricopa and Pima counties are growing rapidly. Many parts of Arizona are not. The goals of bring education programs to the still rural parts of Arizona and the reservations are vital to the economic health of the state.

1.4.8. John S. 16-Mar-2007 05:01 PM

Goal 1 is to general to judge whether it has been met as are Goals 2 & 4. Goal three would require NAU to catch up to what other educational instituions are doing. Online means video/audio/textbook to any computer screen in Arizona to what level of acacemics?

Goal Five offers the most oppourtunity to assist the reservations from K-16 by offering comprehensive online coursework. There is already a base of material avaiable for use but it needs organization and management.

1.4.9. Jack 17-Mar-2007 10:15 AM

Im glad to know that these are meant to be goals, i feel that the most important goals deal with how the school works with the community, something i saw as actually quite a failure while i attended. I think the school looks good in the eyes of the upper class in Flagstaff, but much of the community and surrounding area is made up of much much lower income residents. Reaching out to them with real opportunities, and assistance, understanding that they might not have a high regard for huge educational institutions could be quite valuable.

1.4.10. Tony 18-Mar-2007 05:28 AM

I think, if those are real objectives, they would be great for the University. I thought that Northern Arizona University provided the opportunitites and carried out most of the objectives already, but it is always nice to re-evaluate. Answering the questions, I think they do seem comprehensive and appropriate.

1.4.11. Bob 18-Mar-2007 08:35 PM

As always, the key to stating goals is how do you measure when you have achieved them? These are all worthwhile and achievable goals. As some have already stated NAU has already achieved many of these to some degree, but the idea now seems to be how to expand on them? The hard work here will be to create standards by which increased success can be claimed in each of these areas. Perhaps the discussion group would be willing to but a box around what would constitute success for each of these goals?

1.5. Mod 12-Mar-2007 10:57 AM

[What does the term student-centered university mean to you?](#)

1.5.1. Tina 15-Mar-2007 09:47 AM

Student-centered means putting the needs of students in every decision. Even if it means making organizational changes that will be met with resistance from others - if the decision will be better for students, then it deserves serious consideration.

1.5.2. Jeffrey 15-Mar-2007 10:25 AM

Student-centered translates to an environment which revolves perpetually around students.

There is an adage in academia that 'if you don't publish then you perish'. This has both strengths and weaknesses.

To publish one must promote graduate studies, professorship, etc. as this cannot be done only with undergraduates. Yet, to focus on publishing, the institution loses a great deal of intimacy with the students. It creates a power distance

between achievement and attainment.

NAU does not compete on the same level as ASU or UofA in terms of research. This keeps a lot of money from NAU. But I would be willing to claim that students, if asked, would find their lives more personal and in touch with NAU than the others.

To recapitulate, to have a student centered university sacrifices must be made and the mission must be understood clearly. Is a student centered university based on intimacy and connection with the student, or independence and autonomy of the student?

1.5.2.1. Gabrielle 15-Mar-2007 03:17 PM

I concur that NAU does compete. It always has! A student is there to learn and improve: there is no autonomy and independence. There is choice. The truth lies in the simple question of "Why are you here?"

1.5.3. Gabrielle 15-Mar-2007 03:22 PM

Consider ALL your students! We did not all just graduate from high school. NAU has done so much to approach all the learning needs of its community and beyond.

Its ability to be there for what you need is incredible!

1.5.3.1. John N. 15-Mar-2007 04:53 PM

I think it's OK to say everything's centered around the student, because that's why we're here, but I get a little squirmy when folks talk about the matter almost solely that way, without expounding on or underlining some key points above, e.g. cultivating personal responsibility and commitment to learning, interdisciplinary collaboration, cultural diversity, all of which to me are key underpinnings of student success and thus our collective success in the future. I guess I focus on this a little because I think these qualities and skills are becoming somewhat lacking and a bit of a problem in society in general today, it seems, and because I think some of the other things (e.g. enhanced vibrancy of campus, international learning and experience, quality facilities, etc.) may fall into place rather naturally, if not on their own. I don't want to overstate this, it's just a feeling.

I'd also like to see more financial support emphasis for underprivileged undergraduate students, and I'm thinking of a student I know on campus now who is very talented and a hard worker, but who has a hard time making it due to her financial situation, even with scholarships. I'm also thinking of deserving Native American students who could benefit from enhanced financial support of their undergraduate work.

1.5.4. Scott B. 15-Mar-2007 10:41 PM

Two things:

1. Small class sizes
2. Professors instructing every class (not Grad students)

These two things were 2 of the 4 deciding factors for me attending NAU, and continue to be the largest advantage over ASU and UA.

1.5.4.1. Bob 18-Mar-2007 08:47 PM

Boy, this struck a chord with me! Back in 1976 I attended U of A on my way to NAU (that is where I could get the degree I was seeking at the time, a BS in Engineering Technology). I spent a summer taking a course trying to learn Calculus II from a graduate student who was heading to a job he already had, and he could not give a rip if you got the material or not. NAU's teaching staff was not perfect, but I always had my professor - good or bad - as the one who stood in front of the class and taught!

1.5.5. Steve 16-Mar-2007 08:10 AM

It means you would place the students before the univeristy. What I mean is, that you would offer fair and consistent enrollment requirements for all students. You would allow all students to have the same access to all clubs and organizations, and other extra curricular activities. Students would be able to take charge over the ways in which parts of the university are run, and that their opinions are taken into consideration when changes are made.

1.5.6. Becky 16-Mar-2007 11:57 AM

A STUDENT-CENTERED UNIVERSITY MEANS THEY ARE FOCUSED/CONCERNED ABOUT THE WANTS, NEEDS, EXPECTATIONS, AND CONCERNS OF EACH AND EVERY STUDENT.

1.5.7. Jack 17-Mar-2007 10:24 AM

This was frustrating to read. The objectives directed towards the graduate students should be meant for the undergrad students as well perhaps more. by getting those results with an undergraduate program, the students that come out of that program will be more creative, successful, higher caliber students ready to do serious work as graduate students, rather than be gradutae students who are only just learning to really work and think. As far as the question goes, what is student centered, i think it is thinking about students as powerful assets to the school, catering to them like spoiled children is maybe not in their best interest. And raising tuition is also less that a student centered idea, especially when the highest paid employees continue to get raises.

1.5.7.1. Moderator 17-Mar-2007 01:19 PM

We are revising the strategic plan and what you see here is not the final draft. In fact, we received quite a few comments like yours: many initiatives focused on undergraduates are relevant and even important to the graduate students and vice versa--so some fine tuning of the draft is necessary. I understand your concern about the cost of tuition. Unfortunately, the state and local support for Arizona public higher education represents only 64% of the total educational revenue (in New Mexico it is for example around 84%). The rest has to come from the tuition revenue. The university's decisions about raising tuition are not easy, but because the cost of operation increases all the time, they are inevitable.

1.5.8. Tony 18-Mar-2007 05:36 AM

Student-centered university, is putting the students as customers, not students. I like the concept and appreciate the level in which the above mentioned is directed, but sometimes the University would have to have a say. The bullet points show great detail to improvement academically and socially, so that would be where I would stick to. We have many things to be proud of and those detailing a focus on

customer service is a great way to improve the educational process and future enrollments or business.

1.5.9. Warner 18-Mar-2007 03:53 PM

Student centered: supporting student self-development. Basic psychology informs us that we need to be provided with 5 basics in order to achieve this level. Therefore NAU needs to be a home away from home that simultaneously challenges the student to develop and rise to new levels.

1.5.10. Bob 18-Mar-2007 08:51 PM

For me NAU provided a great learning experience (as a student that was what I was after the most, after all) in a setting that was "small campus", small class size, and for most of my classes made me feel as though I was getting something out of it that was going to further my career. As long as I can feel that, or someone who comes along next year, I think that NAU will continue to hit the mark.

1.6. Mod 12-Mar-2007 10:57 AM

[What would be the single most important initiative NAU could undertake to substantially improve students' experience?](#)

1.6.1. Tina 15-Mar-2007 09:57 AM

Since it is related to my career, I have to say undergraduate advisement, career planning and academic support for undergrad students. If you have more success at the undergrad level, then hopefully there would be more interest in the graduate level programs.

1.6.1.1. John N. 15-Mar-2007 05:02 PM

I think there's no single initiative that's most important - I believe future student (and school) success will depend on nearly all of the points above - like everything else in life today, it's all a high-wire act where we're getting basically all of it done, or expected to do so. It may be possible to focus on a list of ten or fifteen of the points above, but I'm not sure I can place any one of the above over others. I also feel emphasis must be given to both undergraduate and graduate programs, that increased emphasis on one or the other may not be healthy in the long run, and I'm thinking of the first topic above where we discussed the future of the school, and where I said I thought community colleges may serve more undergraduate roles in the future - this means to me that NAU could/would focus on slightly fewer programs, and in such a way that undergraduate and graduate students received the best possible education.

1.6.2. Gabrielle 15-Mar-2007 06:09 PM

Graduate students need the freedom to explore creative activity incorporating practical activities.

1.6.3. Gabrielle 15-Mar-2007 06:37 PM

Enhance motivational efforts to struggling students. Strengthen faculty in promoting and motivating special needs students and other diverse learners.

1.6.4. Scott B. 15-Mar-2007 10:47 PM

Undergraduate advisement that includes working with alumni in a chosen field. Many students spend the first two years deciding what to major in based on their enjoyment of classes, without realizing what kind of career that degree is placing

them in. Advisement that would look comprehensively at students natural strengths and weaknesses and being able to speak with alumni in their chosen field would help students begin to make more educated decisions about the direction of their education and career post-graduation.

1.6.5. Steve 16-Mar-2007 08:16 AM

Considering the majority of student's leave the univeristy within or after the first year of attendance, and also considering that money i one of the main factors, or at least one which can be manipulated, I would focus on ways in which to make the FYE program more successful (assuming there is an FYE or other first year program in place). Expanding living learning communities is not as good in my opionion as enhancing what is already in place. Making more of something which isn't working won't fix anything. Of the initiatives listed, I would like to see some of the graduate bullets duplicated for undergraduates (specifically bullets 1 and 3).

1.6.6. Jeffrey 16-Mar-2007 06:26 PM

This is a multi-faceted question, maybe too difficult to answer singularly. But if we were to look at this question from an overall point-of-view I would think that from the typical undergraduate student the most important aspect is of having fun.

But this is a loaded response and I can already see the rebuttals. Yes I am sure that some truly place academics as paramount to social activities, but I think it is safe to say that if you forced a student to choose between what they actually prefer they would pick social life. However, this is exactly why the response is loaded because students are NOT forced to pick between one or the other.

So to maintain focus, my opinion to improve students' experiences would be to find a compromising balance between academic studies and social activities.

During my studies at NAU I was not too particularly enthusiastic about on-campus activities because I didn't feel they were marketed properly; they did not appeal to me. Yet, NAU has a significant advantage of its geographic setting, which I know many (including myself) drew a great deal of energy from this and become involved outside of NAU. This is beneficial for the student, but not NAU directly.

1.6.7. Jack 17-Mar-2007 10:40 AM

I think that inspiring personal motivation and responsibility is perhaps the most important initiative, with this students are able to work problems out themselves, learn about themselves and their goals and aspirations, find friends, create a background for themselves to succeed in any field, and even find fun activities. These are the qualities of a person that makes a difference.

1.6.8. Tony 18-Mar-2007 05:40 AM

Number 3 points out the best initiative altogether, but each one has an equal importance. Taking undergraduate and seperating it from graduate, in this case, is not fair. That is the only reason I would select number 3, otherwise, it would be one as a whole. Meaning, 1,2 and 3 would be the most important initiative NAU could undertake.

1.6.9. Warner 18-Mar-2007 03:55 PM

NAU could better and increase visitor facilities. I personally benefited from student study groups in the dorm lobby. I got to meet lots of students with

different majors and got my homework done.

1.6.10. Bob 18-Mar-2007 09:11 PM

Increase the intern or cooperative experience. Book learnin' is great and all, but having practical experience to reinforce what you are learning is priceless. For me NAU did a great job of providing a nurturing environment while I was there. I came with real-work experience in the profession I was training in, so I had pre-interned. But a couple of my classmat4es had a chance to go co-cop with the industry in which they wanted to work and it was life-changing for them.

1.7. Mod 12-Mar-2007 10:57 AM

[What do you think about internationalization of the campus as presented in the strategy on the whiteboard?](#)

1.7.1. Tina 15-Mar-2007 10:29 AM

It is an important goal but needs to be done in moderation. I can remember a very frustrating freshman semester with multiple limited English-speaking teachers. If they are instructors, then a student evaluation needs to be offered to give suggestions for improvement. If it is conflicting with other goals (student-centered, etc) then it needs to be reevaluated. I am more supportive of exchanges with international universities for students.

1.7.1.1. John N. 15-Mar-2007 05:04 PM

We're a global economy today, we're told, and technology's made the world smaller, so bringing international themes to the school is a good idea, especially considering how many students may not otherwise be able to gain this experience, i.e. not be able to go abroad.

1.7.2. Gabrielle 15-Mar-2007 06:12 PM

All well and good, but not a priority.

1.7.3. Scott B. 15-Mar-2007 10:54 PM

I was fortunate to spend one semester at the International Business School in Gronigen, Holland through an exchange program with our Business School. Hands down, the best semester of my college career. I learned more in that one semester about our global economy and America's impact on the rest of the world simply by having friends from different countries. The house where I lived included students from Russia, Poland, Norway, Greece, France, Spain, England, Africa, Germany, Italy, Sweeden, and more. It was invaluable to me to work on class projects and see different viewpoints and backgrounds bring completely different ideas to the table. If internationalization would help other students be able to experience some of the same things on the NAU campus...it'd benefit everyone.

1.7.4. Steve 16-Mar-2007 08:20 AM

Not as important. For a univeristy to be sucessful, yes there should be diversity. However, you also would like to become the nation's leading university for Native Americans. Let's try to take baby steps and not leaps and bounds. When I was a student, the ISA was working just fine the way it was. Now granted, I did not spend a lot of time in that part of the union, but I would like to see the univeristy concentrate on say, Northern Arizona first, then the rest of the state, then the western US, etc before thinking internationally.

1.7.5. John S. 16-Mar-2007 05:15 PM

If NAU expects to lead it must both recruit more international students and find the appropriate areas of international focus for each department whether Geology, Forestry, Business or Education.

1.7.6. Jeffrey 16-Mar-2007 06:29 PM
Internationalization is wonderful!

Few ways exist to enlighten persons than to open their eyes to the rest of the world. I have been fortunate enough to spend a good amount of both personal and professional life outside of the US and I truly believe that students are more likely to gravitate towards ideas of diversity than to homogeneity.

1.7.7. Jack 17-Mar-2007 10:54 AM
Internationalization is extremely valuable in many ways. The strategy presented covers them well, but the need to really encourage students to participate in and take advantage of the international opportunities should be highlighted. I also did an exchange program while at NAU but only accidentally found out about the availability of such programs, and the feasibility to do such a program. As far as bringing international students and faculty to NAU, I feel this is highly important as well, but I think there needs to be more opportunities for international students and regular students to interact and really learn from each other. It is a failure of the system when international students only relate to other international students, they lose the opportunity to really learn about the place that they are living and working.

1.7.8. Tony 18-Mar-2007 05:45 AM
I believe in internationalization and bringing it to the campus as presented in the strategy, is another great way to promote the University. A commitment to diverse student population with the desires of education relating stimulates my positive feelings for NAU.

1.7.9. Warner 18-Mar-2007 04:36 PM
Diversity increases the students' ability to make paradigm shifts. Different viewpoints on the subject at hand is key to thinking outside the box.

1.7.10. Bob 18-Mar-2007 09:22 PM
When I attended in 1978-79 we had a fair number of international students as well as Native American. So almost thirty years ago NAU did a pretty good job of attracting a fairly diverse community. Unless that has changed I am not so sure this should be a big focus. Like others have posted, though, if what you are after is a means to provide international exposure to those who hail from the US but haven't a clue what the rest of the world is like, then by all means promote programs that provide cross-cultural opportunities!

1.8. Mod 12-Mar-2007 10:57 AM
[In your opinion, what role does NAU play in the local and regional economic development? How can the university strengthen this role?](#)

1.8.1. John N. 15-Mar-2007 05:09 PM
I think local and regional communities look to the universities (more and more?) for the expertise in describing and assisting economic development, and in providing key sociological and scientific information that allows communities to grow in a smart way. A Masters business student I know who works in a local

coffee shop is doing her thesis on business opportunities on the Navajo Reservation - this is valued, I think, and the university can (and is) emphasizing this above in it's initiatives and strategies - perhaps publicizing more that effort and success could be something to consider to strengthen NAU's role?

1.8.2. Gabrielle 15-Mar-2007 06:17 PM

NAU can strengthen its role in the community by developing out-reach programs wherein students play a role in serving the community and gaining priceless experience.

1.8.3. Steve 16-Mar-2007 08:28 AM

We used to say that when school was in session, the population of Flagstaff doubled. When the students come, so does their money. Flagstaff is built around the university during the school months, and tourism around the summer and break months. Regional development can not be the sole responsibility of the university. Growth on the reservations can be planned by current and former students which have been empowered by the time spent at NAU, but there are other factors at play. Without major investment and funding sources, growth will be minimal and grass roots based. I like this as it will ensure the small town environment previously mentioned by other respondents. The university already plays a vital role in bringing the students in, keeping them local is what will strengthen the local economy. Again, the university can not dictate what happens after the students graduate. With the higher cost of housing in Flagstaff, and limited job opportunities, most people return to where they came at the conclusion of their degree program.

1.8.4. Jack 17-Mar-2007 11:07 AM

NAU's role in the the local and regional economy is actually quite hazardous to the people that the economy affects. Flagstaff is not an inexpensive place to live which forces students, who often make up a large percentage of the population, to support discount warehouse stores like walmart, target, sams club, etc. rather than the local community. Im not sure if the local businesses are much better for the low income residents since they dont create as many job, and still pay often very low wages despite their high prices, but NAU plays a very central role in intensifying this problem. many of the good jobs available are also taken by students again leaving the local resident in a bind. If there was something that NAU could do to allieviate the economic diversity it is intensifying that would perhaps be the best for a large percentage of the permanent population of the area.

1.8.5. Warner 18-Mar-2007 04:01 PM

NAU provides a lot of monetary influx into the local and regional economy; it is one of the largest employers and attracts parents and students from afar to the community. This role can be strengthened further by promoting entrepreneurialship among the students; i.e.: keeping the students in the area after they graduate. Flagstaff is the perfect location for bio industries, environment friendly products and many more services.

1.8.6. Bob 18-Mar-2007 09:33 PM

For the Native American community NAU can play a huge role providing the educational and business-starting basis for economic growth. Like Warner said, it would be great if NAU were able to provide an incubator for entrepreneurial development so that hose who graduated from there might stay there. The

economy is skewed to the doings of the university, and as some have mentioned it has made Flagstaff a somewhat pricey destination, but go after green growth and blending in with the environment and you might be able to balance regional development without alienating the Native Americans...

1.9. Mod 12-Mar-2007 10:57 AM

By now you have hopefully heard about President Dr. Haeger signing the American College & University Presidents Climate Commitment. What strategic implications (if any) does signing of the document have for NAU?

1.9.1. John N. 15-Mar-2007 05:12 PM

I think it symbolizes NAU's commitment to the future, and will likely be significant at least on a regional level, e.g. NAU making a difference in the fastest growing state in the United States.

1.9.1.1. Gabrielle 15-Mar-2007 06:19 PM

I strongly agree!

1.9.2. Scott B. 15-Mar-2007 11:01 PM

Taking a leadership role in the community for initiatives like this is important. I appreciated the pressure NAU put on me as a student to be a "walking" campus, and have the shuttle system in place as support so students didn't have to drive everywhere. I currently work 2 miles from the ASU Tempe campus, and traffic congestion is a joke from 8-5 M-F, not only does it disconnect the students from the "campus" experience but it segregates the community from participation in anything around campus due to the difficulty in traveling in and around the campus during the week.

1.9.3. Steve 16-Mar-2007 08:35 AM

Not much. There are already 145 signatories to date and if you go to the website, there is a quotation at the bottom of the page from ASU President Crow. If I am a local HS senior interested in this, and I check it out and see ASU on the splash page, I'm thinking go ASU. Perhaps the quotation is random and the next time I visit I will see something else, but how many high school seniors will care about this? This will very soon be a common bullet shared by most major universities. As far as strategy goes, it should be a bullet on a fact sheet sent out with admissions applications and perspective student materials.

1.9.4. John S. 16-Mar-2007 05:21 PM

If this means that NAU will now convert and build more "green" into their facilities and research, Bravo. Given the brain power on campus NAU could be in the forefront of research in a number of areas from geothermal, to biomass, and passive solar. So if it means action Bravo if not it's a "so what".

1.9.5. Jack 17-Mar-2007 11:18 AM

The signing of this implies less for NAU than it does for many other places. I hope however that the seriousness and need to change the habits of the human race is taken seriously. I hope this document spills over to affect the lack of concern by many of the student at NAU, many of them own cars, drive them everywhere, even just across campus, to the nearest store, and to surrounding areas, without thinking responsibly about the impact it has. I hope NAU can do more than just put energy efficient light bulbs in the fixtures, I hope they can really inspire responsibility in this area in the community and especially in the students that

really represent the work that the university is doing. Who will listen to an organization that goes green yet all the people that work there drive everywhere, waste food, use disposable everything, etc.?

1.9.6. Warner 18-Mar-2007 04:02 PM

Great PR!! Staying on the forefront is what makes a University attractive; progressive, innovative, challenging and rewarding. Being in the forefront means also developing these new standards! Thus, being in the forefront means not just signing them but taking the initiative in developing them.

1.9.7. Bob 18-Mar-2007 09:43 PM

The proof is in the pudding ... how will such a commitment be met? I know that the Native Americans have a real problem with activity generally around the Peaks. What can NAU do to help assuage those problems? As NAU and its surrounding infrastructure grows, how can it put such a commitment into practice? If the school started pushing photovoltaic electric and solar water heating on every rooftop you might have something. At least on all NAU facilities.

1.10. Mod 12-Mar-2007 10:57 AM

As you may know NAU has a number of campuses across Arizona, providing access to higher education not only in urban but also in rural areas. What can strengthen NAU's presence in urban areas where we face a very intense competition? What can we do in rural areas where the relatively low student population may not allow us to provide a wide variety of programs and support services?

1.10.1. John N. 15-Mar-2007 05:18 PM

As tough as it is to say, I think the cost and efficiencies of distance learning will perhaps make it difficult in the future to focus so much on that, that the current effort in the state by community colleges to expand their roles and territory will make this a difficult-to-win battle. I think NAU concentrating on what it does best is a good idea, and in Flagstaff or the closer environs. I think exceptions may be in closer proximity to Flagstaff, perhaps not Yuma, no offense intended.

1.10.2. Gabrielle 15-Mar-2007 06:22 PM

You provide answers to specific needs within the area.

1.10.3. Scott B. 15-Mar-2007 11:06 PM

Continue to grow and develop the on-line programs. Satellite campuses are a good idea, but eventually I'd like to be able to have access to classes for all degrees for BA/BS, MBA, PhD from anywhere in the world.

People may not like the "for profit" the University of Phoenix approach, but they have made their niche out of serving primarily the people who need to fit a higher education around a full-time work schedule. It's been tremendously successful due to the classes available and flexibility in which students may attend classes. I'm not suggesting NAU model UofP, however, continueing to develop the on-line experience will enhance the NAU experience for those unable to attend the Flagstaff or other satellite campuses.

1.10.4. Steve 16-Mar-2007 08:43 AM

I think it's great what was in place while I was there, and what it surely in place now to reach out to the rural areas of the state. The distance learning programs help to not only allow students in the outlying areas to receive an education from a

major university, but it also allows students to get a glimpse of what the people in the outlying areas are like, and how their cultures have an impact in their learning and logic and so on. However, I don't believe NAU should increase its footprint in the urban areas. I think with some of the community college classes and current distance learning programs in place, that NAU has a sufficient presence in those areas. Perhaps, taking queue from the previous international questions, NAU could offer exchange semesters abroad programs with the other two large universities in the state. Expand the presence in that fashion instead. Allow for NAU students to take a semester of desert botany in exchange for students from the valley to take HRM.

1.10.5. John S. 16-Mar-2007 05:26 PM

Differentiate or die. If all NAU does is offer a "competitive" product that is neither differentiated nor markedly superior in either content or delivery the programs designed to reach outlying communities will fail. Online video/audio/text is the likely most powerful channel along with very specific niche offerings on site. A classroom is wherever learning occurs.

1.10.6. Van 17-Mar-2007 12:26 AM

AS I've stated in prior questions, I was one of the students attending a rural campus. I started in Yuma, and finished in Lake Havasu. NAU offered local classes, (most of which were full), with instructors working in the community. Some classes were IITV.

The local instructors were usually school administrators from the local districts, giving them some great insight and on the job information.

1.10.6.1. John N. 17-Mar-2007 06:52 AM

I sure agree that this type of learning has been a great way for students who don't have four-year programs available to get a quality education. In 2006, community colleges were pushing for four-year degree programs, and the last I heard on this it appears they may succeed, although it's been since Fall since I heard an update on the matter. If community colleges across the state start offering four-year degrees, I think the playing field will change, and NAU's role may change, too. It may be better for NAU to focus primarily (not totally) on specific study areas students may not be able to get at other schools (some areas have been mentioned elsewhere here by others), and perhaps on more of a regional basis, hence my earlier suggestion about focusing more on areas such as the Navajo Reservation and others. It is gratifying to read Van's comments, someone who has been through the distance learning program.

1.10.7. Jack 17-Mar-2007 11:35 AM

The best way to interest students in the school is by making it better, if the school is recognized as a high quality institution it should attract more students, this isn't something that can be done by advertising, I admit that it's more difficult than advertising, but I would hope that the school would be up to the challenge, though there is a lot that must be done. Also continuing to raise tuition is probably a bit of a turn off. As far as people in rural areas, the cost of technology necessary to expand support services and other programs is virtually zero, email, voice and video over internet provider (voip, ie skype) services are free. And the school already does internet classes. perhaps upgrading the variety and quality of these classes, might be beneficial.

1.10.8. Warner 18-Mar-2007 04:04 PM

Rural areas are a completely different target market. Competition comes from community colleges that are more affordable; 0% interest student loans (on the condition that one actually graduates, otherwise the loan will carry interest) can attract these candidates. Also, try attracting these students to the main campus; build two or three large campuses instead of loads of small campuses. Promote relocation and offer good job opportunities or network with local employers. Centralized companies are cheaper to manage: cutting cost. Centralized companies have a larger effect on the surrounding community. Keep value for money!

1.11. Mod 12-Mar-2007 10:57 AM

How is NAU doing in terms of promoting diversity on campus? What initiatives would help recruit more diverse faculty? What initiatives would improve the quantity and quality of interaction among students from different cultural backgrounds?

1.11.1. John N. 15-Mar-2007 05:23 PM

I think NAU's doing a pretty good job in this area, but improving is always desirable. By providing more undergraduate financial support for deserving students, especially minorities, we will school better teachers, business people, and scientists, some of whom will take that home and through their work will end up sending better-trained students to NAU later, thereby making things better for everyone.

1.11.2. Gabrielle 15-Mar-2007 06:25 PM

Were it not for diversity, I would never have been given the means to graduate. The A-typical student is welcomed as much as the typical.

1.11.3. Steve 16-Mar-2007 08:52 AM

NAU is going to be diverse as long as it is located flagstaff. That is a given. The Native American and Hispanic populations will continue to produce generations of new students for years to come. Promoting the diversity by acknowledging that it exists is an important factor. Student clubs and organizations which promote diversity are already in place and should be promoted and funded (student centered) in a way in which the group can thrive and not only empower their members, but the whole campus community. Where faculty is concerned, by promoting a campus with positive and successful clubs and organizations, more qualified staff and faculty will be drawn in.

1.11.4. Warner 18-Mar-2007 04:07 PM

Being in the forefront is what results in international exposure; especially environmental studies. Location, location, location; high altitude and the beautiful scenery also have an important effect on the international attraction of the University.

Provide free housing to foreign teachers or promote a teacher exchange program that will allow teachers to exchange homes, cars, etc for a semester; remember, costs is what it is all about.

1.11.5. Warner 18-Mar-2007 05:03 PM

In addition, interaction between students from different backgrounds: NAU outdoors teambuilding activities!

1.12. Mod 12-Mar-2007 10:57 AM

What can we do to improve understanding of Native American culture on this campus? What was your experience interacting with Native American students, faculty, or staff while you were at NAU as a student?

1.12.1. John N. 15-Mar-2007 05:29 PM

NA culture is a huge part of the fabric that is NAU; I'd say it seems like 1/3 of what makes up NAU, if it's OK to put it that way, when all things are taken into consideration. Understanding that, and not emphasizing it to the exclusion of other things, is key, and I feel is a considerable part of the university's role in the future. I knew a number of NA students when I went to NAU, and I'm glad to see there are more NA students on campus today. I know it's difficult to juggle all the balls in the air that NAU has to today in order to be "successful", but this is one of them. By emphasizing distance learning on Reservations, spending our funding there rather than trying to compete so much farther away where other institutions are, that, to me, may be how we can improve things in this area; and this may be a key niche for NAU.

1.12.1.1. Gabrielle 15-Mar-2007 06:27 PM

Distance learning would be very beneficial on the rez! It would be a strong emphasis on learning for NAU

1.12.1.1.1. Moderator 15-Mar-2007 08:54 PM

Gabrielle, there are already a number of sites on the reservation. Check out the map with all statewide campuses:
<http://www.distance.nau.edu/Campuses/MapSearch.aspx>

1.12.2. Steve 16-Mar-2007 01:29 PM

As I mentioned, the distance learning does a great job of reaching out and allowing those students who are otherwise unable to attend classes on campus, the opportunity to share their knowledge while they learn from others. I have attended classes with Native American students, worked on campus with them, and attended programs hosted by them. While I can not say with certainty, how many Native Americans I have interacted with, or from which tribes, I can say that not a day went by without some kind of interaction. They are very much a part of the NAU community.

1.12.3. Warner 18-Mar-2007 04:09 PM

My interaction with Native American students, staff and faculty was the same as with any other student, staff and faculty. I know that life on the reservation is tough but everyone has battles to fight.

Once you come to NAU; it should not matter where you come from because we are all equals who have the same goal. Why this quest to increase the understanding of the Native American culture? If NAU wants to be a University that prepares students for a world where America is not the number 1 economic power; you better make us understand cultural differences between America and Asia, America and the Middle East, America and etc; think Global not Local.

1.13. Mod 12-Mar-2007 10:57 AM

What initiatives would help demonstrate that Native American students, faculty, and staff are our equal partners?

1.13.1. John N. 15-Mar-2007 05:54 PM

I think providing undergraduate financial support, as well as identifying the reservations in the region as a target niche or focus, would be the foundation of this demonstration. As has been said previously, the initiatives above (all of them) would be good for all students, but making the emphasis as mentioned would help Native American students and everyone else.

1.13.2. Gabrielle 15-Mar-2007 06:31 PM
Collaboration and recruitment as in strategy 1 and 2 would be beneficial initiatives.

1.13.3. Steve 16-Mar-2007 01:32 PM
As I stated in an earlier question, a student centered campus takes into account the students and promotes fairness and consistency to all students. I do not believe in affirmative action, and I don't believe in quotas. I do believe in allowing students to enroll based on criteria that each student must equally pass. I do not believe in stereotypes which would prevent or allow bias to dictate admission.

1.13.4. Jeffrey 16-Mar-2007 06:36 PM
This is a double edge sword because by providing certain extra privileges to Native Americans it grants them with greater opportunities. On the other hand, by give them extra privileges it identifies them as a minority.

I am not saying that identifying them as a minority is bad, but where is the line drawn.

Similar to another comment, the most significant initiative that can be undertaken is to provide opportunities to secondary Native American students. Scholarships are good, and always helpful! but equally important could be subsidizing (through arrangements with their local schools) NAU visit days. This is of course in addition to what is already being done to recognize Native American Culture. Not only would these high schoolers be able to visit the university, but see first hand that other Native Americans attend, cultural awareness is present, and they are welcome to come.

1.13.5. Warner 18-Mar-2007 04:14 PM
By not singling them out in your strategy you are contradicting that they are our equals.

1.13.5.1. Warner 18-Mar-2007 04:30 PM
Sorry; I mean by singling them out you are contradicting that they are our equals.

1.14. Mod 12-Mar-2007 10:57 AM
[How can the university improve its operations and achieve higher effectiveness in all areas? What do you see as the university's greatest weakness when it comes to organizational performance?](#)

1.14.1. John N. 15-Mar-2007 06:04 PM
Some of the ongoing planning to combine schools within the university are a necessity today, in my opinion, albeit hard to do. The university's greatest weakness in organizational performance may be it's inability to effectively articulate needed changes in operations (e.g. school combinations) in order to improve efficiencies, and then implementing those changes despite complaints

otherwise from affected schools or persons. The recent uproar from the Forestry school, for example, over being combined with two other schools, I think was out of line or at least ill-advised. In fact, from my perspective, one of the best things that could happen to Forestry today would be for the school to combined with other schools so Forestry would not be as provincial as it is today, and thereby better serve students; and Forestry could perhaps then understand and embrace the very basic and important initiative concepts above. I don't think that's happening now, frankly.

Also, a reduction in emphasis on distance learning could perhaps provide opportunities to enhance organizational performance, e.g. in the ways discussed above.

1.14.2. Warner 18-Mar-2007 04:16 PM

Dispersion into so many locations: the financial cost of this must be very high!

Organizational performance: I think that would be a question better to be answered by the faculty and staff.

1.14.3. Bob 18-Mar-2007 09:52 PM

This is a tough one to comment on having been out of NAU's operational impact for 27 years. I will say this, I enjoyed my experience on-campus and would love to take up my graduate work online. When I first began pursuing it 8 year ago, though, NAU did not have a lot to offer. Maybe it has gotten better in the online arena, but switching to your program now would probably be cost prohibitive. I don't know.

1.15. Mod 12-Mar-2007 10:57 AM

[Do you have any further comments about NAU's 2007-2011 strategic plan draft?](#)
[Would you want to provide feedback on something else than the strategic plan?](#)

1.15.1. John N. 15-Mar-2007 06:04 PM

I like it a lot, good job, thank you for the opportunity to comment.

1.15.1.1. Moderator 15-Mar-2007 08:57 PM

[Thank you, John for your comments. Please come back and check out what your colleagues have to say. I really appreciate your time.](#)

1.15.2. Steve 16-Mar-2007 01:35 PM

I would like to see the university remain successful with as little disruption to the student body as possible. I understand NAU must battle for funds but I would also like to think that NAU will be just fine if left alone. It's much easier for me to make comments than for you to make a difference. We all have our challenges. Good luck with yours!

1.15.3. Carol 18-Mar-2007 09:25 AM

I would like to see NAU fund a position of liaison to Flagstaff and the surrounding communities. This would basically be a PR person responsible for getting information to the local newspapers, Flag Live, Sedona Red Rock News etc. I am thinking particularly of the music performances and lectures that I frequently read about after the fact. I feel that community support would benefit the college and help students have a well rounded experience. Student community outreach programs could also be encouraged. Interaction with

some senior care homes and the hospital could bring better understanding to younger and older participants. NAU has some great music groups, both vocal and orchestral. Send them out into the local neighborhood, not just on grand tours to Europe. Forestry students helping with local projects, reforestation etc. Biology students presenting information to local groups and schools on local environmental issues.

Make sure the local news organizations cover these events. Make sure the local communities hear something positive about NAU, not just coverage of political infighting and tuition increases.

1.15.4. Warner 18-Mar-2007 04:23 PM

Thank you for opening this discussion to your former clients (students). It is a good way to stay involved and we all want to see NAU succeed and provide new students the great experiences that NAU has brought us (if I may be so frank to speak for the majority :).

1.15.5. Warner 18-Mar-2007 04:58 PM

In addition, I feel that NAU is not optimally utilizing online advertising (web 2.0). Looking on YouTube.com, I only found 1 NAU commercial. Take a look at John Edwards and how he is utilizing the internet to get his advertising at minimal cost.

Economic Development Agencies Bulletin Board - 3/15-3/19 – Transcript

Economic Development Agencies – Online Bulletin Board - Transcript

1.2. Moderator 05-Mar-2007 08:54 AM

[What are your agency's current most important initiatives?](#)

1.2.1. Stephanie 16-Mar-2007 11:53 AM

Mission: Create high quality job opportunities for the community

1. Attract bio-science and sustainable systems companies to locate in the Greater Flagstaff area.
2. Provide direct assistance to local firms to aid in their expansion and growth.

1.2.2. Bennett 16-Mar-2007 01:02 PM

1. Serve as a hub of research, community assistance and analytical support to give Arizona the tools to assure clean and sustainable water resources for the next century and beyond.

2. Provide education, training and professional capacity building to the public, state, local and tribal government decision makers, water professionals, industry and others about using, conserving and managing water in arid/semi-arid environments.

3. Produce new products and services for Arizona companies to export worldwide, creating a major new economic driver for Arizona.

1.2.3. Jane 16-Mar-2007 05:59 PM

1. To leverage our higher educational assets into hotbeds of entrepreneurial activity that will lead to better and more diverse job opportunities for our residents.

2. To increase wealth and business activity in the community that will translate to

sustainable fiscal health for the city.

1.2.4. Michael 18-Mar-2007 12:49 AM

Reach community sustainability for the community which includes attracting and creating jobs that are at a liveable wage

1.2.5. Al 18-Mar-2007 04:12 PM

Blend growth and environmental protection to enhance quality of life for the citizens of Flagstaff. Protect public safety and public works as expected for the citizen's tax dollar. Enhance the economic climate to provide the revenues to accomplish the above.

1.3. Moderator 05-Mar-2007 08:54 AM

What are our greatest regional social and economic challenges?

1.3.1. Stephanie 16-Mar-2007 11:57 AM

The disparity between wages and higher cost of living creates social and economic challenges. This disparity directly impacts the ability to recruit and retain quality talent, causes our citizens to have to work more than one job to sustain themselves, and has an impact on increasing crime.

1.3.2. Bennett 16-Mar-2007 01:32 PM

Infrastructure: Transportation (rural & metro), connectivity (broad band)

Workforce: Trained and motivated workers, education P-20, critical thinking skills, work ethic, drugs, engaging our folks in the work process - think, use of technology in the workplace to remain competitive.

Business & Economic Development: Grow our own and attract entrepreneurs, understanding and appreciation of entrepreneurship, risk funding for early stages of business development, identify and encourage mentoring, lack of seasoned management talent to help lift off entrep start-ups, connect the universities with business and industry and with entrepreneurs. Risk takers.

Healthcare: cost containment, affordable coverage for employers and workers, personal responsibility for healthy lifestyle (wellness) translates to reduced costs over time

Quality of Life: employment centers closer to home to reduce travel congestion, cost and general stress, community involvement

Global Economy - We must innovate in order to remain competitive.

1.3.3. Jane 16-Mar-2007 06:02 PM

1. Workforce availability and skills.
2. High cost of living, especially housing, that can degrade the overall quality of life for lower-income workers.
3. Unwillingness of the region to work together to solve common problems.

1.3.4. Michael 18-Mar-2007 12:51 AM

There is a disparity between those that are second home owners and those that live in Flagstaff all year. Those that are here all year, experience one of the highest costs of living in the state. We need to reach a balance in the community

for jobs, the university, tourism, and second homes.

1.3.5. AI 18-Mar-2007 05:25 PM

There are so many it is hard to prioritize--each affects the other. i guess i'd venture that the most difficult challenge is to come together long enough on an issue to address it. We seem to digress as leadership changes on the commitment of resources(inadequate at best)to an area of concern. The economic long term plan for prosperity is maybe the most important consideration, since it finances our ability to reinvest in our future. Determining the right mix of enterprises to hedge against recession and then getting that mix to take root here is the biggest challenge. Changing the thinking of the economic leaders to do business differently in order to make it more sustainable over the long run vs. short term ROI. Pay better to reduce turnover for example or management as facilitator vs. obstacles to employee success.

1.4. Moderator 05-Mar-2007 08:54 AM

[What role should NAU play in the region's economic development?](#)

1.4.1. Stephanie 16-Mar-2007 11:59 AM

Be a resource for data and expertise. Contribute to the "brain trust". Make it easier for principal investigators on campus to get help and expertise to commercial their research.

1.4.2. Bennett 16-Mar-2007 01:49 PM

NAU is an economic driver of the Northern Arizona economy. It also has some of the best and brightest students, faculty and staff in the world.

You probably are already doing this. Bring together the talents of NAU as a resource/connection to the business community and regional economic development teams. NAU should be at table leading the effort.

Lead by example. Encourage and demonstrate entrepreneurship at every opportunity - internally (interdisciplinary) and externally.

1.4.3. Jane 16-Mar-2007 06:05 PM

1. Increase your presence in our area - we hardly know you are here.
2. Bring local programs to Prescott that are relevant to today's workforce - make it easier to get that degree closer to home.
3. Be an economic development partner for the Prescott region and share your expertise more readily. We need relevant data!

1.4.4. Joe H. 17-Mar-2007 08:32 AM

1. Become more involved in partnering with Public and Private organizations in the Community in economic ventures.
- 2.Participate in more Community events...

1.4.5. Michael 18-Mar-2007 12:52 AM

NAU must play a larger role in the economic development of the region. That includes attracting and keeping talent at the university level while also providing a well trained workforce for our local business community. The University must also look at where there are opportunities like working with the other two universities to create a Vet School in Flagstaff

1.4.6. Al 18-Mar-2007 05:33 PM

I agree with Stephanie on this one. Also recognize the tremendous economic driver that the University is as an employer, user of services in the community, and leader in gathering and distributing new ideas. We need to have our policy makers monitor the work of the Alliance more.

1.5. Moderator 05-Mar-2007 08:54 AM

[How can NAU collaborate with your and other regional economic development agencies to advance the region's economic prosperity? What form should this partnership have?](#)

1.5.1. Stephanie 16-Mar-2007 12:03 PM

We already have a high level of collaboration with the College of Business and the principal investigators on campus for ongoing activities.

NAU could serve as a convener for a community exercise about the "next generation" of economic development activities in the northland.

NAU could arrange for the use of ASU Decision Theatre for Flagstaff Leadership to explore alternative scenarios for the community.

1.5.2. Bennett 16-Mar-2007 02:01 PM

I love this question, as we are eager to work with you.

We're especially interested in helping commercialize water related innovations developed by your researchers. These goals are from my strategic action plan:

- Link academic researchers and the business community
- Facilitate dialogues and relationship building between key constituencies and university researchers
- Identify interests/needs for problem based/demand driven research
- Create revenue opportunities for faculty, universities and AWI
- Connect entrepreneurs with the investment community
- Provide technical assistance to water entrepreneurs
- Champion entrepreneurship
- Encourage domestic and global direct investments in Arizona water businesses
- Support Department of Commerce interests related to economic development in the water sector

As to the form of the relationship - working partnership in the spirit that our joint success helps build a stronger AZ economy.

1.5.3. Jane 16-Mar-2007 06:08 PM

We both have tremendous assets to share with each other. We are eager to work with you to increase your presence here. I see linkages with the College of Business, your Hospitality program, and bioscience development, to name a few. We are open to any and all ideas that help us meet the vision of our strategic plan.

1.5.4. Michael 18-Mar-2007 12:54 AM

[NAU needs to be a real partner. I think the conference center is one opportunity. Working with the City on housing, not just for university staff is another. NAU should work closely with CCC and the two organizations should not be competing for students but providing complimentary educational opportunities. NAU should](#)

continue to support things like the Incubator.

1.6. Moderator 05-Mar-2007 08:54 AM

Do you have any comments in regards to NAU's strategy and aligned initiatives focused on the economic development? Strategy is described in the following terms: "Use our (NAU's) intellectual resources to support integrated scholarship for innovation, stewardship, and engagement in our communities." The full text of the strategy with the initiatives is on the whiteboard on the top of your screen. Scroll up and down as needed.

1.6.1. Stephanie 16-Mar-2007 12:05 PM

Who would be the recipients of these scholarships? Not sure how this goal would produce community results.

1.6.1.1. Moderator 16-Mar-2007 02:19 PM

Stephanie, the term "scholarship" is not used here as sum of money or funding but rather as knowledge acquired by study. I hope this clarifies the meaning of this strategy a little bit more.

1.6.2. Bennett 16-Mar-2007 02:20 PM

Good strategy.

May I suggest an initiative linking the business school with it? i.e. - entrepreneursism, interships, incubator client success, resource partner to the Small Business Development Center.

I am a big fan of interdisciplinary collaborations. What other schools can have an impact on econ development? Can we invite them to the party?

The AZ Department of Commerce and AZ Small Business Association are excellent resource partners for econ development initiatives.

Will the strategy/initiatives be measurable? i.e. If we can identify a target number of commercialized innovations - demos the economic impact of applied research.

1.6.2.1. Moderator 16-Mar-2007 03:45 PM

Several key measurements for each strategy are being developed right now. Because this is a university-level plan, the details need to be at the lower-level plans and especially in the action plans.

1.6.3. Michael 18-Mar-2007 12:57 AM

I beleive that NAU should "own" sustainability in the state. There is a huge opportunity to create a world-renown program in sustainable enterprises that could also attract companies to the area.

1.7. Moderator 05-Mar-2007 08:54 AM

Did we miss in the document on the whiteboard anything related to the economic development that we as a university should be involved in?

1.7.1. Bennett 16-Mar-2007 02:25 PM

It would be great to see NAU identify itself as an entrepreneurial innovation driven university. Lead economic development by example.

I probably have already mentioned the value of student internships, an excellent bridge from the university to the business community.

1.8. Moderator 05-Mar-2007 08:54 AM

By now you have hopefully heard about the new hotel-conference center planned to open in spring of 2008 on the corner of Milton and Butler. How will this new asset help the region's economy? How do you expect this center will benefit your agency/organization's purpose? What potential for collaboration does this conference center represent?

1.8.1. Stephanie 16-Mar-2007 12:07 PM

It will add to the sales and BBB tax base. A good project for the community but not a direct benefit to our organization.

1.8.2. Bennett 16-Mar-2007 02:29 PM

I'm sorry. I was not aware of this wonderful announcement. Congrats!

A quality full service hotel/conference facility is like a magnet. It will be a draw and opportunity to expose NAU capabilities.

We would certainly consider the facility for programs and meetings.

1.8.3. Michael 18-Mar-2007 12:58 AM

I think that it will assist the region in many ways beyond adding tax basis. There are a number of meetings that could be held now in Flagstaff in cooperation with businesses and schools at the university that will allow programs to become more high profile. It will also assist the City in attracting additional air service which will help the entire community.

1.8.4. Al 18-Mar-2007 04:52 PM

The best hope for the conference center is an elevation of the ability Flagstaff has to serve a larger more sophisticated segment of the hospitality industry. SMERF (Social, Military, Economic, Religious and Fraternal Associations) and other Market segments can now have access to our city for an extended stay. The pre and post conference activity will generate additional time in rooms/town. The expectation of a level of service hitherto unavailable should bring additional re-investment in Flagstaff by existing Innkeepers as well as outside speculation. The center should also usher in a new level of co-operation among "overflow" providers that includes off site meeting space and transportation shuttle that may reduce traffic on Milton and some greenhouse gasses. The City is an intrinsic partner both in the sales effort (thru the CVB -Convention and Visitors Bureau-) and a financial and in kind contribution that includes traffic work on Butler and South Humphreys. The city and NAU have much invested and more to go in the realm of transit-- The conferenc center is right in the middle of this plan and will both contribute to and gain from our efforts to enhance the "Hospital to Dome" lines. The opportunities to work on shared visions with NAU around this project has already produced benefits for both of us and I think that one of the more significant ones is the extent that both agencies are embracing green building standards for the long term sustainable good of the community. The conference center project, while a learning experience for us, has future potential for expansion to fulfill other community needs and we should be thinking of those possibilities now i.e parking, sports complex, HRM school, solar rooftops, etc.

1.9. Moderator 05-Mar-2007 08:54 AM

One of the NAU's strategic initiatives is cultivating four areas of basic and applied research excellence: biotechnology/bioscience and health, environment and sustainable systems, learning and teaching, and regional social and economic challenges. Are these areas consistent with the interest of your agencies? Is anything missing?

1.9.1. Stephanie 16-Mar-2007 12:07 PM

Yes!!!

1.9.2. Bennett 16-Mar-2007 02:35 PM

As a water organization, we're most interested in Environment & Sustainable Systems.

I realize the business school is not applied research. Is there a way to create an initiative for it?

1.9.3. Michael 18-Mar-2007 12:59 AM

I think that NAU needs to work more collaboratively with USGS and Gore. There seems to be too much competition in the community and the University needs to reach out to the business community.

1.9.4. AI 18-Mar-2007 04:58 PM

Absolutely. From a political viewpoint all those interest areas can be utilized to formulate policy. The region needs a unified and concise approach to the State and Federal legislature delegates when expressing our needs. For all intents and purposes we are the leaders for the rural voice of Arizona and must get stronger as we shrink proportionate to the population of the rest of the state.

1.10. Moderator 05-Mar-2007 08:54 AM

What do NAU and other regional partners have to do to ensure environmentally sustainable economic development?

1.10.1. Gary 16-Mar-2007 09:42 AM

It would be most helpful to know what "environmentally sustainable economic development" means by the group presenting/questioning

1.10.1.1. Moderator 16-Mar-2007 10:54 AM

In my mind "environmentally sustainable economic development" includes activities focused on organizations that benefit the community economically and have the least negative environmental impact on the planet. Certainly, there are various shades of organizations' environmental responsibility: some organizations target improving environmental sustainability through their core business activities, some adopt environmentally responsible practices allowing them conserve non-renewable natural resources, and some do both. I'm definitely interested in hearing how others define "environmentally sustainable economic development" and what the paths to achieving it are.

1.10.2. Stephanie 16-Mar-2007 12:09 PM

Help to bridge the knowledge gap between the stewardship aspects and the needs of a business model to be successful. It has to work both ways.

1.10.2.1. Moderator 17-Mar-2007 01:44 PM

I'm not sure if I quite understand what you mean. Would you try to elaborate or rephrase your answer?

1.10.3. Bennett 16-Mar-2007 02:42 PM

A strong regional economy is diverse, which means that it can weather a downturn and keep on going. For example - tourism and snow drive Flag in the winter. Unfortunately, it has not been a strong season.

A diverse economy - i.e. education, manufacturing, distribution centers, knowledge based business and tourism lessens the impact when a single sector is down.

The green answer is for each segment of the economy to lessen its footprint.

1.10.4. Michael 18-Mar-2007 01:01 AM

I believe that the city's Nexsus study will help develop a better definition for the community. It is examining what it will really take to make the community sustainable.

1.10.5. Al 18-Mar-2007 05:08 PM

The overly simple but nonetheless correct answer is to put the sustainable definition first in our consideration of each detail of our lives. Design is crucial. Rethinking how we build, travel, teach and use resources has to enter into the day to day minutiae of doing business. If what we do takes more out of the environment than it puts back...Rethink it. With that said, one can see why it has been slow to occur. Our first priority, to me, should be renewable energy and the industry of producing it. It drives everything else.

Environmental Agencies – 3/15-3/19 – Transcript

1.2. Mod 13-Mar-2007 03:59 PM

What are your agency's current most important initiatives?

1.2.1. Joe 16-Mar-2007 09:40 AM

Developing a Green / Sustainable Building Associates Degree that can articulate to NAU department's

1.2.2. John 16-Mar-2007 10:25 AM

The Coconino County Sustainable Economic Development Initiative (SEDI) was initiated by District 1 Supervisor Carl Taylor in 2005. We work with partners throughout Coconino County to create and preserve a high quality of life for its residents by expanding sustainable economic opportunities that foster social equity, economic prosperity and ecological health.

1.2.3. Ron 17-Mar-2007 11:10 AM

Development of cross disciplinary programs to serve the needs of sustainable communities, and provide undergrad and graduate learning and project, as well as funding opportunities in the process. Examples might include:

1) A program to develop an indicator program for Flagstaff's sustainability initiative which is starting to expand. The opportunity is to develop an indicator of economic and social well being that captures the all-in costs as well as the benefits of policy decisions for better feedback and decisions in the policy making process - then to manage the measurement of that indicator until it is well established. This could involve the collaboration of the business school, an ecological economist, CSE, the graduate program in Environmental Science and Policy, and perhaps

Political Science, Sociology, etc.

2) Research currently underway through CSE on the critical success factors for sustainable communities has the potential to provide the foundation for both educational projects and consulting opportunities with communities in the region that are interested in becoming more sustainable.

1.2.3.1. Moderator 17-Mar-2007 01:36 PM

Ron, I'm not sure if I understand correctly. Are these YOUR agency initiatives?

1.2.3.1.1. Ron 17-Mar-2007 04:16 PM

Yes. I am advocating and supporting the development of cross disciplinary sustainability programs at NAU, such as those I suggested, and I am the Project Director of the research on sustainable cities at CSE.

1.2.4. Chuck 17-Mar-2007 05:28 PM

We run Mountain Meadow Farm, our small demonstration farm in Flagstaff, on the principles of permaculture – a system of sustainable agriculture and living. Initiatives include: Using tours, classes, and advocacy, providing the community educational opportunities in sustainable gardening, farming, construction and renewable energy and the recycling of resources. Providing local people/businesses locally grown/produced products that lead to collaborative self-sufficiency around food, shelter, resource and energy security.

1.2.5. Nicole 19-Mar-2007 09:43 AM

The City of Flagstaff's new Sustainability Program initiatives include:

1. Identifying the program's mission and program goals;
2. Fostering collaborative, interdepartmental efforts to identify, promote and integrate sustainable practices and resource efficiency into municipal operations;
3. Initiate efforts to comply with the US Mayor's Climate Protection Agreement: determining best process for climate mitigation; conducting a baseline inventory for City of Flagstaff including City operations as well as the community; mitigation plan development; consensus building; develop a climate action plan, and implement.
4. Develop sustainability plan,
5. Foster cross-sector partnerships.

1.3. Mod 13-Mar-2007 03:59 PM

What are our greatest local, regional, and global environmental challenges?

1.3.1. Joe 16-Mar-2007 09:43 AM

Local ; Self sufficient food & Energy Production

Regional : Same as above

Global: Being Good which is different than being "Less Bad", Building awareness about Sustainable Issues / Priorities / Strategies

1.3.2. John 16-Mar-2007 10:56 AM

Local: Sustainable and environmentally appropriate economic development, including resource-based opportunities; education and workforce development, esp. in sustainable building practices and energy efficiency; support for and development of renewable energy; manufacture and use of green material materials and products; promotion and development of geo-tourism; promotion of and removal of barriers to home-based green industries; and removal of policy

barriers to all of the above.

Regional: Same as above.

Global: Governments in much of the developed world are now the leading proponents of sustainable practices. Here in the US the pressure for real change is building primarily at the local and regional level. We need to pressure state and federal entities and large corporations to join with us in what will certainly be the greatest work of the 21st century -- undoing some of the greatest work of the 20th century.

1.3.2.1. Moderator 16-Mar-2007 03:53 PM

[John, in the discussion group I have set up for the economic development agencies, somebody asked the participants to define environmentally sustainable economic development. Can you provide your definition?](#)

1.3.2.1.1. John 19-Mar-2007 08:24 AM

Sustainable economic development (SED) fosters social equity, economic prosperity and ecological health. From the ecological health or "environmental" perspective, SED seeks to reduce or eliminate the consumption of natural resources (trees, habitat, earth, water and air) at a rate faster than nature can replenish them, or when pollution results in irreparable damage done to the environment, or when ecosystems are destroyed or damaged in the process of development.

1.3.3. Chuck 18-Mar-2007 10:11 AM

Local, regional and global environmental challenges/crises exist because we (most humans) have consented to an economic system that is destroying nature. Wendell Berry says it convincingly for me in his Orion magazine article of winter 2001: http://oriononline.org/pages/om/archive_om/Berry/Local_Economy.html. Once again, "It's the economy, stupid".

1.3.3.1. Moderator 18-Mar-2007 03:15 PM

[Chuck, that being said, what OUR specific local and regional environmental issues?](#)

1.3.4. Nicole 19-Mar-2007 10:31 AM

Local, regional, and global environmental challenges are all interdependent on economic, environmental and social health. These are not mutually exclusive.

Specific local challenges include water, energy, forest health, climate change, transportation and growth. Regional challenges include water, energy, climate change, transportation and growth.

1.4. Mod 13-Mar-2007 03:59 PM

[What role is NAU playing currently and should play in the future in the region's sustainability efforts?](#)

1.4.1. John 16-Mar-2007 02:24 PM

Thanks to the persistence of NAU's Center for Sustainable Environments, the Ponderosa Group and a few far-sighted and energetic students, among others, NAU is finally beginning to recognize and promote its extraordinary intellectual resources in environmental sciences, technology and policy. Sustainability issues and consciousness are being widely incorporated into curricula campus-wide, and although progressive steps toward sustainability like the U-Pass keep mysteriously

being delayed or derailed, and recycling still feels more like lip-service than actuality, the Campus Sustainability Report and the NAU Master Plan are pointing the University in some good directions. SEDI would like to see a much greater focus on training students to work in the ripening fields of sustainable technology, environmental policy and restoration science. There is a great future in socially responsible work, and NAU should be in the forefront of that education and training. The opportunities for internships and real world experience in the greater Flagstaff area are probably unparalleled. These should be leveraged by engaging proactively with community partners in initiatives that feature innovation and stewardship. NAU needs to fully integrate its research into real economic development; a first step would be to support the Northern Arizona Technology and Business Incubator (NATBI) in its effort to protect NAU intellectual property through the proper implementation of tech transfer. Bottom line -- walk the talk and support and engage vigorously with the many community entities and initiatives that promote local, regional and global sustainability.

1.4.2. Chuck 18-Mar-2007 10:18 AM

NAU's CSE, Gary Nabham and that whole team, envisioned and got our regional sustainability movement rolling - for a brighter future, more power to the Center for Sustainable Environments!

1.5. Mod 13-Mar-2007 03:59 PM

[In the upper portion of the screen you can see NAU's goals, strategies, and initiatives related to sustainability. Please read the document scrolling down if needed and let us know what you think. Are these strategies sound and comprehensive? Is anything missing?](#)

1.5.1. Ron 17-Mar-2007 11:34 AM

This section of NAU's goals, strategies, and initiatives covers some important strategies and activities that will contribute to the region's overall sustainability. The challenge is to get to the point where sustainable principles are included in everything that the university does. The above strategy of "leveraging the hotel-conference center to promote growth and development of the University, city and region" has the potential to be very unsustainable if the focus is on "growth" in size rather than quality. I suspect that many of the other goals and strategies of this document do not incorporate sustainable principles, and thereby create internal inconsistencies and competing priorities that reinforce the "either-or" mindset that has led us to our current situation. (The either-or mindset says we have to choose between economic vitality vs. ecological and social responsibility because we can't have both.) This strategy document should be a demonstration of one of the core principles of sustainability, i.e., the ability to apply innovation and creativity to develop "both-and" solutions. The degree to which such "both-and" solutions are not found to our most important social and environmental problems is a measure of our lack of imagination, since numerous research projects demonstrate the viability of "both-and" solutions. NAU can be a leader in sustainability among universities and other organizations if it demonstrates in its strategy that sustainability is the air that permeates every breath of every activity the university undertakes. The long term "sustainability" of the university as a viable educational institution depends on it.

1.5.2. John 19-Mar-2007 08:50 AM

Missing is an initiative that the University itself should be a model of sustainability. Compared to many other campuses there is little evidence of on-

the-ground environmental consciousness. Recycling is barely promoted; the outdoor lighting on campus is detrimental not only to dark skies, but to safety and security; the U-Pass program was either shelved or abandoned; the grounds are not xeriscaped; and there are few healthy, sustainable food choices on campus. Further, there is no public transportation serving campus from outlying areas where many staff live (e.g., Kachina Village, Doney Park), not even support for a ride-sharing program. Instead, we see an initiative to "leverage the hotel-conference center complex partnership to promote the growth and development of the University, the city and the region." Now, if the hotel-conference center were a model of sustainability in terms of food, landscaping, recycling, energy efficiency, lighting, etc., that would indeed be an initiative that "uses our intellectual resources to support integrated scholarship for innovation, stewardship and engagement in our communities."

1.5.3. Nicole 19-Mar-2007 10:49 AM

I concur with Ron. Additionally I would like to stress the importance of a commitment to sustainability in as such that it drives everyday decision-making and defines both short and long-term success. Processes must be defined to be more economically, socially and ecologically beneficial.

1.6. Mod 13-Mar-2007 03:59 PM

[What does stewardship and sustainability of place mean to you and the agency you represent?](#)

1.6.1. John 19-Mar-2007 09:05 AM

SEDI believes that sustainable economic development is a fundamental element in building a better future for Coconino County residents. The initiative seeks to increase sustainable economic opportunities through creating and implementing a comprehensive and collaborative regional sustainable development effort that includes all incorporated and unincorporated communities, the county, Native American Communities, educational institutions, state and federal agencies, and the business community. We seek to develop and implement a a culture of stewardship and sustainability and a strong educational process that will inform public, private, non-profit entities, and consumers about the economic, social, and environmental value of sustainable development to the region.

1.7. Mod 13-Mar-2007 03:59 PM

[How can NAU collaborate with you and other regional partners to ensure region's environmental sustainability? What form should this partnership have?](#)

1.7.1. John 19-Mar-2007 09:20 AM

SEDI has already been privileged to receive valuable participation from representatives of NAU's Center for Sustainable Environments, Capital Assets and Services, Center for Business Outreach, College of Engineering and Natural Sciences, School of Hotel and Restaurant Management, and the Arizona Rural Policy Institute. We would like to see participation by NAU's administration in our policy and planning efforts, and in our efforts to address sustainable education and workforce development needs in Coconino County.

1.7.2. Nicole 19-Mar-2007 10:55 AM

NAU and the City of Flagstaff should continue to develop working relationships and collaboration. Fostering effective partnerships between the two entities will be an essential component to the success of our mutually dependent programs and

goals.

Specifically NAU and the City should work closely to address climate mitigation strategies.

1.8. Mod 13-Mar-2007 03:59 PM

By now you have hopefully heard about President Dr. Haeger signing the American College & University Presidents Climate Commitment. What strategic implications (if any) does signing of the document have for NAU?

1.8.1. Ron 17-Mar-2007 11:43 AM

It should position NAU among an elite set of universities that take sustainability seriously, which should lead to enhanced student and faculty recruiting. It also requires that NAU develop and implement a program to reduce its contribution to global warming. Such a program can be the result of force, creating the need for large investments of time and money, or it can be an exercise in leverage and deftness. The difference will be whether the general principles of sustainability are viewed as an initiative competing for funding with other programs, and as a separate subject to be taught in an intellectual silo, or a foundation for everything the university does, from campus operations through its curriculum.

1.9. Mod 13-Mar-2007 03:59 PM

How can issue-oriented education in the area of environmental sustainability benefit our communities in the near and long-term future?

1.10. Mod 13-Mar-2007 03:59 PM

Do you think the local and regional communities are aware of NAU's sustainability initiatives and accomplishments? If yes, what communication methods you think are the most effective? If no, what suggestions do you have to improve the university's communications to expand the awareness?

1.10.1. Nicole 19-Mar-2007 11:19 AM

Continue to develop and expand existing working relationships with ASU and U of A.

1.11. Mod 13-Mar-2007 03:59 PM

What do NAU and other regional partners have to do to ensure environmentally sustainable economic development?

1.11.1. Ron 17-Mar-2007 11:52 AM

NAU as an institution can make a profound contribution to environmentally sustainable economic development without participating in lobbying for or against a particular business that might want to come to the region. This contribution can take the form of educating the next generation of students and the community (by curriculum, conferences, speakers and by how the campus operates) to think beyond the traditional "either-or" paradigm. One consequence will be a demonstration in both campus operations and research findings, that there is a better alternative. Then community leaders will naturally make choices (an the community will require choices) for economic development that are also environmentally sustainable.

Undergraduate Students – 3/28/07 – Feedback

- The strategic plan doesn't have an overarching mission statement – what is the primary focus of the University – we need to define this as students
- This is an autocratic, paternalistic learning environment – to determine who moves on in their system
- The University's main goal is to clone another PhD
- This isn't a democratic institution and should be a topic of discussion – we are here to learn, but not here to be brought up to be as someone envision us to be
- Not enough diversity on campus
- Strategy #3: add to strengthen advisement – faculty need to be better informed in their departments for advisement – have workshops to educate advisors – have meetings from a representative from each department/office to ensure that students are well informed
- Strategy #2: talking mostly about international students, but should mesh international students with other traditional students – don't focus so much on international students as a separate entity
- Scholarships – need to market these better
- Language – we do not have a sign language program and Coconino Community College has – broaden foreign languages that are available on campus
- Educate students as to why/what is being built on campus (how is the hotel going to make their educational experience better)
- Strategy #1: Goal 6: creating a sustainable community – need to address the bikers on campus to follow the same laws as a driver – create a better relationship between biker/cars – NAU should provide older bikes painted in NAU colors to commute around campus and provide a check in/out system with your ID card
- Install cameras to prevent bike thefts – ridiculous that it is higher than the University of Arizona
- Green design builders – are they really green? Let students know
- Why are we taking so many trees down around campus – are we going to re-grow these? – This should be a priority
- Goal #5: Why do we want to be the leading university for Native American students – is this just for advertisement purposes – seems like this goal should be included with the rest of the undergraduates
- What about programs for students from lower economic backgrounds
- Are these preferred alternatives or a reality?
- Reward program for resident hall recycling
- Strategy #1: gateway center is excellent, but once you switch over to departments it is extremely difficult
- Learning communities – create a network of students (juniors/seniors) to provide mentorship for freshmen
- Strategy #4: crucial for the environment to be involved – people should leave school knowing about environmental problems

Graduate Students – 3/28/07 – Feedback

- What is the actual audience for this document?
- Internalizing for graduate students

- Any new centers on campus for graduate student employment? Is there an action plan for this?
- A lot of intellectual resources from abroad that we should be taking advantage of – employing foreign students to teach different language to generate an international community
- lack of international student importance on student – we have the international office, but we need to move beyond this, it is too basic
- university needs to support obtaining correct visa's so foreign students can legally work
- tuition waivers needs to be a priority
- paying tutors for different languages
- Strategy #2: are we contributing to students that are going to be math/science teachers or is this language for NAU professors? This needs to be clarified in the document.
- Any opportunities after graduation for math/science profession that is being marketed on campus?
- Tuition incentives for students that work in the state after graduation
- Strategy #1: you are trying to retain students – do not like the wording because the point of the recruitment process is to get students that want to be here, therefore, graduating from NAU
- We need to focus on the people that want to come here, instead of marketing to students who are not going to come to NAU
- Focus on the people that can be led through the process instead of being persuaded
- Should be marketing NAU at other Arizona campuses – on campus visits to show them what Flagstaff has to offer
- Who are we getting from our local community colleges – a very diverse community and first generation – we need to guide these students along the way
- Retention in terms of graduate students – if we want master's students to get PhD's here then we need to offer better funding for graduate students
- Need tuition waivers/better graduate assistantships to retain graduate students
- Need to make departments feel welcome on campus
- Need more internal communication on campus
- Strategy #3: are we talking about the Phoenix model to turn distance learning sites for more satellite campus
- Ability to take courses online through tri-university are prohibitive because of high costs
- Web courses have become a lot more effective over the last several years
- Only way to take quality courses now is instructor's out of state online – have to pay a lot more though
- Conflict of goals throughout this document – promote a successful university experience
- Create a diverse environment of a **successful** university experience (top of page 4) – this needs to be explicitly defined

- we really want students to be educated, but don't we want a more well-rounded liberal arts education to better critical thinkers – does this run counter to lets get you out of here in four years not matter what
- you need to be willing to accept a student that wants to take five years to complete a degree

Athletics – 3/29/07 – Feedback

- Student Centered
 - Athletics enhances the traditional campus atmosphere
 - Athletics is sorely lacking in quality facilities and this makes recruiting and retention difficult
 - Athletics offers graduate assistantships providing real world experience
 - Strategy 3 – this is essential in athletics for student athletes. There should be better opportunities to draw on quality staff across campus
 - Student athlete who attends – often brings a friend/family member who attends too
- Access, Learning, etc
 - Athletics supports this
- International
 - Athletics recruits international athletes and staff
 - International athletes become ambassadors – recruiting new students from their home country
 - Team travel allows our students to experience international travel – there are money issues of course
- Native American
 - Is this realistic when there are NA colleges? Maybe “among our peers” or among public universities” Also wondered about bigger vs best.
 - A comment that the language was heavy on “academic experience” to the exclusion of student life which can be a significant part of undergraduate education
- Accountable, Innovative....
 - Suggest an initiative to do an assessment of sustainable practices. Bring in an energy expert to analyze buildings and make recommendations. For example is it better to leave the Dome lights on all the time or to turn off and on again.
 - Strategy 3 – move to goal 1
 - Some inherent conflicts – use of a facility for one goal may displace others (student athletes get displaced so dome can be used for events)
- General
 - Are goals in priority order? May be a good idea to help determine when conflicts arise how they get resolved –based on priority order.... Does redundancy get resolved by 2 against 1?
 - Do we follow up with kids who attend coaches camps? No.
 - Could be a goal for coaches to pass along names.
 - Coaches do camps to supplement income. David B. could offer some incentives to share names.

