

**SOUTHEASTERN OKLAHOMA STATE UNIVERSITY**  
**PROFESSIONAL DEVELOPMENT PROGRAM**  
**JUNE 21, 2011**  
**WRITTEN NARRATIVES FOR COMMON THEMES**  
**CENTRAL ISSUES/PROBLEMS**

**BUDGET**

Southeastern needs to make hard decisions that are data driven for the future and enable us to do our jobs well. It must balance programs with large numbers of majors with smaller programs necessary to support the University.

The University must align financial and human resources and look to indicators and other measures to achieve sustainability. We may be limited currently with staffing in some areas and the general lack of cross training.

Higher education models are changing and will continue to evolve for the next 10-15 years. We need a clear articulation of vision and priorities in justifying requests for and redirection of resources.

**MORALE**

Southeastern has been through similar leadership processes 4-5 times the past 10-15 years or so and seen no change. What will be different now? Will it be "fixing" versus changing the culture?

Overall, there are additional needs to be addressed in working together and viewing change for the long-term. This will involve looking beyond the theory of changing the organization chart.



## **ACADEMIC**

Southeastern faculty are overextended with unequal workloads and there may not be enough qualified faculty to cover classes. The fit between capacity and student demand for academic programs is a consideration as well as accreditation requirements which may serve as a constraint.

Faculty believe that the processes for promotion and tenure need to be communicated with more clarity and consistency across academic departments.

## **RECRUITMENT**

The Southeastern recruitment base is broadening to include traditional, non-traditional, veterans, international, students with special needs, and those who may be unprepared for college level work.

There needs to be more campus involvement in student recruitment—changing how and when we think about serving , campus appearance, symbols, and participation throughout the institution.

## **IDENTITY**

Southeastern's vision, mission, and values influence our identity.

Southeastern is known for its family atmosphere but there is need for clarity—i.e., no identity at outreach centers and how does the Southeastern brand compare to other universities? Have we lost identity in transitioning from Savages to the Savage Storm and related issues moving into the new conference?



## **COMMUNICATION**

Lack of communication throughout the organization leads to misunderstandings, low morale, and an inability to see the “big picture.” It is important to consider the what, how, and where of communication. This will involve a plan, objectives, and buy-in for changes coming as well as vision from the administration.

Good listening is needed to separate communication and miscommunication in breaking down information silos. How can we do a better job of communicating? How do we communicate appreciation?

## **BRANCH CAMPUS/DISTANCE EDUCATION**

Southeastern needs to better meet the needs of students at outreach centers and through distance education (IETV/online). This will lead to more student connectedness and a more positive image of the University. This is especially true in Ardmore which requires more service and attention in leading to higher levels of student and community satisfaction.



## TASK STATEMENT

**TASK STATEMENT:** In the space below, develop a reorganization scenario for Southeastern that you feel would be timely, move the university forward with its transformational change process (i.e., in consideration of magnitude and velocity of change), and longer-term create the next generation of SE leadership.

**Note:** When assignment is returned, please place name on back of form.



# ORGANIZATION STRUCTURE CONSIDERATIONS



## A. FORCES AFFECTING THE EVOLUTION OF ORGANIZATIONAL STRUCTURE

1. Time
2. Size
3. Product/Market Complexity
4. Growth Rate of Industry

## B. TESTS OF SOUND STRUCTURE

1. Is it related to objectives?
2. Is it stable and flexible?
3. Is it simply constructed?
4. Does it provide for change?
5. Are functions logically grouped?

## C. SYMPTOMS OF MALORGANIZATION

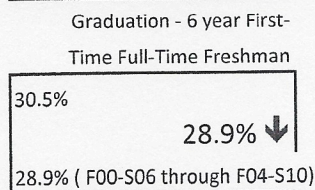
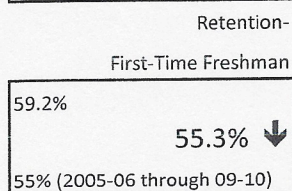
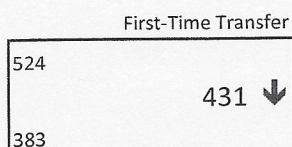
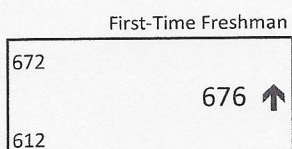
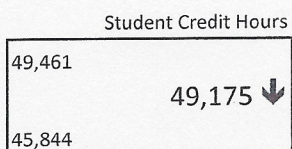
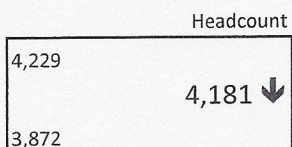
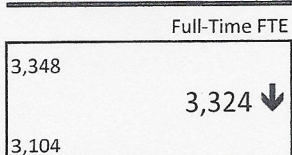
1. Multiplication of the number of levels
2. Recurrence of problems
3. Attention of key people on the wrong or secondary problems
4. Too many meetings attended by too many people
5. People are always concerned about feelings and about what people will like or will not like
6. To rely on staff personnel to perform key line functions



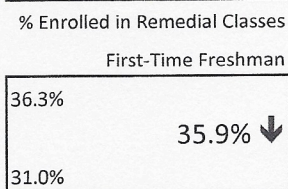
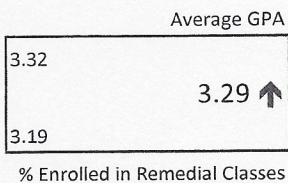
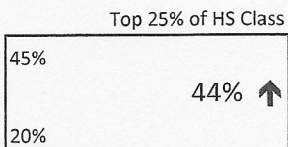
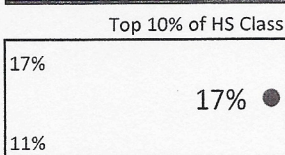
# SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

## KEY PERFORMANCE INDICATORS

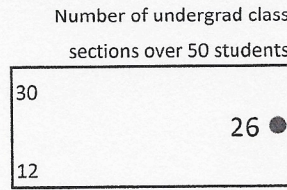
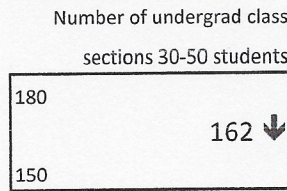
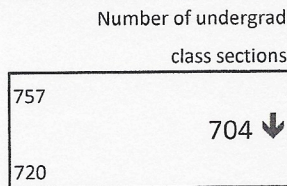
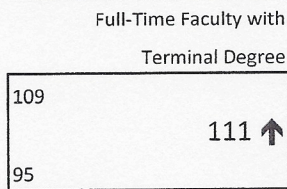
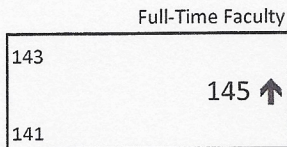
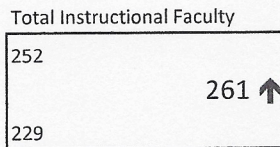
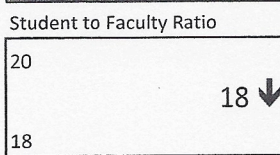
### Student Body



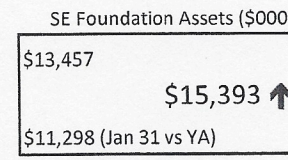
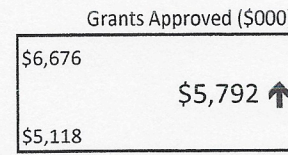
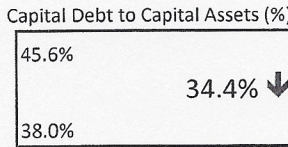
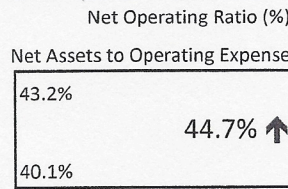
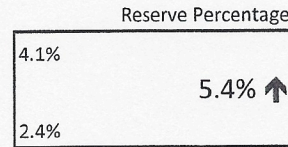
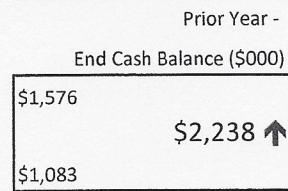
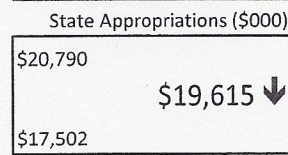
### Admission



### Faculty



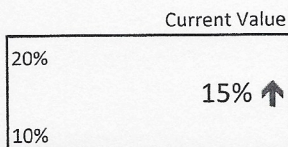
### Finance and Advancement



### KEY:

highest value for past 5 years

lowest value for past 5 years



Direction of Change:

↑ higher

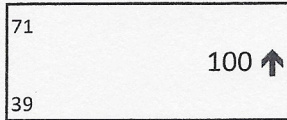
↓ lower

● no change

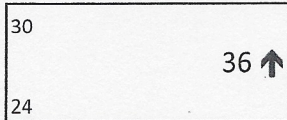


### Student Body (cont.)

International

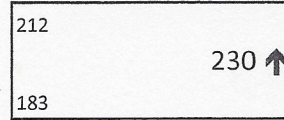


Countries

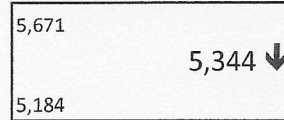


### Faculty (cont.)

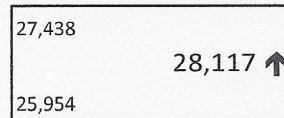
Number of undergrad class  
sections 10-20 students



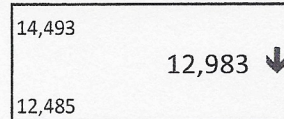
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School of Arts and Sciences Fall - SCH



School of Education and Behavioral Sciences Fall-SCH

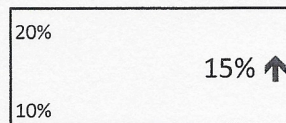


### KEY:

highest value for past 5 years

lowest value for past 5 years

Current Value



Direction of Change:

↑ higher

↓ lower

● no change