

Strategic Directions 2020

Notes from All Campus Community Forum

August 19, 2014
Gorecki 204, CSB

Approximately 400 faculty and staff attending the All Campus Community Forum on Tuesday, August 19, 2014. After providing introductory remarks and introducing the Strategic Directions 2020 planning process, President Hinton and President Hemesath invited faculty and staff to address the following question:

What Distinguishes CSB and SJU from our competitors in 2020?

Participants were seated at tables of up to 10 people. Each table was asked to take notes summarizing their response to the question. The text represents the collective responses of all 40 tables. The notes have been organized both by issue cluster. Rather than repeat ideas discussed at many tables, the notes below indicate how many times the idea appeared in conversation across all tables.

Curriculum, Learning and Faculty

- Maintain small college size (10): not any larger, helps us to be nimble, warrants unique offerings, personalized atmosphere; focus on small class sizes even at intro level courses, expecting student to take responsibility for what they learn; keep small class size
- Small class size (9): no auditorium style teaching, creating instructor relationships, increased focus on students
- Service and Experiential learning as distinction (7): service learning as an application of life and academic skills, service internships, service learning as an application of life and academic skills, increase engagement of rural populations in service learning; Continue integrating experiential learning
- On-line education (4): strictly on campus learning; more in classroom, less on-line teaching, highly residential vs. online classes
- Undergraduate research (2): We are known for the quality and quantity of students engaging in research; more student research and be known for it
- Twenty percent adjunct professors (2)
- Changing program offerings, recognizing cost effectiveness and eliminating some programs if necessary; pursue additional majors if market supports it
- Connection between theology and science
- Changing interests of students technology abilities
- Continue to do an excellent job of helping parents and students see the value of learning to learn and in creating a habit of work/life balance
- Continued and extended engagement with the world at large
- Create an environment for first-generation and low-income students when they graduate (providing services and transition assistance)
- CSB/SJU should do a writing skills test (before first paper in FYS)

- Examine current curriculum
- Focus on undergraduates
- Focus on popular/rising majors, investing in them appropriately
- Four-year curriculum that guides residential life
- FYS: two courses rather than one, keep FYS program
- Graduate teaching (grad school)
- Ground work for graduate programs completed-new opportunity
- Internships and research programs
- Keep and improve Intercultural LEAD
- Leadership programming for men and women is distinguished and unique
- More interdisciplinary education (leveraging everything sustainable/environmental)
- More students apply engagement skills to the real world (connecting theory and practice)
- National academic excellence
- Provide more opportunities for an active student life
- Staying true to liberal arts and not straying away like competitors
- Students equipped to work anywhere in the world: a strong competency
- Teaching license offered at undergraduate level
- We are nationally known for the success of our athletic programs and for the academic performance of our student athletes
- We have some unique majors
- Combined enrollment allows broad discipline and specialty teaching
- Common curriculum: a shared experience that the whole faculty is behind
- Taught critical thinking and problem solving
- Develop agency in students, encouraging cultural and creative opportunities
- Holistic education (inside and outside the classroom)
- Critical thinking and written communication are important
- High academic standards with strong support services
- Individual attention and encouragement
- Integrate different types of knowledge across disciplines and across departments; cross disciplinary courses and ultimately majors
- Integration of literary cultural resources into broad campus community
- Interactive versus technology driven
- Interdisciplinary curriculum
- History and tradition
- Joint academic
- Keep Entrepreneurship-use it more in cross disciplines
- Our programs stay strong
- Own pride in what we have to offer and do not try to be like other schools
- Primarily traditional student body: 18-22 year old students (4)
- Retained human connection in our education
- Quality teaching major emphasis
- Educational need for particular populations
- Seamlessly integrate students from all SES categories into all aspects of campus life

- Skills to be productive citizens
- Strengthen and maintain the common curriculum
- Teaching is emphasized
- Value added in internships
- Using assessment to improve teaching and learning authentically
- Assessment early in the semester
- Be known for a strong program in environmental studies
- Be known for strong athletics
- Be known for the STEM majors
- Broader integrations and synergy between fields
- Education department has gained national reputation
- Effective relationships with faculty and students, maintaining and improving faculty/student ratio
- Faculty care, included adjunct also
- One on one relationships/mentorships with students and professors
- Professors take an interest in and mentor students
- Role of faculty to teach communication (since it is being taken away)
- Streamlined tenure tract
- Students and faculty know each other by name
- Departments unique, individual, inter-disciplinary programs
- More nationally engaged (models be put forth tenure type to encourage scholarships from staff and faculty)
- Best and brightest faculty and staff
- Create and develop a Center for Hispanic Studies
- Be a place where humanities flourish
- Did not chase markets that departs from central vision (no grad programs)

Benedictine and Catholic Values and Identity

- Benedictine identity, community, and values (31): different than competitors, presence on campus, unique, hospitality, community, student development, values are core, compassion, flexibility, human touch not lost, values through the Monastic community regardless of the faith of students, tradition, Benedictine values further infused within faculty and staff, further infuse Benedictine values in curriculum, provide application and instruction of Benedictine values, copy of Benedictine Values in with each acceptance letter; education for all on Benedictine ethos/values
- Presence, influence, and involvement of monastic communities (16): connections with monasteries grow and thrive, dormitory experiences in the setting of the Monastic community (enables constant community building both in the classroom and outside), experience of Monastic presence on campuses, vibrant monastic community, More highly developed engagement between students and monastic tradition as part of their educational experience
- Catholic identity as distinction (12)
- Only Benedictine women's college in the nation/world
- Faith-based

Liberal Arts

- Liberal arts value and distinction (11): Liberal Arts will have been re-examined, stay liberal arts, liberal arts education for students who understand the value of it, provide high quality liberal arts education, liberal arts creates a quality of life, double down on liberal arts, not pre-professional programs
- Ability to choose a pre-professional track at a liberal arts institution

Study Abroad/Global Engagement

- Study abroad (20): Remains leader nationally for study abroad, rich study abroad programs, increase study abroad participation to 80%, grow study abroad opportunities, faculty-led, global identity by 2020, number of women and men study abroad equal, larger variety of study abroad experiences with faculty and staff as co-leaders, using education abroad for marketing, study abroad throughout curriculum; require all students to have some international experience (semester, summer, short term); Additional study abroad sites; requirement to encounter a global experience
- Global focus and perspective (13): Worldwide view in study abroad, global community, meaningful-minded perspectives taught to students, global education to create development of civic leadership, leverage global learning opportunities with other catholic institutions (internationally), globally-engaged community (student body, international components, and study abroad)
- International mentoring and relational work makes us distinctive
- Students have increased diversity opportunities for study abroad with faculty involvement
- International focus in study abroad with faculty members

Community

- Community as distinction (22): Benedictine values, community atmosphere and focus, sense of place, community residential experience, continue community feel, collaboration, strong sense of community and belonging, commitment to service, distinctive stability and hospitality, staff and faculty relationships, students feel relationships with institutions and community
- Faculty and staff model community: faculty and staff will care deeply about students and be there to mentor them into life, faculty and staff who coach students to success, personal relationships, students connections with faculty and staff will be strong
- Connection to local community, community outreach, increase local connections, help new faculty/staff in community
- Johnnie/Bennie Pride day (every week; wear red once a week to further encouragement to our community and school spirit)
- Nimble/responsive to students and societal concerns
- Not conservative Catholic, social justice mission central (balance conservative/liberal)
- Welcoming other cultures with "Minnesota Nice," a "feeling" of family/belonging for students/faculty/staff (loyalty)
- Preserved and enhanced sense of place by 2020
- Question: How do we provide a collective community experience for 900+ employees?

Whole Person Development

- Advanced emphasis of physical, spiritual, and intellectual well being
- Active student life
- Academic support
- All students take advantage of opportunities
- Anticipate change of student body-offering courses that meets the needs of the students
- Decrease in alcohol and drug issues on campuses
- Cultural competence
- Emphasis on the importance of being student athletes

Gender Development

- Gender competent individuals
- Gender education
- Gender emphasis because of our structures
- Gender focus (women's leadership initiative at CSB and male leadership initiative at SJU)
- Continue to promote gender focus
- Gender research
- Known as a "think tank" for gender (college for women and college for men)
- Focus on men and women respectively (gender is not just about women)
- Women are considered equal
- Achieve 50:50 gender split between campuses
- Create leadership residentially by distinguishing gender focus
- Self-understanding and understanding of others through the lens of gender
- Strengthen gender studies
- Gender studies throughout other disciplines
- Clear message about the role we have as a women's and men's colleges

Residential Living

- Four year residential college/university (8): attractive to parents, attractive to students, continued residential emphasis, contribution to community and academic success, 24/7 experience
- Gender-based residential living (15): lifelong relationships due to single sex residential facilities, separate men's and women's campuses, single gender residential experiences made more important
- Continue as single-gender institutions (5): shared experience, coordinate campuses is a unique model
- FR's (Monastic vs. lay people)
- Residential experiences (faculty residents and residence directors)
- Residential learning using community and technology
- Increased promotion of healthy lives
- Not a suitcase college

Ethnic and Cultural Diversity

- Improved racial, ethnic, and cultural diversity (10): graceful transition to a more diverse student body, diverse faculty, continue to improve staff diversity, large presence of international/multi-cultural staff, large presence of international and multi-cultural students
- Making better use of international students as a source of community
- Student language barriers decrease

Outcomes

- Maintain/known for high retention rates (12): higher than peers and aspirants
- Maintain high graduation rates (6)
- Graduates who are hopeful and confident in dealing with the world focused on doom and gloom
- Graduates will be lifelong learners, will be true citizens of the world, will have great interactive abilities, will have learned a personal holistic balance, will reflect the demography of our country
- Students will be highly involved and active
- Confident and qualified graduates (career services)
- Continue strong athletic reputation
- Student commitment to service during and after college
- Student confidence in abilities to increase
- Student employment strong
- Students engaged in leadership role
- Prepare students for life, not to just to get a job. Students see college as an experience, not just a job training

Facilities, Environment, and Place

- Location/Setting/Environmental distinction (23): unique; no big city; beautiful and well-maintained campuses, lake, acres, arboretum; aesthetics of both campuses; national resources (arboretum) to aid in the field work of students; very diverse outdoor space for Environmental Studies program; Outdoor University, engagement with nature and recreational opportunities
- Sustainability as distinction (7): be known for sustainable campuses, sustainability combining most efficient uses of capital -- human and brick & mortar, created a sustainable environment while recognizing trends and planned to support this
- New academic building completed (2)
- Safety (3): Campuses are safe; rural, one gender campuses, locked residential halls; Safe place created for students (decreased sexual assaults numbers); safe residential living for students
- Development of the land for athletic facilities east of campus to compete with competitors, and have the student body develop health and wellness, including school spirit
- Heated sidewalks
- Interdisciplinary work spaces
- More and better spaces for learning will distinguish CSB/SJU
- Must build on the ability of the campuses to create a sense of place, a place where relationships are established
- New science building completed

- Purchase all property between campuses
- Renovation of Alcuin Library to modernize (keep books)
- Reducing energy in a sustainable manner (off the grid)
- State of the art academic building
- Subway system/Monorail between campuses
- Technology advancement in classrooms (interactive and inter disciplinary learning)
- The setting of the campuses is unique, once students join the community and relate to others, they are able to learn. (find a way to make students value this)
- Completed academic spaces, re: nursing facility
- CSB and SJU seen as a central part of the local community
- Competitive advantage on recruiting student athletes with improved facilities

Learning Infrastructure and Finance

- Technology (4): integrated technology, maintain good technology, upgrade/engage in new technology
- Decrease our dependence on tuition dependence via strong capital campaigns
- Financially competitive
- First generation and low SES students are supported
- Global center with paid undergraduate research
- Hope for greater endowment growth in order to be less tuition dependent
- Humane faculty compensation not exploiting adjuncts (faculty can teach from a place of wholeness)
- Tuition held steady
- Endowments built to give sustainable base to our work
- Labor Costs
- Larger pool of resourcing, due to two institutions
- 100% of alums giving financially
- Recognition that special populations will cost us more and we will have to find the resources to do it
- Maintain size as now (big enough to be efficient, small enough to be personal and flexible)
- Size of student body (not much bigger)
- Students with learning disabilities provided with support
- Ability to have more diverse populations and an increase in revenue and reduction of discount rate, we are affordable to students of color and families of limited means

Staff-Administration

- Create a "work project" or "shared day" for staff/faculty/admin to join together in community
- Education for employees on a liberal arts education and its value
- Efficiencies within administration
- Insure that more "office" procedures/rules are the same for both CSB and SJU
- National leaders in family leave
- Well-being of staff influences well-being of students

Marketing

- Able to tell "our" story and how it permeates what we do
- Seen as affordable given what we offer
- Leverage our strengths – location, liberal arts, Benedictine, Catholic
- Marketing will be strong to make CSB and SJU
- Recruitment: attraction to the whole campus community and involvement
- Uniqueness of two colleges, separate and joint

Coordinate Relationship

- Coordinate relationship as distinction (17): our coordinate relationship is known for its productive, efficient and unique character, while allowing us for maintain the focus on gender identity at both colleges; re-affirmed or re-versioned coordinate relationship; two schools, one education; benefits of two campuses, yet intimacy of separate; unique collaboration; two separate communities intertwined
- Merge(2): separate CSB and SJU will finally merge in a coordinate relationship; separate woman and men colleges, but merged as one institution
- Co-ed education (2)
- One administration, two campuses; joint diplomas
- Public policy-programs work together
- Examine strengths or weaknesses of separate residential campuses
- Maintained a singular existence (no satellite campuses)
- Relationship with the prep school, discount for employees, students can take college credits

Alum Networking

- Alumnae and alumni connections as distinction (10): close alum networks; involvement of alums (networking opportunities); powerful relationships, alumnae and alumni mentors; nationwide/worldwide alum networks; networking opportunities will multiply significantly; advanced global partnerships with alumnae/i, faculty, admin staff
- Sense of community among alums
- High alumnae and alumni satisfaction, strong alumnae and alumni associations
- Continued passion and connection to the institutions by Alum's
- High alum participation
- Loyalty of Alums and reputation

Technology

- Better use of technology as it evolves
- Capitalize technology to the highest degree in each field
- Improved technology
- Technology in support of academic endeavors
- Use of flipped classroom across all departments

Other

- Is 52:48 female-to-male balance realistic?
- Better understanding of students with PSEO
- Continued financial support
- Continued legacy school, legacy strong, legacy from generation to generation
- Fine Arts Program continues to be excellent
- Longevity/dedication of faculty, staff, administration devote their lives to our campuses
- More inclusive diversity, including remedial services
- Philanthropic value
- Place people would like to work is strong
- Rankings
- We will have rock star presidents
- Strong against external constraints to limit what we do
- That we are a leader in finding innovative ways to reduce administrative overhead
- Transportation available for students, faculty, and staff