

CONVERSATION NOTES – STRATEGIC STATEMENT DISCUSSIONS – FALL 2009

Students (9/16/09)

(18 participants)

Questions posed to frame the conversation: “Is this the Wooster you know?” and “If not, what’s missing?”

Comments:

[Mission]

- “...for productive lives” speaks to me; I value taking in other cultures as well as my own.
- The last sentence of the mission statement is very important. It resonates well, prepares us well.
- We don’t live up to the mission in some respects. People are fallible.
- This is why we’re here. I’m here for what’s in the mission statement. There are some groups not here for this reason, [and] they realize they won’t succeed at Wooster.
- Wooster gives students a chance to succeed. We take average students and make them excel.
- People who come for sports, others come for the opportunities offered to us. You can excel.
- Propose inserting “Wooster helps students realize their potential.”
- Other things we do here add value and add to community. We don’t speak to fostering the educational and academic community here. You can’t go anywhere without seeing someone you know. Suggest we add “fostering community.” Community is much better here compared to other colleges. Wooster has a diverse group of people; we all benefit from the environment.
- We might not be preparing all students (now) to be global citizens (it might happen in 10-15 years). Current efforts may not be reaching or engaging all students, even though the resources are here.
- Should we use “rounded” rather than “global?”
- To be responsible global citizen takes motivation. Does it need to be part of the culture?
- Are our students engaged in current events? Are students taking advantage of the opportunities here?
- The vision is there. But we might not get everybody there.
- If I saw this when I was applying to Wooster, I’d really have wanted to go here.
- A lot of students may not be involved in current events given their daily work.
- Use “globally aware citizens”?
- “Global citizen” means you’re involved outside Wooster. You should go out and be involved in your community (community involvement matters)
- You need to be willing to care enough to read newspapers and take action.
- Make students want to take advantage of opportunities here
- There is no set mold (or way to be) a global citizen.
- Reference to the Wooster community is missing from the mission statement. Involvement in community (you can do that here)
- What are we doing while students are at the College? It talks about after Wooster.
- Need to discuss students more.
- “Working together” really isn’t addressed.
- Individual flourishing in his or her development (missing)

- Fostering the desire to give back – would measure by alumni activity, giving post graduation, coming back for campus events, true word of mouth after you graduate (what you say about Wooster)
- It doesn't mention that we have fun.
- There is a life outside the classroom.
- "Graduates" doesn't describe the transformative effect of Wooster (should we use "mold"?)

[Core Values]

- Missing small class sizes; this should remain a priority
- "Liberal arts and sciences" is more inclusive. Many students don't know what "liberal arts" means, and often that it does include the sciences
- What is "intellectual honesty?" Is that "not cheating?"
- Put "academic rigor" first
- What's the difference between intellectual integrity and academic integrity?
- Academic rigor is the quality of education that you are getting
- Perhaps we put intellectual integrity with social responsibility?
- The Wooster Ethic is not part of our culture, but it will be in four years
 - There is a difference between knowing what the Wooster ethic is and living the Wooster ethic
 - Students aren't behaving according to the Wooster Ethic
 - First year students and sophomores understand the importance of it
- We are diverse and we make efforts to include all
 - This is what makes us unique
 - Include a point about how we include students in decision making and processes like this