

October 4, 2010 Faculty Meeting Discussion of Strategic Initiatives

Opening Comments

- Challenges at the outset: What are the current gaps and how do these initiatives fill those gaps? It seems that these initiatives are inter-related. How are implementation strategies unique to specific goals? How do new institutional grants integrate with these goals? How do these goals bring together all staff in a coherent/structured way as we implement these goals?
- Opened discussion with a concern – if the College is moving toward an enrollment of 2,000, might this compromise these initiatives? We need to think about how increased enrollment will impact reaching these strategic priorities. Does expansion compromise “distinction”? Only with very careful planning can we even consider increased enrollment.
- The order should be to focus on the one that has the highest priority, not most easily implemented.
- Difficult to prioritize. Each is critical and inter-related.
- It is important to identify expectations for each initiative and to match resources to those expectations.

Q1: Which of the initiatives can be implemented most readily? Which should have a high priority?

Highest Priority:

Wooster’s IS Program

- #1. Our hallmark, what makes us most distinctive, what we are good at.
- #1. We worry about moving resources to other areas in the plan when IS doesn’t already get sufficient support with regard to leave replacements, etc. **We need to support IS well!!**
- IS integrates most of strategic plan goals
- #1
- #1
- #1
- IS should have the highest priority. Removing the requirement for double majors to do two theses could enhance learning communities, could free students to explore global learning, etc. A renovated IS program that achieves a sense of integration that we seek might also address or incorporate or be a prelude to the other 4 initiatives. Use a renewed IS commitment to form a focus around which other educational objectives can be addressed.
- #3. Need to increase support for this important educational opportunity that affects all students.
- #3. IS is well established. The Teagle project will provide data-based suggestions for improvements and changes (if needed).

Student Educational Planning and Advising

- #1. Without this framework, little else is effective.
 - Sophomore retreat was a success this year. Increase participation.
 - Maybe more responsibility should be expected from students for their own academic decisions.

- ARCH has improved student initiative.
- Integrate Res Life and athletic staff with academic staff
- #1.
- #1. Faculty need time to enhance program. Need programs for developing faculty advising. Seems to be the key initiative to enhance academic quality and integrity.
- #1. This strikes me as the initiative with the greatest potential for having a positive impact on a student's experience while at Wooster. I see it as the piece (catalyst?) that will allow us to make the most of our other priorities.
- Advising would make the other initiatives more easily developed.
- #2. Increases retention and helps directly with achieving our other goals.
- #2

Diversity and Global Engagement

- Top priority.
- #2. Faculty and student diversity is important for a vibrant community. Study abroad is important. Need education of faculty as to how this would apply to their classroom experience. Blogging of off-campus experience can be used to facilitate international perspectives in the classroom. Diversity in teaching/learning strategies—could build on these and learn what is happening in the campus community.
- #3. Enhances education and learning (multiple perspectives), prepares our students for engagement with a diverse world. This will require more emphasis on language and culture education, to make our students ready for diversity.
- #3. Research needed.
- #4. This is a good idea in the abstract; what this should look like will require more thought.

Bringing Theory to Practice

- #1
- #1
- #2. Depends on what is meant by this. What is really appealing is theory to practice as integrative learning; bringing students from different disciplines together to solve under-specified problems. This has always struck me as a natural for liberal arts education.
- #4 Not sure of form/implications.
- How do we bring theory to practice? Sometimes this is appropriate. The question is \$. People need \$, vans and organization to do this work.
- Can we identify the feasible programs, figure out how to support them, and find funding for them?
- How can we ensure a limited number of internships work well as opposed to having many that might not work?
- We should support some of this, but not force all people to do this.
- Can we target classes where this makes sense?
- How do we frame this? Is it more “merging theory and practice” instead of “bringing”?
- How can we do this in a way that builds relationships?
- Keeps students here and connected to community.

Community of Learners

- #1. Integrative learning community.
- #5. We were unclear as to what this meant. Some felt this was the experiences and learning that a student engages in outside of the classroom but felt the faculty and the administration should not be arranging these in a top-down approach. We should not be *in loco parentis*.
- #5, as written. Research needed.

- #5. Need to be clear about what this means. I think of it as including faculty, staff, administrators, and students; recognizing and valuing what all campus constituents bring to and can take from the campus community.

Implemented most readily:

Wooster’s IS Program

- Of course we are implementing IS and sounds like McGregor is helping. But are we doing the preparation for IS? Some departments need more advanced classes; some departments need Jr. IS.
- That’s why students come here.
- Sr. IS – strengthening oral and written skills (?); this is not, however, the most readily achievable if the initiative directs us to more extensive curricular changes.
- It is our top priority and what distinguishes us.
- Each initiative is broad in its logistical aspects. Given existing structures, we believe the IS is most ready for further development.
- IS, since we think about it all the time.
- #1

Student Educational Planning and Advising

- Based on taskforce work.
- With EPAC, we see good progress and many positive steps. We need people who are concentrating on advising; we like the focused attention. But is this Center overburdened? We like that a faculty member plays a key role. We need a full time person with full attention.
- May help facilitate other initiatives.
- #1

Bringing Theory to Practice

- Make volunteers in houses do “service learning.” See newspaper article. Are the houses really doing it or really engaged? Would need coordinator. Internships are already going.
- Have global programs but how to do on campus where there’s not much engagement? Some courses lend themselves, but many do not.
- Participation shapes identity. Make it central/highlighted in admissions, not just a housing option.
- Integrate with IS. The easy part is internal education, what’s available and what’s happening.

Q2: Which of these initiatives can be considered “low hanging fruit” because the supporting infrastructure is already in place.

Diversity and Global Engagement

- Seems like we’ve already made gains. The Center is there. Initiatives to increase faculty and student numbers appear to work.
- Don’t put global engagement on the CDGE alone.

Bringing Theory to Practice

- Seems like the low-hanging fruit as it simply requires the addition of support for faculty who may already be inclined, Fits our goal of teaching students how to be responsible citizens and make a difference in society. There is good synergy between the theory and the practice of our course material.

- I disagree with the characterization above that this “simply requires the addition of support for faculty.” While individual faculty can provide a dimension of theory to practice (and it is likely this is going on already in some departments), the richer form involves teams of students working on open problems.
- Seems like we’re already doing this in the sciences.
- #1

Wooster’s IS program

- Given our long history with IS, anything done here will have to be very purposeful.
- How can we tweak IS? How can we make IS about a broad set of skills? Oral presentations? Posters? Problem solving?
- Is IS the ultimate moment in the curriculum or just one more experience? What is IS’s role?
- We need college-wide and departmental conversations about the goals of IS. What do we want the students to accomplish? Is it different from a senior thesis at other schools?
- We want students to identify a problem, identify an approach, and then implement it.
- This is a huge issue as we orient new faculty.
- IS has already received much attention in support systems and resources.
- #1

Student Educational Planning and Advising

- If capitalize on momentum.

Community of Learners

- How can faculty support the work of Student Life staff?
- How can Student Life staff have a voice in the strategic planning process?
- Can they have a session like this one?
- How can we do more like ARCH, where staff and faculty work together?
- It seems like we do this pretty well.

Q3: Which of these initiatives will be the most challenging to implement?

- Diversity and Global Engagement can be implemented and should have priority. We already have a Center for this so the organizational base is there. Thus it is “low hanging fruit” due to supporting infrastructure, but also it has been challenging because we perceived that the Center had lacked the careful planning, proper staffing and staff skills, and support needed to prosper during the first year in existence. Many of the challenges perceived, seem to derive from the fact that Diversity and Global Engagement, and the CDGE, has already been a key initiative area over the past few years – so there is something concrete there to react to and better perceive the challenges for versus other areas where there have been fewer established initiatives that can concretely be reacted to in this manner. Our discussion built out of this to focus on EPAC, where we wanted to ensure that as EPAC moves forward that it learns from the struggles/lessons of the CDGE. We were concerned that EPAC would suffer from similar confusion over focus and coordination support that the CDGE is still working through. We hoped that the focus on the CDGE could move forward first before EPAC gets too further developed so that positive moves in relation to CDGE could be referenced for EPAC, and problems faced by CDGE that were resolved could be avoided by EPAC. In the end, if we are going to do EPAC correctly, make sure that it has full College support, staffing, and resources needed to properly function. This fit with our group’s emphasis, which it sounds like others had as well, that the different areas were inter-related – but that we don’t do a good job of recognizing how planning

and implementation in these different areas can be better reflected upon since they are often treated as distinct and separate issues.

Diversity and Global engagement

- We don't have college wide agreement as to what this means and therefore, what our goals are. No clear definitions as to what diversity means for us. Difficult to define what we are trying to accomplish. This is also seems to be the most expensive and makes the most demands upon our resources.
- Defining "global" as opposed to "international". The current concept alienates people. What does diversity and global engagement mean?
- Geography makes it a challenge to recruit faculty and students.
- Visibility abroad for retention.
- Diversity of the student body.
- Ideological diversity is not emphasized.
- Inconsistent recognition of global engagement between disciplines.
- Difficult for some majors to do off-campus study.
- Personnel aside, we need to make a commitment to a director with a vision. We need someone who is not burdened by other responsibilities. The Center is a mess of half-time employees. The Center does not have a discrete mission. We have campus resources but we need an organizer with time. We have a building and people, we need someone to direct it and resources to support it. There is no unified vision or attention. WE NEED A PERSON HIRED!!

Wooster's IS program

- May take much coordination and time to help bring faculty and ideas together to support more interdisciplinary projects.

Student Educational Planning and Advising

- Time is needed and is a limited resource.

Bringing Theory to Practice

- Lack infrastructure; No coordinator of program or director in career services; lack time; lack faculty support; lack incentives.
- Having a good internship program will require dedicated support. Cultivating relationships, ensuring internships are appropriate and carried out as described is very time-consuming.

Community of Learners

- Wooster Ethic. Learning from faculty, staff, and peers how living and learning affect each other. Learning silos. Engaging all areas of the College in fostering and upholding the Ethic.
- This will be tough.

Q4: For each strategic initiative what actions and plans should we implement to achieve that particular goal?

- **Most if not all of these initiatives will require sustained efforts by faculty and staff to meet and develop guidelines, curricular goals, and procedures.** So there needs to be a significant investment by the college in expanding the faculty so that time is available to devote to these efforts in a meaningful way. For example, simply allowing faculty to complete and realize the faculty workload initiative (which proposed a reduction in teaching load from 6.0 to 5.0) might provide some additional time.
- There is also the issue of reward structure; recognizing the contributions that are made.
- A **Literacy Center/Learning Commons** would address multiple initiatives. It could bring together the writing center, speaking help, quantitative literacy. With locking computer docks in library and coffee shop.

- In what ways can we monitor a plan like this on an ongoing basis – and be genuinely engaged, rather than checking in every 5 yrs.? Dashboard not very helpful. Link more closely to the initiatives, make more informative, too simplistic.
- If the intention is to have us use the dashboard to facilitate discussion, it needs to be clearer.

Diversity and Global Engagement

- It would be nice to see a study abroad experience with a service learning or internship experience that gets the student involved locally. Not only do we get them out of the country, but also out of the classroom.
- A possibility that brings together a couple of strategic priorities is the development of the learner as an individual and as a member of a community, with an awareness of the individual and civic responsibility and the skills and attitudes needed to make a contribution. I like the idea that there are multiple mechanisms for achieving this: study abroad, service learning, social entrepreneurship, and community-based problem solving teams. So, one possibility is to create an umbrella infrastructure that would develop, coordinate, and assess multiple high-impact opportunities for students, matching (through good advising!) students to opportunities based on interest and preparedness. These should be activities whose results can be incorporated into the life of the campus community (in and out of the classroom).
- Is the core curriculum supporting diversity and global engagement? Intercultural diversity needs to be more prominent on campus and it needs to be more curricular. How can we make this more endemic on campus? Developmental advising could help guide students into increasing self-awareness and into courses.
- Use the Sophomore Retreat Model. Maybe we need to have multiple options for “weekends away” and use these focal settings to address diversity and global engagement, community building, etc. Then have the expectation that every student will do 2 weekends away in their 1st and 2nd years where we can build self-awareness.
- Global engagement and IS should be better integrated.
- Bring in visiting scholars for more than one lecture and tie to credit.
- Bring in outside scholars to Woo for a semester, a week, a year.
- Consider library of living people – students can check out a “person” to talk with.
- Make it easier to get students to museums and other events that will facilitate learning about diversity and global issues.
- Global movies and music. Problem: same students go to these things. How to mainstream it?
- What’s the Center’s role in helping people talk about difficult diversity issues?
- Support faculty teaching difficult subjects (e.g., postcolonial realities, gender and sexuality issues, etc.) – faculty, especially junior faculty, need safe guards to protect them from negative student responses.
- Develop programs to support awareness of issues faced by faculty teaching sensitive issues (chairs and TS&T need to be trained in these areas).
- Find ways to reflect on and talk about all experiences.
- No attempt to connect diversity to the foreign languages.
- Should students who place into a foreign language level above 102 still have to take 2 semesters of a foreign language? Move away from saying “passed out” of the foreign language requirement.
- Our curriculum is lacking in studies of Africa and the Middle East.
- Classes connected to the Center – many disciplines should be represented.

- Swarthmore model – learn more about what staff do; class distinction and staff development.
- Build on research that Linda Morgan-Clement conducted with mentoring and the WVN.
- Increase curricular connections.
- In international programs, \$ leave the institution. Cap the more expensive programs and push the cheaper programs so that we can afford to send more students. Or not use a cap, but an extra charge. But we don't want to serve wealthy students better than others.
- Not all global programs equally engage the students globally, e.g. Americans hanging out with fellow Americans in Europe. Length of time?
- We need to seek SA programs where students can get curriculum to transfer into their programs here. SA should be encouraged for all students. Strengthening the language requirement would help this.
- Study abroad v. being here.
- Take time to attract faculty from far and wide and provide structural support to keep them here. Wooster has come a long way in this regard but has a long way to go – still more to do.
- In recruiting international students, do we have visibility abroad? Students may not realize the value of Wooster. We don't have name recognition.
- Need better information on why people don't come to Wooster.
- Increase partnerships with institutions in other nations.
- Refine definition of diversity beyond race and ethnicity.
- Reconceive as “Inclusive Community” along with current rhetoric.
- Be more clear on Center's mission.
- Bring these concepts down to the ground. How do these relate to our lives? What does diversity and global engagement really mean?
- Evaluate effectiveness of the Hales Reading Group. Seemingly a good idea but how is it affecting student education and ability to enhance faculty collaboration to create new courses/supporting new research projects that have a global perspective. Big \$ should have big outcomes. Are there connections between the CDGE and this reading group? Seems that there should be deeper connections here.
- Perhaps invest in a long-term “Associate Dean” for the CDGE to ensure long-term stability and new ideas or make the current position fulltime to enable focus.
- We need more faculty development.
- ARCH did a great job of integrating faculty, students, and staff, but staff need to be paid for overtime work!

Student Educational Planning and Advising

- What can we really do that would be UNIQUE to Wooster? Maybe the ARCH program, and its ability to focus on the academic mission of the college with our particular program is this.
- When told about ARCH, some GLCA colleagues responded pointedly, “We have been doing that for years. You got the idea from us.” We should worry more about making sure ARCH works well.
- ARCH model could be used.
- The Career Center seems like it is not very obvious in its role on campus. (Some agreed with this, others disagreed.) Lisa Kastor has been very involved in this developmental advising initiative. But this career planning may be something we need to expand. We need to help students think about how they will enter the workforce. And we want

students to appreciate how the educational program of the college will help them in their careers. This connects to the Bringing Theory to Practice initiative.

- Use of Career Services.
- Rethinking FYS—make it more a “primer on the liberal arts” with service projects, challenge courses, “intro to liberal arts,” portfolio development, etc. Capitalizing on the idealism of new students.
- Connection with FYS.
- What is the sense of purpose for them across the four years
- Are we doing this with ePac? FYS advisers?
- Could ask first-years to write a paragraph about what they want to major in and why; is it counter-productive to have them focus on majors (which they’re asked to do in high school); someone would need to help them through this process.
- Help students discover what interests them, what they have an aptitude for.
- As graduates, they need to recognize the skills they have and how they have matured as human beings. Portfolios a possibility here? Managing them is VERY complicated.
- Help them think holistically and make connections.
- Implement taskforce ideas.
- Move to advise students more holistically.
- Postgraduate concerns of students—graduate qualities.
- Where’s the transparency? Decisions to cut the Class Dean’s position, also formation of EPAC, were news to many at our table. Concern that there is a very big incoming class without a class dean.
- With my department’s growth, how would this be implemented given faculty time in IS work? But this could be a real positive if had mechanism to allow departments to be involved.
- Increase faculty—where course demands and majors have increased—allowing for opportunities for advising.
- Student-faculty ratio—expectations of faculty.
- More support for new faculty on advising.
- Training for academic advisors?
- Co-advising model?
- Resources in personnel and money.
- Supplement student help with more peer mentorship. Departments have upperclassmen to help underclassmen.

Wooster’s IS Program

- Harder to change because of culture/current investment.
- Centralize and make consistent assessment of IS throughout College.
- A challenge is the differences in the disciplines, how to bring uniformity to departments. Would this be desirable?
- How can we make it better? IS Symposium; IS Conference; Workshop on IS methods, goals, ends; Emphasize problems—thematic issues that connect disciplines like terrorism or the environment.
- It’s already distinctive, it could be more integrative.
- Share IS models and IS best practices across campus.
- Earlier student awareness of how IS works
 - Expose younger students to IS work; integrate IS into courses
 - More opportunities for discussion of IS among students

- One important way to improve Sr. IS outcomes is investment BEFORE IS – study abroad, teaching tools, improving language skills, oral communication skills, funding for summer research, funding for doing IS (when it’s expensive), not just “improving” it or enhancing it. Example—more funding for student travel would be one.
- Improve campus-wide trajectory toward IS success: FYS; Sophomore year—is there a gap in some disciplines?
- What creates “distinction” campus-wide?
- Balancing flexibility (choosing majors) with a clear trajectory.
- Reconsider purpose and structure of Jr. IS; reduce inconsistency.
- Explore how Jr. IS curriculum can best prepare students for Sr IS.
- Talk more with each other, e.g. “how do you do Jr. IS?”; “Poach on other’s ideas.” Learn from the students who have done this successfully through independent study and theory/practice.
- Teaching credit for Jr. IS has inequities across campus.
- Use of Jr. IS—focus for this.
- How do we increase/encourage collaborative/interdepartmental projects? Use faculty “speed dating” to facilitate joint advising of collaborative projects.
- IS is becoming more interdisciplinary. Need to be more intentional with support for interdisciplinary IS projects. We might be more collegial and students would talk and work more intentionally with a focus on the interdisciplinary nature of IS. Need institutional buy-in with a more interdisciplinary approach so these strategies become more connected.
- Is there a way to make PIDS work more effectively?
- It seems like we have more interdisciplinary projects than before, but doing this is hard, and faculty aren’t adequately compensated (don’t get credit.) We should encourage interdisciplinary projects and students are excited about them.
- Workshop, then conference, that looks to develop a general interdisciplinary framework for IS, organized according to shared issues rather than disciplines.
- Maybe the Community of Learners and the Theory to Practice initiatives can be integrated into IS in helpful ways. Collaborative IS projects create a Community of Learners.
- One way to make IS more distinctive and different would be to provide funding for students to go to meetings in the summer AFTER graduation to showcase and present their work.
- More support for IS presentations by students at conferences
- Student articulation of their “skills” for after graduation.
- Teaching of writing, “W” courses, needs greater discussion and targeted goals.
- “W” course should use digital resources, tools (faculty would need to come up to snuff with help of grant \$?).
- Teaching technology for IS research, e.g. Skype interviews.
- Do we really need to increase effectiveness of IS? No? Yes?
- How can our IS be so much more than a research paper as at most schools?
- Staff and faculty can work together to help students take ownership. Centralize information on internships, tutors.
- To enhance application of technologies, we need support for those technologies.
- Address concerns about IS with double majors
 - Need consistent standards between departments for interdisciplinary projects
 - Need truly integrated interdisciplinary projects

- Double majors are penalized by having to write 2 IS projects. Can we find a way that students can be dedicated to 2 majors, without the penalty of 2 IS theses? Choose which major to do IS in? This should be contemplated. Then add an extra course in the major that is not selected for the IS. This also takes the load off one of the Sr. advisors in the two departments and increases faculty efficiency. Can we agree that goals for the IS are similar in all departments? If so, then one IS should be adequate.
- How do we increase faculty support for advising IS? Double majors' advisors should get full advising credit. Increase IS advising credit to 0.2 credits/student.
- Very few double majors do 2 theses – but instead carry out a single IS integrating the two majors. Currently advisors of double majors DO get full advising credit of .1 per semester for each advisor, thus .2 per semester for a double major is already in place. However, this is an area that does need to be much better addressed, as double majors are not often well prepared to carry out the needed integrative IS work. The challenge is not to avoid the “penalty of 2 IS theses”, but to make students understand that by choosing a double major they are making the intellectual choice to approach an academic topic from dual scholarly perspective in a single IS. Indeed they are making the argument that the topic/question that they want to study is better addressed from multiple major perspectives. Thus, students who are double majoring need to be much more carefully thinking through, and provided advising assistance, the implications of this decision for their IS plans.
- Increase support for Copeland, student travel, and faculty travel. Increase support for faculty to enhance faculty scholarship to better support IS.
- (McGregor funds, the statement was to “continue to support travel and faculty” and these seems easy, don't cut current funding in any way.
- Resources!! Resources!!
- Staffing/Departmental Resources.
- Invest in a permanent full-time position to support faculty grants and institutional grants.
- Expand notions of resources: technology, internship, global...
- Add a J term or May term?
- Need resources and funding to jumpstart projects and to include more students in summer research.
- In the sciences need technical support for technological and analytical increases and expectations.
- There is a glaring need on campus for a clearly defined, centrally located support center for teaching, learning, technology support, and available appropriate technologies for the kinds of teaching and i.s. projects that are taking place on this campus. Past discussions have talked about an "information commons," a "learning commons," and "undergraduate research center," "teaching and learning center," among some names.
- The College has been great over the years at soliciting grant funding for equipment and software, and even short-term funding for faculty development support. But there has never been a clearly defined focus on providing an ongoing, sustainable teaching and learning support system and place, with adequate and ongoing staffing, to support faculty when they are trying to implement new technologies and methods, complete with design and pedagogical assistance. In addition, there continues to be a need for more and adequate equipment, software, technologies, and a fully trained support staff for students who are increasingly using technologies in their end products for their courses (e.g., digital i.s. projects, ppts and other presentations in fys, and other creative course assignments or chosen projects). In my opinion, both of these needs can be met with a centralized place/space for people to go to, with multiple environments/spaces to encourage individual and collaborative knowledge/project/etc. creative efforts. Of

course, I believe it belongs in the library, although it does not need to be run by the library. The one careful piece I would suggest we not take lightly with this planning is to commit to adequate staff to make this type of center work for the campus. This staff support (probably a combination of faculty, librarians, it support, writing center, and any others that need to be a part) is central to make such a center work.

- The "research skills" could also apply to library/information research, and that there is a LOT of room for discussions among faculty and librarians as to improve that for students in general and for specific disciplines - for IS specifically and for the student's progression across the 4 years here.

Bringing Theory to Practice

- Send students into the community; ½ credit and ¼ credit classes for community involvement.
- Support off-campus groups that connect students to communities, e.g., David McConnell, NGO in Kenya.
- Speakers and internships.
- There was concern about the nature of the internships. What does it mean to increase the opportunities? How many opportunities do we have now? There needs to be explicit and separate support for transport, administrative support, training, and other out-of-classroom needs.
- Develop a team/group for experiential learning that takes leadership.
- Find a way of rewarding (course releases?) faculty for developing off-campus programs that engage students in stable programs, local and off-campus, NGO's etc.
- Bring scholars and leaders to campus as visiting faculty.
- Have Social Entrepreneurs in Residence, e.g., Vishal Talreja.
- We need real world projects – internships and service learning – not connected to academic program; alums and community connections.
- Sustain/Nurture – identify what we're doing well.
- Academic Standards – life problems affect academic work – more common now.
- Connect faculty, students, and community members.
- Needs faculty support and incentives.
- Faculty support with \$, course release, recognition for taking students into world.
- Support faculty involvement in community.
- Create and staff infrastructure.
- Need to facilitate very carefully. How to manage this and how to articulate objectives and purpose? Need support for integration.
- Have to get our priorities straight. Center for Social Entrepreneurship is a good example. It is all on its own with little connection to most departments.
- Seems like we are already doing this??
- Define what that is.

Community of Learners

- Wooster ethic discussion at ARCH.
- Expand notion of ethics; provide info for faculty on how to implement Woo ethic.
- What have been some outcomes of the "Wooster Ethic"? There was a lot of effort put into this. Has it been effective and worth the effort?
- Articulate what is the philosophy of the Wooster Ethic—in Scott's Keys, although somewhat confusing.

- We see this as much more than the description – much more than housing and not so vague. Need to redefine the description. How do we define ourselves as a community of learners? This relates back to the need to be more cross-disciplinary.
- May be connected to enhancing IS by enabling better communication/projects of groups of students. Better connections made through supporting interrelated IS projects.
- How living/learning together advances mission. What is student life outside vs. inside classroom? Teagle project research results indicate that creative process is outside classroom (no city per se; students can get bored)
- What is quality of student life?
- Learning Center – incorporate social life outside classroom into learning environment.
- Be more intentional outside/inside classroom – models for this? Other colleges where this is done well? Tables/teas where faculty, staff and students interact.
- Some students see too many things to do/be involved in – we could be too structured.
- Have theme-based dorms with FYS sections living together.
- Academic integration with housing to facilitate intellectual curiosity and collaboration; not for all?
- Loss of bright students.

Q5: This is an ongoing process. What are the next initiatives that we should add in the future?

- We need to get these initiatives in order first.
- Faculty development – What policies do we need to have in place to help faculty realize their potential.
- Faculty retention – If we want high qualified, diverse faculty then we need policies to facilitate their retention.
- Need for a faculty-centered initiative. How do we develop a faculty of “distinction”? This is important! Investment in the faculty will pay dividends!
 - Research support (including grants); Need office of grants/contracts; Incentives for summer research with students.
 - Teaching support (Teaching Center)
 - Collaboration support (including incentives); Need more credit for team-teaching.
 - Competitive salary and benefits
 - Guaranteed pre-tenure leaves/course releases
- All of these initiatives require analysis of human resources. Are we thinking about how many people we have hired to do what? Are the staffing resources a good match to the optimal size? Do we compensate well? How do all these initiatives get adequate support?
- Faculty workload relates to all of these initiatives. Where’s the conversation about strategies for evaluating workload and growing faculty size intentionally. This needs to be discussed seriously and carefully. Initiatives cannot work without faculty time and support.
- How do we support faculty as they pursue these new initiatives?
- Address workload!!! Move from 5.5 to 5.0.
- We need to ensure that this is a good place to live and to work.
- What about research and developing a community of scholars?
- A community of scholars. Support faculty as scholars with support for research, travel, etc.

- Athletics should be acknowledged among the priorities. (Some say yes and some say no.)
- More resources are needed for technologies; absolute need for easy access and ease of use. Students need to be using these tools in learning resources. Technology would support all of these initiatives. Technology supports collaboration.
- Develop a system for technological support.
- We need to encourage and support multidisciplinary.
- Interdisciplinary programming – serious commitment to this and not the superficial approach we’ve taken for many years

Other Comments

- “Forward in all directions” is not a good motto.
- Are we starting lots of centers (EPAC, Center for Diversity and Global Engagement, Learning Commons) that are sustainable or unsustainable?
- Why are retention and the 6 yr graduation rates not as high as desired? Has the “W” credit been assessed as a whole? Have we seen improvement in IS?
- All of these initiatives must be more interrelated.
- How to fund the strategic plan? Competing for current funds? New funding? How to allocate?
- We need an institutional master calendar. This is a very busy place – not coordinated. Under-advertised events. Conflicting schedules.
- I would underline in bold with italics next to a gold star one of the "other comments" that "We need an institutional master calendar." In my mind this is a major issue that should be able to be (relatively) cleanly addressed with some focus and effort and would have a big payoff. Some steps toward this in recent years have been extremely helpful for set dates and deadlines, and I hope that we can extend to an effort to better schedule and coordinate campus events.

Structure of Meeting

- Can we have hot chocolate and more hot water for tea at the next meeting?
- Didn’t care for the questions.
- Wine was nice.