

Working Group 4: Strategic Visioning Report

**“How we shape our campus.**

**Where and what will our campus footprint be in 20 years?”**

**Team Members:** Malcolm Daniels (Electrical & Computer Engineering) and Leslie Picca (Sociology, Anthropology & Social Work), co-chairs. Ken Bloemer (Visioneering Center, School of Engineering); Hunter Goodman (Fitz Center); Steve Herndon (Housing and Residence Life); Judith Huacuja (Art and Design); Sean McCarthy (China Initiatives, Enrollment Management), Carlos Rodrigues (Student, Psychology/Human Rights), Rebecca Wells (Marketing and Management), President’s Council liaison: Bill Fischer (Student Development)

**Primary Observations through Campus Conversations**

Focus	Challenge	Goal
UD Campus	<ul style="list-style-type: none"> <li>● Rigid and tight classrooms discourage innovative and collaborative teaching</li> <li>● Spaces are designed for a single purpose (classroom, office, meeting space) rather than multi-purpose</li> <li>● Poor space utilization (e.g., limited classrooms at peak times, empty in the summer, evening hours)</li> <li>● Spaces discourage interdisciplinary collaborations; focus on unit silos</li> </ul>	<ul style="list-style-type: none"> <li>● Flexible classrooms and gathering spaces</li> <li>● Makerspace accessible by all</li> <li>● Start up space</li> <li>● Open classrooms</li> <li>● Open meeting rooms</li> <li>● Reconfigure units by questions, problems, or other foci (e.g. “Health”, “Sustainability”) as opposed to traditional divisions (e.g., Humanities vs. Engineering)</li> </ul>
Campus Border	<ul style="list-style-type: none"> <li>● UD “bubble” is pervasive</li> <li>● Students lack desire to “break the bubble”</li> <li>● Community partners have difficulty navigating campus</li> </ul>	<ul style="list-style-type: none"> <li>● Intentional permeable and porous campus boundaries (e.g., parking, signage)</li> <li>● UD students, faculty and staff highly visible in larger Dayton community, including learn, lead, serve roles</li> </ul>
Dayton, OH	<ul style="list-style-type: none"> <li>● UD is viewed as “the have’s” in which students “serve” the disadvantaged in Dayton, rather than partnering and collaborating with the broader Dayton community</li> </ul>	<ul style="list-style-type: none"> <li>● Portion of Fairgrounds property dedicated to collaborative community efforts</li> <li>● Reimagined UD reputation in the community; UD recognized as integral partner</li> </ul>

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<b>Focus</b>	<b>Challenge</b>	<b>Goal</b>
Global	<ul style="list-style-type: none"><li>● Students “study” in Western Europe (i.e., educational tourism), but “serve” the Global South (a.k.a. third world)</li><li>● China Institute is viewed as separate from UD and it is difficult to encourage students to engage with China</li><li>● Some argue that global initiatives detract from the local UD community; in other words, global initiatives threaten UD’s community identity and uniqueness</li><li>● Limited meaningful interaction with the global Marianist community</li></ul>	<ul style="list-style-type: none"><li>● Regular UD presence with Marianist partners in the US and globally</li><li>● UD global initiatives focused on countries with higher percentages of Catholics (Central and South America, Philippines, parts of Western Europe)</li><li>● Global initiatives are part of the UD experience for all students</li><li>● Recognition that students will leave UD, but UD will never leave the students</li><li>● The “UD experience” is beyond the student neighborhood</li></ul>

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**Strategic Aspirations**

***Aspiration #1:*** *The University of Dayton will be widely recognized as a premier global institution active in our local and international Catholic, Marianist community.*

**Rationale:**

Drawing upon Marianist high schools around the globe, we see the value of expanding the UD identity and mission to branch campuses in geographic areas where we currently do not have a presence. This would create opportunities for diverse intercultural learning, education abroad, and recruiting opportunities, as there would be reciprocity between the branch campuses and Dayton, Ohio.

Advancing these global Marianist communities allows students the opportunity to navigate what it means to live, learn, and work in a global society. Students entering UD would receive explicit messages that a global education is an expectation for all students.

**Value Proposition:**

Emphasizing a global education supports and advances the University’s value for inclusive excellence.

Preparing students to learn, lead & serve in a global society assists in student career-readiness; future employers are likely to be drawn to students who can interact in a multicultural setting (particularly given changing US demographics) and thrive in a global context.

Creating or extending the UD community in other global locations will differentiate our students’ global experience relative to a franchised partnership (China Institute).

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**Aspiration #2:** *The University of Dayton will be widely recognized for our demonstrable commitment to reciprocal partnerships that advance our community, our region and our nation through experiential learning, community engagement and scholarship.*

**Rationale:**

We have the capacity and commitment to create a local campus that is fully integrated into the life of our city and its diverse multicultural communities.

We can extend our commitment to the revitalization of our city creating residential living and learning communities across the city to meet the needs of all our students.

We can invest in and strengthen our reciprocal partnerships with community agencies to build mutual capacity and shared opportunities to address present and future challenges.

We can capitalize on our partnership with the City of Dayton, producing graduates who understand the nature of the modern American city with challenges beyond simple revitalization, building a broader understanding of systemic inequality in American society.

We can foster a shared commitment to scholarship with our community partners through investment in and institutional support for collaborative research, particularly in the social sciences.

We can build collaborative partnerships that share physical and intellectual spaces enabling community partners to advance their own particular interests.

**Value Proposition:**

Known as a value-added institution guaranteeing access to a broad range of local and national opportunities.

Known as a value-added institution that leverages community assets to deliver tangible benefits for investments of time, treasure, and energy to our City and our region.

Known for faculty, staff and students who view Dayton from an asset-based lens.

Known for graduates that are career-ready across all academic disciplines.

Known as a preferential institution for faculty and staff hires committed to our Catholic Marianist mission dedicated to realizing the promise of CAP and our related institutional learning outcomes.

Known to attract students seeking to explore their own vocational journey and its attendant pursuits.

Known academically for our dissolution of historic academic silos provoking innovative interdisciplinary scholarship and learning.

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We can develop our historic campus as a shared community resource providing expanded opportunities for access with accessible spaces and facilities for community use.

Our commitment to experiential learning as a hallmark of a UD education, demands a campus free from the inherent structural and geographical barriers which limit student opportunity, providing support for students to “branch out” beyond the city and facilitating pedagogies that engage students in unique formative experiences.

Expanding our residential footprint beyond the City of Dayton creates access in other major cities (both nationally and internationally) for internship opportunities with national and global entities for industrial, business, government, service and the arts.

Working Group 4: Strategic Visioning Report  
**“How we shape our campus.  
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**Aspiration #3:** *The University of Dayton will be recognized for its progressive approach in designing space that is adaptive, inclusive, compliant, and creative.*

**Rationale:**

As the campus footprint expands, careful consideration should be given to the location of new space and the manner in which it is designed.

Academic and residential space should be flexible and promote collaborative, creative learning among students. Providing such space supports the University’s value for integrated learning and living and ensures that the University is maximizing full use of all of its space.

We can expand the promise of innovative learning spaces modeled in the Learning Teaching Center, in Marianist Hall Learning Space and in Art Street creating learning spaces for our future students designed to facilitate creativity, collaboration, knowledge-making and innovation to foster new pedagogies for experiential learning.

The University should design housing that meets the needs of multiple constituency groups, including, but not limited to, families, alumni and faculty. Offering housing that meets the needs of multiple constituency groups could distinguish the University of Dayton from its peers.

Renovation of existing space and design of new space should comply with ADA compliance guidelines. Additionally, space should be inclusive of all community members. Examples of such spaces are gender-neutral bathrooms and locker rooms, lactation facilities, and housing for international students that supports their cultural and dietary needs.

**Value Proposition:**

Designing space that is innovative and supports learning, collaboration and creativity could position the university as a pioneer among its peers, thereby enhancing the overall image and reputation of the University.

Maximizing full use of all space supports the University’s expectation that we are good stewards over our resources.

Ensuring that space is inclusive of all community members supports the University’s value for inclusive excellence.

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**Commentary from Working Group Members:**

There remains general consensus among the working group members regarding the three aspirational statements. The three statements are intended to provide a cohesive theme: the group felt strongly that UD needed to “break the bubble” in internationalizing and diversifying the student body, curriculum, and campus footprint. Efforts to leverage the international Catholic Marianist partners is a logical step. Defining community and international partners as equals and providing mutual support is critical in expanding community engagement.