

Strategic visioning project —
Overview of aspirational recommendations from December, 2016 Working Group reports
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Selected themes and recommendations from Working Group 1's report on UD's distinguishing educational value

The working group proposes a unifying framework of interconnectedness, inspired by Pope Francis' encyclical *Laudato Si* and grounded in UD's *Common Themes* document.

Working Group 1's aspirational recommendations:

1. **Create a coordinated, embedded, and purposeful social justice infrastructure throughout the university.** “The social justice infrastructure would create a culture of inclusivity and equity in pursuit of the common good that would manifest in all aspects of the University community in unique and innovative ways and highlight the Catholic and Marianist charism. UD would be recognized as a global leader in intentionally advancing social justice through all its institutional practices and through the lives of its graduates.”
2. **All UD undergraduates will have access to at least one signature experiential learning immersion that develops global and intercultural learning and vocational discernment;** lasts at least one semester; entails no additional cost to the student; and is integrated fully into the student's 4-year degree program.
3. **UD will meet 100% of documented financial need for all admitted students,** as a key component of the University's commitment to inclusive excellence.
4. **Develop a university-wide institute for creativity, innovation, and entrepreneurship.** The institute would be focused on the world's most pressing problems and would educate students to implement the practical implications of Catholic Social Teaching. The institute would establish a university ecosystem, including for- and non-profit partner institutions, for applied creativity and innovation that foster a more just and equitable society. All academic units would participate.
5. **UD will become a leader in delivering an educational experience that cultivates the holistic health and wellness of all students.** This goal would advance and focus the university's commitment to educate the whole person, in mind, body, and spirit. This might include the creation of an **Institute of Health and Wellness** that would serve the campus as well as the local community, supporting both experiential and inter-professional learning as well as collaborative research initiatives.

Selected themes and recommendations from Working Group 2's report on the future of teaching and learning at UD

The working group proposes a framework of education guided by inquiry and creation that would require far greater flexibility in academic structures and schedules, learning spaces, and methods of documenting learning.

Working Group 2's aspirational recommendations (intended to be synergistic with one another):

1. Students, faculty, and staff **will engage in inquiry and creation designed to benefit local, national, and international communities.** Such inquiry will be creative, reflective, purposeful, responsible, diverse, and balanced. It will emphasize promotion of the common good and support for vocational discernment. This aspiration will involve **investment in transdisciplinary centers and programs for applied knowledge.** Examples of such centers could include: a center for community health and well-being; a center for creative arts and community; a center for social justice and civic engagement; a center of inquiry for professionals.
2. **All students engage experientially in "Mission Cohorts" of teaching, learning, and creation that respond to real needs in communities.** Every student has both a major and a Mission Cohort. Each Cohort is guided by purpose-driven, self-transcendent goals and is connected with a partner community. Students' engagement with a cohort is scaffolded developmentally over four years.
3. **UD is known for structuring learning and teaching environments that allow all to engage in intentional, holistic development of the self, participate in transdisciplinary inquiry and creation, and connect with the community.** Progress toward this goal will require achieving greater flexibility in learning structures, including flexible scheduling for faculty, staff, and students, flexible physical spaces, and more creative utilization of technology.

Selected themes and recommendations from Working Group 3's report on the future of research, scholarship, and creative activity at UD

The group uses a "Global Challenges" framework, based upon studies from numerous scholarly associations, to address its charge. The group's work affirms UD's current core beliefs about excellence in teaching and research as these are presented in the University mission statement.

Working Group 3's aspirational recommendations:

1. **UD will be recognized as a leader in [some of] the following multi-disciplinary research areas,** pursuing defined areas of emphasis within each thematic research area. The themes that define these areas include: Sustainability, energy, and environment; human rights, social justice, peace, and conflict resolution and rhetoric; innovation and technology; learning and teaching; human health and wellness across the lifespan; Marian and Marianist Studies, theology, and religion; human productivity and social entrepreneurship.
2. **UD will be recognized for its distinctive approach to fostering multi-disciplinary research,** one that emphasizes faculty or staff mentoring of both undergraduate and graduate student research, experiential and community-engaged learning, and community impact. This distinctive approach would be realized through the **development and implementation of a sustainable infrastructure, institutional practices (e.g., regarding faculty workload, reward, and hiring practices), and creative facilities**

design that allow for the flexibility, innovation, and adaptability that such research requires.

Selected themes and recommendations from Working Group 4's report on the future shape of UD's campus

The group developed its recommendations against the background of the following observations about UD's present campus:

- Most campus spaces currently are not designed for flexible uses or for cross-unit, problem-based collaboration.
- Current campus borders are not very porous or inviting. Members of the campus community need to be much more highly visible throughout the local community. UD students' educational experience must transcend "the UD bubble."
- UD should conceive of its work in the Dayton community as involving integral partnership relationships, as opposed to offering "service."
- All UD students should have global experience, and Marianist partners around the U.S. and globally should be utilized more fully in global education at UD.

Working Group 4's aspirational recommendations:

1. **UD will be widely recognized as a premier global institution, active in the local and international Catholic, Marianist community.** This should involve building relationships with Marianist high schools and communities around the world. Branch campuses could be developed in relation to Marianist communities. **Global education should be an expectation for all UD students.**
2. **UD will be widely recognized for demonstrable commitment to reciprocal partnerships in the community, region, and nation** through experiential learning, community engagement, and scholarship. In order to accomplish this, **UD's local campus needs to become more integrated into the life of the city.** This could be done, for example, through residential learning communities established throughout the city, through community-based scholarship with local partner organizations, and through the creation of shared physical and intellectual spaces with community partners. Similarly, in order to foster sustainable national and international partnerships, **UD should expand its residential footprint to other major cities.**
3. **UD will be recognized for our progressive approach to designing space that is adaptive, inclusive, compliant, and creative.** Space should be designed flexibly, in order to promote collaborative, creative learning. In addition, this could involve designing housing that meets the needs of multiple constituencies, such as families, alumni, and faculty.

Selected themes and recommendations from Working Group 5's report on sustainable institutional stewardship

The group organized its study around three categories of resources: financial resources, human resources, and campus environmental sustainability. The group observed that sustainable institutional stewardship must occur in the context of productive, trusting relationships between the senior university administration and faculty and staff. In addition, such stewardship must be focused squarely on UD's Catholic, Marianist mission.

The guiding framework for the group's recommendations is to promote institutional agility, where this encompasses both institutional culture and campus operations.

Working Group 5's aspirational recommendations:

1. **UD will cultivate sufficient financial resources to sustain its long-term priorities, as well as near-term operations, even in the face of flat or declining undergraduate tuition revenues.**
2. **UD will develop resources and policies that attract and retain a highly qualified and motivated workforce, based on best Human Resources practices.** Development of comprehensive family-friendly policies would be especially important for the attainment of this goal.
3. **UD will develop and continually strive to expand a culture of campus environmental sustainability.** This could include **becoming a model laboratory for sustainable practices, research, and experiential learning.** Development of a Climate Action Plan for the campus would be a necessary and early step in advancing this recommendation.

The group presents a variety of examples regarding ways in which each of these recommendations might begin to be realized. The group also proposes a variety of internal and external partnerships that could be extended or deepened to promote the goals it recommends.