

# **Vision 2005: The Foundation**

## **Fall 1999 Update**

Revised: September 22, 1999

*Vision 2005: The Foundation* summarizes the guiding ideas that shape the content and structure of *Vision 2005*, the University of Dayton's strategic plan for entering the 21st century. This *Foundation* document brings into focus and organizes the many conversations among people both within and outside the University that took place over the past six years. Initially, these conversations focused on identifying the challenges we face as we enter the 21st century as well as on a critical examination of our strengths and weaknesses in addressing these challenges. The conversation moved to deliberating on the options available to us as we move into the future. From this deliberation came a shared commitment to create the future we call *Vision 2005*.

The original statement of *Vision 2005: The Foundation* was approved by the Educational Leadership Council and the Board of Trustees in May 1996. The 1999 version of *Vision 2005: The Foundation* has been slightly modified to incorporate what we have learned over the past three years.

As we enter the 21st century, the University of Dayton will celebrate the sesquicentennial of its founding. Over these 150 years, the University has strengthened its vitality by undertaking two often conflicting tasks—preserving a core educational tradition and stimulating change for a major adaptation. In times of major change, the University has been able to re-articulate and reaffirm the core beliefs and purpose that inspired the University's founding by the Society of Mary in 1850 while, at the same time, moving toward a bold vision that embodies these core beliefs and this founding purpose through new ways of learning and educating.

Our history contains numerous examples of how, through patient perseverance, tenacity, and ingenuity, the University of Dayton has successfully confronted the challenges it faced. We became known as "Dayton's university" in the 1930s, when local business leaders and University officials worked together to confront the Depression. We admitted women on an equal basis with men 40 years ahead of many other Catholic universities. In the 1940s, we welcomed a new kind of student, the older, experienced World War II veteran, whose influx spearheaded our growth into a modern university. In the 1950s, we began a program of sponsored research, which has grown into the University of Dayton Research Institute, a nearly \$40 million-a-year business and educational venture. This 40-year experience in pursuing research-and-development partnerships accompanied the creation of a new market—selected graduate programs, some in advanced technology fields. When faced with an enrollment crisis in the 1970s, the University of Dayton began aggressively recruiting students regionally and became the largely residential campus it is today. In the 1980s, we shifted from a low-cost private university to one that focused on investing in the excellence of its programs. In response to heightened enrollment competition in the early 1990s, we focused on enhancing our value as an affordable

residential university that prepares students for life and work within our Catholic and Marianist traditions of education. *Vision 2005* is a continuation of this ongoing cycle of change and renewal to meet the challenges of the day.

*Vision 2005: The Foundation* contains three sets of guiding ideas: (1) Core Beliefs and Mission, (2) the Demand for Change, and (3) the Vision for the Future.<sup>1</sup> The “Core Beliefs and Mission” briefly summarizes our commitment as a comprehensive, Catholic, and Marianist University and provides a statement of our mission or fundamental purpose as a University. The “Demand for Change” summarizes a call for profound change by identifying four major challenges we must address as we enter the 21st century. The “Vision for the Future” reflects an exciting vision of a desired future for the University that we believe captures the best of our tradition and recasts it in a bold and exciting response to the demand for change in higher education.

## I. Core Beliefs and Mission

The core beliefs are the commitments and ideals that describe the character of the University of Dayton as comprehensive, Catholic, and Marianist. The mission statement succinctly affirms the University’s fundamental purpose as a community of learning and scholarship.

### The Core Beliefs

On several occasions over the past three decades the University community engaged in major conversations on the Catholic and Marianist character of the University of Dayton. The results of these conversations are contained in *The Purposes and Nature of the University of Dayton*, Fall 1977, *Statement on the Catholic and Marianist Identity of the University of Dayton*, Fall 1990, and *The Characteristics of Marianist Universities*, Winter 1999.<sup>2</sup> The Vision 2005 process built on this work and outlined three sets of core beliefs or commitments captured in the statement, the University of Dayton is a comprehensive Catholic university in the Marianist tradition. These three sets of beliefs are not mutually exclusive but rather are overlapping, and together they weave a very rich tapestry we call the University of Dayton.

**The University of Dayton is a comprehensive university:** We are committed to being an educational community that:

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<sup>1</sup>In this updating of *Vision 2005: The Foundation* we have switched the order of the Core Beliefs and Mission and the Demand for Change. We made this switch to recognize that our Core Beliefs and Mission give us a perspective on the Demand for Change.

<sup>2</sup>These three statements are available from the President’s Office and will be available on the President’s Office Web Page <http://www.udayton.edu/~pres/> by October 1, 1999.

- ☞ offers a broad range of undergraduate programs and selected graduate and continuing education programs;
- ☞ views learning and scholarship as a shared task of discovering, integrating, applying, and communicating knowledge; and
- ☞ emphasizes learning and scholarship at the intersections — of liberal and professional education, of the disciplines, and of theory and practice.

As a comprehensive university, we commit ourselves: to educating students within a vibrant learning community; to strong programs in both liberal arts and sciences and the professional disciplines; to collaboration across disciplinary and organizational boundaries. As a community, we are dedicated to excellence in teaching and seek to share it, critically review and evaluate it, and together transform our practices of learning and teaching. We are also dedicated to excellence in creating new knowledge, integrating this knowledge across disciplinary boundaries, and applying it creatively to meet human needs. We are responsive and serve the needs of our community and region. Our pursuit of learning and scholarship is characterized by academic freedom and professional responsibility.

**The University of Dayton is a Catholic university:** We are committed to a Catholic vision of learning and scholarship including:

- ☞ a common search for truth based on the belief that truth is ultimately one and can be more fully known through both faith and reason;
- ☞ a commitment to the dignity of the human person as a creative and social being created in the image and likeness of God; and
- ☞ an appreciation for the ways creation, people, communities, and the ordinary things in life manifest, in a sacramental manner, the mystery of God.

A Catholic vision of the intellectual life springs ultimately from the revelation of God in Jesus Christ. The Incarnation obliges and frees Christians to continue uniting the human and the divine, to integrate learning and scholarship, to explore the implications of the Gospel for all of human culture while honoring academic freedom. The University, as Catholic, carries out its mission in communion with the Church, the believing community in and through which revelation is received, lived, and handed on. The relations between the University and the Church are marked by mutual trust, close and consistent collaboration, and open dialogue. The University, as Catholic, also relies on the presence and work of people from other religious traditions, indeed, all people of good will, in discovering what is true, cherishing what is good, and enjoying what is beautiful.

**The University of Dayton is committed to the Marianist tradition:** We are committed to the Marianist tradition of education that includes:

- ☞ educating the whole person through a learning community of challenge and support;

~~✍~~ connecting learning to leadership and service; and  
~~✍~~ collaborating for adaptation and change.

Marianist educational communities support the full development of their members. In linking learning and scholarship to leadership and service, we seek to be a leaven for good in our world. In the Marianist tradition, leadership is service, and leaders seek to lead with virtue. As a community of responsible inquiry, we create an environment in which our members, working in a scholarly manner, are free to evaluate the strengths and weaknesses of their work, the work of others, and the trends in our society. The University encourages its members to judge for themselves how institutions are performing their purposes, to expose deficiencies in their structures and operations, and to propose and actively promote improvements when these are deemed necessary. The University encourages its members to collaborate in building community and to join in a quest for a more perfect human society. Collaboration for adaptation and change recognizes the diverse gifts and talents of all members of the community and brings them together to realize a common mission in the midst of new and challenging circumstances.

### **The Mission Statement**

Convinced of these core beliefs, we reaffirm our mission, the fundamental purpose of the

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**The University of Dayton is a comprehensive Catholic university, a diverse community committed, in the Marianist tradition, to educating the whole person and to linking learning and scholarship with leadership and service.**

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University:

Our core beliefs and our mission statement guide us in identifying the challenges we face as we enter the 21st century and provide a powerful resource in creating an exciting and bold vision for the future.

## **II. A Demand for Change**

Our strategic plan responds to a demand for profound change that is summarized in four major challenges we face as we enter the 21st century. These four challenges are: (1) the new realities of higher education, (2) the information and knowledge age, (3) the critical issues confronting the human community, and (4) growing diversity and the need to renew our tradition. Each of these challenges is formidable by itself, yet our strategic agenda must address these challenges individually and recognize their complex interrelationship with one another.

### **Challenge 1: The New Realities of Higher Education**

Over the past 15 years, the rate of the increase in the price of higher education has more than doubled the rate of inflation. Nationally, higher education faces increasing pressure to control its costs and demonstrate its value. Even though we recently have been successful in meeting undergraduate enrollment targets, we understand we cannot sustain the past rate of growth in the price of attendance without serious consequences for sustainable enrollment. Parents and students must be convinced that the value they receive from a UD education is worth the investment made and is better than the education they would receive at comparable private universities and provides a more valuable educational experience than that of lower-cost, state-supported universities.

At the federal and state levels, funding for higher education probably will not increase, especially to private institutions, as the demands for social services, law enforcement, and health care increase and the resistance to taxes continues. In the sponsored-research arena, external funding, especially from the federal government, is undergoing major transitions. Consequently, the University must shift its research focus, form partnerships with a range of agencies and organizations for supporting its research, and be successful in an ever-increasing competitive environment.

To adapt to these new economic and social realities we must learn to deliver an excellent university education that draws from our Catholic and Marianist traditions and is affordable to the students and families we wish to serve. This will require profound change. To sustain this change over time, we must develop a new way of viewing residential undergraduate learning, develop the skills required to undertake this new approach to education, and manage our resources in a way that addresses the new economic realities.

## **Challenge 2: The Information and Knowledge Age**

The advent of cyberspace and the emergence of relatively inexpensive and massive computing capabilities are changing our lives. Information technology is exploding, resulting in exponential growth in both information and knowledge. Faced with intensified global competition, companies are using knowledge for competitive advantage.

As technology and the nature of competition evolve, so does the nature of work and how it is managed. Organizations are moving to decentralized structures using self-directed and cross-functional work teams that are more responsive to customer needs. In order to create value in a sustainable way for consumers, enterprises must increase their ability to acquire, develop, share, and use knowledge more quickly and effectively.

Today's information-rich environment challenges individuals, organizations, and communities to develop new ways to search for and organize information to make beneficial use of knowledge. This age opens doors to immense possibilities, more individual choices, and more power to effect changes. At the same time, these rapid changes strain our communal capacity to make ethical judgments and to act upon them.

As the University moves into the 21st century, we must prepare our graduates for life and work in the information and knowledge age, and we must adapt our teaching, research, and administration to take advantage of new technologies. Information networks will dramatically reshape the way we teach, learn, collaborate, and perform scholarship. In the classroom, we will teach students to integrate knowledge to solve problems and to work together in teams to prepare themselves for the workplace.

### **Challenge 3: Critical Issues Confronting the Human Community**

Throughout its history, American higher education has been called upon to contribute to the common good of the human community through educating citizens, expanding the realm of knowledge, and using that knowledge to address critical issues facing society. The knowledge and information age, with the explosion of information and connectivity, rapid development of technology, and the evolution of global competition, is presenting our human community with immense new opportunities as well as a vast array of new problems. Today, higher education is being asked to be a partner in addressing a number of serious issues.

Growing global interdependence brings new economic markets; vast opportunities for countries to develop economically and socially; and opportunities for people, through travel and communication, to share knowledge as well as the rich diversity of our human family. Yet global interdependence is not without its problems. Severe economic problems in one region often

rapidly reverberate around the world. Most of the world's population growth is in developing nations, which often do not have an economic and social capacity to support the basic needs of food, shelter, health, and education. In many cases, this economic and social capacity is hampered by large international debt, deteriorating national infrastructure, and an educationally limited workforce, resulting in a growing gap between the rich and the poor. Rapid globalization often brings economic dislocation of individuals and families.

In the United States, we have seen the rapid growth of urban areas with the creation of new housing and a transportation infrastructure. New knowledge-based enterprises have emerged and are responding to new markets, locally and globally. Opportunities for education have greatly increased. The agricultural and manufacturing sectors have seen productivity gains. Yet today, in the center of many of our urban communities, we see neighborhoods with immense poverty and unemployment. Poverty and unemployment contribute to a destructive cycle of disintegrating family life and neighborhood stability, a lack of educational achievement, the abuse of drugs and alcohol, and an increase in crime. Rural families and communities also are being disrupted economically and socially by the erosion of family-owned farms and the increasing number of large, commercially-owned farms utilizing improved technologies and large scale mechanization. While mergers and acquisitions allow corporations to show a greater return on invested capital, some families and communities experience serious economic dislocation when there is a loss of jobs and tax base.

In addition, there is a growing concern for the environment. Population growth and commerce place an enormous strain on the earth's ecosystem. The learning and scholarship taking place at universities can help us find ways to harmonize economic and social development with the regenerative capacities of the earth's ecosystem.

Beneath all of these economic, social, and ecological issues, a growing crisis of shared beliefs, ethics, and community often cripples our society. We have become experts at using knowledge to pursue specific objectives, but, as a society, we are losing the capacity to forge a workable consensus on which objectives and ends are worth pursuing. Excessive individualism and the erosion of a moral consensus have led to the breakdown of community and a shared understanding of the common good. The vital relationships between people are often disrupted, the norms which govern behavior are growing more ambiguous, and the social trust among

people is disintegrating – all leading to a weakening of civic and public life. We see the abuse of human rights, growing violence, and civil war in many areas of the world. In response to these complex crises, numerous new initiatives are emerging in higher education and in society at large. These new initiatives seek to integrate and apply knowledge in a morally responsive manner and to explore new modes of collaboration designed to build trust across diverse groups and marshal community resources to implement community projects. People from all across our society are responding with generous service to build community and to undertake projects to help and serve others. Here again, in our civic community, we have a vast array of new opportunities and problems.

In preparing our graduates for the information and knowledge age, we must develop within them the knowledge, skills, and religious and moral convictions that enable them to work with others to address this vast array of new possibilities and problems. We must also create a community of scholars and professionals on our campus who work with others in business, higher education, K-12 education, civic associations, and government to address the critical issues confronting the human community.

#### **Challenge 4: Growing Diversity and the Need to Renew our Tradition**

Among the issues shaping our future, two emerge that present a special challenge for the University: growing diversity and a need to preserve the core of our Catholic and Marianist traditions. As we move into the 21st century, the diversity of the U.S. population will continue to increase, influencing both the shape of our enrollment profile and the work environment our students will enter after graduation. In order to welcome a more diverse group of students and to prepare them for the workplace of the future, the University must include more faculty and staff from diverse racial, social, economic, and cultural backgrounds in its work of learning and scholarship.

We also believe that most students and their families who find value in a University of Dayton education select the University because they appreciate the characteristics that flow from our Catholic and Marianist tradition of education. They are drawn, for example, by our focus on personal excellence within a supportive and challenging learning community – a community whose members value the interactions among people of diverse backgrounds, experiences, and

perspectives. They are also drawn by the religious vision and philosophy that guide the University's educational mission. By tradition, Marianist religious have visibly embodied that vision and philosophy. Now, more and more lay people are joining with the Marianist religious on campus to embody the Marianist tradition of education. The strengthening of the University's Catholic and Marianist character will continue to be the responsibility of the entire campus community.

We have identified growing diversity and the need to renew our tradition as one challenge, because we see them as intimately related. We could work at diversity in a way that weakens mission or we could work at mission in a way that stifles diversity. We need to do both in ways that mutually reinforce and enrich one another. From our past efforts, we are aware that there is much we have to learn if we are to become a community able to welcome diversity, creatively sustain differences and utilize these differences to learn from one another and create a common future. Competence in working constructively with people from diverse backgrounds will enable both our community and its individual members to grow and thrive. We will be able to invite many different people into our community of learning and raise up lay leadership who will sustain our distinctive Catholic, Marianist tradition as we move into the future.

We believe these four challenges define a strong call for change for our University community. We are also confident that our educational tradition – our core beliefs and mission – are sufficiently rich to forge a vision for the future that responds to these challenges in bold and exciting ways.

### **III. A Vision for the Future**

"New times call for new methods," said the founder of the Society of Mary, Father William Joseph Chaminade, S.M. Recognizing the demand for change that we face and utilizing the rich resources of our Catholic and Marianist traditions, we have forged a Vision for the Future. Our vision for the future consists of a vision statement and four key outcomes. Our vision statement is a bold strategic intent for the future. The four key outcomes describe major strategic results that will tell us we have realized our vision. In order to give us a comprehensive focus, a brief description of the four key outcomes is given. Then, to help us understand each of the key outcomes, an expanded description is provided. Together the vision statement and the four key

outcomes offer a vivid description of our preferred future – a future we have called *Vision 2005*.

## **Vision Statement**

### **To be a national leader in Catholic higher education**

#### **The Key Outcomes**

National leadership in Catholic higher education is realized by excellence in four key outcomes:

- ?? **Distinctive Graduates**, prepared for life and work, who combine competence in a discipline or a professional field, broad liberal learning, strength of character, and skills in building community into a commitment to lifelong learning, leadership, and service;
- ?? **Connected Learning and Scholarship** that explore the connections among disciplines, extend beyond the campus to integrate theory with the realities of professional practice, and contribute to the strengthening of public and community life;
- ?? **Strong Campus Community** that combines diversity with a distinctive mission, a capacity to meet individual needs with high standards of excellence, a vibrant life of faith with an excitement of learning, and a readiness to develop and change with an appreciation of a solid educational tradition.
- ?? **Outstanding Resource Management**<sup>3</sup> that enables us to allocate resources in a way that is both mission-driven and market-focused, improve the educational quality of our facilities and campus, strengthen our financial position, raise substantial and sustainable gift support for our vision, and strengthen our reputation for educational leadership

#### **Expanded Description of the Key Outcomes**

##### **Outcome 1: Distinctive Graduates**

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<sup>3</sup>This fourth key outcome was added in our discussion during the academic year 1997-1998 to address the critical question of how we will realize the other three outcomes.

Our graduates will be prepared for success in the new work environments of the information and knowledge age and be able to address the critical issues facing the human community. They will be seen as professionals who are competent, morally committed, and capable of collaborative effort within a diverse workforce and a global environment. In the midst of complexity and ambiguity, they will rely on their moral and ethical competence – deepened through the study of the liberal arts – and their ability to integrate experience, information, and knowledge to solve problems. Committed to linking learning to leadership and service, our graduates will both excel in their professional careers and work across organizational boundaries and in various collaborative settings to make a difference locally and globally.

As a Catholic university, we will give special importance to philosophy and theology, which along with history and English, form the foundation of our general education program. We will challenge our graduates to develop a reflective knowledge of their own religious traditions and allow these traditions to shape their thinking and behavior. In the midst of change, our graduates will have the skills to form and renew the moral and spiritual centers of their lives. They will have a strength of character that allows them to integrate knowledge, goodness, and an appreciation of beauty. In the Marianist tradition, they will lead through service. They will have a vigorous faith that recognizes leadership not as domination but as service that enhances the lives of others.

## **Outcome 2: Connected Learning and Scholarship**

Learning and scholarship on our campus must be of the highest quality and focus on solving problems to improve the human condition. To acquire and use knowledge effectively, we must be able to not only create new pieces of knowledge but also to integrate them across disciplines and professional fields in order to offer a richer perspective on problems and questions, apply them to real-life situations, and communicate them to a variety of audiences. Connected learning and scholarship will be supported and enriched by a campus-wide information and learning network extending into our student neighborhoods.

Learning and scholarship will move beyond the classroom, the laboratory, and the library and will engage students and faculty as partners in solving problems in a variety of settings, e.g., business enterprises, government agencies, and community and neighborhood organizations. Extending learning and scholarship beyond the campus will allow us to better prepare our students,

to enhance both the theory and practice of the professions, and to be a partner in addressing problems within the larger society and within the church. Extending learning and scholarship beyond the campus allows our partners in corporations, government, and civic organizations to be part of our community of learners and scholars and to assist us in shaping our programs. Learning and scholarship at the University will have an important public function; it will be a major contributor to the enhancement of community and public life.

Thoughtful critics of higher education are concerned with both the rapid growth of specialized knowledge without a corresponding growth in the ability to integrate knowledge and the rapid growth of instrumental knowledge without a corresponding growth in wisdom. As a Catholic university, we are committed to integration of knowledge, and ultimately to seeking wisdom. The University will be a leader in integrating the humanities, especially ethics and religion, into academic, professional, and public discourse. Faculty and students working at the intersections of disciplines will be able to raise important moral and religious questions. Many will look to the University's Catholic intellectual and moral traditions as a resource in addressing these questions. To promote this integration of knowledge, the University will make a substantial investment in faculty development. In particular, it will draw upon the Catholic intellectual tradition as the key resource in forging connections between disciplines, between theory and practice, and between learning and service.

Our society, despite its wealth and technological progress, still leaves many people without the necessities of life. The University is committed to focusing its learning and scholarship on promoting the inherent dignity of all people and alleviating suffering of the human community. In a moment in history when many are awakening to the importance of the environment, we affirm in our learning and scholarship the sacredness of all creation. Through our respect and care, we seek to understand ourselves and the God who is the creator.

### **Outcome 3: A Strong Campus Community**

Our University community will welcome diversity by inviting and including persons of different racial, social, and cultural backgrounds into the task of realizing our mission. Together, we will strive to be a community of learners and scholars committed, in the Marianist tradition, to educating the whole person and to linking learning and scholarship to leadership and service.

Religious and lay persons will collaborate in maintaining and strengthening the Catholic and Marianist character of the University.

We want a community of discourse that is open, free from coercion, and committed to inquiry. In our discourse, we are committed to exploring the intersections of the disciplines and engaging the diverse perspectives of our community. We seek and welcome scholars who appreciate the Catholic intellectual tradition and who bring that tradition to the classroom and to scholarly inquiry.

Our learning community will strive to meet individual needs and provide a supportive and challenging environment for all. The campus will be a place of exciting learning and meaningful interaction. Habits of hospitality and friendship will be combined with standards of truth and excellence and a seriousness of purpose.

Our campus community will respond to the economic realities facing higher education with a climate conducive to innovation and improvement that provides each successive generation of students with a better education than that enjoyed by the previous generation while remaining accessible to students of all financial means. The restructuring of how we conduct learning and scholarship will incorporate the best of community and collaborative approaches with the vast array of emerging information technology and resources – all to facilitate learning in a variety of ways and in many settings. Our University community will continually acquire and use knowledge to improve not only our effectiveness and productivity but also the quality of our lives together.

#### **Outcome No. 4: Outstanding Resource Management**

To address the new realities of higher education, especially the expectations of parents and other stakeholders, the University must find ways to improve the value of the education we deliver. To improve value, we will be a learning community that stimulates innovation and continuously improves the quality of our learning and support processes. At the same time, we must work to control or lower the cost of providing a UD education. Resource management will be more widely decentralized and more widely owned throughout the University. The resource management process will become more intentionally mission-driven and market-focused.

The University will continue to strengthen its financial position through disciplined financial management. Major responsibility centers will consistently meet or exceed their financial performance targets. Responsibility centers will develop new revenue sources consistent with our mission and the markets we choose to serve. This disciplined financial management will strive to make the University of Dayton a leader among its peers in net asset growth, endowment growth, quality of campus care, and investment in the renewal of facilities.

The University of Dayton will continue to develop its urban residential campus as one of the most attractive and functional campuses of its kind in the Midwest. Students, faculty, and visitors will find our campus a safe and welcoming environment. The architecture and campus landscaping will provide a pleasing setting for our learning community and reflect the ethos of the University and its mission. Our facilities will support connected learning and scholarship by providing gathering spaces and information networks that enhance collaboration and interaction with the civic and church communities.

The University will continue to develop a competence and enthusiasm for communicating the accomplishments and aspirations of the University and eliciting the support from alumni, friends, foundations, and corporations needed to attain our vision for the future. The University will develop a fund raising capability that is effective in realizing our vision, cost effective in its operation, and sustainable into the future. The University seeks to enhance its reputation as a leader in Catholic higher education. We continually communicate with our major stakeholders, including students, parents, employers, donors, the Marianists as our sponsoring religious body, and the Church to inform them about the many excellent accomplishments of the University and our students. We will also listen to our stakeholders to see how well we are meeting their expectations and to understand how, from their perspective, we can improve our educational enterprise.

Our vision statement, "to become a national leader in Catholic higher education" and our four key outcomes (Distinctive Graduates, Connected Learning and Scholarship, Strong Campus Community, and Outstanding Resource Management) describe an exciting and bold future for the University of Dayton. We believe this vision for the future is both responsive to the demand for change and, at the same time, incorporates our Catholic and Marianist traditions in a faithful and creative manner.

## CONCLUSION

*Vision 2005: The Foundation* articulates three sets of guiding ideas: core beliefs and a mission, a demand for change, and a vision for the future. This *Foundation* statement gives the University a direction for our journey into the 21st century. *Vision 2005: The Strategic Programs* outlined in the second part of our strategic planning document gives the University community a detailed map for this journey.

We believe *Vision 2005: The Foundation* outlines an exciting set of convictions about the future of the University of Dayton. These convictions have their origin in the American, Catholic, and Marianist traditions of education. At the same time, they provide a basis for responding to the intense demands for change that we face as we enter the 21st century. We invite and welcome into the University community people of diverse backgrounds who will bring their talents, energies, and commitments to enrich the mission and vision of the University of Dayton.

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