

Summary of Responses to the North Star Invitation

INTRODUCTION

On behalf of the Cabinet, who generated the North Star 2020 Invitation, we thank everyone who has contributed to date.¹ We asked you to participate in an inquiry-based planning process designed to facilitate participation and conversation, and this document summarizes areas of congruence and concern communicated through initial feedback.

One commentator observed that the invitation read like a “constellation,” and we have responded to that critique with what we hope is a more clearly structured document. In this summary, we offer an update driven by a vision for a Collaborative University with three overarching thematic priorities that might direct our planning: (1) fostering pathways for diverse learning opportunities; (2) transforming pathways for teaching, scholarship, and professional development; and (3) leading community engagement. We have provided background information and context for some topics, as requested in the feedback we received. And finally, we have framed comments and suggestions as on-going *inquiries* for the focus groups to discuss in order to facilitate a *second round of debate, discussion, and consensus*. These areas of inquiry are grouped into planning objectives relative to each theme.

University-wide North Star “focus group” conversations will take place throughout the rest of the spring semester and May Term², as well as through shared governance committees and bodies, such as faculty assemblies, CAPS, the Senate, the Board of Trustees, ASUR, and URSAA. The Cabinet will review responses from this second round of inquiries to develop an *Implementation Plan* over the summer. Perhaps some focus groups will generate working groups of colleagues who want specifically to engage together on a particular initiative in 2016-17.

¹ We still have some additional formal feedback opportunities to plan, (for example, with URSAA), but the following individuals or groups from the campus community have commented on the invitation: faculty, as individuals, and through the College and School assemblies, the Senate, CAPS, and the AAUP Chapter. Organizationally, the following groups met and discussed the key ideas, providing feedback and suggestions: the Johnston Center for Integrative Studies, Academic Affairs Division, Student Life Division, the Registrar, the Armacost Library, Enrollment and Admissions, and Advancement.

² A schedule of focus group opportunities is listed at the conclusion of this document. Sessions begin later this week and will conclude in June.

VISIONING

A Collaborative Liberal Arts University Leading Educational Innovation for the 21st Century

Many of you asked for a more compelling vision about the future — you asked for more recognition (or description) of our current practices and strengths, and you asked for contextualization based on the landscape of higher education. We’ve addressed some of your requests in this summary. Given that a top-down imposition of a vision is not likely to take us very far, we continue to advocate for an iterative and inclusive process of collective planning. But we can start our visioning by affirming the first sentence in our mission statement:

“The University of Redlands is a private, independent liberal arts university committed to providing a personalized education that frees students to make enlightened choices.”

How will we continue to meet this expectation in the next five years?

We will continue to value and plan for a high-quality liberal arts education that transforms students’ lives now, and for their futures. In order to lead as a liberal arts university for the next five years and beyond, the University of Redlands must fully embrace, improve, and communicate the advantages of our “collaborative University.” Too often, we are modest about our strengths as a master’s university with a well-respected regional reputation and nationally-prominent programs. Or, we prevaricate about the differences between traditional undergraduate education and graduate or professional training. Or, like many colleges and universities in the private sector of higher education, we fear that we cannot effectively communicate the advantages of liberal arts and sciences universities to prospective students and their families. We worry that graduate and professional students will select our competitors.³

Yet, we are justifiably proud of the cross-disciplinary and interdisciplinary programs that inform this collaborative university — strengths that many of you noted in your responses to the

³ This topic deserves much more attention than we will devote to it here, but the lively, and now extensive debate on the value of liberal arts colleges and universities provides us with many opportunities to demonstrate our effectiveness. See, for just one organizational example, the following websites sponsored by the Council of Independent Colleges. We are members of CIC and benefit from the research and analysis, as well as leadership opportunities they provide. www.cic.edu/liberalarts and <http://www.liberalartspower.org/>.

North Star 2020 Invitation. The examples are too numerous to fully list, but consider these: the Johnston Center for Integrative Studies; the School of Music; the Masters in Teaching and Learning accelerated degree; the undergraduate and graduate degrees in CDIS; Visual & Media Culture Studies; spatial studies across the curriculum, including new interest in digital Humanities; and the expanded options for the MBA in our School of Business.

We are already experienced pioneers in diversified liberal arts learning. We can point to solid evidence of our evolutionary and adaptive strengths. The historical core of the University, the College of Arts and Sciences, founded in 1907, evolved alongside the School of Music (1911) and School of Education (1924).⁴ Johnston College and Whitehead College were established in 1969 and 1976 respectively. Each college offered what we now recognize as diversified access to liberal arts learning for students who might not otherwise have been served by the University of Redlands, and our current Johnston Center, School of Education, School of Business, and School of Continuing Studies demonstrate our successful adaptation over the last century. As President Kuncel noted in his recent State of the University address, private education in the United States has clearly differentiated sectors, despite the tendency of the national media to depict higher education in monolithic terms. The University of Redlands is a masters' level, comprehensive private university. We need to clarify how we differ from small private colleges, large research focused universities, state-supported institutions, and for-profit colleges and universities. Effective planning for the future will help us clearly define — and defend — the liberal arts and sciences mission of the University of Redlands for undergraduates, graduate, and professional students. Promoting liberal arts pathways and enhanced University-wide collaboration at Redlands can help us achieve this goal, and we will meet the needs of our future students for inclusion and engagement, inspire continued excellence in faculty teaching and scholarship, and sustain and grow our leadership as a regional educational and civic leader.

Each academic unit (the College and the Schools) offers students specific pathways to access valuable programs and skills, along with opportunities for a personalized and often experiential application of their learning. Our practices meet the “Liberal Education and America’s Promise (LEAP) Challenge,” issued by the American Association of Colleges and Universities (AACU) in 2014. In this initiative, the AACU called upon colleges and universities to “respond to the changing demands of the twenty-first century — demands for more college-

⁴ It is worth noting that the School of Education is the third oldest in the State of California, similarly, the School of Music is one of the oldest accredited programs in California.

educated workers and more engaged and informed citizens.”⁵ Specifically, the AACU advocated that students complete a “signature project,” which prepares them both to demonstrate mastery in their present degree programs and to develop skills and sensibilities to help them meet the “unscripted problems” of their future lives and our world. Our University-wide capstone expectation illustrates how signature projects are envisioned and accomplished here at Redlands. Additionally, students can develop signature work through faculty mentorship in undergraduate and graduate research and creative work, fieldwork, internships, student teaching, study abroad, and community service learning or civic engagement.⁶

But we can do more. Let’s *also* facilitate more effective and diverse pathways for undergraduate and graduate students through existing and yet-to-be-defined collaboration within the University, and with regional, national, and international partners. We offer respected — and growing — graduate and professional programs that incorporate the effective learning practices from the liberal arts and sciences tradition, such as writing, critical thinking and problem solving, mentored research, consultancies, peer projects, study abroad, and capstone work. We comprehensively educate students and provide opportunities for personal growth and community leadership — a capacity we often describe as “teaching the mind and heart.” These examples illustrate our current liberal arts and sciences collaborative university. Much North Star feedback endorses these values. Moving forward, we will identify, plan, and devote resources to support enhanced collaboration over the next five years.

Some of you asked specifically about how North Star planning will either provide resources, demand resources, or direct resources. Strategic planning priorities already specifically inform the two-year budget planning process, the comprehensive campaign, and resource allocation at the departmental or division level. North Star planning corresponds to President Kuncl’s March 2016 State of the University prediction for our future:

⁵ University of Redlands teams of administrators and faculty have attended several AAUP conferences where LEAP initiatives are debated and discussed. North Star planning provides one avenue to include the most promising recommendations from the conferences. For the 2014 LEAP report, see www.aacu.org/leap. The AAUC often focuses its work and reports primarily on the educational experiences of traditional aged students. But the vision for meaningful “signature work” can be applied to graduate and professional students at the University of Redlands, as well.

⁶ Although the School of Continuing Studies does not offer degrees, the courses it provides aid students in completing degrees. Credential programs offered through SCS also help students flexibly meet educational and career goals.

“Although fiscal year 2016 presented budget challenges, fiscal year 2015 was excellent due in large part to growth in enrollment, strategic management, and expenditure controls. Over the past years, we have trimmed millions of dollars in administrative expenditures. As a result, we were able to take steps to address some of our long outstanding needs, strengthen our reserves, and improve our credit standings. However, to improve our stability, balance competing needs, and address our ongoing priorities, we must continue to achieve diversification in our revenue sources, reduce our dependence on program enrollment, while we grow to optimal size in master’s programs and significantly grow our endowment funds.”⁷

Further discussion of the North Star vision and directions will need to be informed by prudent fiscal planning. Thus each section of this summary offers suggestions of successful resource allocation or fundraising that is already underway and/or can be planned for the future.

Selected Examples of Resource Allocation and Fundraising:

We have a successful fundraising track record that supports collaborative work and which bodes well for the future. To provide just a few examples:

- Our CAS summer science research program — which has received gifts from both foundations, and now a private donor — supports student-faculty research. We hope to expand support for student research to other departments in the College, and provide greater resources for graduate and professional students to collaborate with faculty and share their work.
- The Hunsaker Endowed Chair in Teaching provides faculty development support to all faculty members. Might we seek further collaboration through a Center for Teaching and Learning?
- The Center for Spatial Studies supports spatial initiatives and GIS education across the curriculum. Many respondents recommend building upon this area of strength.
- The Hall Network for Innovation in Public Policy is in the early stages of generating collaboration between the College, Schools, and University-wide programs.

⁷ Ralph Kuncel, “Continuing our Momentum by Navigating with a Compass of Excellence,” March 2016, State of the University, 16-18.

- The San Manuel Band of Mission Indians leadership scholarship program, which includes building pathways from primary and secondary schools to colleges in our region, has supported students in both the College and the School of Business. This is a way collaboratively to support regional educational aspirations for Native American students at all educational levels.

DIRECTION ONE

Fostering Pathways for Diverse Learning Opportunities

Fostering more opportunities for diverse liberal arts and sciences pathways in is the first congruent theme in feedback to the North Star invitation. We initially described this process as a learning sensibility in which students begin their education with a spirit of curiosity that leads them to the inspiration to achieve ambitious goals.

To make such a pathway viable, we acknowledge that students need varied opportunities to incorporate undergraduate learning with future aspirations for their profession, career, life-long learning, and civic and community engagement. We have successfully developed many pathways within and between the College and Schools that demonstrate the advantages of rigorous and well-sequenced learning options for our varied students.

National enrollment trends, as well as our own enrollment and marketing data, confirm that the overall number of traditional-aged undergraduates will decline, and that a higher percentage of those students will be from non-white backgrounds. A majority of our students will continue to come from California in the next five years. We will aim to increase our representation from out-of-state students in the College, but with the general decline in traditional-aged students nationally, we compete in a challenging landscape with an increased number of very similar institutions.

As students arrive from increasingly diverse cultural, racial and ethnic backgrounds — and often from lower socio-economic status groups — we will need to offer financial aid to discount our tuition in the College, and possibly, scholarship aid for graduate and professional programs. Because of the decline in earning power for many Americans, families — including middle class families — will pay a greater proportion of their income to come into higher education. Often they have greater expectations of the value of a college education for their children than we might have experienced a decade or two ago. We educate students holistically, which means that students and their families expect services and co-curricular activities

celebrated by liberal arts colleges with an emphasis on personalized education. Satisfying these expectations is growing increasingly costly, and it will be necessary to meet student needs and our retention goals through increased academic support services, disability support, counseling, and career and professional development.

Our planning is not exclusively about serving undergraduate students from the College of Arts and Sciences. Redlands' graduate, professional, and adult students are also exceptionally diverse in age, background, and educational preparation. A growing percentage of our students are veterans. Evidence suggests that the labor market increasingly requires advanced degrees for professional advancement, with some pundits claiming that an undergraduate degree is the new equivalent of a high school diploma. Graduate, professional, and non-traditional student education is our most probable growth area for student enrollment.

By entitling the initial North Star 2020 Invitation “Liberal Arts Pathways for the 21st Century,” we signaled our ongoing commitment to enhance and support our liberal arts and sciences mission, to create access for students, and to distinguish ourselves by identifying pathways from liberal arts core learning to graduate, professional, and career aspirations. We already do this well. Redlands equips our students for long-term and notable success in career and profession, for social and personal satisfaction, and for service to community and the world. Graduation rates for first generation and Pell Grant recipients are higher than those at state and community colleges. We are considered a Military Friendly School for active duty servicemen and military veterans, and we are participants in the Yellow Ribbon program. We offer individualized advising and deliver a predictable curriculum to all our students — including graduate and professional students. Our unique and diverse learning degree options represent distinctive, tailored pathways.

We will continue to distinguish ourselves as the top choice among many worthy institutions by clearly communicating our students' successes with effective “deep” learning: undergraduate research, internships, field studies, career pathway programs, study abroad, and service learning. Our graduate students benefit from curricula focused on career advancement — such as performance and instructional opportunities in the School of Music, clinic and classroom practicums in Education and CDIS, the Major Individual Project in the MSGIS program, and international consultancies in the School of Business.

Many respondents endorsed the proposal to expand and improve academic support for students — including graduate and professional students — through expanded, consolidated, and improved services. Several of us have explored options for a re-envisioned Learning Commons (a.k.a. Armacost Library, Naslund Study Lounge, Jones Computer Center) to serve as a central

hub for student support. We've worked with the Library faculty and staff throughout this past year to learn more about their planning goals, and we're now integrating them with North Star planning. Support for students on the Redlands home campus is already concentrated in and near Armacost — the writing center, tutoring, information and tech support, mental health services, disability services, professional development and internships, the Student Life Division, Community Service Learning, and the Center for Diversity and Inclusion.

Further Inquiries for Focus Groups on “*Fostering Pathways for Diverse Learning Opportunities*”

Understanding and Planning for Our Most Likely and Desired Futures

- How do we expect national trends in higher education to affect us, and how do we plan for the students we are most likely to attract, and whom we will need to serve in the near future?
- Can we survive by aiming for an enrollment status quo? How do we measure quality? Through faculty-student ratios? Improved retention? Rankings or comparisons with peers? How will we adequately predict enrollment yield, develop marketing strategies?
- How will we balance our regional educational leadership and strengths as a University oriented to Southern California with opportunities at the national and international level?
- How will we support transfer students in their transition to Redlands? What articulation agreements can be developed? What pathways might help undergraduate students attend masters programs or advanced degree programs in areas of great local demand, such as the health sciences? How can we help all undergraduates be more successful in graduate school application and admission?
- What new degree programs might makes sense? How will we build on existing strengths while looking for feasible, new opportunities?
- How might we open up Redlands to prospective students who are older, experienced, or retired? Successful outreach to the community through the programming offered in the Meditation Room makes this cross-generational exploration look promising.⁸

⁸ See: <http://www.nextavenue.org/what-colleges-can-do-for-americans-at-midlife/>

Clarifying and Sustaining our Identity in the Changing Landscape of Higher Education

- How large and diverse could we be and still maintain a personalized education? Or, as we put it in the North Star 2020 Invitation, how do we remain “small enough to deliver and wise enough to care?”
- What will be the impact of new general education requirements in the College of Arts and Sciences for liberal arts pathways?
- What configurations of residential campus classes, regional campuses, on-line and hybrid instruction, or distanced learning delivery are consistent with our liberal arts mission and learning objectives?
- What will be the most important qualities of a residential experience to plan and sustain over the next five years, given that we know traditional undergraduates seem more amenities and privacy? Would all students benefit from one-stop services that combine all financial services, Registrar support, and other services into one location?
- How will we regularly incorporate assessed outcomes for learning pathways into our planning?

Adapting Our Educational Mission for the Future

- How will we continue to holistically support students through well-coordinated and conveniently-located student services, including services for our graduate and professional students who currently may not be well-served?
- How will we emphasize and expand the pathway opportunities for student leadership in academics, athletics, service, and student organizations? (Fulbright, Proudian, Whitehead Leadership, and School of Education Leadership programs; Scholar-Athletes; Debate; departmental honors tracks; etc.)
- Can we offer prospective undergraduate students who are seeking accelerated degrees a three-year degree, more 3-2 degrees, guaranteed internships, career pathways?
- How can we create greater access for students in our region, including potential transfer students? Partnering with selected institutions may enable us to improve enrollment forecasting and meet educational needs for our region through stronger articulation agreements, guaranteed admission, 3-2 degrees, and confirmed pathways for students. Strengthened articulation planning with Crafton Hills is already underway — what additional institutions should we consider?
- How will we expand the capacity of the School for Continuing Studies? How can it further support the College and Schools?

Financial Considerations

- What should our financial aid goals be? What additional areas of support will we need to provide to students, for example, in book purchases, study abroad, first-year journeys, athletics, conference travel and student research support, and career and professional development?

- How would we organize and fund through the campaign expanded student and faculty-mentored research and creative work beyond the sciences in the College of Arts and Sciences, possibly through broadened internships and summer research? How can we better support graduate and undergraduate student participation at conferences?
- Can we fund — possibly through operations, grants, and philanthropic gifts — more extensive summer bridge and support services for first generation students? What departments or programs will need specific orientations for transfers, for example, the Johnston Center?
- As we experiment with educational pathways, we will see gains, and likely some losses, in enrollment for some programs. How does centralized budgeting provide advantages and disadvantages in eras of unpredictable enrollment growth or decline? Should we consider a modified contribution model?

Selected Examples of Resource Allocation and Fundraising:

Our commitment to raise scholarship funds as a priority within the current campaign is important evidence of our commitment to make the University of Redlands accessible for all students. Additional scholarship aid will be tremendously helpful to us as a tuition-dependent University that must carefully manage tuition discounts in the future. Some gifts encourage “signature work,” such as the annual Johnston Wine Dinner to support Directors’ Discretionary Grants. Other gifts encourage student academic and leadership development, for example, in the Hunsaker Scholars Program, the Schroeder summer language grants, and the San Manuel Band of Mission Indians leadership scholarships. Recent gifts, such as the Charles S. Wilke Career Pathways Program, will support career pathway programs for students. Other gifts will help fund study abroad for students of limited means. Scholarship support is also available to students in graduate and professional programs, and we may need to increase these programs to encourage applicants to consider Redlands.

Some facilities upgrades, such as enhanced student services through a learning “commons” — which we can envision as both a digital and a physical space — would also provide much needed expansion of information literacy, advising, writing support, counseling, and professional and career services to all our students.

DIRECTION TWO

Transforming Pathways for Teaching, Scholarship, and Professional Development

Enhancing continued transformations in teaching, research, and service through effective professional development for faculty, administrators, and staff is the second congruent direction identified through the North Star invitation. Like students, faculty, administrators and staff also find inspiration at Redlands. We aim to encourage and reward the excellent teaching, and scholarly pursuits of our faculty, who are the lead stewards of liberal arts learning. Faculty serve as teacher-scholars at Redlands. They innovate through their consistent revision of curriculum and teaching. Faculty members also create knowledge by contributing to developments in their fields, through their pursuit of new and applied knowledge, and through research that leads to intellectual breakthroughs and creative insights. Administrators and staff also seek professional development to better serve the campus.

Optimal size planning for the next five years will enable us to better plan for the best size and distribution of faculty resources (including resources that could be shared between the College and the Schools). The current composition of the faculty as of fall 2015 is, as follows:

Full-time faculty (213 members) in fall 2015 were:

- 53% Professors
- 26% Associate Professors
- 4% Assistant Professors
- 2% Artist Professors
- 1% Clinical Professors
- 5% Lecturers
- 9% Visitors

Of the total faculty:

- 77% were tenured
- 18% were non-tenured
- 5% were tenure track

In 2014-15 adjunct faculty were:

- CAS, 34.6%
- SB, 83.1%
- SOE, 60.5%.

Our planning will aim to reduce dependency on part time faculty and to better balance appropriate the use of part time faculty (for example, in School of Music instruction) with full-time and tenure track faculty.

Faculty continue to make the addition of new faculty lines their highest priority in all planning inquiries, as indicated through responses to the North Star 2020 Invitation and the Budget and Planning Committee faculty surveys. We have a well-established process for ranking positions, which must then be justified within our budgets. Beginning in fall 2015, we provided consistent metrics to use in the development of new faculty position proposals. New faculty position requests continue to be developed at the departmental and program level. Curriculum committees then vet positions and submit them for review by the Committee on Academic Planning and Standards (CAPS), the Deans, and the Provost. Working with the Council on Inclusiveness and Community, CAPS has recently revised the position application to include more explicit criteria related to recruitment of faculty and staff from under-represented groups at Redlands.

We expect to add eight new tenure track positions in 2016-17. Twelve searches for full-time faculty positions are authorized for 2017-18. Several respondents to the North Star 2020 Invitation recommended that we creatively consider possibilities for joint positions or similar faculty appointments to support the collaborative directions we are taking.

Creating greater diversity in our faculty, administrators, and staff — including recruiting more colleagues from under-represented groups — remains a high priority. Planning conversations will be informed by recommendations from the Council on Inclusion and Community.

Faculty Development

We specifically endorse Ernest Boyer’s model of four scholarships to inform faculty professional development at Redlands: the scholarships of Discovery, Integration, Application, and Teaching. Our adaptation of Boyer’s model, first published in 1990, was path-breaking for its time.⁹ But we have not re-evaluated its use at Redlands in recent years. The Faculty Review Committee (FRC) has recently raised questions and

⁹ See Faculty Handbook, 3.9.4.

concerns about the adequacy of peer review relative to the Boyer model. The promise of faculty “profiles,” offered in the *Faculty Handbook*, also remains largely unrealized. As we discuss growing support for faculty development over the next five years, we might start with an evaluation of Boyer-inspired expectations, review criteria, and the faculty profile “promise” of the *Faculty Handbook*.

We currently support faculty professional development in teaching and research through various means. Standard sources of support are sabbaticals; research grants awarded through the FRC and the Deans; support for travel to conferences provided by Deans; writing support provided through the Seiter Chair for Writing; occasional individual course development, which is generally supported at the Dean level or particular initiatives, such as Public Policy; and internal curriculum and research grants available through the Center for Spatial Studies, the Center for Digital Learning, and newly designated, through the Hall Network for Public Policy. Several faculty groups have also started to benefit from Multidisciplinary Seminar grants, initiated at the suggestion of faculty who wanted to encourage cross-disciplinary academic and intellectual collaborations.

Almost all eligible faculty apply for — and in recent years, all applicants receive — sabbaticals.¹⁰ All faculty members who applied for conference travel received at least partial support this year, with some faculty receiving support for two or three conferences, depending on the travel policies set by Deans and faculty in the College and Schools. The Office of the Provost has supported conference travel for leadership development, and we support travel to conferences on curriculum and program development, internationalization, study abroad, and assessment.

Sponsored research is supported through the Office of Sponsored Research, coordinated by Bob Baird. Beginning this year, Dean Andrew Wall from the School of Education will chair the Committee on Faculty Development and Innovation, formerly called the Committee on Sponsored Research. The full agenda for this Committee will be developed collaboratively as Andrew and Bob work with the Deans and interested faculty. The committee will identify and develop more extensive opportunities for faculty research and creative work, including improving capacity for grant writing. The

¹⁰ Regular reporting of sabbatical project outcomes is uneven across the faculty. The Office of the Provost will now ask Deans to help us ensure that sabbatical reports are filed per Faculty Handbook policies.

Advancement office has recently hired Jerry Yu, who is our new foundations relationship staff person. As part of his role, Jerry will work with faculty and academic affairs leadership to develop expanded foundation opportunities.

Administrative and Staff Development

Administrators and staff are also supported through professional development opportunities in their areas. For example, Student Life supports conference travel for its employees, Information Technology partnered with URRSA to make available Lynda.com, and our wellness program includes opportunities for a range of options.

Further Inquiries for Focus Groups on “Transforming Pathways for Teaching, Scholarship, and Professional Development”

Understanding and Planning for Our Most Likely and Desired Futures

- Who will our faculty be in 2020? How will we achieve our goals for greater diversity and inclusion?

Clarifying and Sustaining our Identity and Community

- What should the faculty-student ratio be in the College and Schools, and how will we plan for tenure track faculty lines accordingly?
- The long-term reputation of the University is enhanced by faculty research, and excellent teaching depends on faculty who are current in their fields. How do we demonstrate the value scholarship? Do we adequately mentor faculty about the advantages of the Boyer model of scholarship, and do we practice adequate peer review in our review processes?
- How shall we mentor faculty, administrators, and staff across their careers, including late career faculty or administrators who might seek phased retirement?
- How will we reduce dependency on part-time faculty where it is not warranted?

Adapting Policies and Practices to Enhance Faculty, Administrator, and Staff Professional Development

- What curricular needs should be supported through adjunct and contingency faculty? How will we support them through effective orientation, improved compensation, development of policies that protect their working conditions, support for professional development, and community membership?

- How will we foster innovative teaching, expanded opportunities for scholarship and creative work, and manageable expectations for service?
- Shall we model reduced standard loads in the College and Schools to create more time for faculty scholarship and creative work, and to reduce dependency on course releases? How can faculty profiles be made financially viable and equitable across the University?
- Can we create flexible terms of appointment, including appointments across departments?
- What additional professional development opportunities would administrators and staff propose?

Adapting Our Operations

- How will we build stronger infrastructure and cultural support for sponsored research and external grants?
- In addition to website promotion, Multidisciplinary Seminars, Faculty Club Research Forums, presentations of research within departments, and the Our House publication and event, how might we better enable faculty to share their work with each other?
- How can we make better use of InSPIRE and other support provided to faculty scholarship through the Armacost Library?
- Should we establish a Center for Teaching and Learning in addition to the Hunsaker Teaching Chair programs?
- How will we regularly incorporate evaluation of faculty and staff professional development into our planning?

Financial Considerations

- How can we ensure that classrooms, technology support, instructional spending, and similar teaching and learning resources are effective and continue to be prioritized in budgeting models?
- Should our centralized budget model be modified to reward innovation and motivate change?

Selected Examples of Resource Allocation and Fundraising

The current comprehensive campaign objectives include “preserving and enhancing the Redlands Experience” through endowed faculty positions, including interdisciplinary and visiting scholar positions. Early possibilities under discussion have included endowing the Deanships of the College and the School of Music; creation of a Humanities Center with a Director and Humanities Center Fellow; and support for the return of the Debate program (which has now begun, thanks to a gift from Bill and

Jeanne Cahill). Advancement has identified potential endowed faculty Chairs in areas of donor interest for Johnston, Communicative Disorders, Accounting, Finance and Quantitative Research, Spatial Studies and/or GIS, Civil War History, and Athletics. Other possibilities will emerge as the campaign continues and is shaped through further North Star planning. The Council on Comprehensive Internationalization recommends collaborative planning that might generate visiting international scholars who are shared in a University-wide context.

We also seek resources for digital media and teaching support, including digital Humanities. We should identify future needs for enhancing faculty conference travel, as well as participation in grant workshops and sponsored research training. The Committee on Faculty Development and Innovation will work with faculty to develop a procedure or policy to support research “profiles.” Modeling a potential five-course load as the standard for faculty could also prove helpful to manage research, teaching, and service loads.

We have moved the full-time faculty prioritization process into the fall semester, which has made full-time faculty a central assumption of the budget process. We have also made substantial progress towards identifying a salary scale for term faculty.

DIRECTION THREE

Leading Community Engagement

Redlands pathways converge on a home campus of remarkable beauty, at the heart of a city and region undergoing significant economic, social, and environmental change. We are an anchor institution for Redlands and our region. As we state on the webpage for Community Service Learning, “*Since the University's founding, giving back to the community has been part of the fabric of campus life.*”

The importance of strengthening learning communities and expanding resources for students to learn in off campus “away settings” — from internships, to field work, to study abroad — is a clear priority in the North Star feedback. The arrival in five years of passenger rail service via a train station here will make our campus physically accessible in new ways, and it will likewise provide new opportunities to engage our community on and off our physical campus. Envisioning the potential for our Village — literally and symbolically — is part of our third direction for North Star 2020 planning.

Broadly speaking, Redlands students, faculty, staff, and administrators regularly cite the advantage of our community for Redlands' educational collaborations. We advocated the importance of a community "looking outwards," to cite one of the WASC Reaccreditation theme committee foci from 2011-13. Our students are regularly involved in immersive or applied learning opportunities that provide skills to address regional, national, and sometimes global "unscripted problems." The following representative list of existing examples is not exhaustive: a Communicative Disorders program that serves local clients; a Race and Ethnic Studies course that provides tutoring in the San Bernardino Juvenile Hall; a Chemistry and Environmental Studies research project that studies water quality in the Eastern Sierras; a Sociology course that studies local homelessness; a May Term course that involves students in policy making in Washington D.C. and Sacramento; Masters of Science in Geographic Information Systems (MSGIS) students who create spatial decision support platforms for local business and non-profit clients; a Studio Art program that sponsors a summer art program for local community students; and a long-standing Community School of Music and the Arts (CSMA) sponsored by the School of Music. At the national level, our Community Service Learning program continues to receive accolades as it anticipates its 25th anniversary, including, membership on the Corporation for National and Community Service (CNCS) honor roll.

Our School of Business seeks corporate partnerships to improve professional education at the Jet Propulsion Lab, for example, and via the Domestic Consultancy Capstone course that provides a great (free) service to the local community. School of Business travel courses provide students with the opportunity to consult on international business problems. The School of Education is producing leaders in teaching, administration, and counseling who are partnered with schools across the region, including the Moreno Valley Unified School District via a recent \$500,000 grant received to increase mathematics achievement among elementary school students.

The Redlands Forum collaboration between the University of Redlands, Town and Gown, and Esri continues to bring quality speakers and programs to Redlands. Theater and Music performances, the University Distinguished Fellows program (UDF) and speakers' series across campus illustrate our commitment to provide intellectual, cultural, and artistic resources to our region.

We will continue to prioritize collaborative opportunities like these across the University for our students to learn, and for our campus to lead the region. We realize that the passenger rail station and a potential University Village can enhance our

community identity. Many respondents wrote with endorsements, complaints, alternative visions, and questions about the imagined vignette that introduced the North Star 2020 Invitation. President Kuncel has updated the campus on the very specific planning underway to design the new station with San Bernardino Associated Governments (SANBAG), but there are many, many suggestions and ideas for the Village yet to be discussed.

Here is the update from the President's State of the University address:

“Early this year we consulted with representatives of the Redlands Passenger Rail Project team at San Bernardino Associated Governments (SANBAG) and their design- engineer, HDR Inc., to develop a preliminary design concept for University Station. Our station — the terminus of the Redlands Passenger rail project — will have two 300-foot long platforms on the north and south sides of dual tracks, one with a station pavilion. There will be tree-lined walkways and crossings to connect passengers from the station to our upper campus and the future village amenities south of the rail line. We are now working with SANBAG toward the final design and construction of the station via a public-private partnership agreement in which the University will fund “betterments” to a “base” station that SANBAG will develop with Federal, State, and Measure I bond funding. We expect to complete the final design over the next year, see station construction sometime in 2018, and have operational rail service in late 2019 or early in 2020.

The station will become the transit nexus of what is speculatively envisioned as a new University Village. Our next focus will be to design for eventual connectivity northward via a new plaza between the art and theatre buildings. We are working with the City of Redlands on extending Park Avenue eastward for station access and parking. Even conceptual planning for the rest of any Village would depend on action by the City of Redlands to update its General Plan and finalize the parameters of a hypothesized “Transit Oriented Village” overlay district — a zoning ordinance amendment that would govern the land uses, architecture, and density of the kind of development that would be possible within a quarter- to half-mile radius of the station. The City’s timetable is to conclude the General Plan update early in 2017.

Over the next two to three years we will be working with representatives of our campus community to explore your ideas for ensuring that any new village will best serve the University at the same time it has economic impact on the University’s budget realities. We are also working with the City and The Redlands Conservancy in the hopes of converting Sylvan Boulevard into a greenway trail along the Zanja, which we hope will become another unique amenity for our South Campus area.”

The North Star planning process provides faculty, students, and staff an opportunity to participate broadly to increase the University’s contributions to the community.

Selected Examples of Resource Allocation and Fundraising Topics

We continue successfully to bring collaborative research projects to the campus. The Wabash Center for Teaching and learning in Theology and Religion awarded Dr. Lillian Larsen a grant to develop curricula that will help students research, reconstruct, and re-draw the map of world religions. Lillian worked with librarian Shanna Higgins and MSGIS Program Director Douglas Flewelling on this project. Dr. Larry Gross partnered with Library Director Gabriella Sonntag to win a grant from the U.S. National Library of Medicine and the American Library Association for “Native Voices: Native Peoples’ Concepts of Health and Illness,” a traveling exhibition that explores the interconnectedness of wellness, illness, and cultural life for Native Americans, Alaska Natives, and Native Hawaiians. The exhibit will come to campus in 2018.

The Ken and Lynn Hall Network for Public Policy sponsored the “American Futures Conference” in February 2016, which provided a forum for local and national public policy discussions with mayors from our region and the nation. Philanthropic gifts have also supported spatial studies and GIS projects that benefit our community, including funding support for the Institute for Spatial and Economic Analysis (ISEA), which provides economic analysis and forecasting for the region.

We have identified several ways to support programmatic needs for collaborative community education in community service, study abroad, and internships through the comprehensive campaign, including a recent one million dollar endowment to fund study abroad travel scholarships from alumnus Arthur Smith. North Star planning will help us specify additional gifts of this kind. Capital project planning is in the early phases for the campaign, with deferred maintenance projects, athletics, planning priorities, and “betterments” for the rail station and the Village all ripe for discussion.

Further Inquiries for Focus Groups on “Leading Community Engagement”

Understanding and Planning for Our Desired Future

- How will we regularize assessment of co-curricular learning and programs, as recommended by WASC, and then use that assessment in our planning?
- What process will ensure effective and inclusive campus planning, building on existing committees at the Trustee and facilities levels? In particular, let’s focus on planning for south campus and the Village, and plan for the residential campus of the future in collaboration with the Village. How can we make the Arts central to the plans for south campus and the Village?

- What is our optimal residential campus student experience for the future? Are private financing and expanding apartment living structures viable for our north side residential campus? Should we create new options for nontraditional “older” students, especially our graduate and professional students? Do we need graduate student housing?
- How might current and future facilities also serve non-residential students, such as transfers, commuters, and graduate and professional students who are on campus in the evening?
- How will we improve our assessment of physical and information technology assets to create regularized master plans for capital improvements, deferred maintenance, and information technology into our planning?

Clarifying and Sustaining our Identity and Community

- How will we build on the resurgent reputation and growth of our School of Education in the region? Is a School of Education focused on the science of learning and linked to a laboratory school feasible?
- What regional partnerships help Redlands serve as collaborative leaders, for example: community Colleges, the Redlands Symphony Orchestra, the City of Redlands, Esri, the San Manuel Band of Mission Indians, local schools and non-profit organizations?
- How will we sustain global education and an international community across the University, including study abroad and May Term travel?
- Spatial studies and GIS initiatives across the curriculum at Redlands differentiate us from most other colleges and universities. How will we best continue to support and grow these programs, including our new offerings in GeoDesign?

NEXT STEPS

The Provost will facilitate focus group discussions to continue the inquiries summarized here. We will follow up with governance groups about their upcoming agendas, and we plan to bring an updated version of this summary back to the Board of Trustees in May.

We have set the following dates for focus group discussions. Additional focus groups, if needed, will be scheduled in June. If you are interested in attending a focus group (or more than one), please RSVP to Debbie Clark.

| DIRECTION 1. A Collaborative University that Fosters Diverse Pathways | | |
|--|--------------|-----------------|
| DATE | TIME | LOCATION |
| April 15 | noon-1:30 PM | Hornby 2 |
| May 6 | 1:00-5:00 | HOL 213 |
| May 19 | noon-1:30 | Hornby 2 |

| DIRECTION 2. A Collaborative University that Transforms Teaching, Scholarship, and Professional Development | | |
|--|-------------|-----------------|
| DATE | TIME | LOCATION |
| April 14 | 4:30-6:00 | Hornby 2 |
| May 18 | 11-12:30 | HOL 213 |
| May 19 | 2:00-3:30 | Hornby 2 |

| DIRECTION 3. A Collaborative University Leading an Engaged Community | | |
|---|-------------|-----------------|
| DATE | TIME | LOCATION |
| April 15 | 10:30-12:00 | Hornby 2 |
| May 18 | 1-3:30 | Duke 101 |
| May 20 | 9-10:30 | Duke 101 |