

North Star 2020: A Liberal Arts Tradition that Opens Pathways to the Future

How is our future different than the present? Consider North Star a metaphor that shapes our answers to that question. Imagine a new graduate/professional student who steps off an ultramodern, streamlined train onto the new “University Village” platform in 2020 – or maybe 2025! A privately funded development is arising south of the traditional campus. She walks through the Village Plaza to her new townhouse-style student apartment, which is admixed in a village of market-priced housing for young professionals, alumni, senior retirees, and the public. What does she see? She thinks innovation. She sees a thriving living-learning community. Our new student finds herself at the hub of a lively village where people are bicycling and walking about; sitting outside in the sunshine at a coffee shop, restaurant, or pub; exercising mind and body at a meditation-yoga studio; or window shopping along an arcade of specialty stores – a bookstore, food and clothing boutiques; a bicycle shop, and more. She can join members of the general public as they attend performances at the Glenn Wallach’s and Frederick Lowe theaters, stroll through a sculpture garden, see a gallery devoted to Native American history and culture of the region, or observe Redlands faculty and student artists working at sculpture, ceramics, and glass arts in an outdoor courtyard adjacent to the new peppers Studio Arts Annex that overlooks green spaces and a lake.

Graduate students from the MSGIS program and undergraduate spatial studies students might be seen working in a new geodesign studio. Clients might disembark at the platform as they travel to Truesdail Communicative Disorders Clinic for bi-lingual speech and hearing therapy sessions. Undergraduates may use the Village’s train as their portal to service learning throughout all of Southern California via Metrolink. And, once our imagined student and other visitors cross the newly extended Orange Blossom Trail that follows the Zanja Creek, they will have access to vehicle-free walking and cycling, as well as all that north campus offers.

Overview: From Visioning to Planning

The passenger rail gateway envisioned in this vignette imagines the newest portal we will open to students who are ready to explore the rich possibilities of a Redlands education. Redlands has opened gateways for many generations of students for more than a century, successfully demonstrating the value of personalized education for undergraduate, graduate and professional students who enroll in our dynamic educational communities. The creation of a new south campus gateway – literally and symbolically – provides us with the opportunity to imagine together how Redlands’ personally scaled education will continue to support a diverse student body for 2020 and beyond.

This new student looks not only locally, towards campus, but also outwards to the surrounding region. Universities at their best are not isolated enclaves, but rather intentionally inclusive crossroads of knowledge and experiences, where our intellectual compass is regional, national, and global in its reach. We have long celebrated opportunities for our students to engage in challenging educational and personal growth at Redlands through productively negotiating the tensions generated by educating both “the heart and mind.” In 2020, a Redlands education will begin at a gateway through which students direct their curiosity to find and fuel inspiration in a village located at a global crossroads. How will we envision, plan, and determine the best pathways through which “curiosity finds inspiration” in a “village at a global crossroads?” North Star 2020 is an invitation to you, as a current student, faculty member, administrator, staff member or Trustee to help plan for these students – and many more like them – who arrive at Redlands in 2020.

If you accept our invitation, you will join an effort that began as a Provost-led Cabinet initiative last summer and continued through fall 2015. In that process, we reviewed all previous campus-wide vision statements and planning documents that we have produced since the 2008 Strategic Planning Framework was completed. Many of you have participated in this planning and visioning– or read planning documents – including, the University Strategic Framework and Operational Planning Documents from 2010-2015; Vision 2030 created with multiple stakeholders in 2013; President Kuncil’s Inauguration address and 2014 State of the University presentation; self studies and program reviews, and the WASC institutional reports. Many of these reports are listed on the University website under Planning.

We debated the sometimes-daunting challenges facing tuition-dependent universities like ours. We studied various formats used in strategic planning, many of which impose standardized templates from business and military enterprises through a top-down process of imposition rather than a transparent collaborative process. We shared some aspects of this plan with constituencies, for example, the Committee on Academic Planning and Standards (CAPS) and the Academic Affairs Division. Often the language of planning is laden with jargon, as President Kuncil reminds us. As Richard L. Morrill writes in *Strategic Leadership*:

If the form of planning can vary, so do the opinions about its worth. Critics lament its vagueness and the absence of empirical evidence for its effectiveness, even as governing boards and others on campus find it to be a useful or even invaluable process. Many faculty members, and not a few administrators, see it as a managerial threat to academic governance or a colossal waste of time. Perhaps the most common lament is that strategic planning fails to make a difference in the way institutions actually do things.¹

¹ Richard L. Morrill, *Strategic Leadership: Integrating Strategy and Leadership in Colleges and Universities*, New York: Rowman & Littlefield Publishers, 2007, p. 8.

We resolved to avoid the pitfalls of these models and jettisoned the assumption that there is a “Redlands Way” that we must preserve and protect at all costs. We did not want a lengthy document that devolved into a long iteration of operational goals. Instead, we focused on a short proposal, a guiding beacon, if you will, that can light the best course for the next five years. We seek optimal ways for Redlands’ liberal arts tradition to sustain our best practices and risk new ones. In short, let’s make a difference.

At the same time, this invitation is just that: a beginning to a process that will take place over the spring semester of 2016 as this document evolves. We understand planning to be ongoing, iterative, and part of the University’s long-term strategy. And we intend for this initial phase of the planning process to include your perspectives, although you may not see every project, issue, or concern you have reflected specifically here. A separate and more detailed implementation plan will be prepared to connect initiatives with budget, timeline, and management requirements.

Fueled by a collective effort to explore our identity, to affirm our liberal arts mission and quality, and to identify short-term directions that will enhance our future as a distinguished liberal arts University, the Cabinet hopes the key goals we have determined will inspire you. We seek new ways to practice resourceful and resilient adaptation and to identify innovative strategies supported through collaborative decision-making. North Star 2020 presumes an on-going commitment to fiscal discipline and operational excellence as we engage in planning that will determine future priorities. We will find diversified revenue and grow the endowment. We are coordinating our work with The Campaign for Redlands, aimed at securing more than \$200 million by 2020, with \$97.8 million in cash and pledges raised to-date.

We know that our plan needs to anticipate a variety of pathways, because one student’s experience will not be everyone’s. Different learners need different skills and knowledge at varied times in their lives; our education is not one-size-fits-all. But we also know that some aspects of a Redlands education should remain universal to our learners. We are a liberal arts university. We are small enough to deliver and wise enough to care. We demonstrate the personal nature of education through student-faculty connections possible on a small liberal arts campus where professors directly teach and mentor students. Our dedicated staff and administration likewise honor educational transformation fundamental to the University’s mission – a mission that continues to inspire dedicated students, alumni, trustees, parents, friends, and community partners. The students of 2020 will not only benefit from this legacy of a dynamic liberal arts education focused on personalized education – they will travel pathways for a successful future that we envision and make possible now. As a university on the move, a university “*becoming the University we want to be,*” to quote President Kuncl, we affirm past successes and collectively set an innovative future course together.

The rest of this document shares with you the Cabinet’s vision for a “**Liberal Arts Tradition that Opens Pathways to the Future.**” You will find two overarching and interdependent themes proposed to get us started: “**Curiosity Finds Inspiration**” and “**A Village at a Global Crossroads.**” We are curious ourselves to see how our vision matches, challenges, or inspires your comment and debate. We hope the North Star 2020 will help inform your planning, and vice versa.

A Liberal Arts Tradition that Opens Pathways to the Future

Theme: Curiosity Finds Inspiration

Redlands is a student-centered university that delivers “transformative learning” – learning that takes students far beyond their expected accomplishments. To paraphrase Trustee Wendell Barner, Redlands is a place “*where one begins their journey with unconscious confidence, and over the course of their Redlands experience, leaves the University with conscious confidence as a global citizen.*” We know how to foster dynamic pathways that help students develop their curiosity into inspired learning not only for short-term goals, but also for lifetime accomplishments. Our challenge is to create the best educational paths for new generations of students. Currently, our students range from traditional-aged undergraduates to masters-level graduate and professional students who are advancing their career and professional training in Business, Education, Communicative Disorders, Geographic Information Systems, and Music. Some students are veterans making good on the nation’s promise to reward military service through education. Others study at the workplace, for example, the Jet Propulsion Laboratory in Pasadena. As a tuition-dependent liberal arts masters university, we also know that affordable access is crucially important in maintaining the viability of these opportunities for our students, including international students. We can do more to promote individual academic planning that takes into consideration connections between undergraduate liberal arts education and graduate or professional advanced degrees. We can proactively assist them in finding the best way into, through, and beyond Redlands.

In *North Star 2020*, we need first to understand who our students are now, and who they are likely to be for the next five years and the decade beyond. Our undergraduate students in the College of Arts and Sciences and in the School of Business are increasingly diverse in background, in educational preparation, in learning needs, and in their expectations for their college experiences. We know from demographic analysis that students coming to us are more likely to be from racially and ethnically diverse backgrounds, from lower socio-economic status, and from a significantly transformed educational experience as educational standards are more broadly implemented in K-12 schools. We know that the middle class must pay a greater proportion of their income to come into higher education, and thus they have greater expectations of the value of a college education for their children.

Our graduate, professional, and adult students are also exceptionally diverse in age, background, and educational preparation. Evidence suggests that the labor market increasingly requires advanced degrees for professional advancement, and thus graduate, professional and adult education is our most probable growth area for student enrollment. Meeting learning needs of diverse graduate, professional, and adult students means new teaching and instruction approaches, particularly those enhanced through digital instruction, hybrid and on-line learning.

We will focus on access and completion for students at many points in their journey toward earning a liberal arts degree and finding new opportunities to pioneer. Our successful track record of experimentation and adaptation to the emerging needs of students in our region – as well as with students seeking new educational models from across the nation and the world – shall continue to grow and improve with *North Star 2020*.

Redlands' strong orientation to multi-disciplinary and cross-disciplinary programs established us as curricular and programmatic leaders of liberal arts programs over the last decades. These trends are expected to continue. We also help students effectively connect liberal arts learning in experiential and applied contexts such as community service learning and internships. All of our students seek effectively to connect their education with their current or anticipated work lives and often with their civic commitments. The sustained success of the Johnston Center for Integrative Studies illustrates a half-century of leadership in innovative experiential education that we will continue to celebrate. In the next five years, we will appropriately evaluate and restructure curricula to maximize multi-disciplinary qualities, as evidenced in attractive programs such as Race and Ethnic Studies, Environmental Studies, Visual and Media Studies, Public Policy, and the new major track, Theater and Business.

Sample priorities will include the following specific recommendations, although this is intended to be neither an exclusive or all-inclusive list:

- **Optimal Scale and Size.** Determine the optimal size and scale of the College and the Schools. What process will we use to do this early in the five year time frame of North Star 2020. We can then plan for quality consistent with well-managed resources, including the student/faculty fulltime ratios that serve as our premise for academic and financial planning.
- **Part-time Faculty.** Review policies and correct practices that might currently marginalize part-time faculty. Continue to regularize contracting, orientation, professional support, and campus inclusion for part time faculty.
- **Residential nature of CAS.** Identify housing and program resources to ensure that the residential nature of the College of Arts and Sciences remains an advantage for traditionally aged students.

- **Regional Campuses.** Review the role and number of regional campuses.
- **Pathways among Degrees.** Identify and promote existing curricular and degree pathways that will enable students to move from undergraduate to graduate degrees at Redlands or through partnerships with other Universities. [Existing examples include: the 3-2 engineering through the Physics department in the College of Arts and Sciences; articulation agreements with community colleges; the Master of Arts in Learning and Teaching (MALT) program in the School of Education (SOE); the School of Business (SB) MBA program in which 25% of enrollees are CAS graduates; MSGIS/MGIS graduate degrees available to CAS undergraduates; School of Music (SOM) undergraduates who continue into Master's Programs at the SOM.]

Some future opportunities might emerge in specialized MBAs, such as an MBA track in arts management.

- **Interdisciplinary Programs.** Continue to grow interdisciplinary programs of note, such as Global Business, the Masters of Arts in Learning and Teaching, Spatial Studies, and Public Policy. Identify new possibilities that seem particularly strong for the near future, for example, in the humanities and health sciences, or logistics and supply chain economics.
- **Expansion of Leading Programs.** Sustain and responsibly grow nationally prominent programs, including MSGIS and Communicative Disorders.
- **Expansion of Scholarships.** Expand endowed scholarships, which is a high priority for CAS undergraduates in the current comprehensive campaign. Expand potential scholarship or financial aid to graduate and professional students. Seek additional funding and direct more current resources to support School of Music students, first-generation students, (i.e. Summer Bridge), and under-represented student groups.
- **Targeted Fundraising and Resources Allocation.** Prioritize fundraising and operational allocations for programs that promote high levels of academic achievement and community leadership, such as Fulbright Scholars, Goldwater Scholarships, and Rhodes scholarships, to provide just a few examples. Continue to grow and provide internal support and recognition of accomplished students through resources for programs such as the Johnston Director's Discretionary Grants, Proudian Scholars, Hunsaker Prize Scholars, Scholar-Athletes, and the San Manuel Band of Mission Indians Leadership Scholarship. We will return the nationally-competitive Debate program to Redlands.

In the graduate and professional programs, we can increase programs such as Leader Scholars in the School of Education, and the Whitehead Leadership Society in the School of Business.

More generally, endow funds for student research and creative work, including on campus conferences and attendance at undergraduate and graduate student research conferences

- **Evaluate and Build on Success.** Document practices that we know are central to educational success at Redlands, for example, community service learning, athletics, study abroad, field trips and field work, internships, SB mentorship programs, professional and career development. Use that assessment to identify the best new ways to support these programs.
- **Learning Commons.** Prioritize campus-wide student services support through a Learning Commons possibly located in the Armacost Library, as is the case in many peer institutions. This location is close to existing student success centers for professional development, academic support services, counseling and technology support. Spaces for collaboration, study, as well as international students and scholars could also be considered.
- **On-Line and digital instruction.** Expand support for instruction and research in digital and on line media and platforms. Plan for balanced growth of hybrid and/or on-line instruction to serve our students and offer greater educational options through either an external vendor or internal support. Review and use the priorities identified in the Academic Technology Users Group (ATUG) for annual academic and instructional technology planning.
- **Comprehensive Internationalization.** Achieve the goals outlined in annual Council for Comprehensive Internationalization reports, based on annual assessments of progress on initiatives to increase recruitment, support international students and scholars, and foster greater global learning across the curriculum.
- **Faculty, staff, and administrative professional development.** Our students are not the only community members who travel pathways from curiosity to inspiration. Redlands' faculty, administrators, and staff sustain those pathways for themselves and for our students. We need productive strategies to recruit and retain new and diverse faculty, administrators, and staff through all stages of their professional lives, including the culminating stages of careers.
- **Supporting faculty research.** We will increase our capacity to support faculty in their research and scholarly work, which contributes to the social knowledge expected of any university. Increased support for faculty development also ensures that faculty stay current in their fields and

confidently explore new curricular and pedagogical practices. We will support faculty and staff as we seek external funding that helps seed innovation and growth through sponsored research, and grow the funds that enable faculty to publish their work and present at national and international conferences.

- **Increase support for collaborative teaching, research, and scholarly activities.** Promote and support of collaborative faculty research and creative work through existing opportunities such as the Hall Network. Encourage faculty to innovate through enhanced sponsored research support and seed grants to foster new projects and potential new revenue.
- **Center for Teaching and Learning.** Evaluate the costs and advantages of a Center for Teaching and Learning, which would expand the opportunities currently provided by the Hunsaker Chair for Teaching.
- **Endowed Professorships.** By projecting the addition of newly endowed chairs identified through the current comprehensive campaign, we seek opportunities to expand the range of our faculty and the stature of our academic leadership. Whenever possible, we plan to use these chairs to attract more faculty from under-represented groups in the United States, as well as international scholars. Funding *rotating* endowed chairs – such as the Lossett Chair – or visiting fellows could attract recent PhDs who can bring areas of expertise that we cannot currently support through long-term appointments at Redlands. New endowed chairs might also foster cross-collaborative areas of engagement, for example, in internationalization, experiential learning, and community engagement.
- **Diversity.** We will specifically seek a faculty that is more diverse in race, ethnicity, gender, and national status in all academic and administrative searches. We will write and use guidelines for effective development of position descriptions, diversified pools, and outreach to scholarly networks for under-represented minorities within the academy.
- **Faculty Review Policy and Process.** Our faculty tenure and review process, inspired by the Boyer model of *Scholarship Reconsidered* in our *Faculty Handbook*, provides one example that we are obligated to follow as we recruit, renew, and promote faculty. The Faculty Review Committee and Deans have all registered concerns about the adequacy of standards and the consistency of review processes across departments and programs. The viability of the “profile” provision is often in question. Consistent and conscientious peer review of the scholarships of discovery, integration, teaching, and application, relevant in an era of digital and on line learning,

depends on a thorough review of the *Faculty Handbook* policy and process through shared governance.

- **Retirement Plan.** Develop a phased retirement plan for faculty and senior administrators.

Theme: A Village at the Global Crossroads

Since its founding in 1907, the University of Redlands has provided exemplary educational leadership grounded in spiritual and civic values. As Southern California has changed, the trails and trains that first brought settlers and tourists to this “orange capital” built on the lands of native peoples has been replaced by highways and a global network of information and commerce. Today, commercial development, transportation and logistics, international GIS information technology (Esri), and educational and health services shape much of the social and economic landscape of our city and region. We believe our leadership as an influential educational and civic institution can retain the advantages and personalized scale of a village, even as we provide leadership to the global world beyond our campus.

Village-scaled values of a personalized education extend beyond a physical site, and most important, our village – literally and symbolically – would not aim to be an enclave separated from our contemporary world. Redlands’ long-standing commitment to service and community engagement has often placed our students at the crossroads of significant national and global change, and we will continue to do so. We can see our students engaged at these crossroads now when they tutor young people at the San Bernardino Juvenile Hall, study politics in the Washington D.C. May Term, sample water quality in the Eastern Sierras, teach English to Syrian refugees in Austria, increase mathematics achievement among underserved elementary school students in our region, sponsor international music symposia, and welcome students from Kiev to a joint degree program in the School of Business. North Star 2020 will sustain and expand the dynamic potential of a Village located at the Global Crossroads. Community service learning, a hallmark of University of Redlands, especially in the College of Arts and Sciences, can realize its reach beyond the adjacent counties when students use the new Redlands Passenger Rail line as their portal to all of Southern California.

The Village leads by its example. Any university, and certainly the University of Redlands, should be poised to lead productive change in local, national, and global communities by sharing the ideas that are explored on its campus. To this end, we will determine funding and improve our communications to promote University forums, convocations, lecture series, symposia and events that enhance civic education and our regional and national presence as a University on the move.

We can build – literally – a new village on our south campus near the railway platform. A well-designed university Village development can spatially and

commercially signal our role as a Village at the Global Crossroads. Functionally, this physical Village can enhance the University of Redlands campus and city communities by moderately expanding revenue through public-private partnerships with the University and by being itself a model of sustainable planning that is the essence of geodesign. The physical Village might feature intellectual and cultural attractions for students, such as a Global Café, bookstore and coffee shop, a bike/outdoor store, or a yoga studio – the possibilities, though endless, will depend on market research. It could be the site for a boutique hotel and conference space. Although undergraduate housing is not needed or envisioned in the Village, graduate student housing is feasible, as are loft-style apartments or studio spaces for members of the greater Redlands and University communities who seek proximity to the campus and the University Village Rail Station. Early conceptual planning for a University Village is already underway, anchored by the terminus rail station of the Redlands Passenger Rail Project – approved, funded, and due to be constructed by 2019. The goal is non-tuition revenue for the University; the sideline benefit for both “town” and “gown” is economic development.

Representative priorities will include the following specific recommendations, although this is intended to be neither an exclusive or all-inclusive list:

- **Promotion at the National Level.** Promote specific national initiatives – such as the Frederick Lowe Symposium in American Music, the University Distinguished Fellows program, the Charlotte S. Huck Children’s Literature Festival, the American Futures conference, the Institute for Spatial and Economic Analysis (ISEA), and the Ken and Lynn Hall Network for Innovation in Public Policy – enable us to enliven our campus conversation and expand awareness of Redlands’ leadership.
- **Partnerships.** Seek to grow and diversify regional partnerships, as exemplified by for our recent grant with the San Manuel Band of Mission Indians that enabled us to help create a College pipeline to Redlands (and elsewhere) for Native American students.
- **Streamlining.** Form and maintain stronger channels by which potential students from local community colleges, educational organizations and institutions, and businesses or corporations can seek degrees more seamlessly at U of R.
- **Growing the School of Education.** Provide to our region a larger and more distinctive School of Education focused on the science of learning. Explore opportunities to establish a laboratory school or partner to establish a charter school.
- **International Experiences.** Enhance, but make more financially sustainable, Study Abroad and May Term opportunities that are accessible to more interested students in the College and Schools.

- **International Community.** Develop our on-campus international community through outreach to visiting international scholars, support services to international students, and exchange opportunities created through programmatic and curricular initiatives.
- **Spatial Studies.** Continue to emphasize the distinctive qualities of spatial studies across the curriculum at Redlands. Promote and support all affiliate academic programs with GIS and spatial studies in their curricular content or methodological approaches. For example, add faculty appointments in geodesign, and consider part-time appointments or visiting fellows with an Esri connection; recruit additional international students attracted to this growing STEM field. Explore the possibility for a GIS/geodesign degree/School. Evaluate entering the emerging market for drone-related education (including certificates if feasible). Seek a named endowment for the Center for Spatial Studies.
- **Community Engagement.** Sustain and grow our town and gown affiliations such as the Civil War and Lincoln Shrine relationship and the Esri Forum, looking specifically for opportunities that can engage our students.
- **Art for Redlands.** Design and promote comprehensive arts publicity to enhance Redlands' role as a leader in regional arts.
- **Music for Redlands.** Sustain appropriate support for the Redlands Symphony Orchestra (RSO) and find new opportunities for partnerships between our School of Music, the RSO, and its new conductor and music director.

Ideal Timeline and Next Steps

The overall planning sequence of this document is the six-year period of 2015 to 2020, corresponding to the comprehensive campaign. Cabinet members, working with Provost Kathy Ogren and Director of Planning Jordan Henk, propose the following process and schedule for spring 2016 in order to get us started.

January 2016

Dissemination and discussion of this invitation with faculty, students, administrators, and staff will take place immediately. In particular, we will iteratively validate concepts and test the feasibility of specific initiatives with standing governance committees dedicated to planning, such as the Senate and CAPS, faculty assemblies, and URSAA; and with specific task forces, for example the Council on Comprehensive Internationalization and the newly constituted Council on Inclusion and Community.

February 2016

Presentation of the Plan and community feedback from the Trustees at their annual retreat.

March through early May 2016

Synthesis of consultation into a final draft. Draft a specific implementation plan, with operating costs or endowment estimates, timetables for achievement, and benchmarks for assessment. Identification of the process we will use to oversee and manage the North Star 2022 plan beyond the initial stewardship provided through the President's Cabinet and Provost office.