

Seattle University College of Arts & Sciences
 Strategic Planning 2019/2020
 September 9, 2019

PHASE 1: MEMO 2
Summary of Departmental and CAS Committee Discussions

STEP 1: VALUES

A. ACADEMIC EXCELLENCE

Variation in student preparedness, proficiency, and communication

- Students have poor communication skills, both verbal and written
- Students have a difficult time rising to the challenges we give them, especially reading loads and participation
- Concerns about larger percentages of students not having the level of proficiency they should have in writing, speaking, or textual analysis by the time they reach upper division courses. Concerns raised that we are not nurturing these enough in our teaching.
- Doing a decent job but students struggling with communication part – students increasingly rude and entitled and lacking productive communication skills – or are nonresponsive
- Reflection is clearly built into the pedagogy but students don't have time to actually practice reflection
- Need improvement in students being more inquisitive as opposed to being smart and saying things that sound good.
- If you push on the rigor, students push back- at a time when we are all pushing on enrollment
- This past quarter I had a class with high and low performing students- I wonder if I should have admitted some of the people- pressure on enrollment
- Problems with grade inflation and pressure to give good grades.
- There are some students we can challenge; but for others, to challenge them is to put them under anxiety; to do this, we have a tension between nurturing and with excellence
- We are trying, but a piece of it is the demographics; we are not Harvard or Notre Dame
- Students on the margins may not always have the same experience, but again we don't know how well we are addressing this beyond the individual instances when we ask students about their experience. Students on the margins may also feel uncomfortable coming forward with these experiences.
- We, more than any other school, is trying to help them to be able to communicate well, be persuasive well no matter what their field is or their expertise; humanities is giving the step up on this, need to emphasize role of the humanities at the university
- Faculty have no control over who is admitted as undergraduates

Inconsistency in engaging the value across faculty/programs

- Unevenness in application of values and how things are carried out.
- Not all faculty are conveying Jesuit tradition in class

- We are doing well in terms of teaching skills, but it is unclear how well the diverse perspectives of others are being represented.
- Much more variance among undergrads in terms of how prepared they are for class content.
- Undergraduate vs. graduate experiences are very different and that is not often addressed
- Inconsistency across departments - Some departments are actively trying to teach to this definition of “Academic Excellence” while others are stuck teaching the same things in the same way.
- Adjuncts who are practitioners may not bring academic excellence
- Faculty teaching primarily UCOR have different experiences with this value than faculty teaching primarily in their majors

Faculty care for students

- Communication is better here than at other universities
- Small classes allow students to express themselves
- There is effort and care for students from faculty across disciplines.

Information is not being shared in a formal or consistent way

- Little collective knowledge base to know what is going on in the classroom, who is teaching with this value in mind, or who is falling short.
- We don’t often know what’s going on in the classroom other than in our individual departments
- Our students are excellent and many are doing amazing work

Funding is a limitation

- Funding doesn't match aspirations, budget cuts have taken their toll

Excellent students and many are doing amazing work

Professional development not mentioned in this value

- Value does not mention anything about preparing students for life after school.
- These conversations should start day 1; talking about professional formation in a Capstone is way too late.
- Faculty’s role is critical in discussing or directing to opportunities for professional growth.
- Faculty may fear that focusing on career development monetizes the university experience; but the career piece is very important for maintaining an identity as a university.
- If we cannot help students learn to connect/translate academics to “real world” work, our university risks becoming obsolete as populations of students entering college is expected to shrink.
- Part of academic excellence is having courses available when students need them - but some feel the College is struggling to get students into classes when they need them. When they can’t get into formative classes early in their education, they miss opportunities to explore their interests, engage with professional or academic formation. It could impact retention if students don’t feel they are getting content they need to develop their interests early on.
- Ground community engagement and service learning in UCOR classes

B. CREATIVE & CRITICAL THINKING

Too much embedded in this value

- Critique of the wording of the value, especially "passion for inquiry" and "lifelong search for truth," lumping "creative" and "critical" together in one value, and question of "nurturing" and "instilling" vs. seeing these reflected in student work

Strength of CORE

- Core does a good job of giving overview of many topics; students learn problem-based work in the Core, which helps them come in very prepared for other classes.
- Faculty teach a broad range of courses, including UCOR
- 1300 happen so early – cannot use the class to pull together ideas. Maybe this class could come again later in their programs to be able to connect the ideas. Could apply to individual disciplines in different ways if the content is revisited again later in their program
- UCOR is helping them much more than they can imagine

Inconsistency in engaging the value across faculty/programs

- Differences between Core and Department (some see Core doing this better, some see departments doing this better)
- Do this very well compared to other colleges
- Our students do better in this area than students at other universities

Information not being shared in a formal or consistent way

- Many individuals, departments, students are contributing to creative and critical thinking but there is no formal way of sharing what it looks like when this is done well.
- Without concrete examples or information sharing, it is hard to celebrate these successes or adjust when this is not occurring in the classroom.

College must do a better job modeling interdisciplinary thinking

- Undergraduate oriented- habits of inquiry and life-long search for truth- not as highlighted across graduate curricula
- Inconsistency across departments
- There's not much support from the college to do this work.

Students are strong on critical thinking/weak on creative thinking and problem solving

- Students are really good at deconstructing, but struggle with the problem-solving / solution-building part.
- The critical piece has been very strong- less clear on creative imagination
- Need more inquiry in college Core classes
- Quality of discussion questions students come up with are generally poor, all throughout CAS. Thinking beyond what they've been told is hard.
- Need to cultivate habits of problem-solving inquiries, critical thinking
- When students do provide feedback about how to incorporate creativity or critical thinking into the curriculum, the College does not always listen. These concerns should be considered

more broadly (by departments or the college) and not just by individual faculty who are making efforts to teach this way.

- College atmosphere does not promote creative thinking. Most creative ideas are the least appreciated.
- We have stopped thinking about what possible answers and solutions to complex issues
- Students do a lot of critiquing. Good at talking about program solving, but not always good at putting ideas to “real world” action.
- Students have a hard time making the leap to the next level--do well following instructions but can't take it further, just want to know what to do to get an A.
- We don't do a good job of instilling critical inquiry
- As faculty, we talk about critical and creative thinking a lot and students know they're important skills, but we don't necessarily see results
- Missing a culture of lifelong search for truth
- Students struggle with rhetoric and speaking; high speech anxiety among students
- Students lacking critical problem-solving skills and ability to build alternatives

C. JESUIT TRADITION

Disproportionate effort among faculty to engage value

- Certain departments carry disproportionate responsibility to each to Jesuit values (theology/religious studies and philosophy, interdisciplinary programs).
- Much of the teaching in the College follows this tradition, but there is also a lot of variation between faculty and disciplines
- The Jesuit piece is happening more at University level than the college level
- An area where we are weak--There are a few people who are deeply committed and clear but there are a lot of people who are neutral if not hostile;
- Many people use it in different meanings, which leads to problems
- We say we care about social justice but concerns that we might not be practicing it as a college or university.
- Faculty don't see themselves really doing this in their classes, or feel that they are probably doing it badly/half-heartedly
- Faculty do not feel equipped to address this; need more opportunities for faculty development in this area

Interreligious dialog more relevant to students Jesuit dialog

- Students don't appear interested in Jesuit tradition.
- Appreciate the commitment to social justice, but for some it can be uncomfortable with such specific references to faith.
- Could focus more on interreligious dialog instead of just Catholic
- Still divisions in class. Faculty observe there is growing anger and frustration in the classroom among students with different backgrounds and experiences
- Many students come to SU because it is in Seattle, not necessarily because it is faith-based. So we need to reimagine the idea of whole person based on who our students are
- I don't hear students talking about Jesuit tradition

- The key areas highlighted such as reflection and social justice make the Jesuit piece more broad so those from other faiths feel they can participate in the mission.
- Many students feel disconnected from and hesitant about the idea of religious studies, especially UCOR 2500. There could be a better way of informing students about the role Jesuit plays in their education, breaking down stereotypes about religion early so that they can take important classes earlier in their studies.
- Faith is very personal, not everyone is Jesuit so we should teach about faith more broadly
- College and university do not always integrate the Jesuit mission across the board
- Engrained in the things we do, but we do not often name when we are doing this
- Colleagues, Arrupe Seminar, there is always something going on which has us interacting with faculty on Jesuit ideals on the university standpoint
- Many members expressed not really seeing how the Jesuit Tradition fits into what we do while also noting that it's not necessarily a value that is important to them. Other members talked about Arrupe Seminars and the Institute for Catholic Thought and Culture as resources for how to integrate Jesuit Traditions in the form of Social Justice, racial equity, etc, more broadly rather than focusing on religion. It was suggested that more faculty development opportunities are built in this area. It was noted that we do these things, but it's "a la carte" and in certain departments and disciplines. It was noted that A&S does this more than other colleges, but it's not put in the broader context of Jesuit Tradition.
- We embrace social justice and think a lot about it, but not interreligious and ecumenical dialogue. Faculty and staff often focus just on the social justice part of the Jesuit Tradition value and don't engage with questions of faith.
- We need to articulate why the Jesuit tradition is important beyond philosophy or theology courses

Differences between Graduate vs. Undergraduate experience

- Not all graduate degree programs are doing this
- Time is a constraint in graduate classes. The faith/Jesuit piece is hard to make room for when our students are more interested in practical skills.
- It is unclear if and how graduate programs focus on the Jesuit tradition.
- Not a strong understanding of what Jesuit tradition looks like in practice. What are the tools/resources and how are they incorporated into syllabi and coursework?
- We are heavily focused on social justice and inequality but when you get to professional graduate programs – connecting with the religious component is missing

Professional Formation

- With high tuition and focus on the "whole person" there has to be more focus on how the Jesuit piece reflects students' ability to navigate and connect to resources & develop professional skills.
- Feels as though there is a wall where faculty refer students back to advisors rather than help them genuinely seek resources. Faculty can't care for the "whole person" if not all feel empowered to learn what resources are available on campus.
- Alums often say they learn about their place in the world and how it affects others – other schools not doing that

Catholic Church is problematic

- Church is problematized. Sex abuse etc. there are barriers
- “We have plenty of focus on this”
- Do we want to promote more Catholic stuff based on abuse/other things going on in the Church
- Lack of response and accountability to address or move away from traditions of abuse. Why isn't anybody owning up to it?
- Some in favor of moving away from too much Jesuit or catholic language
- But then there are mixed messages – for instance, drag show/spectator article backlash did not reflect Jesuit values positively
- Focus more on spirit of service, not just catholic

D. COMMUNITY OF LEARNERS

Faculty demonstrate care for students

- Faculty go to great lengths to help students
- Staff do well in this area, but inconsistency among faculty
- Advisors jump through many bureaucratic hoops to support students - moments like this that help us see the good in people and the university
- Sometimes hear examples of faculty belittling students
- Need solutions to make things easier for students
- Student anguish is shared by staff
- We hear the difficult stories because students know where to find the people who care
- We care about students a great deal (as faculty and staff) and try hard to create interdisciplinary opportunities and foster a sense of community.

Inconsistency of what care for students looks like

- Many in the College do care about holistic approach but not everyone has the same definition of care for the student. How do you measure what this means and hold everyone responsible to the same standards?

Too Siloed

- We are too siloed and need better dialogue across disciplines and more resources/funding for interdisciplinary work, including talks, paired courses, etc. Too many barriers that prevent collaboration.
- BUT, our students either don't care, are not engaged, or feel isolated in their learning.

Limited resources impact faculty from engaging this value

- Constant budget cuts - when we are fighting for resources, we get into a culture of pitting departments against each other.
- Departmentally pitted against each other for resources
- Strong with care- but the budget does not support faculty and staff in ways that allow them to care for themselves first before others
- No funding for interdisciplinary initiatives. Interdisciplinary programs' honors theses are not actually interdisciplinary.

- Too much emphasis on the framework of competitiveness
- Not enough support from CAPS and Disability Services
- There should be more openness to cutting programs that do not work well. Other programs must stick around because they are opportunities to build trust and retain students (ex: African Studies)

Academic system limits collaboration

- Structural reasons for limiting collegiality
- Academia discourages collaboration on projects
- This is the greatest difference between what we profess to be at the university, and what we are capable of as faculty
- Lack of intellectual curiosity among faculty, need more conversations and collaboration to learn for one another
- Need better incentives for faculty to want to participate
- Must choose between service, class, research, administrative duties – collaboration gets crowded out and has the least tangible results
- Not collaborating much with other faculty- people are very guarded or protective
- Little dialogue or collaboration across disciplines or departments- why aren't we coordinating courses more? Programming how can we work across departments?
- Lack of collegiality due to narrow commitments to discipline
- Faculty seem to care about students' learning but there is not always a lot of respect between faculty for each other's disciplines
- I don't think that this is atypical – lack of community across disciplines is an issue in academic

Different Experience for Grad Students vs. Undergrad

- Not working across disciplines- most of our grad programs are very focused with few shared electives or classes
- Some faculty have misunderstanding of our work--85% of our students work full time- they have very full lives
- What dialogue across other professions – what dialogue would be valuable?
- Personally, I could see more opportunities for conversations between particular graduate programs-
- Number of students who want multiple majors and minors shows how they are making connections across disciplines
- Number of undergrads who want multiple majors and minors shows how they are making connections across disciplines

Not all faculty model the things they teach

- If we can't model cross-disciplinary work, it makes it difficult for students to learn from example
- Students become leaders in making cross disciplinary connections when they see faculty doing it well
- Care of students is emphasized by many of us, but dialogue across departments is not and it hurts our students. There are many places where majors and programs intersect across

programs, departments and colleges, but collaboration is disincentivized. Departments/colleges are pitted against each other. Metrics reward individualism over collaboration.

- Where is the support for faculty and student research/scholarship?

E. GLOBAL CONCERN

Very Committed to Social Justice as a College

- Programs in place to address global concerns, including study abroad and international programs.
- "Deeply committed" doesn't necessarily mean we're doing it well--some respondents indicate that we're doing a really bad job in this area, despite our professed commitment to it--we don't measure it, our study abroad programs have a "savior mentality," our curriculum does not come from a non-western perspective, our staff aren't asked to engage robustly with social justice issues in their work, students have to protest to get us to listen.

Too much wrapped up in this value. Problem of inconsistency--what "global concern" means,

- Up until environmental justice and global harmony- we are a 5
- We are not focused on global harmony
- The title of the category does not match the description of the category
- Most of our graduate programs do not focus on global
- Not sure specifically what this value is asking
- If global concern was a true concern, it would be part of mission
- Higher on social justice and less on global harmony
- What does global harmony mean?
- Too much packed into the definition
- Active engagement- what does that mean? Are we moving beyond awareness
- Need stronger international student voice/presence grad and undergrad
- Limited capacity in international student offices
- Critique of the way the value is worded, especially "deeply committed" as a cop out and no mention of community engagement
- We exhibit global concern at a theoretical level, but we don't embody those values at the local level.

Study abroad opportunities

- Exist but only some can afford them.
- Study abroads are lacking. Only 10% doing study abroad.
- CAS study abroad programs are unfunded
- Office of global engagement declined: doesn't really exist
- For professors' research abroad we're paying out of pocket as it is mostly unfunded.
- Additional concern that the university has moved resources and funding away from global education. Study Abroad courses are often under-resourced or canceled. An example was given of historic programs that have been running for 20 and 40 years that are not financially

supported and may need to come to an end because the department doesn't have tenured faculty to teach them. A member noted that there are many members of the college who are over-performing to compensate for lack of resources – it's not sustainable. Another member raised the concern that there are issues of diversity of all kinds – that should not be limited to "Global Concern."

CORE picks up a lot of the work for undergraduates

- The Core picks up a lot of the work, our College's faculty are responsible for teaching so many others in the university these values.
- Not every student will hit all but most of them will in some way; there is an encouragement from the faculty and college as well

Global environment impacting these connections

- Current global environment is creating more barriers to international relationships and connections – harder to bring international students and faculty here depending on what country they are from.
- Concern about isolation of international students
- Why aren't we tuned into other places in the world beyond Nicaragua

Disproportionate labor among faculty to engage this value

- Value only held up by certain faculty and staff
- Disproportionate labor being done
- Doing this better than some institutions but that doesn't mean we are doing it well
- Less talk and more action and accountability needed in these efforts around teaching about diversity and social justice
- Same folks showing up, some departments doing this well but college as a whole not

Budget cuts impact this value

- Modern Languages and study abroad show lack of global concern from administration
- Not much support for community engagement (money, other resources) at the college level.
- Budget cuts to Modern Languages and study abroad show lack of global concern from administration

Differences between Graduate vs. Undergraduate experience

- Undergrads are committed – faculty and students address topics that are front and center to this value
- At graduate level, not the same breadth of classes or focus on this value

F. LEADERSHIP & TEAMWORK

Real world/professional formation could be improved

- The College does not do a great job of translating academic experience to the real world.
- Service Learning is a strength and opportunity to connect with the community.

- One idea is to create a leadership-focused undergraduate program.
- Lacking in area of career readiness and professional formation, Tonja's new role is a step but still need more commitment from the college
- Some departments are doing this on their own, but not all
- CEO is swamped and don't have time to do individual outreach to departments
- Students need guidance from earlier on at SU on what to expect when school is over (practical, common sense tools)

Differences between Graduate vs. Undergraduate experience

- Leadership and teamwork concepts are stronger at the graduate level.
- At the undergrad level we are trying to have a wholistic – the homogeneity of these values is important
- At the graduate level, there is variation based on the field or profession

Poor Job Modeling this Value in the College

- We don't do a good job modeling good leadership as a college or university or even as individual instructors

Students don't know how to practice this in real world

- Students are becoming more fragile and less capable of leading others towards meaningful action.
- Collaborative skills take on greater importance as they approach graduation; most get sophisticated projects that require collaborative skills which they have
- We do team focus work or an emphasis on collaboration on small group process but it is not something we have made a commitment to- students brought that with them
- Teamwork- in class, yes, but very little done together outside class
- Faculty think students are more inspired when they work directly with organizations and see what real world application looks like.
- Students don't work together. For example, instead of working together, they spend a lot of time invested in their own work, or are on their phones. They can't talk to each other. Takes willingness to take a position and CAS don't empower them to do that.
- Lack of preparation
- Professors don't intentionally instruct students on how to be leaders
- We don't like to make students uncomfortable. To learn how to compromise in positive ways; compromise is not surrender. Creatively collaborat.
- No leadership award in CAS
- Students don't like to critique their peers' work.
- When we look at graduating student awards, we see our top students are doing this really well
- Many faculty support students through their hard work
- Students have different strengths and weaknesses in this area, and many are overstretched or do not have interest in teamwork and/or leadership--also, not everyone can be a leader

- We need to get better at cultivating leadership, particularly for undergraduates. Students need to learn how to work on teams.

Retention

- Difficulty holding on to good people
- Not enough training and support to keep FT NTT and staff at the university
- Staff stay because they like colleagues and students
- This all has negative effects on students

Varied responses by discipline

- Some programs put one or the other of these at the forefront, but others do not. It was suggested that we do a better job of cultivating leadership than teamwork.
- Suspect some programs are doing this well but not sure overall about the college - no awareness and info is not shared that demonstrates how well the college is doing this
- Not all departments are open to new leadership and voices. The longer somebody has been here, the more celebrated it is. But sometimes this means that people get stagnant and are not open to new ideas.
- Some departments/programs are very focused on leadership/teamwork and feel they are doing a good job in this area.
- Faculty don't know how to train students to work in teams and be leaders (or don't want to)

G. ADDITIONAL INPUT

Cost of undergraduate degree

We need to better invest in knowing who the student is who is coming here and a helping the student and their family come here; related and secondly is the financial model for higher education – we need to really understand how students are financing their way here and how they choose their majors

- Choosing majors affects our college – there is a little pressure from the parent which leads to more obviously marketable skill-based majors; we need to understand the process
- Need to understand students coming in – really related – we as faculty need to know what the marketing pitch is so that we can be on board with that so that when students come on board and don't get it and feel disillusioned – we can predict this so that we can know what the students are expecting (tie with admissions)

Focus on DEI largely missing – only a couple explicit mentions (mostly by 2-3 individual departments)

- Make the global component more explicitly feminist and intersectional
- provide training for faculty in dismantling white supremacy and patriarchy and reorganizing syllabi to specifically address these problems in courses

- Concretize the stated commitment to social justice by intentionally requiring courses in ethnic and race studies
- CAPS needs an overhaul with respect to its work with LGBTQ students to better account for structural differences with respect to power, gender, and sexuality to better serve students

Increasing bureaucracy

- Every year we implement more procedures, more processes, more bureaucracy and saddle ourselves with more and more meetings that have little to do with teaching a research. We need to reverse this longstanding trend for the good of ourselves, our colleagues, our students and the long-term good of the university.

Little knowledge of what is going on in other departments, so we only observe how we are addressing this in our own department.

Disproportionate labor among faculty to engage the values

Differences between Graduate and Undergraduate Experiences

Concerns about retention and holding onto good people

Budget cuts limit ability to engage the values

These values are focused on undergraduate student experience. We need to think about our shared values in terms of graduate students, faculty and staff as well.

STEP 2: STRENGTHS

Diversity and Inclusion

- Faculty are collaborative, focused on mission and communicate so we can help students succeed
- We're committed to diversity & inclusion, we're getting better even though still a lot of work to do
- Diverse student body thanks to programs such as Costco scholars
- Seattle is a hub of innovation and diversity

Living the Mission

- Social justice brand, values diversity. Although not perfect, there is good intention here,
- Most collaboration with Community Engagement office happening here in college
- Jesuit Catholic charisms are abundantly available
- Strong commitment to mission as foundational
- Great students who care about social justice
- Staff and faculty care about social justice
- Mission oriented and focused

Community Engagement

- Alums are a great network for faculty and students
- CORE supports classroom and community engagement
- Service orientation exists in the college
- Able to broker connections to community

Care for Students/Advising

- Dedicated staff and faculty who are committed to and care about our students and their success
- Other staff would not be able to function without the help and policy guidance of the professional advisors
- Cross-advising would be helpful, could foster better collaboration and more creativity
- One on one with faculty - mentoring relationship that works better in majors with fewer students
- Strong learning community
- Strong job placement

Staff are a strength

- Biggest strength and best resource
- Run everything competently and with care for students
- College/university not modeling its own values when it comes to support, recognition, and compensation of staff/ always an excuse for why we can't get ahead in our roles or the organization

Developing shared governance

- Not yet great at executing but doing better than other places on campus/other universities
- Relative transparency in upper administration compared to other universities

Collegial environment

- Lots of enrichment opportunities available to us
- Faculty communicate well with each other and are generally pleasant without a lot of in-fighting
- Balance of teaching/research/learning for faculty
- Space for critical thinking, dialog, feedback, even if it doesn't always work out the way we want

Liberal arts/humanities matter in the college

STEP 3: MODEL UNIVERSITY OF THE FUTURE

Genuine and deep engagement with racial justice, including reparations

- "Decolonize" pedagogy
- SU making liberal arts relevant again! by radically reimaging curriculum to center on equity and inclusion for all courses
- Education that focuses on global, diverse, inter-disciplinary innovative thinking and application

Increase diversity of faculty, staff, and students

- Diversity of staff and faculty- students see faculty representation who look like them
- More diverse faculty and students

Alignment with mission

- SU Graduate Named EPA Director: Credits University for Striving for Excellence in Mission
- Strong "Cura personalis" in a Digitally Depersonalized Sector
- Keeping High Tech Human: SU's Philosophy of the Human Person Course a Model for Other Universities
- Community of learners at both faculty and staff level
- At Seattle U, social justice runs deep
- Among graduate programs in the US we have the highest employment rate among people of color and other marginalized identities- expanding the realities of positional leaders

Enrollment

- SU gets out of enrollment slump
- Enrollment and retention for students
- No longer constrained by meeting enrollment targets, etc.

Greater Resources & Affordable Education

- Tuition-free or debt-free education for all students or just for indigenous students
- Our programs have scholarships for every student who needs them
- Financial aid to equal lowest college fee in the area. Student debt reduced significantly by generous financial support
- Fundraising that leads to a much higher endowment
- SU secures 5 billion dollar endowment
- Budget security
- Undergraduate education is free!
- Culture of abundance

Applied Learning

- Robust academic support and internship coordination across across departments

Local Engagement

- Seattle U is the hub for regional nonprofits
- Outreach and Opportunity: Once Traditional Catholic College Engages Seattle's Cultural Confusion
- Dismantling what it means to be higher ed- shared community with surrounding neighborhood
- Half of our viability is where we are, compared to other places that are not as vital as Seattle.
- Creation of community organizing institute where community members serve as fellows to teach students, community members, faculty and leverage talents skills and knowledge of professional programs.
- We engage with dynamic community surrounding us

Study abroad & Language study

- More resources for study abroad
- Seattle University delivers on its promises: Students that have been around all corners of the world come together to think about different models to be applied towards the betterment of both the local community and others in different countries. The leadership, critical thinking, teamwork skills and their knowledge of other languages (a requirement of one year or proficiency in another language for all SU students) led them to devise innovative solutions for a sustainable future.

Innovation

- On campus and online: Drawing students into quality, innovative programs with the Seattle Zeitgeist
- Transformative- trying to change the landscape
- An Urban Campus that is also a wildlife sanctuary
- SU Students Reform Catholicism Using Virtual Reality Tools
- Seattle University Clinical Program Bucks the Trend of Cheapening the Quality of Mental Health Care
- Redefining what a liberal arts college is: research & innovative practice
- We are (perhaps the last bastion of) critical liberal arts, small, hands on, in person education (not online, not STEM, not business)
- Commitment from upper administration to work with the innovations and be less very risk averse
- Other institutions are looking to SU for inspiration and ideas
- Redefine concept of professor with a home discipline; blow up concept of 4-year degree

Collaboration

- Greater interdisciplinarity
- Common collaborations across disciplines, colleges & community
- Rethinking the model of academic units

- Engaging student leaders more collaboratively
- Programs that are interrelated to each other, connecting our classic foundations with innovative directions
- If collaboration is important, make it a requirement
- Adequate resources for collaboration
- Our College could become a model of interdisciplinarity and collaboration
- Revered for collaboration: team teaching is normal and incentivized, cross-disciplinary appointments
- Silos gone

Outcomes-Focused

- SU Research Helps Shape Public Policy - Works with communities to solve problems
- SU Links Academic and Professional Development
- SU trains next leaders to be participants in the policy-making process
- Seattle U sets records for Fulbright Winners

Student-Focused

- Offering flexibility
- Relevance- we as a University we need to decide how our graduate programs can be relevant- and how we can work together to provide the students with the education they need
- Student experiences are visible and prominent
- Students engaged in active learning
- Students feel value of care and give back to communities
- Students want to be challenged
- Increased attention to teaching/fostering ethics in students
- Known for student experience which encompasses committed engaged and supported staff and faculty
- Blow up the concept of the 4 year degree. Remove barriers and increase flexibility for students to complete requirements at a pace that is right for them. Whether accelerated or longer
- Students drive all decisions; maps onto what we value/mission

Staff and Faculty Morale and Retention

- SU attract and retain faculty, staff and students
- For staff, what we do has become more difficult and with increased volume – it takes experience and commitment to do this job right
- Job titles and compensation don't match complex relationships and systems that staff navigate
- Faculty and staff are paid salaries and given benefits that reflect the cost of living and their expertise
- Inclusive higher education practices helps to attract and retain quality colleagues

- Strong leadership regardless of place on the org chart
- One of the top places to work in Seattle
- Better inclusion of NTT faculty
- More Tenure-Track lines for increased support and job security
- Hire only tenure-track faculty/eliminate adjunct labor or just hire more TT faculty to increase proportion
- Removing the tenure-track process and replacing it with systems used by much of the rest of the world.
- Blow up the structure of professors with home disciplines by either removing department structures or keeping them, but having more joint appointments. More creative collaboration across traditional disciplines

Better budget management

- Get more money/funding for budget
- More transparency, especially budget
- Cost-centers incentivize recruitment, retention, etc.

Leading in the area of shared governance