Townhall Faculty
April 18, 2016

Themes that emerged from Campus Townhall
- Enhancing community engagement
- Building on curricular strengths
- Maximizing residential experience
- Staying true to egalitarian heritage

> What is our mission/values?
> Who are we? Who do we want to be?
> What do we do well? What are our special characteristics?
> Where do we want to go? How do we get there?

Ideas for Sesquicentennial
- Set up 10 days with speakers and interesting media savvy things that project Ursinus 150; the dignity and the excellence
- Ursinus 150 – create a theatre piece about the history of Ursinus (Dominick)
- Contest for students - making a celebrate 150 commercial
- 150 new scholarships that are earmarked for programs for sustainability; arts marketing; calendar of 150 events for that academic year

Statement from Robert Dawley
- The mission of the College is to enable students to become independent, responsible, and thoughtful individuals through a program of liberal education.
  - Independent – Responsible - Thoughtful
    - Qualities that are enabled by a program of liberal education
  - Our students are not merely future employees
  - Human beings with life rich in meaning
- Ursinus past and future commitment to liberal education as a moral imperative
- Tradition of egalitarianism
- Places like Ursinus make it possible for working class families to have access to superior education

Faculty comments
- Outwardly we want to project excellence; continuous improvement internally
- Replace scholars with people at their level; A senior professor is not replaced at the same level
- Comments heard by faculty from students: residential experience – the town is so boring nothing to do
- Can the college do more with the town; café, used book store; a place for students to hang out when not on campus
- Bring back Italian major?

- Excellence – project to aspire to be better than what you are
- What is wrong with aspiring to be like a Swarthmore
- Who are we using as models of liberal education?

- We have an obligation to provide more rich full experience for students on campus
- We can do better with programming to engage students Thursday to Sunday
- Honoring of our tradition; recognizing that a century and a half of liberal education has been around for a while

- o Founders Day
- o pocket
- o 125th anniversary will be anniversary of bomberger
- o (John French) – get with Laura Armstrong

- Student input – shuttle to providence center; food trucks using swipe cards
- Community engagement – athletics events are free and well attended; Arts events – have them be free and open to the public

- Value in new core and co-curricular program; thread new core questions through co-curricular experiences
- Special about who we are – mentoring a student over an extended period of time
- Think strategically about how we can have curricular and co-curricular interface
  - o Student transformation when experience is grabbing them out in the world and bring it to the classroom
  - o Treasure what we have and use the opportunity to build and mentor our students in ways we can help them think through their education experience by relating their curricular endeavors to co-curricular

- Transformation is part of the relationships faculty have with their students
- Concern of use of adjunct faculty; move away from one semester class teaching by adjunct to longer-term faculty who are vested in culture
- More solid staffing supports mentoring students throughout experience at Ursinus

- Building on curricular strengths – let's look at what we may not be doing well but should be and focus on making those stronger
- Areas where we should be improving; build on strengths and shore up curricular weaknesses
- Weakness - number of seniors who cannot write a grammatical sentence; incorporating writing into CIE has not worked; re-establish expository writing

- MFA programs – why have they gone from 30 to 350 programs in the past years
  - o Masters program in fine arts in this area – 75% profit

- Co-curricular programming angle – transformative nature of building programs that connect these to the curriculum; Bonner, sustainability, research station/property, theater; these get the least administration and financial resources support
- Part of the process of visioning is an internal recognition of who we want to be and how we allocation resources
  - o We need to look at history of programs we have built.
  - o Re-elevate the things we have invested in to make them stronger

- Enhancing engagement – more online presence for Ursinus; how we are putting ourselves out to the world; engaging locally and globally;

- Stretch ourselves – what offerings we can make in an innovative space
  - o Programmatic aspects that might enhance our strengths

- Media and communications students – department integrates media making into theory rich classes; opportunity to use students for media making

- Fellowships programs that are unfunded; no credit

- How do we reach students who are not currently here?

- All the good things are kept internally
- Ursinus is not on the radar of other educational institutions
- Challenge is to have marketing program that engages community

- Admissions question – how are we recruiting students (journalists, artists); specialty areas

- Are faculty interested in active recruitment?

- How can we use facilitates to attract the high school students?

- Summer opportunities?

- Theatre, dance, and music – auditions for scholarships is a good mechanism to recruit

- Faculty engagement off-campus – alumni to follow up

- Consider a speakers bureau

- We are more likely to enable independent, responsible and thoughtful students if they come here being interested in being independent, responsible, and thoughtful.

- Best kind of education to stay employed in meaningful work.

- How to better communicate why a liberal arts education really is valuable. – Tap faculty to help with this – brown bag lunch sessions between College Communications and key faculty

- Core Curriculum Questions – students want to answer those questions

- Summer camps – summer shark tank; sienna college summer service; maximize the impact over a 12 month period

- Think about the question of "what is a course?" what is a unit of learning?
  - It's a whole experience, not just a course,
  - Building a portfolio