



COLORADO COLLEGE
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Road Mapping at Colorado College

AN UPDATED MISSION STATEMENT AND A ROADMAP FOR THE FUTURE

PREPARED FOR
PRESIDENT RICHARD F. CELESTE

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AN UPDATED MISSION STATEMENT AND A ROADMAP FOR THE FUTURE

I. INTRODUCTION

In October, 2002, President Celeste charged Margi Duncombe, Tass Kelso, Randy Stiles and Sam Williams (the Mappers) with the following two tasks:

- revisit the CC mission statement with a goal of arriving at a succinct and compelling formulation that captures our distinguishing characteristics
- engage the campus community in a process that will build on the mission statement with the purpose of articulating a long-term vision for the College – where we aspire to be in five to ten years – and a roadmap for how to get there.

President Celeste also specified that this effort should be highly participatory and transparent, that the final product should be something we all “own” and should be sufficiently practical that it can guide us in making tough choices, in setting clear priorities, and in evaluating how we are doing along the way. Finally, he requested that this work be done by the end of the '02-'03 academic year.

This report marks the end of the beginning of a new cycle of strategic thinking about the future of Colorado College. In Section II, we provide recent historical context for the work of the past eight months, a few process highlights, and the mission statement and roadmap products. In Section III, a methodology for examining proposed initiatives is presented and a set of twenty specific ideas for the future that the community has raised to the forefront on the basis of urgency and/or importance are identified. Section IV contains reflections by the Mappers on items that did not necessarily rise to the top in campus deliberations but that we feel should be included in the President’s considerations. Section V contains specific recommendations and concluding remarks.

Many members of the Colorado College community have contributed to the work that is reported here. In January, the Mappers group was expanded to include Laurel McLeod, Beth Brooks, and Elizabeth Pudder. Also, during the course of the past eight months a number of working groups have been formed (Appendix A) and nearly all existing committees, task forces, staff agencies, and all College constituencies have been involved in road mapping.

II. A REVIEW OF THE ROAD MAPPING PROCESS AND PRODUCTS

Recent Planning Efforts at Colorado College. In the “road-mapping” conversations of the past several months, persons who have been a part of this college community for more than a few years will have heard and read much that sounds familiar, and many of the preferences expressed at the May 8 gathering have likewise enjoyed a long life on this campus. Several reports written since the mid-1980s testify to the considerable time and energy that persons committed to Colorado College have given to previous planning efforts. They serve as well to remind us just how difficult it can be to turn hopes into realities, and from the past they challenge us to take advantage of the present propitious moment in the College’s history to be boldly ambitious in improving our program and facilities. These are the relevant documents of which we are aware:

Gresham Riley, "A REPORT TO THE COLORADO COLLEGE COMMUNITY" (1986)

"Report of the Steering Committee on Faculty Priorities for the Future of the College" (Approved by the Faculty without dissent at the February 5, 1990 Faculty Meeting)

"REPORT ON THE COLORADO COLLEGE PRIORITIES FOR THE 1990s" (1991)

Glenn Brooks (Director of Strategic Planning), "Strategic Planning Project" (a 1993 report to the Colorado College community)

"STRATEGIC PLANNING REPORTS," a voluminous compilation of reports from the different offices and programs of the College (1993)

Kathryn Mohrman, "INTERIM REPORT ON THE FUTURE OF COLORADO COLLEGE" (1994)

"IMPLEMENTING OUR STRATEGIC PRIORITIES: HOW FAR HAVE WE COME? Self-Study of the Colorado College — 1997," particularly Chapter 4: "Evaluating Progress on the Strategic Priorities"

"[Faculty Executive Committee] Budget and Planning Subcommittee Report on Strategic Planning Initiative" (presented to President Mohrman in March 2001)

"AN INVITATION TO APPLY FOR THE POSITION OF PRESIDENT OF THE COLORADO COLLEGE" (also known as the "Profile and Challenge Statement") (2002)

In particular, we note that four of the goal statements from the "INTERIM REPORT ON THE FUTURE OF COLORADO COLLEGE," dated March 1994, are similar in spirit to four of the road mapping themes presented in Section IV of this report. Those four goals were:

- Enrich the intellectual climate of the campus with higher expectations for imaginative teaching, learning, and scholarship
- Increase and support diversity within the College community to promote understanding of both the similarities and differences among people with diverse backgrounds and interests
- Improve collegiality and mutual respect
- Promote involvement in and responsibility to one's community

Also, the 2002 "AN INVITATION TO APPLY FOR THE POSITION OF PRESIDENT OF THE COLORADO COLLEGE" that was developed for the most recent presidential search included the following challenges for the new President:

- To articulate, for itself and others, the distinctive character and strength of the College
- To match identity with visibility
- To recruit and retain new, diverse faculty and to recruit and retain a highly motivated, academic and diverse student body
- To clarify and focus the College's resources on its most strategic endeavors

These challenges have all been addressed in the course of updating the mission and preparing a

road map as described below.

Process Highlights. After receiving the charge from President Celeste, the Mappers first set to work on an updated mission statement. Criteria were established (distinctive, provides both fit and stretch, inspirational, and short/memorable), examples were created, and suggestions were solicited from the Colorado College community. While many ideas were received and there was a considerable amount of activity in the public folders on this topic, there was also a high level of dissatisfaction with most proposals and, to a significant extent, with the notion of finalizing a mission statement before moving ahead with the work of road mapping. In December, two draft proposals for a mission statement were brought before the faculty for a “sense of the meeting” vote. The votes were nearly equally divided into three parts: one third voted for option A, one third voted for option B, and one third abstained indicating a lack of support for either A or B. At that point in time, the Mappers created a placeholder statement and moved on with preparations for the road mapping work agreeing to return to finish the mission statement at a later date.

There have been many meetings of the groups identified in Appendix A since last October. Here, we summarize just the two large “all-campus” meetings that were held on February 20 and May 8, 2003 as well as the work that occurred in between the meetings. With the aid of professional facilitators (America Speaks), we developed a conceptual and hierarchical framework of themes, goals, and initiatives for the road mapping work (Appendix B). *Themes* are the core issues we must address if we are to fulfill our mission over the next five to ten years. *Goals* are outcomes that must be achieved to address the issues defined by the themes. *Initiatives* are specific actions to be taken to achieve the goals. They include a description of what is to be done, who will be responsible, and (roughly) what it will cost.

The purpose of the February 20 meeting was fourfold: 1) to develop shared understanding about the context of the CC road mapping efforts (background, impetus, major issues and trends), 2) to identify major themes to enable CC to make significant advances in fulfillment of its mission and vision in the coming five to ten years, 3) to *begin* development of goals and initiatives for addressing the themes, and 4) to organize to broaden engagement of the CC community in the next phase of road mapping work. All of these purposes were accomplished during the course of the seven hour meeting on the February 20. Specifically, seven themes (see Section IV) were identified by the 130 people in attendance. The themes having to do with enhancement of the intellectual climate, diversity, global and local citizenship, and the campus received the most interest in a preliminary “vote” at the end of the session. However, there was also substantial interest in the themes pertaining to sense of place, mutual respect, and recognition. Following the meeting, working groups were established corresponding to each theme area from meeting participants and others on campus.

More than eighty people participated in the seven working groups between February 20 and May 8. Each group produced a report that included: an introduction to, and sometimes a new articulation of, the theme; sets of goals and corresponding initiatives; a one page executive summary, and a presentation for the May 8 meeting. All of the working group products are contained in Appendix B. Members of the working groups were encouraged to consult with appropriate committees and task forces as they developed their reports.

The meeting on May 8 marked a significant shift from an idea generation phase in the overall process to one of distillation and prioritization. Specific objectives for the meeting were to: publicly present and receive feedback on the seven working group proposals; develop a sense of campus priorities around the seven themes and associated initiatives; receive feedback on a revised mission statement, core values, and statement of the promise of a distinctive experience at

CC; convey President Celeste's plan for follow-up from the road mapping process.

The Mappers were faced with a challenging dilemma for the May 8 meeting. The seven working groups collectively produced a total of 42 goals and 167 initiatives. Our task was to produce a survey product that more than 200 people could respond to during the course of a 3 ½ hour meeting. In the end, we chose between two alternatives: 1) a survey built around the 7 themes that included all independent initiatives, or 2) a survey that included a grouping of initiatives within cross-cutting categories. We saw the advantage of the first alternative as preserving the construct of themes, goals and initiatives as they had been developed by members of the community. However, we also saw the problem of persons who were much less familiar than us with all seven themes making preference decisions among so many choices. We thought seriously about using a long survey instrument that would be started in the meeting and finished afterward. However, we thought that would likely reduce the response rate dramatically, given the complexity of the task and the time of the year. So, we opted for the categories of initiatives approach for the purposes of the May 8 meeting. All of the goals and initiatives have been captured in the collection of original theme reports as well as a summary table. We recommend that the themes, goals, and initiative construct be carried forward in any follow-on work from this effort.

The Mappers have used results from these two meetings as well as all of the other work of the past eight months to provide President Celeste with the following products which are included in this report:

- An updated mission statement with supporting statements of core values
- A statement about the distinctiveness of liberal arts education and the particular way we deliver that education at Colorado College
- Seven themes that collectively describe the vision for the desired future of the College in the next five to ten years
- The elements of a roadmap for achieving our vision in the form of goals and initiatives corresponding to the seven themes, a methodology for building and revising the roadmap over the course of time, and a suggested starting point for journey.

Road Mapping Products.

Mission. At Colorado College our goal is to provide the finest liberal arts education in the country. Drawing upon the adventurous spirit of the Rocky Mountain West, we challenge students, one course at a time, to develop those habits of intellect and imagination that will prepare them for learning and leadership throughout their lives.

Core Values. As members of the Colorado College community, we share a commitment to

- honor the life of the mind as the central focus of our common endeavor;
- value all persons and seek to learn from their diverse experiences and perspectives;
- practice intellectual honesty and live with integrity;
- serve as stewards of the traditions and resources of Colorado College;
- encourage engagement and social responsibility at local, national and global levels;
- seek excellence, constantly assessing our policies and programs

Our Promise of a Distinctive Experience. Colorado College succeeds in its mission of educating for our time when it graduates women and men with mental agility and the skills of critical

judgment, persons who have learned *how* to learn. Taking advantage of small classes and the unique learning opportunities of the Block Plan, Colorado College provides a variety of stimulating environments for intellectual development, creative expression, and personal growth. In the studio and on the stage, in classroom and library and laboratory, in residence halls and on playing fields, in the local community and in foreign countries, the College confronts students with unfamiliar perspectives and new possibilities of thought and action. We explore with them the complexities of the natural world, the achievements of the human past, and the urgent social and moral issues of the present. We teach them how to recognize relevant evidence in various fields of inquiry and how to weigh that evidence. We press them to read carefully, think critically, reflect thoughtfully, and express their ideas effectively, with precision and grace. We encourage their personal quest for a worthy vision that can inspire both action and hope and will enable them to help create a more humane world.

Colorado College is distinctive in its conviction that active learning happens best when students pursue a single subject of study for several weeks in small classes in which no ticking clock can interrupt the animated exchange of ideas. We are confident that the learning opportunities made possible by our distinctive curricular system foster a kind of intellectual engagement that will continue to enrich the lives of Colorado College graduates as they become leaders in their professions and communities.

Vision for the Next Decade. We are committed to investing our time, energy, and financial resources to advance the following seven theme areas during the next five to ten years.

- ***Intellectual Engagement:*** We will continue to build a comprehensive liberal arts and science learning community for all constituencies, both in and out of the classroom, that: has high standards; nourishes the mind, body, and spirit; leads to intellectual engagement as a way of life for life; promotes experiential learning and strives for greatness.
- ***Diversity:*** We will actively promote diversity of backgrounds in all areas of the College, including race, color, national origin, sex, age, religion, disability, sexual orientation, and socioeconomic status.
- ***Understanding the Self in Communities (originally named “Local and Global Citizenship”):*** We will help students discover the knowledge and skills to understand themselves as well as their roles and responsibilities in communities across the spectrum, from the community of the campus to the Southwestern U.S. to the world.
- ***The Campus:*** We will enhance the physical environment of our campus to support the overall College program in its curricular, co-curricular, and social aspects for today and tomorrow.
- ***Location (originally named “Sense of Place”):*** We will build on the strength of our geographic location in the Rocky Mountains and adjacent to the Southwest, focusing our activities to take advantage of our sense of place.
- ***Mutual Respect:*** We will continue to develop Colorado College as a more human place – a place characterized by respectful interactions, as strong sense of community, and a firm sense that everyone is being treated fairly with the concern and dignity due all human beings.
- ***Recognition:*** We will build on our strong culture of pride that is recognized internally and externally.

Roadmap Elements and Survey Results. Corresponding to the seven themes listed above, members of the College community have developed goals and initiatives that describe specific outcomes we need to achieve and specific actions to be taken including what will be done, who

will have primary responsibility, what resources will be required, and the time frame for accomplishment. A summary of themes, goals, and initiatives can be found in Appendix D. In this summary, we have sorted initiatives by estimated impact on direct costs. There are five categories: 1) reduce costs (or generate revenue), 2) minimal costs, 3) < \$100K or \$10K/yr, 4) > \$100K but < \$1M or \$100K/yr, and 5) > \$1M or \$100K/yr.

Three important products of the May 8 meeting were: 1) results of the Sense of the Campus survey (Appendix E), 2) the meeting evaluation (Appendix F), and 3) a summary of notes from the table conversations (Appendix G). These products provide an indication of the desire and determination of the campus to move ahead with initiatives as well as the degree of confidence that progress will be made.

III. INTERPRETATION OF PROPOSED INITIATIVES AND A SUGGESTED STARTING POINT

Methodology for Creating a Roadmap. Up to this point, the material in this report has been largely descriptive. In this section we provide a methodology for creating a roadmap and suggested starting points for the journey in front of us. The seven themes collectively constitute a vision for the future of Colorado College – a desired “destination” we hope to achieve over the next decade. Initiatives are potential “road segments” that can be considered with regard to the desire and determination of community members to “travel” over them (**will**), the “fuel” (**resources**) they will require, the order in which they might be traversed (**timing**), and finally, the difficulty of the “terrain,” (the degree of **culture shift** associated with the proposed change). As a result of our work during the past year, we are now in a position to think about how to construct a roadmap. The Working Group Reports and Sense of the Campus Survey results provide useful information about will, resource requirements (funding and organizational involvement), and timing for each initiative. In the discussion that follows, we also highlight those initiatives we believe will entail a significant culture shift.

Community Will. We assume that meaningful change can only be effected at Colorado College with broad understanding, support and a real sense of ownership among relevant constituencies. Our best indication of community desire and determination for change that is specifically related to the road mapping initiatives comes from the Sense of the Campus survey results. While we do not have expressions of preference for every proposed initiative, we do for most. We also gathered information about specific types of initiatives by coalescing ideas across theme groups into twelve general categories fundamental to campus life. These categories contained sets of initiatives related to:

- Enhancement of the academic program
- Enhancement of the student profile
- Strategic personnel actions
- Enhancement of existing academic structures
- Enhancement of the maturity and development of students
- Improvements to the curriculum and requirements
- Enhancement of the application of learning
- New capital construction
- Renovations of existing buildings
- Improvement of existing spaces
- Enhancement of the campus climate of respect
- Stewardship of existing facilities.

Preferences were most highly focused on four of those categories: student profile, academic programs, the curriculum, and new capital construction were all of high concern across constituencies. It is important to note that we intentionally applied a constraint on preferences for specific initiatives within categories, e.g., within enhancement of the academic program, we asked respondents to indicate the three most important choices among nine possibilities. In general, we applied an “n/3 rule” for the number of choices among alternatives, recognizing that all twelve categories of initiatives have fundamental importance for the institution. The survey results then provide information by constituency about priorities within categories as well as priorities (or weights) among all categories (Ref. Appendix E).

Resources. The potential to implement any of the proposed initiatives is strongly influenced by resources – funding, staff and faculty time, and in some cases, appropriate organizational structures. In conjunction with each proposed initiative, the working groups made a rough estimate of funding requirements and suggested the people and/or organizations that would be involved in doing the work. Tables D1 through D5 provide a convenient summary of the estimates of required funding. They are organized by type of initiative and provide a reference to associated goals and themes. Following are some observations about the resource estimates:

- Of the 167 initiatives that were proposed, preliminary estimates indicate that 111 will individually have direct costs between \$0 and \$1M or about \$20M collectively over the next 10 years
- Of the total estimated funding requirement for all initiatives, 37 percent is associated with a significant increase in endowment, 27 percent is related to facility stewardship, 23 percent is proposed new capital construction, 7 percent is for increased financial aid, 2 percent is for staff additions, and 2 percent is for program enhancements
- Most facility stewardship estimates are based on an assumed percentage (usually 1.5 percent) of the current replacement value (CRV) of CC facilities. Our current budgeting and spending provides partial funding for such work - as much as 0.7 percent – so the proposals are for the *additional* funding required
- One of the most important strategic decisions facing the college is the distribution of new funding among competing demands in order to: 1) enhance the student profile (financial aid), 2) proceed with new capital construction, 3) build the endowment to help sustain ongoing operations, and 4) provide stewardship for existing infrastructure (e.g. land, buildings, and IT). There are good arguments for all four and a high level of interest in the first two.

Timing/Timeframes. Another lens through which to view the mapping outcomes is a temporal one. Goals and initiatives may be organized into one of three timeframes, each taking into account also the *sequencing* of planning, implementation, and/or fundraising:

1. *Near term*: initiatives that have both *strong support* (indication of will) from the working groups and from participants in the May 8 meeting AND *low funding and/or staffing requirements*.
2. *Long term*: initiatives with both *strong support* (indication of will) AND *lack of current funding and/or staffing* (many of which must be included in either a targeted fundraising effort or in the next capital campaign).
3. *Mid-range*: initiatives with considerable support and medium funding requirements.

Not all initiatives fit neatly into only one phase. Many necessitate ongoing effort and commitment of resources, and some might require an immediate or near-term commitment, but

not be fully or even largely realized until the longer term. In this context, we indicate some examples (note that * represents a current or ongoing effort in the examples listed below):

Near Term (Strong Support/Low Financial Cost): Academic rigor*; maturational development of students*, compensation philosophy statement; *commitment to* academically engaged students, students from underrepresented groups (see Long Term)

Long Term (Strong Support/High Cost): Academically engaged students*; new library; Armstrong Hall renovation; performing arts venue; Center for International Studies; students from underrepresented groups*

Medium Term (Considerable Support/Medium Cost): Symposium; departmental study areas; Webmaster/website; opportunities for multiple ways of learning; involvement in our own backyard*

Cultural Shifts. A final lens through which we can view the collective goals and initiatives and interpret the sense of the campus might be entitled "Cultural Shifts." This set as a whole envisions an alliance of philosophical shifts in college culture that span classroom and community attitudes, and incorporates aspects of academic expectations, programmatic reassessments, curriculum, and community interactions and values. While some might necessitate modest financial investment or reallocation, most are less measurable in dollar commitment than in terms of philosophical commitment and practical execution. Such commitments must thus necessitate considerable additional conversations and assessments of their implications for all constituencies, and reflection on alignment with other temporal and financial investments. Thus, while these realignments may be rooted in the top three preference clusters indicated by the survey (Enhanced student profile; Enhanced Academic Program; Improved Curriculum/Requirements), they are also fundamentally connected to other clusters, notably those of new buildings and renovations, as well. Cultural shifts would have broad impacts at all levels in the college, and implementation may be very challenging. They will require philosophical consensus that can only be reached through additional, in depth analysis of pragmatic considerations and urgent conversations within and across college constituencies, departments, and governance bodies. Examples of initiatives requiring cultural shifts include the following:

Student Profile: Target academically engaged students

Academic Structures: Reexamination of block plan/size limits, calendar; Block visitor use; Summer Session use/integration

Curriculum: Increased classroom rigor; Common academic experiences/core courses

Campus Climate: Community values statement; Principle of "drop old if add new"

Twenty Candidates for the On Ramp. With the methodology of the previous section in mind, we highlight twenty specific initiatives that the College community has identified as leading candidates for action in terms of immediacy and/or importance. After the description of each initiative, we indicate its theme(s) of origin, the rating the initiative received at the May 8 meeting, a rough estimate of ten year cost, the proposed time frame for implementation, and if the idea is likely to involve a culture shift. The following seven initiatives were recommended by the Chairs of Theme Working Groups for most immediate consideration as President Celeste prepares to present a road map at the beginning of the fall semester, 2003. They are all initiatives

that have champions among the working groups and strong support from other members of the community. The Working Groups also indicate a sense of urgency to proceed with these ideas.

Maintain high academic standards – “...if we were to make only one recommendation, it would be to encourage and support greater faculty confidence in maintaining high expectations and standards, and to inspire greater student responsibility in making intellectual pursuits the central goal of their four years here ...” (Intellectual Engagement; survey rating = 104, \$0, near term, culture shift)

Enhance diversity in student profile – “Improve the admissions process by focusing more financial aid on first generation students who have demonstrated their potential to benefit from CC, such as the most promising candidates from our bridge programs. Enhance recruitment by improving the value of the admissions process to people of diverse backgrounds ...” (Diversity; survey rating = 47/78, \$11.75M, now through 2006)

Center for International Studies - “Create a Center for International Studies to develop a campus-wide vision of the internationalization of the campus and curriculum.” (Understanding the Self in Communities; survey rating = 78, \$4.2M, near term)

Plan for facility planning – “We urgently recommend a “plan for planning” – a better process for prospective integration of the academic program, community needs, and CC’s physical facilities.” (The Campus; survey rating = 57, \$250K, near term, culture shift)

State of the Rocky Mountain Conference and Faculty Geographer – “...develop and hold an annual State of the Rocky Mountains study and conference, widely publicized and used to clarify the importance of CC as a place of analysis and reporting on Rocky Mountain West issues and problems. Obtain permanent funding and convert to a tenure track position the current 4-year Keck Visiting Scholar position in Geography of the American Southwest position ...” (Location; survey rating = 64, \$200K for conference, near term)

Statement of Community Values – “Develop and articulate a statement of community values that all members of the college community are expected to uphold in their actions and interactions with others.” (Mutual Respect; survey rating = 61, \$0, near term, culture shift)

Alumni Recruitment Program – “Create and fund AAR (Alumni Recruitment Program) to train and fund a network of alumni volunteers for student recruitment.” (Recognition; survey rating = not rated, \$1.25M, near term)

Following are the highest priority initiatives from each of the twelve categories of initiatives on the Sense of the Campus survey form that was used on May 8. For each of the four highest rated categories of initiatives (Enhance the Student Profile, Enhance the Academic Program, Improve the Curriculum and Requirements, and New Building, two initiatives are shown if they are not listed as a first action initiative above.

Annual Symposium – “We propose reintroducing the College’s annual symposium and changing its schedule to some time between blocks 5 and 6, when more students are on campus.” (Intellectual Engagement, Understanding the Self in Communities, and Recognition; survey rating = 101, \$500K, near term)

Academically Engaged Students – “Increase the number of students we recruit and retain who both add to the intellectual diversity of campus and are intellectual “self-starters,” or who come eager for the academic challenges and discoveries that a liberal arts college can offer.” (Intellectual Engagement, Recognition; survey rating = 93, \$32M, begin near term)

Enhanced Opportunities for Multiple Ways of Learning – “All students experience Baca and the region through course field trips.” “Increase Venture Grant and field/study trip funds.” (Location, Recognition; survey rating = 78, \$1.5M, near term)

New Library – “We should develop plans for a new and newly designed library fully equipped to participate in the high tech age.” (Intellectual Engagement, The Campus, Recognition; survey rating = 145, \$35-\$40M, long term)

New Performing Arts Venue - “Construct a well-equipped venue for performing arts, including a theater to seat 350 and a college museum/gallery ...” (The Campus, Recognition; survey rating = 76, \$20-\$25M, long term)

Exploit “hidden treasures” within the College – “Have College Relations work with departments, programs, students, administration, support staff and Alumni Office to identify “hidden treasures,” generate departmental recruiting brochures, and promote achievements of the entire campus community.” (Recognition; survey rating = 65, \$110K, near term)

Rebuild Campus Representation and Governance – “Create a Staff Council of all non-faculty employees to replace SSAC and CAI.” (Mutual Respect; survey rating = 62, \$0, near term, culture shift)

Departmental Study Areas – “Offer academic departments, particularly in Armstrong ..., the funded option of converting one classroom into a comfortable library/reading/lab room with the required furniture and technology.” (Intellectual Engagement; survey rating = 97, \$\$\$\$, begin near term, significant culture shift)

Involvement in our Own Backyard – “Acquire additional grant funds focused on regional issues that “teams” of students and faculty can study and report on as Rocky Mountain West concerns, (and three more sub-initiatives).” (Location; survey rating = 94, \$1M, mid term)

CC Web Master/State of the Art Web Site – “Upgrade and maintain website, as it is increasingly become central to the admissions process and to our competitiveness with other schools.” “Hire a prominent website consulting firm to help us create a state-of-the-art, cutting edge interactive website. Establish College Webmaster.” (Intellectual Engagement, Recognition; survey rating = 95, \$200K, mid term)

Remodel Armstrong Hall – “Improve Armstrong Hall as a teaching and learning Space by creating student reading and study rooms, adding social space, reducing ambient noise levels, upgrading classrooms and office.” (The Campus; survey rating = 135, \$10M, long term)

Fire & Life Safety – “Complete fire & life actions (studies and implementation programs) already underway.” (The Campus; survey rating = 74, ~\$5M, near term)

Maturation Development of Students – “The President, Vice-President for Student Life, and Deans should appoint a committee to develop a mentoring program in which older community

members (faculty, administration, staff) mentor students.” (Mutual Respect; survey rating = 81, \$0, near term, culture shift)

IV. MAPPERS’ REFLECTIONS

The following paragraphs represent judgments and suggestions that have emerged from what the seven Mappers have read and heard over the past several months, including but not limited to the campus gatherings of February 20 and May 8. They emphasize proposed changes that did not necessarily rise to the top in the May 8 meeting or items that we formulate differently from the survey instrument used on that occasion.

The environment: a community of persons. (Primary reference: Report of the Mutual Respect Working Group). Everything that we do to fulfill the mission of the College takes place in the environment of *community*. Whether we are students, staff, professors or administrators, every day we interact with persons like and unlike ourselves, persons in and outside our own group. The character of our interactions and relationships affects both personal well-being and institutional achievement. When undercurrents of alienation or the sense of not being treated with respect course through our common life, as an institution we are less efficient and effective than we could be.

In addition to formulating a statement of community values, the College can increase mutual respect for and appreciation of all who work and learn here by increasing opportunities for cross-constituency conversation about the nature, practices and future of Colorado College. The campus gatherings on February 20 and May 8 serve well as models of conversation across the boundaries of responsibilities and perceived status. We highly recommend that opportunities for this kind of conversation become a regular part of campus life.

We agree with those members of the College community who believe that in order to become the kind of institution we aspire to be, Colorado College should formulate and implement a philosophy of compensation that ensures at least a self-sufficiency wage for everyone who works here.

Students and Faculty. To be a vibrant community of learning, Colorado College must attract and retain students and faculty who are smart, engaged, and committed to the discovery of learning and teaching. Highly significant for the mapping process is the fact that on the May 8 preference survey, “Enhance Student Profile” was the major category given the highest priority by those present, and “Academically Engaged Students” was the initiative given top priority in that category. Clearly the campus community is convinced that the College could benefit from increasing the proportion of students who are curious, academically accomplished, eager for intellectual discovery, and genuinely committed to the academic enterprise. An Alumni Recruitment Program could contribute to this goal, but significantly increasing the endowment, especially in unrestricted funds and financial aid, is likely to have an even more noticeable impact by enabling us to attract a more selective student body. (See Recognition 7.1.1.)

Because they would enrich the classroom experience and campus life for all our students, the College would benefit from more students from under-represented racial and ethnic groups. Two additional recommendations of the Working Groups do not appear in our “Twenty Candidates” list but deserve consideration: After further campus discussion, come to a decision about the advisability of merit scholarships (see Intellectual Engagement 1.1.); and give more

emphasis to advertising the intellectual merits of CC. (See the Diversity Group’s “Executive Summary.”)

We make the assumption that all faculty members hired at Colorado College are competent in their field(s) of expertise and indeed show promise of excelling as scholars. We need to be deliberate, however, in ensuring that our historic emphasis on inspired *teaching* does not slip in our scale of priorities. Accordingly, every academic department must recruit and hire excellent scholars who give clear evidence that they are, *above all, committed to and excited about teaching undergraduate students.*

Colorado College: The Place.

New Construction: One notable result of the May 8 campus gathering was the degree of consensus regarding the need for capital construction for new buildings and for the renovation and reconfiguration of existing buildings—a new library (or a reconstruction of Tutt analogous to the transformation of Rastall Center into Worner Center) as the academic magnet of the campus; a performing arts center; a fitness/wellness center; a renovated Armstrong Hall. A number of students made the case that departmental study areas, study/discussion spaces in residence halls, and a late-night coffee house (and other informal spaces) would contribute positively to student’s academic and social life.

Sustainability: To be responsible stewards of our special portion of planet Earth, we need to make *sustainability* a central feature of the campus ethos and a major goal of College operations (see Location F1). This year the Working Group on Campus Sustainability has highlighted the strong campus interest in issues of sustainability, and we urge further exploration of ways that we can model sustainable practices as an institution.

Stewardship: Deferred maintenance can sink a ship! In order to care adequately for our physical facilities, the College needs to establish or increase funds for maintenance and renewal (Campus, pages 2-3) and take responsible action to preserve campus landmarks and historic buildings (Campus, pages 4-5). Adopting the goal of sustainable operations would demonstrate that we are serious about our responsibility to the natural environment.

Safety and accessibility: Although not given high priority by all members of the college community, accessibility and safety are critical elements in our campus design process. We support the reminder of the Campus Working Group that enhanced accessibility and safety (fire, life, occupational) for all campus facilities need to be prominent in our planning (Campus, pages 6-7 [4.]).

Campus design: To make our campus aesthetically more pleasing and appropriate to the climate of Colorado’s Front Range, it is in the College’s interest to implement Master Plan details regarding signage, walkways and outdoor gathering spaces and to introduce regionally appropriate landscape elements that lend themselves to the visual coherence of the campus design (Campus, pages 3-4 [2.a.-b.]).

Information-rich environment: Optimal implementation of the Block Plan and greatness as a College require that faculty, students, and staff have rapid, ubiquitous, and inviting access to information. While the need for a new or enhanced library that is functional, inviting, and serves as the intellectual “center of mass” for the College and a state-of-the art website have been identified as high priorities, several other key elements of such an environment have not been described. Among these elements are: 1) integrated administrative systems that support our

human resources, finance, registration, advising, financial aid, fund raising and other administrative functions, and 2) sufficient resources for robust and responsive institutional research.

The academic program at Colorado College: Those present at the May 8 gathering expressed a strong preference to bring back the Symposium and establish a Center for International Studies. Below the radar screen of many participants, however, is the pressing need for the faculty, through standing or *ad hoc* committees and in open debate, to discuss and come to decision regarding the fundamental purpose and appropriate structure of our curriculum and the all-College requirements for graduation that best fit our mission.

The process of learning and becoming at Colorado College: The College's reason for being is to educate young women and men. Two crucial elements of their education are acquiring information and skills and becoming more mature human beings. How might the Colorado College enjoy more success in achieving these goals?

The academic enterprise: After a prologue, the Steering Committee on Faculty Priorities for the Future of the College entitled the first section of its 1990 report "Higher Expectations." At every fall conference since he has been Dean, Dick Storey has exhorted the faculty to support well but demand much.

On the first page of its report, the Intellectual Engagement Working Group expresses the view that new educational practices, programs, techniques and surveys will be effective only insofar as "that which breathes life into them is present"—namely, "a greater, more outspoken, and constant commitment to the most rigorous academic expectations and standards and to the centrality of intellectual pursuits in the college community." In a word, what our colleagues are calling for is a new level of academic rigor across the campus—that is, in every academic department, in every course, every Block. We will not attain that goal without a "cultural shift" on the part of this faculty. Required for such a shift would be a new *will*, the faculty's shared determination to honor every student by insisting on her or his intellectual and creative best.

Beyond faculty "will," however, successful implementation of enhanced expectations will also require ongoing support systems: for students in learning how to learn effectively, for faculty in learning how to teach effectively, and for academic programs in upholding high standards for teaching and learning. This support can in part be provided by programs such as those initiated by the Teaching and Learning Center and the Writing and Quantitative Centers. However, we stress that the move to greater academic rigor will require administrative backing at the highest level. In particular, the Dean and the President must support such endeavors with their full authority.

Students' maturational development: An undermining myth persists that CC students are predominantly binge drinkers, destructive and disruptive in their personal environments, and largely not held responsible for their behavior. Students, including some RA's, and faculty perceive that there is a dearth of consequences for inappropriate behavior in the residence halls and in college-related activity.

Student residential life and student activities (including athletics) must complement the learning environment. It is time to reexamine the proper balance between serious disciplinary action and a more lenient policy of "working with" violators of college expectations in order to encourage their social development. Challenge and support are provided through leadership opportunities and increasing independence within the residential system.

Suggestions: The incorporation of a higher proportion of upperclass students onto campus needs to be maximized as a maturing influence on younger students. Reporting annual statistical information about the discipline system's outcomes (e.g., about a dozen students/year placed on forced [medical/mental] leave of absence or suspension) should be used to reassure and inform the campus of the reality of accountability for individual violators *who are identified*. At the same time, maturation best develops when people take responsibility for their own actions and for their influence on their peers; dependence on authority figures to "force correct behavior" is counter-productive to maturation. Therefore, a more cooperative and intentional community needs to be fostered among students as they assume responsibility for their own governance within the values and parameters of the College.

V. RECOMMENDATIONS AND CONCLUSION

Recommended actions

- President Celeste should add his own finishing touches to the CC Roadmap. He should begin with consideration of the Twenty Candidates list that has come to the forefront as a result of community distillation. Then, based on his own experience as a world citizen, leader, and President of this college, he should reflect on, add to, delete from, and modify this list. Then in the fall, he should report the results back to the campus community and begin to engage and energize those campus governance processes that will advance his vision for Colorado College.
- President Celeste should ensure that a process for updating the CC Roadmap is established. In adaptive organizations, planning is an ongoing process – it occurs as cycles within cycles. With the work that is reported here, President Celeste has launched a new strategic cycle in the continuing evolution of the College. It is important now to maintain the momentum of the process and to follow through with tactical cycles that will achieve specific objectives and, at the same time, regularly remind the community about our strategic direction. Also, it is likely that our strategic direction will require occasional reshaping during the next decade. Specifically, we recommend that President Celeste should consult with appropriate groups and members of the community, seeking their advice about how sustain the energy that was developed in the seven theme areas that we have identified as crucial for our mission accomplishment during the next five to ten years.
- President Celeste should ensure that our new statements of mission, values, distinctive characteristics, vision for the future, and our roadmap are communicated well, not only to all those who helped to create them, but also to others with an interest in the work of the college, e.g., prospective students and their parents, potential donors, citizens of the local community, guidance counselors, graduate schools, and peer institutions. In short, a communications plan should be created that:
 - Identifies the challenges, goals and strategies of communication associated with mission and mapping
 - Identifies key audiences with associated communication goals and primary messages
 - Defines responsibility for communication and provides the resources for getting it done

Conclusion

Last fall we began a new cycle of strategic thinking about the future of Colorado College. We set out to discover the collective vision that those who learn and work here have for this institution, and with them we began to explore possible ways of achieving that vision. We have now attempted to articulate a mission and vision for next decade, having engaged members of the whole college community in, perhaps, an unprecedented way. As we begin to follow our new road map, we encourage the College to continue the conversation in the same spirit of transparency and participation that has guided our work to date.

The Mappers wish to express their appreciation to President Celeste for his crucial support of the road-mapping effort, and we thank the many members of the Colorado College community who have made important contributions to the process.

Respectfully submitted

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**AN UPDATED MISSION STATEMENT
AND
A ROADMAP FOR THE FUTURE**

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