

# Report

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## Shenandoah 2020

Future Search Conference  
September 12-14, 2013



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# Executive Summary

On September 12-14, 2013, sixty-two people from diverse backgrounds who were united in their interest in the future of Shenandoah University gathered for three days of focused conversation about that institution's past, present and future. They were students, faculty, university trustees, community leaders, university deans and directors, parents, alumni, administration and staff invited by president Tracy Fitzsimmons to help build a foundation for Shenandoah 2020, the university's strategic plan.

Dr. Fitzsimmons chose an innovative approach, the Future Search Conference (developed by Marvin Weisbord and Sandra Janoff and used worldwide), to provide a framework that allowed people with very different stakes in the university to come together in one place, learn from each other, and formulate broad goals for Shenandoah's future. The choice demonstrated a commitment to broad engagement and out-of-the-box thinking. The purpose of the conference was to lay the foundation for a year-long planning process involving multiple conversations in the university community and culminating in the university's strategic plan.

Two experienced facilitators, Ellen "Plum" Cluverius of Vedere Consulting and Dr. Elaine Kiziah of See Change Studio were hired to help plan and facilitate the conference. Beginning in the Spring of 2013, they worked with Dr. Fitzsimmons, Mitch Moore, Vice President of Advancement and Planning, and a steering committee composed of representatives of various stakeholder groups to plan the conference and select participants (see Appendix III for a list of Steering Committee members).

The Future Search Conference is designed to build trust and bring a common focus between people who normally don't know or necessarily trust each other. It succeeds because it adheres to four core principles:

- Bringing all the various stakeholder groups together at once and ensuring that all ideas are heard. This means everyone has a chance to put all the pieces of the puzzle together and see the whole.
- A focus on finding "common ground" where all agree rather than working to try to resolve conflicts.
- Looking at the global context – the university's past and how it relates to history, the external forces impacting the institution, and its present responses to challenges and opportunities – in order to design a realistic and desirable future.
- Group responsibility for self-management to ensure everyone is heard and tasks get done on time.

Participants worked in three different configurations over the course of the conference: in **stakeholder** groups where people who represented the same stake in the university talked together, in **mixed** groups where people from different stakeholder groups learned from each other, and on the last day in **volunteer** groups, where people interested in a particular topic shaped the goal statements that were the conference's chief deliverable. The conversations in

which these groups engaged were carefully sequenced and timed so that participants could see the big picture, hear all perspectives and build trust before they began discussing Shenandoah's future.

The energy, enthusiasm and thoughtfulness of the group were apparent from the very beginning. After an orientation from co-facilitator Plum Cluverius, conferees introduced themselves to the people in their mixed group and talked about why they chose to participate in the three-day event. They then dove into the work of the conference, producing three timelines that illustrated important events at Shenandoah University over the past 30 years, in their personal lives, and in the world. Small groups analyzed themes across the timelines; summaries of these themes can be found in the body of this report.

Participants then turned their attention to the outside trends and forces impacting Shenandoah University. They created a mind map that vividly illustrated the complex forces that make up Shenandoah's world. The energy shifted from excitement and hope to a sense of being overwhelmed. However, after a night of "soak time" the group created order from the chaos and identified what they considered to be the key trends:

- Increase in technology
- The rise of social media
- Tuition rates rising
- Increasing "winner take all" mentality
- Increasing divergence between what universities offer and what the public wants
- The graying of society
- Increasing economic challenges
- Increasing legislation and policy regarding higher education.

Each stakeholder group discussed the most salient trends for their group, how they were responding to those trends now, and how they wanted to respond in the future. A full accounting of their conclusions appears later in this report.

Next stakeholder groups turned their attention inward, asking themselves what they are proud of and what their disappointments are regarding their actions in relation to Shenandoah University. Each group picked their top three and shared them with the total group. In all these exercises, participants were candid and thoughtful as they reflected on themselves and others.

The "prouds and disappointments" listed by the various stakeholder groups varied widely. While there were no outright contradictions from one list to the next, the differences in the lists illustrate the very different perspectives stakeholder groups bring to the conversation. The top three "prouds and disappointments" are also outlined later in this report.

With all of this context and shared understanding, participants could turn their attention to the university's future. Mixed groups were asked to imagine themselves in 2020, when Shenandoah had achieved everything it set out to do when it developed its plan in 2013. They created lists of items they wanted to see in this desirable and realistic future, and used creative means like skits to vividly express their hopes. This created a lot of energy as people built on what they

knew and what they had learned to clarify what the university could be. It also created deeper conversation as people heard what others in their groups thought and felt. Much laughter, murmurs of approval and nods of recognition greeted each skit or presentation. Each group's presentation and conclusions are detailed in the "Focus on the Future" section of the report.

Next came the hard work of finding the common ground from all the future scenarios. This took all the late afternoon and well into the final morning of the conference as groups first identified what they thought every person at the conference wanted. Next, these items were grouped together and discussed one by one to see if everyone agreed this was something they wished for Shenandoah and to ensure it was placed in an appropriate grouping. This often required considerable discussion, including the clarification of what an item actually meant. It was a somewhat painstaking process and group energy and focus dragged down from the excitement produced by the future scenarios. Items not agreed to by all, such as student self advising, were placed on a "Not Agreed" list and participants wondered what would happen to those items. They were assured that these could be discussed again in future conversations about the strategic plan.

At one point when energy seemed to be waning significantly, Elaine Kiziah, who was facilitating this portion of the conference, invited participants to take a brief break while refraining from talking about the items being discussed. This evoked laughter and proved to be a valuable intervention, because once conference participants came back to the process, they were able to discuss and finalize the remaining items with greater ease.

The product participants had at this point were lists of like items grouped together. Each group of items represented an aspect of Shenandoah's future. Volunteers could then go to the grouping that most interested them and help shape an overarching statement that would describe what they wanted to accomplish in that area. This was the product conference organizers were hoping to get. Once people moved into these groups, the increase in energy and enthusiasm was palpable. People were working on issues they cared about deeply and they were able to generate comprehensive statements that were quickly and easily approved by everyone at the conference. The statements and lists of items are captured in full in the report. Areas identified included:

- Academic excellence
- Innovative education
- Student success
- Economic sustainability
- Nurturing environment
- Community relationships
- Technology master plan
- Green campus
- Environmental stewardship
- Brand positioning
- Mission focused

Finally, over lunch, participants were invited to recommend action items for each area. This was an optional activity, but large groups of participants crowded around the posted areas to add their ideas. These are also identified in the full report.

The conference was declared a success by sponsors and participants in a closing circle. It produced the desired product, but that was seen as only the tip of the iceberg in the overall value of the conference experience. Participants walked away with new relationships – some with people they had never imagined getting to know, with a deeper understanding of others experience of Shenandoah University, and with an energy and unity that seemed like a bit of a pipe dream before the conference started. This initial enthusiasm has been sustained over the weeks since the conference occurred and the writing of this report. Our hope and belief is that tangible and intangible outcomes of the conference survive beyond the strategic planning process and provide a strong foundation for Shenandoah's future.

# Welcome & Opening

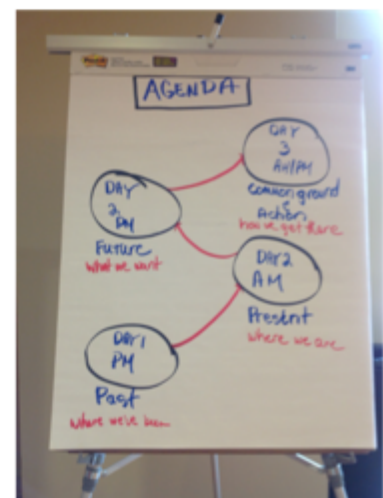
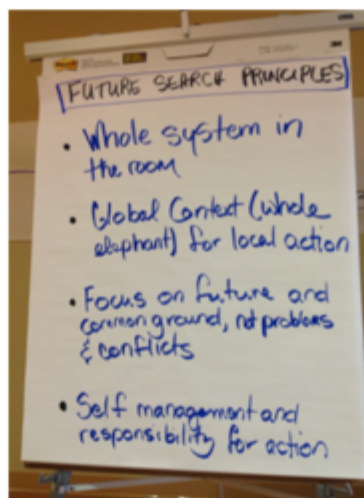
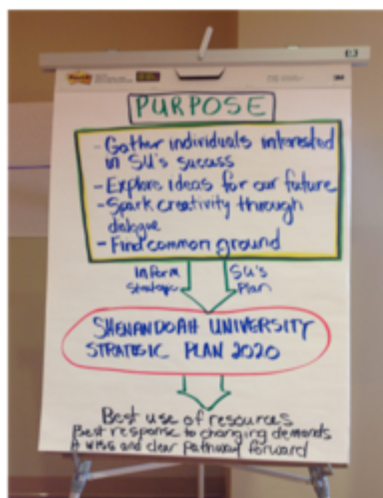
## Sponsor's Welcome

President Tracy Fitzsimmons began the conference with some inspiring words of welcome, sharing stories of Shenandoah students and inviting the group to think without constraints during the conference – whether to envision a future following a similar trajectory to the path Shenandoah is already on, or whether to dream something entirely new.

After offering words of thanks to all those who helped make the Future Search conference possible, Tracy introduced the co-facilitators – Plum Cluverius of Vedere Consulting and Elaine Kiziah of See Change Studio.

## Conference Overview

Plum provided a brief orientation to the conference, highlighting its overall purpose, the guiding principles behind the Future Search approach, and a high-level agenda for the two and a half days:



## Introductions

Plum then invited participants to introduce themselves. Each participant first shared his or her name in the larger group, more in-depth introductions were made in small mixed groups.

After the small group discussions, a participant from each group shared notable themes, connections, and/or observations from their discussions. Key comments are noted below.



**Group 1: Team Dunn**

Most in this group have stayed at Shenandoah longer than expected due to opportunities for personal and professional growth and a desire to embrace change.

**Group 2: Team Shingleton**

Significant diversity in this group and at Shenandoah was seen as both a strength and a challenge. How can we strengthen Shenandoah while continuing to embrace its academic diversity?

**Group 3: Team Zynodoa**

Shenandoah's people, its heart, and its kindness were the biggest draws. Strong morals and principles were another connecting thread.

**Group 4: Team Hornet**

Everyone has a personal motive, but through our different goals we can converge on a greater goal and make the university stronger.

**Group 5: Team Troubadour**

This team celebrated one of its members' connections with Shenandoah's rich history.

**Group 6: Team Collins**

This eclectic group shared a passionate commitment to seeing Shenandoah grow.

**Group 7: Team Dayton**

Members of this group shared a love of and commitment to visioning.

**Group 8: Team Byrd**

Diversity in our backgrounds, tenure, roles, and perspectives is something to celebrate. The conservatory and health professions are well represented and are important "bookends" in Shenandoah's rich history.

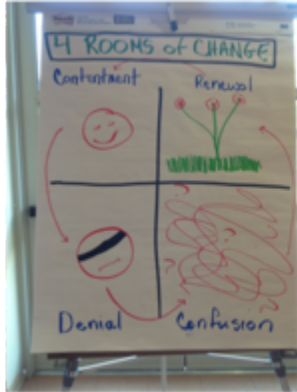
## Operating Assumptions

Following the introductions, Plum shared some operating assumptions to help prepare the participants for the Future Search experience. These included:

- The concept of the "Four Rooms of Change" we all move through emotionally when faced with the prospect of major change.
- A reminder to be patient with different learning styles and speeds.



- The roles and responsibilities of the facilitators and the participants during the conference.
- Other tips on how to help make the conference a success.



**LEARNING ASSUMPTION**

WE ALL LEARN:  
at different rates  
in different ways  
from different experiences  
so.....  
**PATIENCE HELPS!**

**WORKING AGREEMENT**

Conference Staff	Participants
time/ focus	- information/ meaning
Make room for all views	- self manage own groups (share leadership)
keep purpose front & center	- future/ action

**CONDITIONS for SUCCESS**

- all ideas are valid
- all information is public
- listening encouraged
- observe time frames
- focus on common ground and action
- acknowledge, don't "work" conflicts and problems
- HAVE FUN! 😊

# Focus on the Past

## Timelines: Identifying Key Milestones

Elaine invited the group to begin the work of the conference by putting the history and evolution of Shenandoah University into context. Clarifying what has come before – at Shenandoah University, for the people who make up the University community, and for the world as a whole – was the initial groundwork for envisioning the future. Participants were asked to think of notable milestones over the last three decades from three different perspectives:

**Personal:**

Key experiences that have made you who you are.

**Global:**

World events that have shaped society.

**Shenandoah University:**

Critical events and milestones in the life of the university.



After some individual reflection, the participants wrote key events on the three group timelines. Conversations were sparked and people connected with each other as they shared stories, made observations and recognized similar experiences.

## Timelines: Themes & Implications

Once the timelines were complete, Elaine assigned each mixed work group one or more timelines to review. They were instructed to identify what the timelines were saying about the conference topic, including key themes that emerged and implications for the future of Shenandoah University. The groups examining multiple timelines were asked to focus specifically on the connections between them all and on the implications of those connections.



Elaine asked each group to provide a brief summary of their conclusions. Highlights from the summary reports are outlined below.

**Personal Timeline:**

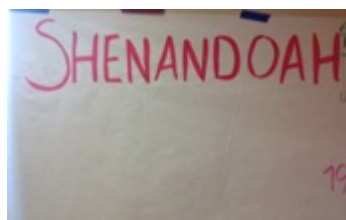
Team 7 noted themes related to personal and professional development, family, mobility, change, and reinvention. Implications this group highlighted were the need to recognize the importance of personal and professional development and to support people in balancing family and their professional lives.

Team 6 observed that the timeline depicted the cycle of life – births, deaths, educational experiences, life-altering events – and underscored that everyone has a story and learns from their mistakes and experiences. Implications they pointed out included the need to respect the personal side of the people in the university community, to remain open to all perspectives, to trust the process, and to value small steps toward big, important goals.

**Global Timeline:**

Team 1 observed patterns related to increasingly rapid changes in technology, increases in the number of weather disasters, the prominence of conflict in the Middle East, and improvements noted in human rights in the U.S. but not elsewhere. The team was struck by the lens through which participants were viewing global events – e.g., that views of events outside the U.S. tended to be more negative, and that U.S. events seemed to dominate the global timeline. They suggested an implied need for self-examination as educators advocating a global perspective.

Team 2 highlighted the overwhelming changes in communication and the volume of information people are expected to take in. They saw important implications for learning and teaching – particularly in helping students with critical thinking and becoming adept at evaluating the veracity of information.

**Shenandoah Timeline:**

Team 4 noted that the majority of these events were listed toward the timeline's end, leading them to wonder how much institutional memory has been lost. Many of the milestones listed related to expansion of buildings and programs. The team pointed out the notable absence of other less concrete items, such as increased financial stability, becoming a stronger regional university, community outreach, and the students themselves.

For Team 5, the Shenandoah timeline represented growth and evolution – growth in curricula and programs, the evolution of the university from a small school to something more diverse and complex, and the evolution of the school’s personality. They noticed that everything on the SU timeline had a positive spin. The timeline also implied that the structure for building the future already exists; their hope was for continued progress.

### All Three Timelines:



Looking across all three of the timelines, Team 8 noted cyclical patterns (e.g., people born, dying, graduating) and the inevitability of change and growth. They also observed that the participants had focused on successes in the Shenandoah and Personal timelines, yet globally they had noted a lot of tragedy. That led this team to stress the need for Shenandoah to look at itself honestly, considering both successes and things the institution isn’t doing as well.

Team 3 pointed out an overarching pattern of growth, expansion, and change across the timelines – and they highlighted that growth often comes of necessity, in response to events that may initially be negative. They also echoed observations from other groups about a global focus on disasters and about the limited memory for events in Shenandoah’s more distant past. The team called for Shenandoah to become more aware of its history, to look for opportunities in difficulty, and to embrace strategic risk taking in order to find ways to get “out front” with its growth rather than “just keeping up”.

After the above reports, Elaine allotted five minutes for the teams to talk among themselves about what they had learned. Then she opened the floor for individuals to share their observations.

Some of the comments anticipated topics that would be discussed again later during the conference. Others expressed hope (e.g., “I see the university at this precipice of reinvention”) or concerns (e.g., “...we don’t see what we’re not doing well”). Many noted the common ground they saw in the way the timelines had come together.

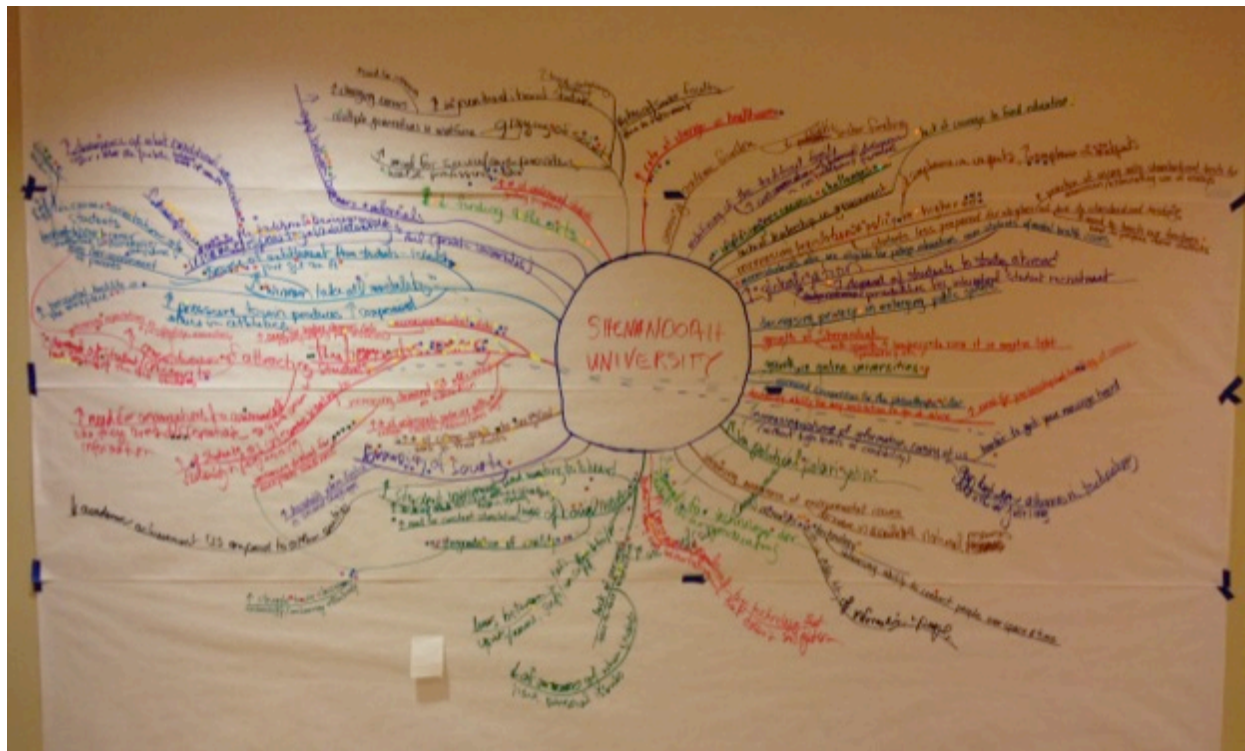
# Focus on the Present

## Mapping Relevant Trends

Plum and Elaine invited the group to identify trends they felt were important to consider when making recommendations about plans for Shenandoah University's future.

Individual conference participants suggested the trends one at a time, so they could be recorded on a mind map, with related trends branching off of the ones already placed on the map. Dotted lines were added to the map in a few places indicating connections between separate trends.

The completed mind map is shown below.



## Reacting to & Evaluating the Trends

After the mind map was completed, Plum invited the participants to share one word reactions. Typical responses included words and phrases such as: “truth”, “complexity”, “overwhelming”, “OMG”, “negativity”, and “we shall overcome”.

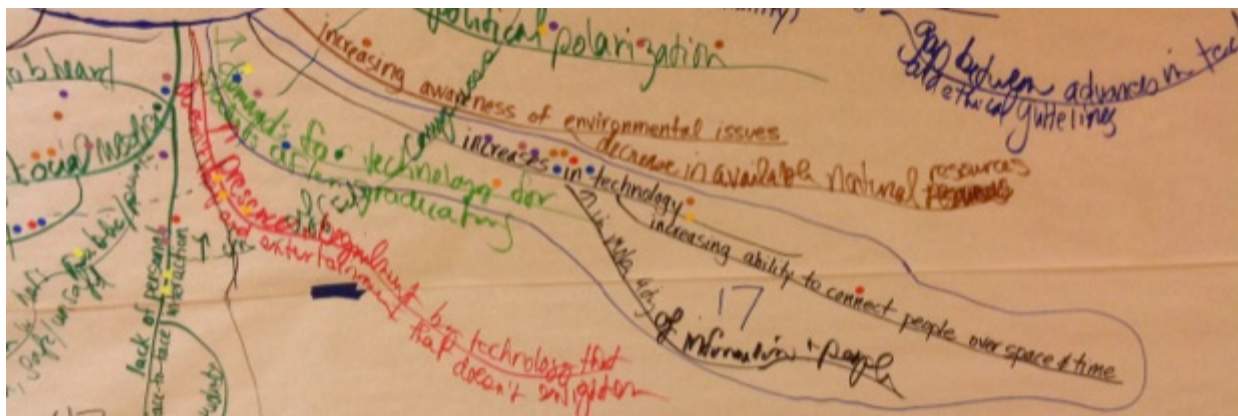


- Administration (red)
- Alumni & Parents (green)
- Community Leaders (purple)
- Deans & Directors (blue)
- Faculty (pink)
- Staff (copper)
- Students (yellow)
- Trustees (goldenrod)

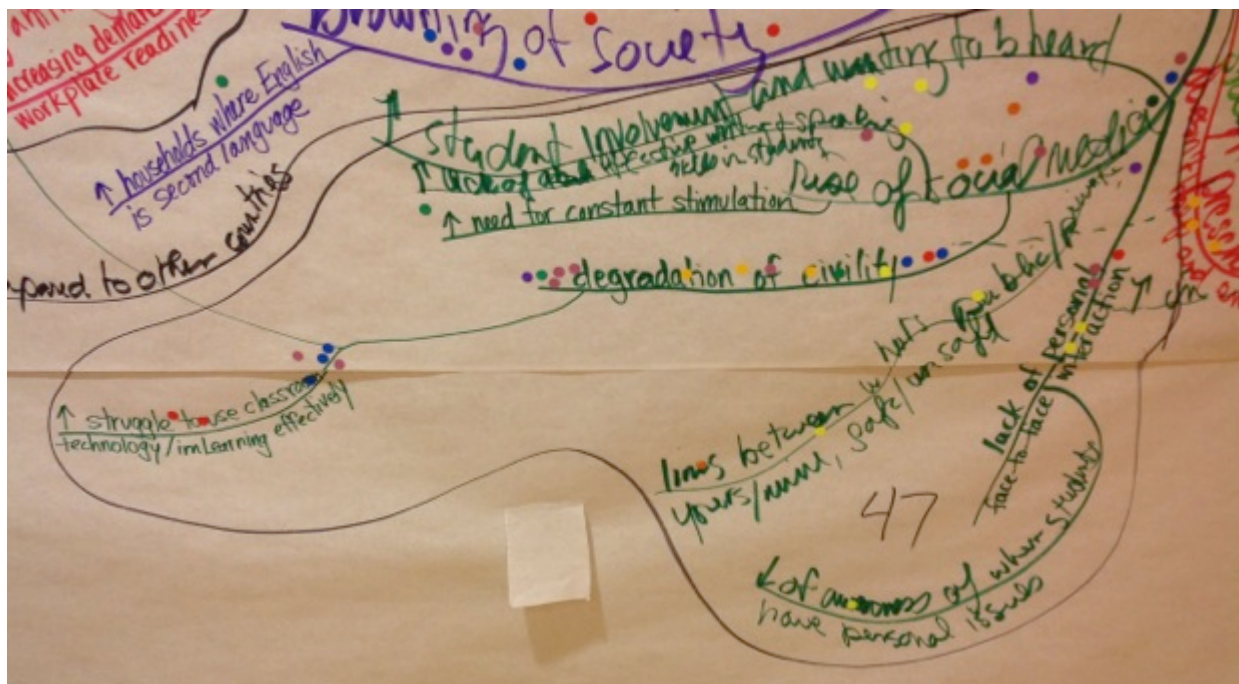


After a quick welcome back, Plum began Day 2 of the conference by inviting volunteers from the group to help identify clusters of trends deemed important by the participants, as indicated by the dots that were placed on the mind map the previous evening.

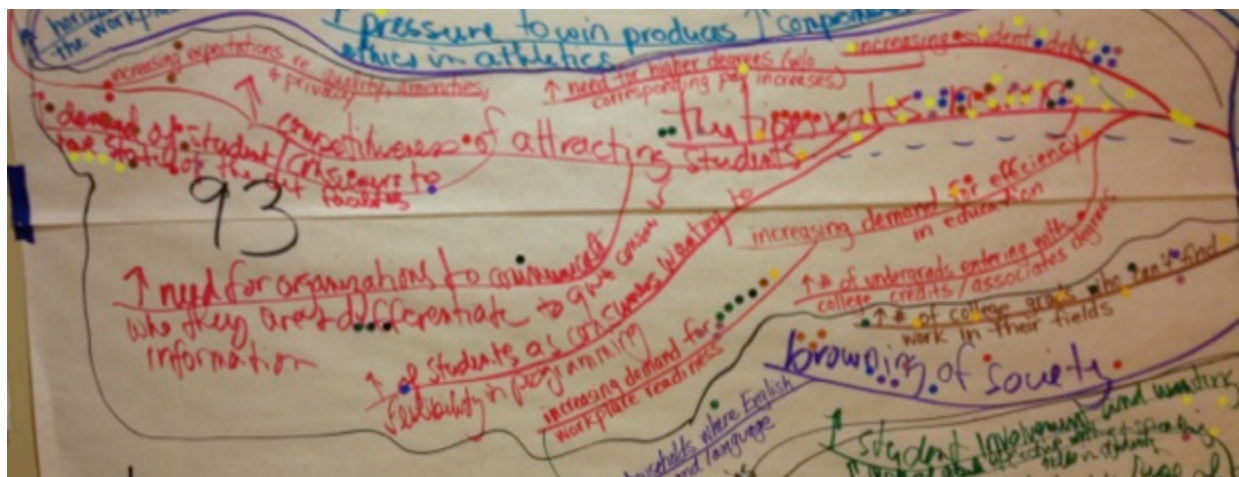
The following are the clusters of trends that were identified:



“Increases in Technology” (17 dots)

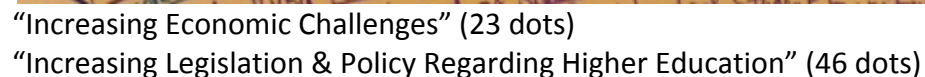
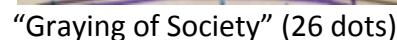
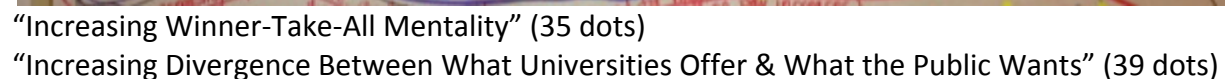


"Rise of Social Media" (47 dots)



"Tuition Rates Are Rising" (93 dots)



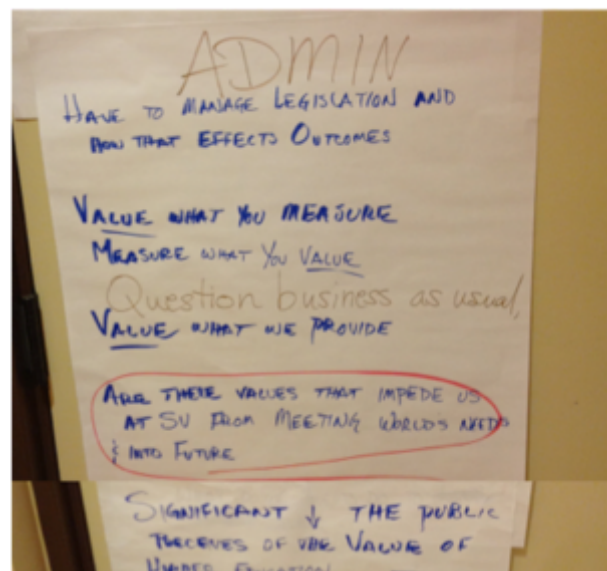
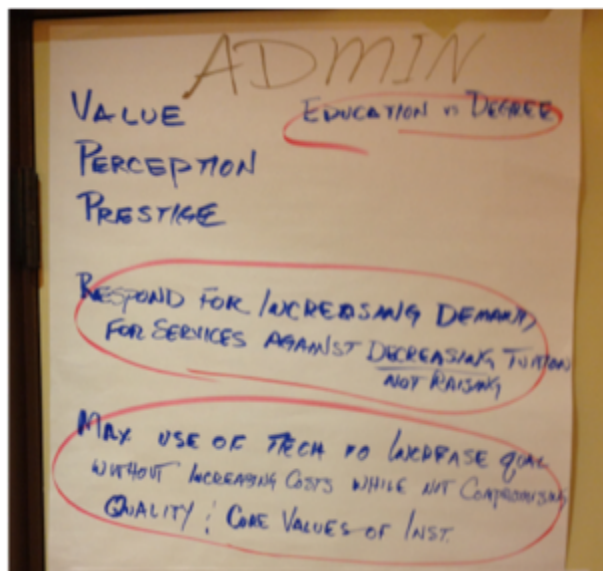


## Identifying Top Trends & Related Actions

Following the above activity, Plum instructed the participants to gather in stakeholder groups to review the mind map results and then identify the 3-5 trends of greatest concern to their particular group. They were urged to create their own mind map to illustrate the relationships among the trends they selected. Each group then also identified what they (alone or together) are doing right now to anticipate or respond to those trends, as well as any new actions they want to take in the future.

After completing their tasks, the groups provided brief reports. The trends they selected are shown below, along with their observations about implications and/or desired future actions.

### Administration

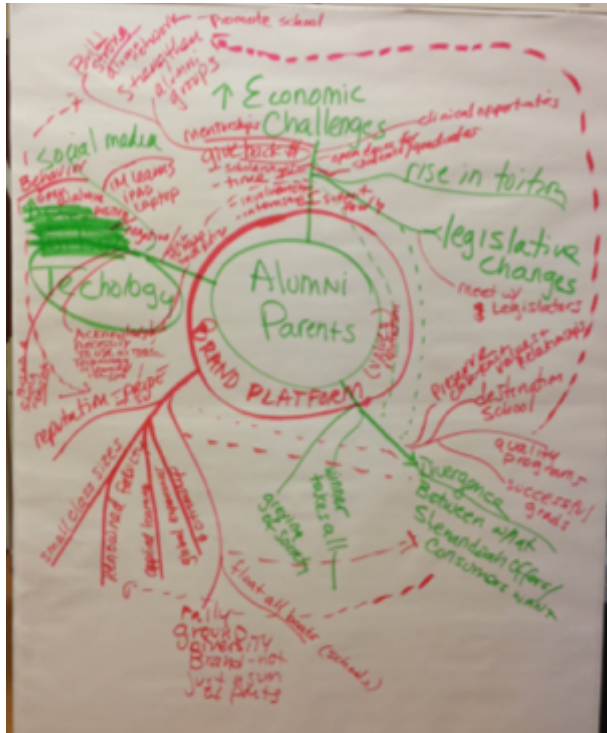


#### Key Trends & Implications:

- Movement from valuing of education to valuing degree.
- Respond to increasing demand for services against decreasing (not raising) tuition.
- Find ways to use technology to increase academic quality without increasing costs or compromising our basic values as an institution.
- Find more ways to innovate and reinvent ourselves (as with recent changes to midwifery program) to stay out in front and ensure we continue to fulfill our mission in 20+ years.
- Manage legislation and how that affects outcomes.
- Value what you measure, measure what you value.
- Question business as usual.
- Are there values that impede us at SU from meeting the world's needs into the future?
- Significant decrease in the public perception of the value of higher education.
- Connect what the public wants with the value of higher education (e.g., examine possible strategies for offering undergraduate and graduate degrees in compressed timelines).
- Tuition is less of an issue if we value higher education.



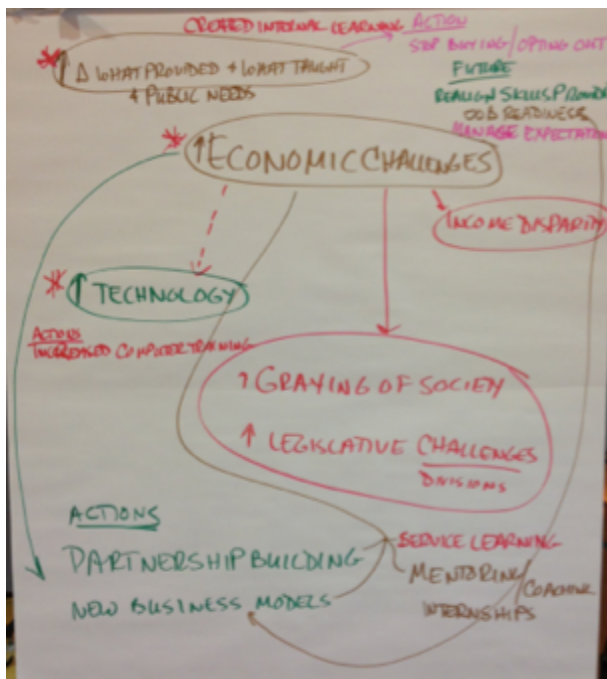
## Alumni & Parents



### Key Trends & Implications:

- What we want to see from SU: quality of students, reputation, pride in student success, sense of fit, strong alumni group, worthy academic output.
- Maintain “Shenandoah” experiences – small class sizes, etc.
- SU’s geographic separation leads to silos.
- Major threats to SU – economic challenges, rising tuition, legislative challenges – are all interconnected.
- Give time and dollars back to Shenandoah.
- Offer internships for current students.
- Support the faculty.
- Help open doors for students.
- Be good ambassadors. Shenandoah’s reputation comes from its alumni.

## Community Leaders

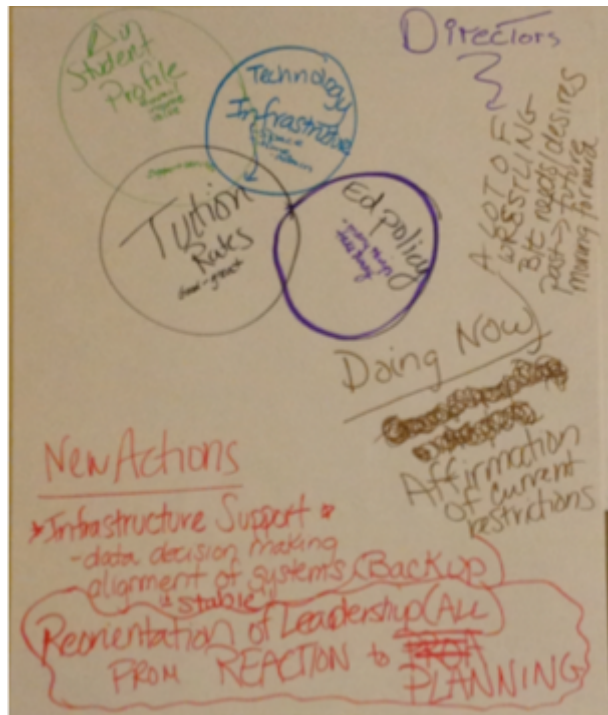


### Key Trends & Implications:

- Three key challenges are economic challenges (income disparity, etc.), the graying of society (and related tax appropriation trends), and inflation.
- Technology and computer based learning offers opportunities for cost reductions.
- The value of higher education is not increasing as costs go up.
- Community can provide opportunities for mentoring, partnerships, etc.
- Utilize service learning approaches.
- Readiness for work is critical. Employers are having to do more to prepare new employees.
- Winchester must continue to support SU.



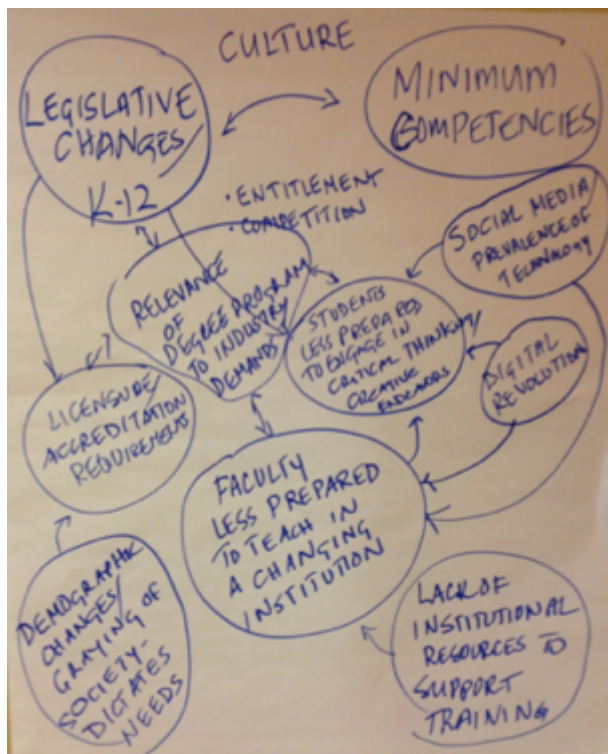
## Deans & Directors



### Implications & Future Actions:

- Students and employers see students as less prepared for the workplace than do faculty. We need to provide more value for what they pay.
- Clarify who we want to attract as students and why, then be more aggressive about pursuing them.
- Ensure we have the right program mixes for interested students, and that all programs justify the required resources.
- Handle regulatory policy centrally – it's more efficient that way.
- Improve technology Infrastructure (which we outstripped due to our growth). Build in redundancy to ensure reliability.
- SU leaders must operate from a proactive, planning stance vs. being reactive.

## Faculty



### Future Actions:

- Better understand the 21<sup>st</sup> century learner, including better assessing incoming students and what they want.
- Better system for adding new faculty and for ongoing faculty development (e.g., create a faculty success center).
- Continue to keep degree programs relevant to industry standards.
- A presence in state / federal government – e.g., a government relations officer.
- Learning environment a collaborative one.
- Acknowledge the changing structure of learning and knowledge in a digital revolution.

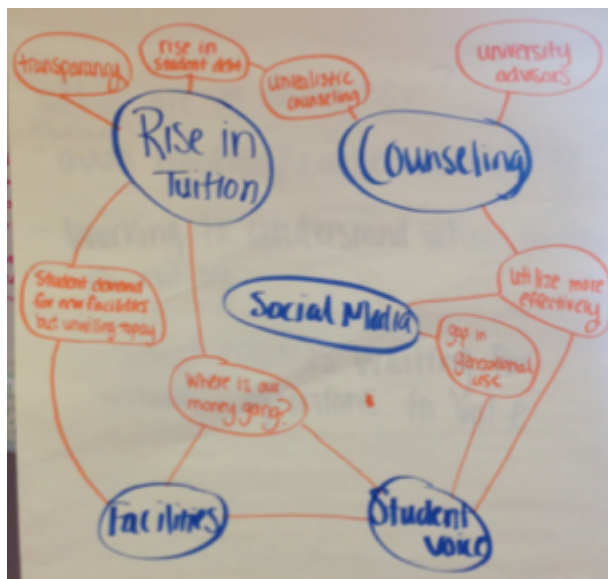
## Staff



### Future Actions:

- Further progress is needed on collaboration, stretching resources, being strategic about creating new positions, and leveraging technology.
- Reduce costs via outsourcing, cloud-based computing, etc.
- Professional accountability – i.e., ensuring there are consequences if people don't follow through, ensuring they have needed training to do so.
- Silo breakdown and resource realignment / cross training.
- Staff orientation, development, and measurement.

## Students



### Key Trends, Implications, & Future Actions:

- Most students don't understand why tuition is increasing, and no one is offering an explanation.
- High school counseling is ineffective, so students must figure things out alone.
- Hold a leadership conference for student leaders from student government, fraternities/sororities, athletics, etc.
- Help follow through with initiatives (e.g., going green) by getting students involved.
- Separate advisor and professor functions – holding both roles detracts from their effectiveness at each.
- More student accountability.

## Trustees



### Key Trends, Implications, & Future Actions:

- What higher education has been doing for generations doesn't work anymore. Some are starting to get it right; need to ensure SU is at the cutting edge.
- We must stay aware and open to change.
- Support SU with its vision, business model, and strategy.
- Help form new partnerships.
- Empower the SU administration.

After the above reports, each group then had five minutes to reflect among themselves on what they learned while completing this exercise and while hearing from the other stakeholder groups. Then the entire group held a discussion to share their thoughts.

During the discussion, participants highlighted common themes across the groups (e.g., technology, infrastructure, rising tuition, providing value) as well as complementary differences in what the various stakeholder groups focused on. They also celebrated what is unique about Shenandoah, it's potential for passionately meeting the world's needs, and the energy in the room for creating a vision for how best to do so.

## Stakeholder “Prouds & Disappointments”

Elaine asked stakeholder groups to identify what they are doing individually and collectively that they are proud of and disappointed about in relation to Shenandoah University. Each group was asked to focus on what they were doing as opposed to what others might be doing, that is, to “own what you’re doing, don’t moan what others are doing.” The following are the items the stakeholder groups highlighted as their “proudest prouds” and their “most disappointing disappointments”.



“Prouds”	“Disappointments”
<b>Administration</b>	
<ul style="list-style-type: none"> <li>○ Academic and financial strength</li> <li>○ Cultural shift in student empowerment –</li> </ul>	<ul style="list-style-type: none"> <li>○ Not graduating students at a higher rate</li> <li>○ Focusing on things we can’t control</li> </ul>

“Prouds”	“Disappointments”
<ul style="list-style-type: none"> <li>a culture of caring</li> <li>○ Good partnerships – with INOVA, Valley Health, Winchester, etc. – demonstrating agility and flexibility</li> </ul>	<ul style="list-style-type: none"> <li>instead of thinking out of the box</li> <li>○ We haven’t found the way yet to do a medical school</li> </ul>
<b>Alumni &amp; Parents</b>	
<ul style="list-style-type: none"> <li>○ Sending our children to Shenandoah</li> <li>○ Our involvement with Shenandoah</li> <li>○ Development of Dayton scholarship</li> </ul>	<ul style="list-style-type: none"> <li>○ Want to give more to the university – in time, dollars, ideas</li> <li>○ Want to see more alumni involvement</li> <li>○ Want to develop Alumni network</li> </ul>
<b>Community Leaders</b>	
<ul style="list-style-type: none"> <li>○ Community leadership and involvement with Shenandoah – e.g., working together for downtown development, collaboration with INOVA</li> <li>○ Tough love and doing the right thing – e.g., nurse practitioner program</li> <li>○ Willing to take at-risk students</li> </ul>	<ul style="list-style-type: none"> <li>○ Lack of community knowledge of the facts, lack of community engagement, lack of community understanding of the value of Shenandoah – e.g., Millwood</li> <li>○ Lack of knowledge, lack of connection with high school – there’s an opportunity there</li> <li>○ Lack of understanding of what the outdoors can bring</li> </ul>
<b>Deans &amp; Directors</b>	
<ul style="list-style-type: none"> <li>○ Cooperating and collaborating</li> <li>○ Individual, student, and program accreditation accomplishments</li> <li>○ Commitment to the community, growing the institution</li> </ul>	<ul style="list-style-type: none"> <li>○ Being reactive rather than proactive</li> <li>○ Inconsistent in implementing shared vision</li> <li>○ Graduation rate at SU – we’re not truly meeting the needs of the students</li> </ul>
<b>Faculty</b>	
<ul style="list-style-type: none"> <li>○ SU is a student-centered institution</li> <li>○ An increase in rigor and standards; the scholarship we are doing</li> <li>○ Expanding the campus</li> <li>○ Faculty enthusiasm for participating in the strategic planning process</li> </ul>	<ul style="list-style-type: none"> <li>○ Perceived lack of communication and collaboration between disciplines and schools</li> <li>○ Limited time for research and faculty development due to heavy teaching loads, advising, community service, informal counseling, etc.</li> <li>○ Professional accountability is imbalanced in some parts of SU</li> </ul>
<b>Staff</b>	
<ul style="list-style-type: none"> <li>○ Staff Council – making a one stop shop</li> <li>○ Beautiful campus, improved office spaces</li> </ul>	<ul style="list-style-type: none"> <li>○ Lack of transparency – want students to know why we’re doing what we’re doing</li> </ul>

“Prouds”	“Disappointments”
<ul style="list-style-type: none"> <li>○ The Navigator Program – making students the face of Shenandoah</li> </ul>	<ul style="list-style-type: none"> <li>○ Antiquated business practices making it difficult for students to reach us</li> <li>○ Integration of satellite campuses</li> </ul>
<b>Students</b>	
<ul style="list-style-type: none"> <li>○ Restructuring of SGA</li> <li>○ Voice of students in this conference</li> <li>○ Seizing the opportunities provided by Shenandoah</li> </ul>	<ul style="list-style-type: none"> <li>○ SGA’s lack of communication with students</li> <li>○ Student accountability and involvement</li> <li>○ Gaps at Shenandoah: programs, socially, communication between schools</li> </ul>
<p>Note: In addition to sharing their “prouds and disappointments”, the students also offered an idea for enhancing the First Year Seminar (FYS) to address gaps they identified. They suggested the seminar add Shenandoah history as part of the curriculum and include requirements encouraging students to engage with course content and campus activities to take them “out of their comfort zone” (e.g., music students attending an athletic event or studying business).</p>	
<b>Trustees</b>	
<ul style="list-style-type: none"> <li>○ Openness to change and willingness to facilitate change</li> <li>○ Relationships we’ve developed collectively and individually in order to bring new people and perspectives into the fold</li> <li>○ Hiring Tracy</li> </ul>	<ul style="list-style-type: none"> <li>○ We could make more funds available</li> <li>○ Making more time available to attend events, meet students</li> <li>○ Sometimes being a rubber stamp and not digging deeply enough</li> </ul>

After the above stakeholder reports, the entire group was invited to reflect again on what they had learned.

The “prouds and disappointments” conversations seemed to evoke in many a sense of the conference’s potential to change Shenandoah’s future. For example, several comments addressed the idea of “sitting in the shade of trees we did not plant” and how specific issues the group was discussing (e.g., disappointments to be addressed) might change as a result of the discussion. In a similar vein, one participant observed that a group of prospective students had come through on a tour earlier, and she had realized that “what we are doing today will affect who comes in the door in the future”.

Other comments underscored the positive impression the student participants had made, a desire to place more focus on Shenandoah’s faculty, and the varying emotions evoked by this exercise – e.g., “When I left last night I was in despair, but I’m feeling a lot better about my job right now...” and “I’m in confusion and denial right now; there is a lot of commonality but there are also a lot of differences between the stakeholders, especially related to disappointments.”



# Focus on the Future

## Future Scenarios

Elaine asked the participants to reassemble in their original mixed groups for an opportunity to envision a future they would be willing to work toward. Participants were asked to imagine themselves seven years into the future – in the year 2020 – and to describe how their dreams have come to life. Speaking in the present tense, groups were asked to record on a flip chart what they envisioned, paying particular attention to facilities, systems, programs, culture and policies that exist, how the stakeholders interact, and how they had sustained their progress.

Elaine also invited participants to choose a creative way to present the desired futures to the whole group. Participants were given three hours (between noon and 3:00 pm) to discuss their desired futures and to prepare their presentations.



The scenarios were exciting, lively and energizing as the groups demonstrated their desired futures for Shenandoah. Photos and summaries of the presentations can be found below, along with lists of key elements included in each of the envisioned futures.

### Group 1 Scenario: A Prospective Student Visits Shenandoah University



*This group dramatized a visit to Shenandoah by a prospective student. After stops at the admissions and financial aid offices, he met with faculty and attended a class, then received a tour from a current student highlighting a dorm, an athletics event, and the student center. At each point during the visit, the prospective student learned about the exciting things happening at Shenandoah in 2020 and how they were accomplished.*

**Primary Goals & How They Were Achieved:** Recognized across the country as economically accessible and academically top-notch. Combine liberal and professional education for learning

that is relevant and enduring for today's students. We do hybrid better than anyone. Realign resources to allow focus on high-touch areas that are important to students. Capitalize on efficiencies and leverage technology.

### **Detailed Ideas & Objectives:**

- **Exceptional Hybrid Education:** Deliver base skills (some via online learning), then put students in the field. More student-run endeavors and other applied learning opportunities – e.g., hospitality, health care services, tutoring, magazines, research assistantships, international experiences. Students work off their tuition in their field.
- **Outdoors & Environment:** Capitalize on the Valley location and surrounding ecosystems, and develop a reputation as a “green” school – e.g., via recycling initiatives, LEED-certified buildings, a farm program, etc.
- **Campus & Facilities:** Beautiful campus and Millwood entrance. Good signage. Accessible for students with disabilities. New buildings: medical school, athletics facility, new dorms. Maintain/upgrade run-down buildings. Ample green space and fewer cars on campus.
- **Admissions, Enrollment, & Student Success:** Accessible to students of all socioeconomic backgrounds. Portfolio approach to admissions. High graduation rates. Vibrant CoreQuest community (study skills, advising, career exploration) for undeclared students.
- **Climate & Culture:** One-year program for new faculty/staff to teach them about Shenandoah. Multiple opportunities for cross-disciplinary collaboration and learning experiences. Campus events highlight the diversity of talents and programs at Shenandoah.

### **Group 2 Scenario: A Family Phone Call**



*This group enacted a phone call between a daughter and her parents describing the young woman's excitement after a recent visit to Shenandoah as a prospective graduate student. Her parents pose questions and potential objections, and the student-to-be addresses each one, talking about how much things have changed at Shenandoah since her parents last visited Winchester years ago.*

- **Campus & Transportation:** Clear boundaries, green campus, beautiful gateway. Sidewalks and bike lanes. Transportation provided by school to take you from main campus to other buildings, nearby hospital, and downtown Winchester. Medical facilities connected. Sense of “one campus”. Shenandoah flags and visibility in town.
- **Health & Wellness:** New athletic arena and additional fitness facilities integrated throughout the campus. Lots of students walking and biking. Recreational sports and outdoor programs. Thriving athletic programs. Medical school admitting students.
- **Environment & Outdoors:** Cool Spring outdoor classroom transformed. Hybrid vehicles and recharge stations. Green buildings. Partner with those already doing this well – e.g., Friends of the Shenandoah River.

- **Community & Global Involvement:** Study abroad, GCP, and mission trips; parents/community members can come along. Strong alumni relationships and continued involvement. Trustee involvement with students. Strong outreach to community organizations and schools. Partner with top community organizations and industries to offer applied learning experiences. Blend campus and community via events, athletics, performances, etc. Provide development for community leaders. Strong SGA involvement.
- **Arts & Music:** Blended and visual arts. Art therapy program. Arts performance hall.
- **Student Success:** Great advisors. Keep your GPA at certain level, you're guaranteed admission to other Shenandoah programs. Focus on graduation.
- **Professionalism & Scholarship:** Professional environment, easy to get problems fixed. Faculty that are practicing first, then teaching. Major thought leaders lecturing.
- **Affordability:** Scholarships and fast-track programs to reduce the financial burden. Internship programs at the hospital.
- **Shenandoah Identity:** Pride in Shenandoah, our values and traditions. Recognized experts in certain areas. Sharing good news. Our actions reflect our values. Embracing true diversity.
- **Strategies for Success:** Data driven. Don't do it unless we can do it well. Focus. Infrastructure investment.

### Group 3 Scenario: A Checkup at the Wellness Center



*This group depicted Shenandoah University as a patient in for a checkup. They gave an assessment of different parts of the patient's anatomy: its feet/footprint (facilities), heart (mission), face (mentoring), brain (students/learning), and GI/nutrition (awareness of history & across programs). Other elements the group had planned but ran out of time to present included: the nervous system (culture), arm (money), and lungs (2040).*

- **Mission:** Everything is connected to the mission. Creating coaches who teach and develop others. More collaboration and working in teams to solve problems of the world.
- **Facilities:** State-of-the-art buildings (new and renovated) and beautiful green spaces, with plenty of perimeter parking, an attractive gateway, and fitness amenities integrated throughout the campus to support an active lifestyle. Specific buildings on their list included an athletic center, residence halls (for first years through graduate students), a medical school, a completed life science building, a dance studio, and a children's literature center.
- **Programs:** Cross pollination among Shenandoah's diverse programs. New programs to boost academic access – e.g., compressed schedules, special tracks for experience-based knowledge (i.e., medics/military). Competency-based instruction.
- **Awareness:** Enhanced first year seminar exploring the legacy of Shenandoah, with a similar experience for all new faculty and staff. Increased awareness across schools and majors. Continued awareness and involvement in the community and at a global level.



- **Student Success:** Supported by improved academic advising, mentoring, on-campus housing and support for students with families.

#### Group 4 Scenario: Last Year Seminar



*This group depicted a group of students coming back together four years later for a “Last Year Seminar” experience. They reviewed the purpose of the class – to help the students transition out of college and into their careers and lives as adults – and then talked about Shenandoah’s vision of being “an institution of value” and how their experiences at Shenandoah had added value and prepared them for life.*

#### Shenandoah is universally recognized by all stakeholders as an institution of value.

- **Prepare active and productive citizens for the greater community:** Last year seminar. Cross-curricular programs through the SU experience are required (social experience). Required co-op, service (semester long). Viable college of Arts & Sciences, including primary disciplines and fields within.
- **Benchmarking for support services and systems to promote excellence in education, research, and service:** Other organizations will call Shenandoah and ask, “How do you do that?” Sponsored programs office. Seamless state of the art technology systems – training, software updates, foundation/hardware, support services. Lean institutions.
- **Prepare students to face and overcome adversity by developing resilience, critical thinking, and problem solving:** Last year seminar. Required co-op, service, internships (semester long), international / community service. Job shadows. Social experiences / life. Public performance or speaking as capstone experience.

#### Group 5 Scenario: A Student and His Two Moms



*This group’s presentation showed a prospective undergraduate student talking with his two moms about Shenandoah’s appeal, followed by a family visit to campus, with a stop at a new dorm, meetings with a professor and financial aid staff, and a glimpse of a secret “leapfrog” project. Scenes changes in the skit were punctuated by short songs. The final scene shows the student at his graduation from Shenandoah.*

**Primary Outcomes:** All Shenandoah stakeholders take pride in what we've accomplished. Higher retention / graduation rates. Shenandoah as a whole package is a destination of choice.

**How They Were Achieved:** Technology was a competitive advantage. Increased value relationship between product and cost. Proactive responses to changing environment. Focused on activities relevant to common vision and eliminated those that didn't support it. Invested in a "leapfrog" major initiative.

**Detailed Ideas & Objectives:**

- **Vibrant Campus Life:** Diverse and inclusive activities for all stakeholders, spilling out into the community. Integration of academic and social activities. University drives community culture. Concerts. Poetry readings. Outdoor classrooms. College town feel to Winchester.
- **Culture:** Integrity. Sense of caring. Commitment to excellence. Collaboration. Creativity. Sense of unity. Embracing diversity.
- **Facilities & Campus:** Innovative residence halls – e.g., living/learning communities with classroom, study, and recreational spaces. Fitness and athletic center. Armstrong renovation. Green buildings – e.g., solar energy, green roofs, composting.
- **Programs & Learning Experiences:** Programs that foster leadership, critical thinking, life skills, and commitment to service. Student-run events and enterprises (e.g., coffee shop, health clinic). Internships with alumni and local businesses. Students are well-prepared for employment or further academic pursuits.

**Group 6 Scenario: A Planning Meeting for the 150<sup>th</sup> Anniversary Celebration**



*This group's presentation took the form of a committee meeting to plan for the "Shenandoah 2025" celebration in honor of the university's 150<sup>th</sup> anniversary. Committee members took turns sharing their thoughts about accomplishments they wanted to highlight and initiatives they thought should be featured throughout the celebration.*

- **Reputation & Financial Strength:** Recognized national leader in global citizenship, health professions, community service, outdoor leadership, and the arts. Endowment raised to \$100 million. Tuition stabilized by implementation of 3-year budget process, accompanying increase in quality/value.
- **Vibrant & Sustainable Living/Learning Community:** New residence halls in Winchester and NV. Group living/learning center featuring campus/community interaction and collaborative faculty/resident leadership. Buy more food locally, grow some ourselves (e.g., Shenandoah Farm experiential learning). Composite classrooms incorporating high-touch and virtual learning, involving local and global communities. Collaboration with public schools and businesses to offer afternoon/evening programs for children, single parents, retirees, business leaders, etc. New parking garage and green spaces. Deepened culture of caring.



- **Athletics:** New athletic center has brought in more recruits and money. Regular championship wins.
- **Music & Performing Arts:** New concert hall. Hosting virtual master classes in which high profile musicians come to Winchester to work with both Shenandoah students and other students participating remotely, while registered observers watch online.
- **Health Professions:** Improved wellness center run by Health Professions faculty and students. Co-located Health Professions in NVC. Working toward a medical school.
- **Support for Graduate Students:** New graduate housing on walking mall. Programs to get graduate students more involved. More scholarships, assistantships, and financial aid. Five-year, \$100K master's degree.
- **Enrollment & Student Success:** New, visible admissions building. Increased enrollment, retention, and graduation rates. First Rhodes Scholar, more Fulbrights and Fellows. Send graduates to Peace Corps and Teach for America.

### Group 7 Scenario: A Visual of Ideas & Aspirations

*This group chose to present their ideas directly and visually, with one speaker outlining key ingredients of their Shenandoah 2020 vision and sharing a graphic depicting their desired future.*

- **Evidence-based, data-driven institution:** Robust, integrated institutional research services – leadership, support services, reports, transparent data sharing. Culture of assessment. Track students through their career. Develop clear and methodical decision making processes. Ongoing commitment to strategic planning. Technology rich, improved infrastructure.
- **Graduation rate of over 70%:** Rigorous admission standards. Academic counseling. Student satisfaction. First year seminar and career counseling. Robust student life, including new athletics center, downtown housing, and active outdoor programs.
- **Facilities & Campus:** Integration of campuses. Beautiful new gateway. Thriving Cool Spring programs for Shenandoah and the community. Health and life sciences building. Green circle is connected. Athletic center. New student housing.
- **Identity & Culture:** Brand, values, and mission are clear – valuing diversity, developing caring and compassionate citizens, critical thinkers, ethical people. Graduates are well-respected. Known for innovation in health care education, performing arts, outdoor leadership. More community partnerships – high school, local businesses. Known as one of the most “connected” wireless schools and for creative use of technology.



### Group 8 Scenario: “Survey Says...”



*This group presented a game of “Family Feud” in which two families competed to uncover facts about Shenandoah in 2020. They played five rounds, covering five different categories: facilities, systems, programs, culture, and policies.*

- **Facilities:** Expansion of health sciences medical building. Athletic facilities. Undergraduate housing. Graduate housing community. Performing arts center. Parking garage.
- **Systems:** Advising and counseling leaders. IT systems. Customer relationship management. \$75 million endowment. Virtual technological student services.
- **Programs:** Unique, evolving healthcare education model. Program prioritization. Experiential learning (e.g., Franklin project, outdoor programming, internships, career planning services).
- **Culture:** Whole school concept where graduate health professions, undergraduate, and conservatory students can gather. Integration of undergraduate and graduate programs. Openness and shared understanding between all programs, faculty, and staff. Data-driven decision making.
- **Policies:** Personalized programmatic admissions. Electronic paperless student services. Strengthen student-faculty relationships. Maximize authentic measures of student learning.

### Discovering & Confirming Common Ground

This process lasted from late afternoon on Day 2 through mid-morning on Day 3 and was perhaps the toughest part of the conference, although some participants identified it as their favorite discussion.

Participants had articulated their dreams for Shenandoah University and now had to determine which visions of the future were shared by all. This meant clarifying cryptic comments, clearing up misunderstandings, and discovering points of agreement and disagreement. The emotional energy evoked by hearing everyone’s vision of the future dropped as the reality of discovering some areas of conflict sank in.

To start this process, Plum asked each group to identify what they saw as common ground – i.e., to create a list of things that they believed every person present would desire for Shenandoah in 2020. They were then asked to identify their top eight items before posting them on flipcharts in the front of the room.



Similar common ground items were clustered together, and items that were not agreed to by everyone in the room were to be placed on a separate “not agreed” flipchart. Several items generated discussion, including how to staff a possible new wellness center, what items were already included in the master plan, how to define “enhanced academic performance,” what is meant by a “leader among peers,” and the importance of creating a realistic financial plan to fund new initiatives.

Because there were a large number of items to discuss and the group needed some time to let the information from the day “soak” for a while, Plum ended the session at 6:00 pm before all the lists had been finalized.

On day three, Elaine began by pausing and reflecting on what the group had accomplished so far. Then the group came back to the challenge of clarifying the meaning of items they had suggested as common ground, determining if each item represented a hope everyone shared, and verifying that the items were grouped appropriately.

As the discussion unfolded, most items were confirmed as common ground. A few were moved to the “Not Agreed” list. Elaine pointed out that these items weren’t off the table because the strategic planning process would provide ample opportunity for continued discussion. Also, a few items were moved to different groupings. Overall, the number of groupings was reduced. (The final groupings can be found in the “Final Recommendations” section of this report.)



Participants wrestled with issues that were significant to them – airing frustrations as well as points of agreement. A number of questions generated lively discussion, for example:

- What is meant by academic excellence?
- How does academic excellence relate to fostering student success?
- How do we not only bring people of diverse backgrounds to campus but make them comfortable once they get here?
- Is continuing a goal or program enough – do we want dramatic improvement?
- How do we help students prepare for careers?
- What are “the dogs that don’t bark” – i.e., the things we aren’t discussing in this process?

At one point the conversation was framed this way: “It seems to me we’re talking about two things: (1) a dramatic improvement of what we’re already doing, or 2) deconstructing the ivory tower and changing the delivery model of education.” A third scenario was also identified – increasing perceived value without changing tuition.

As the group’s focus waned, Elaine suggested a 5-minute break and asked people not to engage in sidebar conversations related to the common ground discussion – a request which elicited laughter. Once the break was over, the group’s ability to concentrate seemed to be restored, and the remaining decisions about common ground came together more quickly. A participant comment in this phase that seemed to unify the group and certainly elicited loud applause was, “What if all of us paid more attention to our mission and core values so that everything we do leads to Shenandoah?”

By 10:30 the group had finished confirming all the agreed to “desired future” items and had grouped them into appropriate categories. Elaine congratulated the group – completing this task was a major milestone for the conference.

# Final Recommendations

## Introduction

Before the group turned to its next task, Dr. Fitzsimmons spoke briefly about her reactions to the group's work thus far and then outlined the next steps in developing the strategic plan.

She shared her excitement about the discussion the group had just held, describing it as “the conversation I’ve been waiting for.” Then she described the Future Search Conference as “the first step, the common ground foundation” of the strategic planning process, noting that conversations will continue among faculty, students and others and that “maybe some big ideas will come forward that weren’t suggested here.” Dr. Fitzsimmons predicted, however, that the final strategic plan would look familiar to the Future Search Conference participants, and that the next big challenge would be “to create a significant new revenue source if we are going to accomplish a lot of what we have up here.”

Finally, Dr. Fitzsimmons asked participant to take seriously the work of their next assignment – crafting the statements of intent – because “that’s what we’ll take forward to the community.”

## Creating Statements of Purpose

Participants were next asked to form subgroups to craft clear statements for each of the lists of related common ground items. Individuals self-selected into these groups based on their interests. Once the subgroups finished crafting their statements, they were read to the entire group for final confirmation and any needed editing. The final statements can be found in the “Finished Product” section below.

## Action Item Brainstorming

After the above discussion of the common ground statements, the groups had an opportunity during lunch to offer their suggestions regarding possible action items they felt would further progress toward the aspirations articulated in the statements. Individuals wrote these suggestions on blank flipchart paper posted under each of the common ground statements. These suggested action items are reported in the next section, below the relevant statements.

## The Finished Product

The key “deliverables” from the Future Search Conference are the “statements of intent” which appear in the table below. These statements are intended to convey the common ground themes to anyone – whether or not they attended the Future Search Conference.

In addition to the statements, the following table also includes the related lists of original common ground items as well as possible action items suggested by individual conferees.



### Academic Excellence

We are planning to establish a sound definition of Academic Excellence to foster the growth of each academic program. What do we claim, and are we doing it? If this is a goal, we need to spend the next year defining Academic Excellence.

#### Original common ground items:

- Continue pursuit of [quantum leap in] academic excellence
- Improve academic excellence

#### Suggested action items:

- Examine and bolster course relevancy, academic resources (e.g., cadaver lab), course sequences, and difficulty of classes
- Create satellite campuses in other countries for experiential learning
- Offer 1000 full scholarships
- Recruit Nobel type faculty
- Get better, not just bigger
- Be a national leader in something
- Develop students who could succeed at and desire to go to a medical school

### Innovative Education

We will create and support ground-breaking, flexible, and integrative educational experiences with the adoption of innovative, multi-modal teaching/programming and opportunities to bridge curricular and co-curricular learning experiences.

#### Original common ground items:

- Explore shortening degree program time (“Shenandoah Rapids”)
- Alternative delivery formats / new programs
- Interprofessional education
- Alternative educational offerings
- More frequent moments of integration between different disciplines
- Curriculum – FYS – traditions, history
- Technology – blended (face-to-face and outside)
- Student-run enterprises as learning opportunities

#### Suggested action items:

- Invest in multimodal learning furniture / classrooms
- Biometric BS (remote HC monitoring)
- Health Care Administration degree (BS/MS)
- Utilize faculty (strength) to develop co-curriculum about life competencies – e.g., financial literacy, time management, conflict resolution, etc. (not credit yielding necessarily)
- Medical School
- Interdisciplinary care teams (coordinated care)
- Fast track degrees
- Remote learning
- Student enterprise opportunities
- Develop opportunities for integration between disciplines
- Flexible programming for students with different needs (i.e., HS grad vs. HS grad who spent 4 years as a Navy paramedic)
- Integrate GCP with outdoor programming
- Create SCD or DHSC program
- Develop post-professional residencies / fellowships

	<ul style="list-style-type: none"> <li>○ Fund student-faculty collaboration / training / assistantships</li> <li>○ Ongoing faculty mentoring</li> </ul>
<b>Student Success</b>	
<p>Our institution's highest priority is student success. We are committed to allocating and aligning our resources to pursue and provide the highest level of quality in four areas: (1) learning and instruction, (2) career preparation, (3) life preparation, and (4) degree completion.</p>	
<p><u>Original common ground items:</u></p> <ul style="list-style-type: none"> <li>○ Higher graduation rates</li> <li>○ Graduation rates</li> <li>○ Evidence based progress – graduation rates</li> <li>○ Student success – advising, career counseling, graduation rates</li> <li>○ Increase robustness of assessment outcomes</li> <li>○ Strong academics – delivery &amp; outcomes</li> <li>○ Evidence based decision making</li> <li>○ Continue emphasis on health professions</li> <li>○ Career services</li> <li>○ Advising / career preparation / internships</li> <li>○ Advisor frustration – work to improve the bond and connection</li> <li>○ Enhanced academic advising</li> </ul>	<p><u>Suggested action items:</u></p> <ul style="list-style-type: none"> <li>○ Utilize the data from prioritizing academic programs and align resources appropriately</li> <li>○ Committee (cross-functional) to design the plan, establish budget and metrics to ensure success, gain buy-in</li> <li>○ Establish more rigorous professional standards for hiring, evaluating, and promoting faculty</li> <li>○ Establish endowed chairs to attract strong faculty</li> <li>○ Centralize the internships program university-wide to both find and assign positions</li> <li>○ Gather and publish student placement data and other success measures</li> <li>○ Establish 5-year plan for improving graduation rates</li> <li>○ Design and implement career-track that is interwoven throughout curriculum from 1<sup>st</sup> to 4<sup>th</sup> year, undergraduate through graduate programs, with progress-tracking</li> <li>○ Determine benchmark institutions for learning-centered facilities; conduct bi-annual benchmark assessments</li> </ul>
<b>Economic Sustainability</b>	
<p>We are dedicated to providing each student with a quality educational experience that is economically sustainable for both students and the university while yielding desired outcomes.</p>	
<p><u>Original common ground items:</u></p> <ul style="list-style-type: none"> <li>○ Decreased costs to students</li> <li>○ Want return on investments for students</li> <li>○ Affordability / increased value</li> <li>○ Deliver product that is valued (cost-value relationship is</li> </ul>	<p><u>Suggested action items:</u></p> <ul style="list-style-type: none"> <li>○ Increase endowment</li> <li>○ Increase scholarships</li> <li>○ TA/GA positions</li> <li>○ Real world experience work-study options</li> <li>○ Increase experiential learning opportunities in all fields</li> <li>○ Flexible/creative financial aid options</li> </ul>

<p>improved)</p> <ul style="list-style-type: none"> <li>○ Affordability</li> </ul>	<ul style="list-style-type: none"> <li>○ Conservative tuition increases with transparent justification</li> <li>○ Look for internal efficiencies – Which programs are loss leaders / revenue generators? Equalize distribution.</li> <li>○ Decrease the automatic 40% overhead</li> <li>○ Evaluate tuition discounting</li> <li>○ Flexible curriculum that meets the needs of the individual student</li> </ul>
<h3>Nurturing Environment</h3>	
<p>We are committed to creating a vibrant and inclusive living and learning environment that nurtures the holistic development of all members of the community.</p>	
<p><u>Original common ground items:</u></p> <ul style="list-style-type: none"> <li>○ Invest in graduate life.</li> <li>○ Vibrant campus life.</li> <li>○ Caring community of excellence.</li> <li>○ Culture of care.</li> <li>○ Continued diversity, comfortable environment, meet needs, global awareness</li> <li>○ Continue validation of student place of choice</li> </ul>	<p><u>Suggested action items:</u></p> <ul style="list-style-type: none"> <li>○ Allocate resources (a position, office space) to graduate student life</li> <li>○ Theme student housing, with faculty/staff interest to lead theme or student generated</li> <li>○ Intentionally including different perspectives in planning and programming</li> <li>○ Increase affordable graduate housing options near HP campus and downtown</li> <li>○ Community kitchens in off-campus housing</li> <li>○ Increase academic programs / social program interaction (poetry readings, lectures, etc.)</li> <li>○ Increase diversity of student activities – attractive to undergrad and grad students</li> <li>○ Involve the community in activities on/off campus</li> <li>○ Provide transportation for off-campus events</li> </ul>
<h3>Community Relationships</h3>	
<p>We are committed to fostering relationships that produce mutually beneficial rewards which create value for all stakeholders within both the university and surrounding communities.</p>	
<p><u>Original common ground items:</u></p> <ul style="list-style-type: none"> <li>○ Partnerships with local &amp; regional community</li> <li>○ Community relationships</li> <li>○ Strategic partnerships – community, business, other academic institutions, other nonprofits, state/federal agencies, city/county</li> </ul>	<p><u>Suggested action items:</u></p> <ul style="list-style-type: none"> <li>○ Expand global citizenship opportunities – study abroad, GEL programs</li> <li>○ Create additional local internship opportunities for students</li> <li>○ Invite community leaders on SU travel/service trips (i.e., GCP)</li> <li>○ Develop “travel abroad programs with SU faculty” for the greater community</li> </ul>

<ul style="list-style-type: none"> <li>Integration of community with university</li> <li>Community relationship (internal/external)</li> <li>Solidify &amp; forge partnerships</li> </ul>	<ul style="list-style-type: none"> <li>Develop mentorship opportunities for students with community leaders and businesses</li> <li>“Open House” – invite community to campus, events, etc.</li> <li>Expand volunteer opportunities</li> <li>“Becoming Shenandoah”</li> </ul>
<b>Technology Master Plan</b>	
We are committed to the development and implementation of a tiered technology master plan that includes reliable infrastructure that supports seamless human interaction, research and development supporting academics and staff, training, and facilitates mobility that focuses on outcomes across the university community – not for technology itself.	
<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>Technological embrace &amp; innovation</li> <li>Implementation of a technology master plan</li> <li>Leveraging technology</li> <li>Technology</li> <li>Reliable infrastructure</li> </ul>	<u>Suggested action items:</u> <ul style="list-style-type: none"> <li>Create academic computing center (to support our educational mission)</li> <li>All faculty/staff/student same platform for computing (either all Mac or PC)</li> <li>Generator for backup/server room</li> <li>Alternative to Blackboard</li> <li>Business operations – electronic/paperless registration, grade changes, etc.</li> <li>Tour other academic (and outside industry) locations for discovery</li> <li>Dedicate time and personnel to a comprehensive study and analysis of what needs to happen to achieve objective and develop a budget</li> </ul>
<b>Green Campus</b>	
As a university we are committed to acquiring and developing green spaces; to building, renovating, and re-purposing environmentally-friendly, multi-purpose buildings which integrate academic, extra-curricular, and community programs.	
<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>Green campus / beautification</li> <li>Athletic facility / concert hall / other facility</li> <li>Acquisition of abutting property</li> <li>Facilities – athletic, residence, gateway, green philosophy, more attractive to students</li> <li>Excellent facilities</li> <li>Persistence – undergrad / grad</li> </ul>	<u>Suggested action items:</u> <ul style="list-style-type: none"> <li>Keep our existing buildings nice and refreshed – like we are doing with the residence halls</li> <li>Raising and identifying funds for specific projects</li> <li>Utilizing/seeking community input to maximize/optimize usage of multi-purpose facilities (e.g., natatorium that could be used by SU and the Winchester community)</li> </ul>



housing (that helps graduate) <ul style="list-style-type: none"> <li>Green spaces &amp; campus beautification, campus perimeter / gateway</li> </ul>	
<b>Environmental Stewardship</b>	
We are committed to stewardship of the natural world being a significant aspect of the philosophy guiding our academics, physical resources, and community life.	
<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>Self-sustainability / eco-friendly</li> <li>Green initiative/space</li> <li>Environmental conscience</li> </ul>	<u>Suggested action items:</u> <ul style="list-style-type: none"> <li>Create “SU Farm” – opportunity to grow/learn about food production</li> <li>Student/faculty/staff co-op for local produce</li> <li>Partnership with Frederick County / City Recycling</li> <li>Composting options in all food courts – garden area to use compost, sell compost to local greenhouses</li> <li>Evaluate fertilizer/pesticide usage</li> <li>Rain barrels on campus</li> <li>Eliminate all Styrofoam in Sodexo relationship</li> <li>Partnership with Valley Health for other campuses reaching options</li> <li>Alternative lighting options</li> <li>Evaluate role of wind energy options</li> <li>Use biodiesel in SU vehicles</li> <li>Marry recycling bins and trash bins – like salt and pepper, one should never be without the other</li> <li>Partnership with City to develop a bike route from SU campus to WMC</li> <li>Encourage student enterprise with recycled materials</li> <li>Expand curriculum in environmental conservation</li> <li>Lights on motion sensors / timers</li> </ul>
<b>Brand Positioning</b>	
We are committed to strengthening the university’s positioning with key stakeholders by: (1) clearly embodying and articulating the brand platform in everything we do, (2) communicating the uniqueness of Shenandoah vs. its peers, and (3) emphasizing Shenandoah’s commitment to high value education.	
<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>Broader awareness of SU uniqueness</li> <li>Communicate brand / unique differentiation</li> <li>Leader among peers</li> </ul>	<u>Suggested action items:</u> <ul style="list-style-type: none"> <li>Hire exceptional faculty</li> <li>Hire competent staff and hold accountable</li> <li>Invite “expert” guest faculty</li> <li>Faculty speaking &amp; publishing</li> <li>Tie actions to student success</li> </ul>

	<ul style="list-style-type: none"> <li>○ Allocate budget specifically for branding</li> <li>○ Develop creative strategy to communicate internally and externally</li> <li>○ Educate internal stakeholders about brand promise, platform, and personality</li> <li>○ Create an equally student-centered and faculty-centered university</li> </ul>
<b>Mission-Focused</b>	
We are committed to be mission-centric in all our dealings within the Shenandoah University community as students, faculty, staff and trustees. Our commitment will guide us as we align our actions – our planning, performance and evaluation, and future risk-taking for the benefit of Shenandoah University.	
<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>○ Consistent mission revisits – align it with our actions</li> <li>○ Integrity</li> </ul>	<u>Suggested action items:</u> <ul style="list-style-type: none"> <li>○ Mission is woven into the everyday lexicon of students, staff, and faculty</li> <li>○ Hire criteria (what can you bring to the mission?) – annual evaluation core criteria</li> <li>○ Acceptance letters (student, hire) should highlight mission</li> <li>○ Convocation / graduation pledge</li> <li>○ Should “integrity” include terms like “business ethics”, “morals”, “standards of behavior”, etc.?</li> </ul>
<b>Solid Business Model</b>	
We are committed to developing and implementing a solid business model that includes a robust plan for increasing our endowment, grants, scholarships, and receiving transformative investments (gifts).	
<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>○ Solid business plan / model</li> <li>○ Increased university financial resources</li> <li>○ Healthy endowment</li> <li>○ Higher endowment, more grants &amp; scholarships</li> <li>○ Endowment / transformative gift(s)</li> </ul>	<u>Suggested action items:</u> N/A.  (Note: The above statement of intent was developed during the optional period for brainstorming action items and did not therefore receive feedback from the larger group.)

Two lists of common ground items did not attract any volunteers to develop statements of intent. However, participants were still offered an opportunity to review these lists and suggest relevant action items. These lists are shown below.

### Common Ground Items Without Statements of Intent

<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>○ Becoming Shenandoah</li> <li>○ Keep an external eye to changing trends and how they affect Shenandoah</li> <li>○ Dogs that don't bark – what are we not saying?</li> </ul>	<u>Suggested action items:</u> <ul style="list-style-type: none"> <li>○ Periodically ask (at a variety of levels): Who is not at the table? Whose voice are we missing?</li> <li>○ Look <i>between</i> programs, departments, etc., to the "blank spaces" as open territory for creative collaboration.</li> </ul>
<u>Original common ground items:</u> <ul style="list-style-type: none"> <li>○ Enhanced student services and business operations</li> </ul>	<u>Suggested action items:</u> <ul style="list-style-type: none"> <li>○ Alignment of resources</li> </ul>

The following list of "not agreed" items is also an important output from the conference. While many present endorsed these ideas, there was not consensus about including them. Therefore they did not make it onto the final list of common ground items.

### "Not Agreed" List

<ul style="list-style-type: none"> <li>○ Improved and self-directed advising / mapping / coaching</li> <li>○ Academic diversity</li> <li>○ Faculty/student run wellness center</li> <li>○ Integrated wellness center with Health Professions programs</li> </ul>
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## Closing

It was fitting that the final configuration of the conference was one large circle where everyone was invited to share their reactions to the conference and their experience there. What was particularly meaningful about the circle is that it represented the creation of so many new (and heretofore unlikely) relationships and conversations between diverse stakeholders of Shenandoah University. Participants were each invited to share two words. Below are their reactions:

*Incredible, passionate. Community. Learning and engaging. Extremely proud. Educational and inspiring experience. Incredible. Opportunity and enlightening. Student success. Beguiling. Eye opening. Confidence and success. Appreciate. Collaborative. Eye opening. New friends. Healthy. Continued dialogue. Empowering. Excited for SU. Future. Enhance relationships. Creative and passionate. Grateful, inspiring. Community. Interesting and educational. Grateful. Proud. Perspective. New understanding. Good dialogue. Relieved. So impressed. Overwhelming. Enjoyable. Trusting and caring. Just beginning. Appreciated. Vision oriented. Overwhelming. Eye opening. Painful – physically and mentally. Stimulated. Excited. Over. Inspiring to connect with someone not on my peer level. Future generation. Heartfelt examination. Informative. Eye opening. Glad I work here. Thanks for the memories. Educational, engaging. Entertaining. Inclusive. Passionate, encouragement. Heartfelt.*

These words spoke of a shared experience that broadened all perspectives about Shenandoah University and its future. Participants created more than final recommendations. They created relationships that will foster continued dialogue and commitment to action that can have a tremendous impact on the future of Shenandoah University.



# Appendix A:

## Conference Participants

Dr. Karen Abraham  
Dr. Cal Allen  
Dr. Patti Ballard  
Mrs. Marsha Barley  
Dr. Adrienne Bloss  
Mr. William F. Brandt, Jr.  
Dr. Michelle Brown  
Dr. Rachel Carlson  
Mr. Demetrius Carmichael  
Rev. Dr. Rhonda VanDyke Colby  
Dr. Laura N. Dabinett  
Ms. Desiree Dabney  
Dr. Miles Davis  
Dr. Leslie Davidson  
Mr. Paul Delmerico  
Dr. Jesse Dingle  
Ms. Jan Donovan  
Mr. Robin Ebersole  
Mr. Kyle Feldman  
Mr. Andrew U. Ferrari  
Dr. Tracy Fitzsimmons  
Ms. Jessica Foy  
Mr. Robert J. Frogale  
Ms. Bethany Galipeau-Konate  
Dr. Kathy Ganske  
Mrs. Mary Bruce Glaize  
Mr. Kent B. Guichard  
Mr. Myles Hairston  
Mr. Carl D. Harris  
Ms. Kerby Hatter  
Dr. Dawn Havrda  
Dr. Warren Hofstra  
Mr. Bruce E. Hunter

Dr. Byron Jones  
Ms. Diane S. Kearns  
Mrs. Marjorie Lewis  
Mrs. Cathy Loranger  
Dr. Brian Lipscomb  
Dr. Jeff Marlatt  
Mr. Rick McClendon  
Mr. Joshua McCauley  
Mr. Milt McInturff  
Dr. Alan McKay  
Mr. Mark Merrill  
Mr. Bryce Mitchell  
Mr. Mitch Moore  
Dr. Clarresa Morton  
Mr. Rob Pryor  
Dr. Katelyn Miller-Sanders  
Mr. Joey Santangelo  
Dr. Amy Sarch  
Dr. Rose Schmeig  
Ms. Anne Schempp  
Dr. Karen Schultz  
Mr. Barry Schnoor  
Mr. J. Knox Singleton  
Mr. Harry S. Smith  
Mr. Scott Spriggs  
Dr. Michael Stepniak  
Mr. John D. Stokely, Jr.  
Mr. James A Stutzman, Jr.  
Ms. Jean Swartz  
Mr. James T. Vickers  
Ms. Sarah Wohld  
Mr. Doug Zipp

## Appendix B: Facilitator Bios



VedereConsulting.com

### Ellen “Plum” Cluverius

Ms. Ellen “Plum” Cluverius, PCC is an executive coach, facilitator and consultant. Her clients include executives federal government agencies, state agencies, local governments and in the private and non-profit sectors. She also serves on the adjunct faculty of The Federal Executive Institute and the University of Richmond’s Robins School of Business. Dedicated to improving her capacity to serve her clients, Plum earned an M.A. in the Applied Behavioral Sciences from Whitworth College and the Leadership Institute of Seattle, has completed over two years of study with the Newfield Network, earned a PCC (Professional Certified Coach) credential from the International Coach Federation, and has studied with numerous leaders in the fields of coaching and organization development. Plum is the immediate past president of the International Coach Federation Greater Richmond Chapter and was awarded the Member of the Year award from the National Association of Women Business Owners in 2009.

When she’s not working, Plum enjoys playing bluegrass guitar and any activity that takes her outside.



SeeChangeStudio.com

### Elaine Kiziah

Dr. Elaine Kiziah is Founder & Principal Consultant at See Change Studio, a Richmond, Virginia organization providing consulting services and resources for professionals seeking to make a positive difference in the world and in their own organizations. Working primarily with nonprofit, higher education, and health care organizations, Elaine provides facilitation, training, coaching, and assessment to support her clients in building leadership, team, and organizational effectiveness. She also authors the *Working Well Blog*, publishing articles at the intersection of personal well-being and professional effectiveness.

Licensed in Virginia as an Applied Psychologist, Elaine earned her doctorate in counseling psychology at Virginia Commonwealth University with concentrations in organizational consultation and adult development. Prior to launching her own practice in 2003, Elaine was a consultant with VCU’s Workplace Initiatives Program and ran a women’s leadership development program at VCU’s Grace E. Harris Leadership Institute. An engaging facilitator and trainer, she was the 2011 recipient of the Nonprofit Learning Point “Instructor of the Year” award.

In her spare time, Elaine enjoys looking at art and making music. Her musical tastes and talents are eclectic; they include voice, piano, and accordion, and performing on harpsichord with a small baroque ensemble.

# Appendix C:

## Future Search Steering Committee

**Dr. Tracy Fitzsimmons**, President, Shenandoah University

**Mr. Mitch Moore**, Vice President for Advancement and Planning

**Dr. Byron Jones**, Associate Professor of Voice and President, Faculty Senate

**Ms. Anne Schempp**, Assistant Professor of Physicians Assistant Studies

**Mr. Rob Pryor**, Head Basketball Coach

**Ms. Jean Swartz**, Director of Admissions-Media Recruitment

**Ms. Kerby Hatter**, graduate student, Vice President of Graduate Affairs

**Mr. Joshua McCauley**, undergraduate student and President, SGA

**Mr. Andrew U. Ferrari**, Chairman, Board of Trustees

**Mr. William F. Brandt, Jr.**, Vice-Chairman, Board of Trustees