Intellect, Spirit, Imagination, and Heart:
Pursuing the Vision 2012-2017

EDGEWOOD COLLEGE

Table of Contents

Introduction

The years since Edgewood College's last strategic plan was developed in 2006 have been exceptionally challenging. The financial disruption that began in 2008 has reduced family incomes and savings. Increasing college tuition and decreasing job prospects have caused many to question the value of higher education. The rising presence of for-profit providers has led to greater competition for students and placed greater demand on federal financial aid programs. The list could go on.

Despite these many challenges, Edgewood College has thrived. We have achieved record retention rates, and our student body has never been more diverse. We have expanded our offerings for graduate and continuing adult students and the methods by which students learn. We have developed and implemented a distinctive general education curriculum that expresses our core values, mission, and promise. We have renovated thousands of square feet, opened Dominican Hall, and built a new center for the visual and theatre arts. This list, too, could go on.

How has this happened? How does one college, faced with the same environmental challenges affecting its counterparts, find a way to thrive while many others founder? The answer is deceptively simple. We began our last strategic plan by crafting updated mission and vision statements based on our core values, and we translated those statements into action through the six strategies we identified in 2006. Whether resources were readily available or needed to be scraped together, our community pursued those six priorities together. And we did so with the spirit of community and partnership expressed in our values and our identity statement.

Our identity statement includes the phrase "intellect, spirit, imagination, and heart." This is an apt description of the process by which this plan was developed. Our campus engaged intellectually around our current situation, our desired future, the world around us, and how we best navigate these often contradictory pieces. We did so in the spirit of community and partnership that marks our best interactions. We imagined what we'd like Edgewood College to look like in five years. We fully invested in this process—we put our heart into it.

That same phrase provides a roadmap for what we'll need to do to bring this plan to reality. We'll need to continue to be mindful of where we are, where we are going, and what is happening around us. We will need to carry out this plan with the same spirit and imagination that led to its creation. And we will certainly need to put our heart into the challenging, rewarding work that lies before us.

In this plan, we deepen our commitment to excellence in teaching and learning, linking that essential characteristic explicitly to the topic of inclusion, the Dominican value of community, and our shared belief in the foundation of the liberal arts. We broaden our conception of community, calling ourselves and our students to greater engagement in the civic sphere. We sharpen our attention to what needs to be done to attract and retain outstanding faculty and staff and to provide the resources necessary to ensure a learning environment that meets the needs and expectations of students in the 21st century.

Edgewood College is poised for a bright future. The work we do contributes to building a more just and compassionate world, and each of us plays an important role in that effort. Thank you for all you have done to make Edgewood College the place it is, and thank you in advance for all you will do to allow it to become the place we aspire for it to be.

Plan Overview

This document consists of four main parts. We begin with the **foundational statements** upon which this plan, and the one before it, was built. The second section is a **preamble**, developed to articulate how the objectives, indicators, and strategies that follow relate to our foundational statements. Next, we outline conceptually and in concrete terms our **objectives**—what we hope to achieve and how we will demonstrate our progress. Fourth, we articulate the six **strategies** that we have selected in pursuit of those objectives, including specific steps we intend to take in support of those strategies. Finally, we identify the **action steps** we will begin to pursue in 2012-13, the first year of the plan[1].

Foundational statements

This strategic planning process built upon the foundational documents listed below. Our core values, identity, mission, vision, and promise therefore remain in place from the previous plan. The new plan articulates how we successfully implement those foundations in light of changes at the College and in the external environment since they were drafted. These statements have served and will continue to serve as both a point of departure and a point of reference as we move forward.

Edgewood College Foundations

What do we believe in? Our core values
 Truth, Justice, Compassion, Community, and Partnership

Who are we? Our identity
Sponsored by the Sinsinawa Dominicans, Edgewood College is a community of learners that affirms both its Catholic heritage and its respect for other religious traditions. The liberal arts are the foundation of all our curricular offerings in the humanities, arts, sciences, and professional programs. Committed to excellence in teaching and learning, we seek to develop intellect, spirit, imagination, and heart. We welcome women and men who reflect the rich diversity of the world's cultures and perspectives. We foster open, caring, thoughtful engagement with one another and an enduring commitment to service, all in an educational community that seeks truth, compassion, justice and partnership.

What do we do, and for whom? Our Mission
Edgewood College, rooted in the Dominican tradition, engages students within a community of learners committed to building a just and compassionate world. The College educates students for meaningful personal and professional lives of ethical leadership, service, and a lifelong search for truth.

What do we aspire to become? Our Vision
To be a college of choice where students are transformed within a highly engaged, integrated learning community committed to personal fulfillment and the common good.

---

[1] In addition, appendices with additional background materials regarding the planning process have been included at the end of the document.

Preamble

An Edgewood College education is grounded in a unique combination of values, characteristics and commitments. It is the unique blending of these values, characteristics and commitments that together create what is distinctive about Edgewood College.

The five Dominican values of truth, justice, compassion, partnership and community lay the foundation for an Edgewood College education. These values guide our practice, inform our relationships and serve as compass points. In an effort to live these values we offer the promise of connecting learning, beliefs and action. We do this, as our mission states, through "engaging students within a community of learners committed to building a just and compassionate world."

More specifically, we have clarified the hallmarks of an Edgewood College education. The liberal arts serve as both the foundation for our educational environment and the context in which they are expressed. We are committed to excellence in teaching and learning where students are meaningfully challenged and supported in their academic pursuits. Further, we strive to create inclusive, sustainable learning environments and to cultivate engagement with the broader community.

Our motto, '*cor ad cor loquitur*,' is Latin for "heart speaks to heart." An Edgewood College education is one that is committed to students and their growth toward recognizing, developing, and devoting their strengths to meet the needs of our world. We commit to offering an education based on the transformational power of personal relationships.

It is not solely the student population, the instructional medium, nor the location that defines an Edgewood College education—the characteristics we have defined hold for students on- and off-campus, in person and online. It is our unique combination of values, characteristics, and commitments that make us distinctive and offer the lens through which we see our future. Indeed, the history of Edgewood College has been marked by the willingness to express these values and commitments in different ways as the needs of the broader community change.

Objectives

During the course of the 2011-12 academic year, a common vision of our future began to emerge. The statements below reflect, conceptually, what we hope to accomplish over the next five years.

1. Provide a distinctive learning environment based on the four essential characteristics of an Edgewood College education:
    a. Community of engaged learners
    b. Excellence in teaching and learning
    c. Inclusion and engagement with the broader community
    d. Liberal arts as foundation and context

2. Retain and graduate students well-prepared for their next meaningful personal and professional steps (employment, future study, civic engagement and service) upon completion.

3. Maintain moderate enrollment growth by both improving the quality of current programs and experiences and applying areas of strength to meet emerging community needs.

4. Achieve diversity commensurate with the diversity of Dane County and South Central Wisconsin, the primary communities we serve.

5. Employ academic, financial, facilities, and operational models that meet current needs in ways that provide for the future.

The indicators on pages 7-8 reflect more specifically how we will measure institutional progress for each of these themes.[2]

---

[2] Indicators will be identified by the end of fall semester 2012 for those areas currently lacking measures.

Theme	Measure	5 year average	Current	Benchmark	2016-17 goal
Distinctive learning environment: Community of engaged learners	Faculty & staff report their input is utilized appropriately in decisions				
	Evidence students are connected (major, each other, faculty/staff, activities)				
	Metric of employee satisfaction				
	Metric of student satisfaction				
Distinctive learning environment: Excellence in teaching & learning	Student and faculty participation in engaged learning practices (& significance of)				
	Content mastery in capstone (major & general education for UG) and other measures				
	Faculty development (participation in & impact of)				
	Benchmarks for structures & resources for quality teaching & learning				
Distinctive learning environment: Engagement with the broader community	Number of faculty & staff on community boards, and community individuals engaged at EC				
	Community impact from partnerships				
Distinctive learning environment: Liberal arts as foundation and context	Contribution and impact of graduates from liberal arts majors				
	Evidence of shared understanding of "liberal arts" at EC				
	Contribution and impact of liberal arts				
	Recognition rate Association (what do people think of)				

Theme	Measure	5 year average	Current	Benchmark	2016-17 goal
Student retention, graduation, and success	Cohort retention rates: Overall ALANA	76% 76%	80% 91%	74% N/Av	80% 80%
	Year-to-year accelerated student retention/graduation	73%	82%	N/Av	82%
	Year-to-year graduate student retention	83%	85%	N/Av	85%
	Cohort 4 year graduation rate: Overall ALANA	31% 20%	32% 25%	37% N/Av	42% 42%
	Cohort 5 year graduation rate: Overall ALANA	49% 42%	51% 48%	51% N/Av	61% 61%
	One-year employment/study	N/av	94%		
Moderate Enrollment Growth	Enrollment Headcount	2592	2658	3506	3150
	Undergrads (total)	1953	1951	2299	2085
	FTUG	1503	1504	N/Av	1595
	PTUG	280	241	N/Av	227
	Accelerated	167	206	N/Av	263
	Graduate	639	707	940	1065
	Online (subset of graduate)	N/ap	N/ap	N/Av	377
Diversity	% ALANA of student body	11%	14.2%	16%	22%
	% ALANA of faculty	N/av	10.0%	16%	16%
	% ALANA of staff	N/Av	12.5%	16%	16%
Financial health	Composite Financial Index	5.74	3.9	1.1	4.0-5.0
	Annual net revenue increase				
	Amount raised (% of operating budget)				
	Amount offsetting operating/scholarship				

Strategies

Objectives and indicators outline where we are, where we hope to go, and how we'll know we are making progress. Strategies articulate how we go about reaching those goals. In pursuit of the objectives above, we have defined six strategies and started to describe the necessary steps:

1. **Cultivate an inclusive teaching and learning environment** that facilitates student growth, achievement, and preparation for meaningful personal and professional lives. To accomplish this, we will:
   a. Attract and serve underserved/niche populations, including (but not limited to) ALANA students, veterans, returning adults and transfers.
   b. Clarify and articulate a shared understanding of the role and meaning of the liberal arts at Edgewood College in the 21st century.
   c. Continue to cultivate an inclusive campus climate where all feel welcome and where faculty, staff, and students develop the awareness, knowledge, and skills appropriate for an increasingly diverse world.
   d. Develop policies, practices, and procedures that encourage higher rates of degree completion (or goal attainment), reduced time to completion, and success in pursuing meaningful employment and/or further education.
   e. Strengthen selected learning practices proven to have a positive impact on student learning. As expressed in the academic plan, these include study abroad, undergraduate research, community-based learning, and internships.
   f. Sustain and enhance co-curricular activities that build community, enhance student learning and cultivate leadership.

2. **Encourage civic engagement** by Edgewood College faculty, staff, and students as active members of the campus and broader community. To accomplish this, we will:
   a. Develop a coordinated approach and structure to facilitate and coordinate community outreach efforts.
   b. Strengthen and expand partnerships that create meaningful learning opportunities for our students and that have lasting positive impact on our community partners.
   c. Strengthen curricular and co-curricular activities to enhance campus civic engagement.
   d. Sustain and build upon outreach efforts that create greater awareness of Edgewood College and stronger college preparation among K-12 students.

3. **Attract, retain, and develop high quality faculty and staff**. To accomplish this, we will:
   a. Identify and implement methods to support faculty and staff development.
   b. Develop a comprehensive approach to salary, benefits, and workload that supports excellence in teaching and learning.
   c. Engage faculty, staff, and students appropriately in decision-making and communicate effectively around key processes and decisions.

9

d. Implement processes and pursue practices to efficiently and effectively recruit and retain faculty and staff that reflect the diversity of our community.

4. **Advance the infrastructure necessary to support our efforts**. To accomplish this, we will:
    a. Utilize technology to enhance learning, provide access for students who would not otherwise choose Edgewood College, and improve administrative service and communication.
    b. Develop and implement a master facilities plan to address current space needs and those created by projected growth.
    c. Revisit the organizational and committee structure to ensure that the College is organized appropriately to implement the plan.
    d. Deepen sustainability practices that meet current needs and improve the ability of future generations to meet their needs.

5. **Ensure financial health** through an environment of entrepreneurship, creativity, and stewardship. To accomplish this, we will:
    a. Explore utilization of facilities and other campus resources on a year-round basis.
    b. Seek operational efficiencies and other cost reductions that result in a lower rate of tuition increases and/or make available resources for other uses.
    c. Increase the level of philanthropic support for capital projects, scholarships, and selected special projects.

6. **Assess learning and institutional effectiveness** to inform decision-making, encourage continuous improvement, and provide a basis for our communication with external audiences**.** To accomplish this, we will:
    a. Identify and monitor outcomes of student learning and institutional effectiveness that inform decision-making and continuous improvement.
    b. Develop and implement a College-wide quality improvement plan designed to continually improve the value of our programs and services.
    c. Develop and implement plans to communicate these outcomes to increase our visibility, reputation, and distinctiveness.

Steps for 2012-13

During the previous strategic plan, we learned that we were able to make the greatest progress when we focused on a finite number of topics at one time. As a result, the President's Leadership Team has chosen to focus on a few priorities where action is required in the upcoming year. While many of the steps listed above will move forward during the next year, the tables below reflects the areas of greatest importance for the upcoming year, as well as a description of specific steps we will take.

Strategy 1: Cultivate an inclusive teaching and learning environment

Develop policies, practices, and procedures that encourage higher rates of degree completion (or goal attainment), reduced time to completion, and success in pursuing meaningful employment and/or further education.

Steps	Timeline	Leadership
Affirm enrollment funnels with goals for traditional undergraduate populations, set campus-wide expectations for 4 year graduation as a worthy goal	August-September 2012	PLT and Deans' Council (Maggie Balistreri-Clarke, Dean Pribbenow, Scott Flanagan)
Develop plan to attain target graduation rates. This includes examining internal data, reviewing policies and researching best practices from external sources, as well as a review of both barriers and accelerators toward the promotion of 4-year graduation.	May 2013	Retention Council (Maggie Balistreri-Clarke, Christine Benedict)
Conclude research project entitled 'Progress to Graduation', focusing on examining data and developing progress toward degree action steps to strengthen our academic advising practices.	May 2013	Kim Scardino, Karen Kohn, Maggie, Patrick Estes
Take on an 'activist agenda' to promote time to degree practices.	May 2013	First-year Stewardship Council (Kris Mickelson)
Provide leadership for enriching activities designed to encourage retention of students past their second year	May 2013	Second-year Stewardship Council (Kate Dougherty)

Strategy 2: *Encourage Civic Engagement* **by Edgewood College faculty, staff, and students as active members of the campus and broader community. To accomplish this, we will:**

- **Develop a coordinated approach and structure to facilitate and coordinate community outreach efforts.**

- **Strengthen and expand partnerships that create meaningful learning opportunities for our students and that have lasting positive impacts on our community partners.**

- **Strengthen curricular and co-curricular activities to enhance campus civic engagement.**

- **Sustain and build upon outreach efforts that create greater awareness of Edgewood College and stronger college preparation among K-12 students.**

Steps	Timeline	Leadership
Charter a group to take a lead on: • Developing a shared philosophy, definition, and set of outcomes associated with civic engagement at Edgewood College • Mapping current civic engagement initiatives • Establishing consensus on current strengths and areas for growth in civic engagement • Identifying how to enhance assessment of student learning through civic engagement. • Identifying actions, initiatives, and investments needed to make this a more supported and prominent aspect of an Edgewood College education.	Charter group by October 2012 Report/recommendations by April 2013	TBD (Dean Pribbenow, Maggie Balistreri-Clarke)
Ensure alignment between this group's efforts and priorities within the Academic Plan.	ongoing	Dean Pribbenow

Strategy 3: Attract, retain, and develop high quality faculty and staff.

Develop a comprehensive approach to salary, benefits, and workload that supports excellence in teaching and learning.

Steps	Timeline	Leadership
Complete a market-based analysis of benefits during the 2013 benefits renewal	October 2012	Benefits Renewal Task Force and President's Leadership Team (Michael Guns)
Develop systems, processes, and tools to understand, communicate, and make decisions about a market based approach to establishing staff and faculty salaries	May 2013	Deans' Council, President's Leadership Team, Human Resources Office (Michael Guns and Dean Pribbenow)
Establish a plan for developing a data base to assess faculty workload	January 2013	Dean's Council (Dean Pribbenow)

Strategy 4: Advance the infrastructure necessary to support our efforts.

Utilize technology to enhance learning, provide access for students who would not otherwise choose Edgewood College, and improve administrative service and communication.

Steps	Timeline	Leadership
Complete follow-up work necessary to complete HLC approval of online programs.	September 2012	Dean Pribbenow
Implement and update online learning plan to reach learning, enrollment, and financial goals	Ongoing, with quarterly enrollment and financial updates	Karen Franker, Dean Pribbenow, Deans' Council
Implement technology improvements • Enhance all public computing areas (Cyber Atrium) • Introduce TrainIT Online training system • Implement new print management system • Agree upon plan for oversight & support of Foliotek (portfolio)	 May 2013 May 2013 October 2012 May 2013	Michael Guns, Deron Kling
Expand support for faculty who want to use technology to enhance learning	May 2013	Rebecca Zambrano, Diane Deci, Kelley Grorud (Michael Guns & Dean Pribbenow

Develop and implement a master facilities plan to address current space needs and those created by projected growth. (May 2013)

Steps	Timeline	Leadership
Develop an internal approval process that ensures strong communication among the 3 Edgewood schools and outlines responsibility and authority as appropriate to speak on behalf of all schools.		Maggie Balistreri-Clarke, Michael Guns
Meet with City of Madison staff to review requirements for an updated Master Plan.		Maggie Balistreri-Clarke
Work with Liaison Committee, Alders from Districts 10 and 13, and neighborhood zoning committee members and other partners to outline process for approval, clarify expected changes, and resolve issues.		Maggie Balistreri-Clarke
Develop a Master Plan that reflects future plans of all three schools and gains the approval of each school's governing Board		Maggie Balistreri-Clarke
Sponsor open meetings and meetings with neighborhood associations as needed to introduce and secure support for a final draft of the Campus Master Plan.		Maggie Balistreri-Clarke
Submit Master Plan to City of Madison	May 2013	Maggie Balistreri-Clarke

Strategy 5: Ensure financial health

Increase the level of philanthropic support for capital projects, scholarships, and selected special projects.

Steps	Timeline	Leadership
Develop an annual plan	August 2012	Scott Flanagan
Begin to implement relationship management system	October 2012	Scott Flanagan
Complete wealth screening of current and prospective donor pool	December 2012	Scott Flanagan
Clarify reporting of activities and outcomes	December 2012	Scott Flanagan
Conduct a successful search for a new VP for Institutional Advancement	January 2013	Scott Flanagan
Successfully complete fundraising for 3rd floor DeRicci renovation and subsequent moves (March 2013)	March 2013	Scott Flanagan

Strategy 6: Assess Learning and Institutional Effectiveness

Identify and monitor outcomes of student learning and institutional effectiveness that inform decision-making and continuous improvement.

Steps	Timeline	Leadership
Prepare a report of general education student learning outcomes (with recommendations)	March 2013	John Fields, APEC, UCC
Develop a plan for affirming and assessing student development outcomes.		Maggie Balistreri-Clarke, Beth John
Increase awareness and use of Foliotek as a tool for assessing student learning and tenure and promotion	May 2013	Kelley Grorud, Deron Kling
Hire IR Director and launch the new Institutional Assessment Committee, charging them with develop a dashboard of indicators for student learning and institutional effectiveness.	September 2012	Dean Pribbenow
Finish work on indicators in strategic plan	December 2012	PLT (Scott Flanagan, Dean Pribbenow)

Appendix A: The planning process

A strategic planning process is a substantial undertaking. The plan that resulted distills the work of the campus community throughout the 2011-12 academic year, as reflected in the table below.

Date	Key topics	Group(s)
June-August 2011	Review of external trends	President's Leadership Team Deans' Council
August-Sept 2011	Review results of 2006-2012 plan Discuss relationship between enrollment, financial health, and institutional quality Reaction to draft enrollment scenarios	August Seminar (faculty & staff) Board of Trustees
September 2011	Essential characteristics of an Edgewood College education	College Assembly (faculty & staff) Planning & Budget Committee
Oct-Dec 2011	Review of internal data Review of external trends	President's Leadership Team Deans' Council Planning & Budget Committee
January 2012	Draft of enrollment, financial, retention, retention/graduation, inclusion indicators	President's Leadership Team Deans' Council Planning & Budget Committee
January 2012	Indicators and next steps to expressing essential characteristics	January Seminar (faculty & staff)
Jan-Feb 2012	Revisit internal and external data SWOT analysis Definition of strategic questions Identification of strategic answers Draft of strategies	President's Leadership Team Deans' Council Planning & Budget Committee
Jan-March 2012	Feedback to draft of enrollment, financial, retention/graduation, inclusion indicators	Departments on campus
March 2012	Feedback to initial draft of plan and indicators	Board of Trustees College Assembly SGA Forum (April)
March-April 2012	Review and incorporate suggestions from Trustees, College Assembly, SGA Forum	Planning & Budget Committee President's Leadership Team Deans' Council
April 2012	Feedback to 2nd draft	College Assembly
April 2012	Consider suggestions for 2nd draft, finish final draft	Planning & Budget Committee
May 2012	Introduce final plan	Board of Trustees

Appendix B: The strategic questions this plan set out to address

Strategy development calls for thoughtful consideration of both internal and external trends. The Planning and Budget Committee, the Deans' Council, and the President's Leadership Team reviewed and processed a wide variety of documents, both internal and external, in an attempt to sharpen our awareness of the current situation and emerging trends that would likely have an impact on the College over the next five years.[3] Six essential questions—what we termed the strategic questions--emerged from that work. The strategies outlined in the plan can therefore be thought of as answers to these strategic questions.

Strategic Questions

How do we build decision-making processes, governance structures, and opportunities to engage as a community that sustain our shared commitment to core values while strengthening the ability to innovate appropriately in response to changes in the external environment?

How do we attract, retain, support, graduate, and prepare for personal and professional success increasingly diverse student populations (ALANA, veterans, transfers, adults, etc.)?

How do we apply our unique values, promise, and essential characteristics, in what we do (programs) and how we do it (delivery, support)? How might technology assist in this application?

How do we attract, retain, engage, and support diverse, talented faculty and staff committed to our core values?

How do we measure, support, and learn from metrics of student success, satisfaction, and learning?

How do we reconcile the challenges of:

- Generating resources sufficient to deliver a distinctive educational experience?
- Maintaining access and affordability for students of all socioeconomic backgrounds?
- Diversifying revenue streams within and beyond tuition revenue?
- Managing expenses?

---

[3] An executive summary of that SWOT analysis is represented in Appendix C.

Appendix C: SWOT analysis

Strengths	Opportunities
Financial health	Emerging technology
Student satisfaction	Growth in adult education
Employment of alums	ALANA population
Inclusion growth in students	Civic education in curriculum
Shared mission and values	Graduates getting better jobs
Diversity of programs and student types	Interest in increasing number of degree holders
Student satisfaction/learning	Recent decline in for-profit enrollment
Retention	Regulatory reporting (increased attention)
Community-based work	Increase in veteran & transfer students
Size (classes, ratios)	

Weaknesses	Threats
Tuition Dependency	Family ability to pay
Work load and salaries	Ability to keep up with technology
Affordability/Return on investment	Price of education
Graduation rates and time	Students needing to work more
Enrollment declines in certain programs	Net tuition and increased discount rate
Diversity and faculty of staff	Student preparation for college
Services to meet unique needs of growing populations	Catastrophic Event - spike or crisis
Space limitations	Value of education and debt
	Credit Crisis -student ability to borrow
	ALANA families have lower average income
	Federal aid
	Change in traditional students
	Increased federal involvement
	Education credit from other sources

Potential disruptors
Student financing (access to credit, federal/state policy changes, employment weakness, etc.)
Technology
Students & their interests
Alternative ways to demonstrate mastery (credentials other than a college degree)
Catastrophic events (war, depression, etc.)
Federal regulation

Appendix D: Membership of leadership groups 2011-12

Planning & Budget Committee

Catherine Andrews   Professor, School of Nursing

Maggie Balistreri-Clarke   VP Student Affairs/Dean of Students

Daniel Carey   President

Bill Duddleston   Associate Professor, Social Science

Scott Flanagan   Executive Vice President

Michal Guns   VP Business & Finance/CFO

Janice Havlena   Professor, Art

Mary Kelly-Powell   VP Academic Affairs

Kenneth Macur   Associate Academic Dean

Philip Martin   Chairperson of Theatre, Associate Professor

Kristine Mickelson   Interim Dean of the School of Integrated Studies

Katrina Olsen   Student

Dan Olson   Professor, Chemistry, Geo & Physics

Skylar Reeson   Student

Suann Saltzberry   Assistant Director of Athletics, Business

Suann Saltzberry   Assistant Director of Athletics, Business

John Uselman   VP Institutional Advancement

Jane Wilhelm   Controller

President's Leadership Team

Maggie Balistreri-Clarke   VP Student Affairs/Dean of Students

Daniel Carey   President

Scott Flanagan   Executive Vice President

Michael Guns   VP Business & Finance/CFO

Mary Kelly-Powell VP Academic Affairs

John Uselman   VP Institutional Advancement

Deans' Council
Brandon Claycomb   Dean, School of Arts and Sciences

Jane Belmore   Dean, School of Education

Scott Campbell   Dean, School of Graduate & Professional Studies

Mary Kelly-Powell   VP Academic Affairs

Kenneth Macur   Associate Academic Dean

Margaret Noreuil   Dean, School of Nursing

Martin Preizler   Dean, School of Business

Dean Pribbenow   Dean, School of Integrative Studies

Board of Trustees
Phil Blake   Chair

Jim Barr   Vice Chair

Jan Eddy   Secretary

Rock Flowers   Treasurer

Diane Ballweg

Robert Birkhauser

Daniel Carey

Phillip Certain

Denis Collins

Cathy Coyle

Dawn Crim

Barbara Dannhausen, OP

Neil Fauerbach

Enrique Gandara

Roberta Gassman

Mary Ellen Gevelinger, OP

Colleen Gullickson

Lucy Keane

Mary Lawson

Ann McCullough, OP

Steve Mixtacki

Gary Schaefer

Deborah Schwartz

Mary Ellyn Sensenbrenner

Tess Welch

Kathleen Woit