

CAL Task Force
College-wide Representative Meeting Results
Dr. Ann Ferren

Needs and Goals of the CNU Students

1. The CNU student will bring the following qualities:
 - Willing to be challenged by new ideas, new ways of learning
 - Behaviors conducive to learning, willing to work hard, invest time and self
 - Feel confident enough to take advantage of choices and opportunities at CNU
 - Committed to both shared academic experiences and pursuit of individual interests
 - Capacity for letting go of preconceived ideas in order to grasp new concepts
 - Make things happen
 - Responsibility, accountability, integrity
 - Intentional in what they do
 - A dedication to acquire a passion for learning
 - Pride in academic community; honor and integrity
 - Seek involvement (givers not takers); Make something happen instead of waiting for it to be made available
 - Cope with frustration
 - Adaptable; willing to deal with change; Flexible
 - Willing to grow
 - Engage in Service
 - Willingness to follow the rules
 - Be willing to put themselves forward to make a difference
 - Be open to multi-cultural experiences: Open to diversity and ideas that differ from their own
 - Balance academics and personal responsibilities; Academic preparedness
 - Service; Civility; Tolerant; Accountable; Responsible
 - Proud to be part of a community of honor
 - Make the choice to be involved

2. What must CNU do to inform, attract, and orient students and then make accessible the kind of education that CNU will offer – one that opens their minds, encourages their exploration, develops their skills and interests, shapes their values, and enables them to be engaged contributing members of multiple communities.
 - Make real the relationship of “liberal learning” to careers and life goals
 - Know students as individuals: support both intellectual and social development
 - Cultivate student’s self awareness of how they learn
 - Provide support appropriate for students with a range of abilities
 - Model culture of high expectations for involvement in class, on campus, in community
 - Make clear the life-long value of liberal learning
 - Graduate more students who embrace CNU’s core values
 - Office of Service-learning
 - Provide experiences and travel to NYC
 - Offer service-learning and cultural experiences as an alternative spring break
 - Raise minority enrollment
 - Expose students to art, shows and festivals outside Newport News

Reinforce the honor code through opportunities after the ceremony; Orient students to what being a member our academic community entails; Indoctrination of honor code through classes, student groups

Ideal and application of Students First; Or substitute with “Scholars First” or “Student Learning First”

Challenge students

Promote understanding of responsibility for one’s own education

Give SGA Representative to BOV voting privileges

Include students on Search Committees and Task Forces and in other decision-making groups

3. Group Report: How will students know they will “fit” the academic culture? Prepare one or two brief expressions aimed at conveying to students why CNU is the place for them (e.g. bumper sticker, radio announcement, ad in the Washington Post).

CNU: A whole new way to look at life

CNU: Committed to Making a Difference

CNU: A whole new way to live and learn

Students Engaged in Service

Academic challenge on a safe, beautiful, friendly, small campus

CNU challenges you to scholarship, leadership and service

Experience the World at CNU – Christopher Newport did...so can you”

CNU: The place where you broaden your horizons

Join the Community of Scholars at CNU

Education is not something to happen to you but something that you pursue @ CNU

Feel the Burn

No professors, just spotters @ CNU

Sculpting your mind, sculpting your life

Hallmarks of the CNU Curriculum

1. Curricular renewal should provide the following opportunities and outcomes:

Introduce broad areas of inquiry, resulting in informed and knowledgeable graduate

Develop intellectual capacities: reasoning, problem solving, creativity

Strengthen communication, quantitative, information access and presentation skills

Enhance understanding of self, others, and capacity to interact productively

Test one’s understanding and capacities in applications outside the classroom

Moral and ethical code

Personal responsibility and ethical decision-making

Preparing for a life of inquiry

Discover your sense of place in history, community, etc.

Make connections among disciplines

Create opportunities for students to synthesize information and extract meaning like a capstone course.

Dialog, Discovery, Challenge

2. How can the curriculum from first year through graduation be structured and taught to produce the goals of liberal education?

Address need for additional preparation for college level reading, thinking, writing

Connect the parts of the college experience, overcome fragmentation, reinforce learning

Emphasize quality: need to rework initial efforts, learn from feedback, raise questions

Close intellectual engagement with faculty: classroom interaction, scholarly inquiry
 Engage students in multiple experiential opportunities: service and leadership
 Providing progressive developmental courses combining life experience with academics
 Standardization of course content and requirement within departments (so students are not looking for the easy class to take)
 Discovering the connection between the different areas of study
 Emphasis on the stages, or progression, of learning and college life
 Create an environment that “extends” the learning
 Classroom to include social, religious and cultural activities or functions
 Spirit; Atmosphere; Culture
 Include rigor of standards

3. **Report to Group: Give a three minute speech designed for Welcome Week describing how their selection of courses will engage them in understanding self, others, community, and global society and enhance their intellectual effectiveness.**

CNU values self-awareness, lifelong learners, intentional learners
 Classroom experience; Extracurricular and Co-curricular experiences; Accountability; New Life Experiences; Distinctiveness; Practical knowledge; Perception of materials vs. actuality of diversity on campus; Ideal CNU student; really look at publications
 Academic and personal development; Curriculum and course selection designed to make you a well rounded yet distinct graduate; Will introduce you to a variety of areas and develop not only reasoning and problem solving but also creativity; Learn more about yourself and your place in the world through service opportunities, leadership and community involvement applying to classroom experiences; You will become successful at applying core values to your life
 Wonderful opportunity to take classes that challenge you; Opportunity to explore many fields of interest; Diversity of courses at CNU will encourage you to be active in learning communities; Service to CNU and the community so that you feel a rewarding part of the community; Develop better understanding of self and self in society
 Diversity of self; Creating a path of self-discovery; Making an informed choice to define the path; Exciting alternative to general education; Four year progressive experience
 Refinement of intellectual abilities
 Create and model culture where learning is delivered and shared
 CNU will provide you with opportunities to hone your skills in the area of your choice, with opportunities to compliment that learning by challenging you to examine other areas of your life and your development – this includes those interested in biology learning and enjoying accounting and music majors appreciating a foreign language; Create a commonality of culture for CNU that allows all of us to learn through dialog and experiences that occur inside and outside of the classroom; Expectations begin with our Honor Code – grounded in your moral and ethical code – and in your academic learning.
 Choice and responsibility; Discovery of self, VA, USA, World; Core Values such as self-awareness, inquiry, intention and lifelong learning; You will love your courses.

Context of the Learning Experience

1. **Elements of the desired academic culture:**

Intellectual community that is the hallmark of great liberal arts colleges
 Powerful pedagogy-faculty to student, student to student, student to community
 Reinforcement from rich array of engaging opportunities outside the classroom
 Seamless relationship between academic affairs, student affairs, and other reinforcing resources and personnel

Integrate academic and social cultures
Support of research
Conduct classes in residence halls

2. What does the institution need to provide in the way of resources, administrative structure, and rewards to support a teaching/learning environment based on engagement and high standards?

Climate of support for innovation; support and training for faculty
Appreciation and rewards for faculty leadership, commitment, and contributions
Appropriate workloads to accommodate changing responsibilities for curricular elements, undergraduate research, mentoring, etc.
Assessment data as basis for strategies to positively shape students expectations and behaviors
Teaching and learning center; Learning support, research support, instructional support
Spaces where classes can meet and eat while learning
Need more vehicles
More sincere thank you for hard work
More colleague mixers
Additional staff in assessment and institutional research
Released time and merit pay
Consistent guidelines and policies for students and faculty
SGA also makes an investment in the academic culture

3. Report to Group: Write the ad copy to hire faculty appropriate to the evolving academic culture. Describe the expectations CNU holds for them as they develop their capacity as teacher/scholars and contribute to the benefit from a vibrant, engaged community.

Teaching; Service; Research
CNU is a small and engaging liberal arts university where faculty involve their students in scholarly activities, inside and outside the classroom, as well as sharing social activities in the pursuit of learning.
Good things happen at CNU
Commitment to Liberal Learning: Teaching, Service and Research
Students involved in research
Energetic and innovative faculty; Motivated to work with colleagues and students and willing to engage the surrounding community; Strong teaching emphasis
Excellence in undergraduate teaching; Desire to be involved in the community; Teacher/Scholars
We are looking for someone who knows “learning happens everywhere”. This individual should be involved and create positive experiences in and outside of the classroom to have a greater appreciation of academic and student affairs along with other departments and the whole CNU community. Provide excellent teaching, be a listener, and learn from students. Looking for people who are passionate about teaching and engaging students in learning, growing and living.
Connection to students; enthusiasm; student research; commitment to liberal learning; intentional learners