

Program prioritization as it has been implemented at Hamline University is based on the premise that we cannot cut our way to prosperity. Rather, the long run goal has been to identify promising new ways for the university to thrive, consistent with our mission. “To thrive” cannot suggest simply increasing the number of students we serve. They will do so, organically, as we enhance what we do best. Our long-run prosperity demands innovation centered on our strengths and consistent with our mission.

Mike Reynolds and I have been batting several ideas around, and have had informal conversations about them with some of you. In every case, the goal is to zero in on the distinctive elements of a Hamline University education, to expand access to high-impact learning experiences for all, and to improve the arc of every student from their first year to their capstone year, and on through the arc of their careers and lives after their degree

We’d like to generate more widespread discussion of these ideas, and invite you to come to a meeting at **11:20-12:00 on December 3rd in Drew Science 118** to discuss several possible initiatives. We then hope to identify interest groups whose members can work with us to flesh out more fully developed proposals.

- *Develop a plan for 21st-century libraries.* A consultant is coming this month to help identify the extent to which the Bush and Law libraries can share services. But we have an opportunity to think more deeply, past efficiencies and toward new models for excellence. Libraries and information services are at the heart of the academic enterprise. How might a 21st-century vision for Hamline’s libraries complement our academic mission?
- *Enhance and fully integrate internships and other mentored experiences in every student’s Hamline career.* Can we bring the structured undergraduate research experience—particularly the rigorous assessment and accompanying seminars allowing reflective thought—to internships? Can we integrate this reflective experiential engagement in every academic program? How might leadership, service, and other forms of civic engagement fit into this integrative model? What are the resources needed to implement such an undertaking widely?
- *Capitalize on the opportunities a comprehensive university offers its students.* Hamline is a university grounded in the liberal arts. In what ways could we amplify and enhance—or imagine new—collaborations between the undergraduate experience and a variety of graduate or post-graduate programs? How, at relatively low cost to the student, might we define meaningful, integrated relationships between the best of the liberal arts and vital professional tracks? How might such relationships affect the undergraduate and graduate experience?
- *Evaluate the potential for the month-long special term.* To what degree does J-term still serve as a distinctive, innovation-fostering undergraduate experience? Could re-invention as a May term provide opportunities to re-embrace the distinctive, from collaborative research to study abroad to reflective internships? Should we consider an alternative path, setting aside the concept of a "special" term and seeking to invigorate and expand distinctive experiences in other ways?
- *Enhance—and invigorate—our use of technology.* How can or how must we use technology to enhance the undergraduate and graduate experiences? Can technological innovation foster more meaningful, and more direct, interaction with students? How do the new pedagogies and the different methods of teaching (face to face, hybrid, or fully online) serve our core mission?

Eric Jensen