

**150 Days- Engaging Students
in Episcopal Campus
Ministries**

August 2007

Diocese of West Tennessee

DATE: August 2007

TO: Campus Ministry Chaplains & Leaders

Cc: Bishop Johnson
Diocesan Leaders
Church Home Grant Committee

FROM: Observation Team, Diocese of West Tennessee

SUBJECT: **Engaging Students in Episcopal Campus Ministries**

We are lay and clergy from different congregations and ministries throughout the West Tennessee diocese. Bishop Johnson asked us to identify and share meaningful process differences for “engaging students in Episcopal campus ministries.”

We observed ten Episcopal campus ministry sites across the country-- six with very high Student Engagement %'s, and four with much lower Student Engagement %'s. We each used a 12-page observation guide, noting step by step what each site was doing to engage students in meaningful ministry **from the students' perspectives**. We then reconvened to compare and contrast the processes we had seen and systematically to isolate meaningful differences. Meaningful differences are actions or steps being done in virtually all of the campus ministries with the highest engagement %'s and in none of the campus ministries with the lowest engagement %'s. Top performing sites realize they have just 150 days per year to engage the students in campus ministries.

We hope you will consider this a gift from us to you, and that you will find support for your own ministry from this effort. Call the team facilitator with any questions.

Best Regards!

Observation Team:

Joe Alford- Southwestern at Memphis B.A. class of '67, Memphis State U M.A., '74

Henry Allen- Mississippi State U, class of '99

Lavonnie Perry Claybon- UNC Chapel Hill, Class of '87; NCCU (North Carolina Central University) '85; George Washington University, 2000

Bonnie Malone- Creighton University, Omaha, class of '95

Alyce Craddock- University of Mississippi, class of '75- Process Consultant
acraddoc@ix.netcom.com

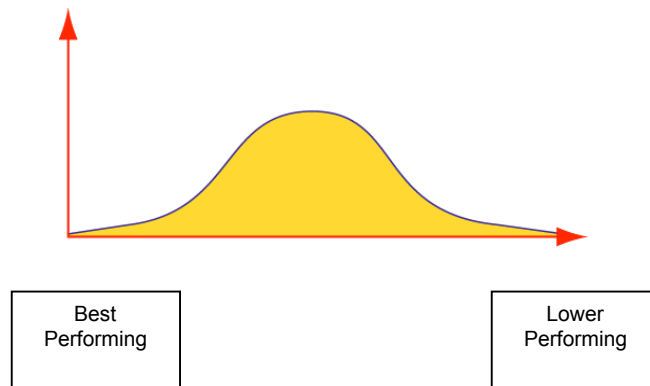
George Yandell- Emory University, class of '75- Team Facilitator- (901) 525-6602
gyandell@calvarymemphis.org

Rationale.

Each Episcopal Campus Ministry has its own home-grown ways of doing things . . . different approaches, processes, and routines. . . their own tricks of the trade.

Our 150+ Campus Ministries perform dozens of different processes in dozens of different ways --- from “planning services and offerings” to “feeding students.” These are immensely rich fields to harvest for what’s working with students and what’s not working.

Because of the inevitable variation in “process”, if you pick any quantitative measure, and study it across a number of ministries, you’re certain to find that some Campus Ministries get better results than others.



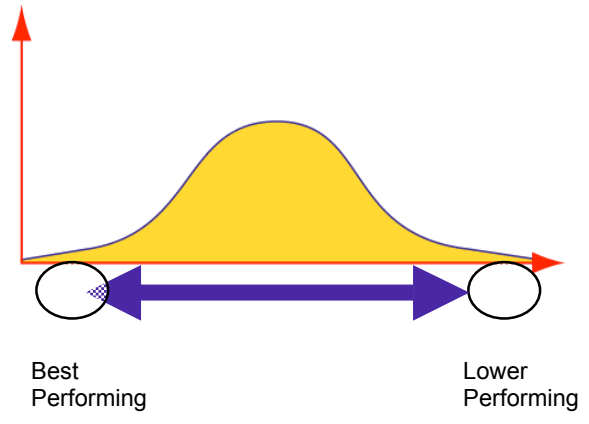
What if, on the processes most important to our students, we could isolate and share the tried and true steps that really work –the truly **meaningful** process differences between the best-performing ministries and the lower-performing ministries? Then all our students could benefit from the creative, home-grown efforts of chaplains and leaders in distant ministries.

Here’s how meaningful differences can be identified:

- Choose a process that directly affects students;
- Find a yardstick by asking ourselves how would students want it measured?
- Identify the best and lowest performing campus ministries by using real performance data (*not opinions*);
- Ask several hands-on lay and ordained ministry leaders to each visit and rigorously observe first hand a best-performing and a lower-performing ministry and flowchart what they see;
- Reconvene and rigorously compare & contrast what is actually observed (*not personal opinion*) to isolate the meaningful differences (*not guessed at or dreamed up by a committee*).

What are meaningful differences? Meaningful differences are actions, steps and details that virtually all the best performing ministries are observed doing and

virtually none of the lower-performing campus ministries are observed doing (or vice versa.)



What might keep meaningful differences from working in your Campus Ministry?

If you reject the meaningful differences because

Hide-behind	Reality
“We’re different here.”	We all serve college students and they have the same basic needs everywhere.
“This campus has low percent of incoming Episcopal students.”	Student needs, especially during college, cut across denominations. And, college students are especially open to new experiences. The question to ask yourself is, “Who best meets student needs?”
“This data is wrong.”	The purpose of the sample data and the bell curve is to allow you to see roughly how you’re doing compared to others.
“We’re not the optimal type of campus ministry.” (i.e., not parish-based, not stand-alone, not a cooperative dual-denomination site, not urban-commuter campus, etc.)	The type or model of ministry isn’t what determines whether campus ministries thrive- it’s what the ministry leaders do to engage students.
“We’ve been maintaining status quo . . . waiting for (insert bishop, parish, Church, foundation) to give some direction.”	We all serve college students whose needs are paramount—navigating college stresses, enhancing spiritual, moral, cultural understanding, meeting daily living needs.
“We have a powerful raison d’etre. No need to re-visit.”	Student bodies change every four years, campus ministries turn over _ of students every year.
“We’re just getting started on some new programs.”	Why not use tried-and-true process differences observed to be working?
“What makes those people experts? No one from my parish, diocese, college was on the team.”	The observers don’t claim to be “experts.” They just share what they saw when they observed and compared and contrasted what they saw the Campus Ministries doing.

This approach is licensed to client by the Lombardy Group, LLC and this pak contains confidential information to Lombardy Group, LLC.

How Do Campus Ministries Perform Compared to Others?

Our Yardstick: % of enrolled students interacting in any way with the Episcopal campus ministry by attending service, using facility for studying/eating/chilling out, participating in volunteer activity, etc. over academic year.

<i>Bell Curve of Campus Ministry Performance*</i>	<i>Range of Results</i>
<i>Best Third w/ Highest Student Engagement Percentages</i>	<i>(1.6%+ to 0.6%) (avg. 1 out of 1,000 students enrolled)</i>
<i>Middle Third</i>	<i>(0.59% to 0.3%) (avg. 1 out of 2,500)</i>
<i>Worst Third w/ Lowest Student Engagement Percentages</i>	<i>(0.29% to 0%) (avg. 1 out of 5,000)</i>

How Is Our Campus Ministry Doing Compared to Others?

Engagement %: Find the total enrollment of your college/university this semester/quarter. Divide the total # of students engaged* w/ Episcopal Ministry by the total enrollment. Find the corresponding % in the chart above.

*Engaged students are:

- using facilities in any way, OR
- participating in worship, OR
- participating in key events/volunteerism

***Note:** *We only have a sample of campus ministries' engagement percentages but intend to collect more.*

Meaningful Differences—

Meaningful differences are actions or steps the observers actually saw being done in almost all of the campus ministries with highest engagement %'s and in almost none of the campus ministries with the lowest engagement %'s.

Process: Leading. .

All or almost all of the Episcopal Campus Ministries ¹ w/ the highest percentages of engaged students		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students
Have chaplains & leaders who		Have chaplains & leaders who
<p>Articulate a powerful set of simply articulated, tightly linked leadership directions for their Campus Ministry:</p> <p style="text-align: center;">raison d'être organizing principles programs measures</p> <p><i>“powerful” because at every level the linked set resonates with students</i></p> <p><i>“resonates” because every bit of it is drawn from current student needs and experiences particular to that campus.</i></p>	<p>Vs.</p>	<p>Lead Campus Ministry with direction that is most often drawn from the needs of constituencies other than students.</p>

¹ From a sample of approximately 25 Episcopal campus ministries.

Process: Leading		
Sub-Process: Developing Raison d’etre, Guiding Principles, Programs, Measures		
All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students
<i>Focus Single-Mindedly, Laser Beam-like on Students</i>	<i>Vs.</i>	<i>Let Student Needs Slip In Priority</i>
<i>Come to Grips First with the Student Stress Particular to that Campus</i>	<i>Vs.</i>	<i>Prioritize Another Constituency’s Worries Higher</i>
Internalize fact that students face stresses unique to college/age group that can lead to dangerous, life-altering or life-diminishing actions AND these stresses differ from campus to campus.		Focus on perceived stresses of some other constituency – <i>foundation, board, self, doctrine, parish, church politics, Lutheran or Presbyterian partnerships, etc.</i>
<i>Know Student “Stress Gestalt”</i>	<i>Vs.</i>	<i>Only Peel the Student Onion So Far</i>
Characterize the prevailing stress gestalt on their campus. <i>What are kids “up against” on this campus? What generates the student crises on this campus? Is it Academic Performance Pressure? Party-going pressure? Social affirmation stress? Financial pressure? Privileged/Rich Pressures? Work Study Conflicts? Diversity pressure?</i>		See aftermath of student stress (but not in context of the real root causes).

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. .
<i>First, Come to Grips with the Student Stress Particular to that Campus (cont'd)</i>	Vs.	<i>Prioritize Another Constituency's Worries Higher</i>
<i>Are Cognizant of Need to Head Off Imminent Crises & to Help Steer Clear</i>	Vs.	<i>Hand Off /Drop Off</i>
Internalize fact that students may need proactive Episcopal efforts: <ul style="list-style-type: none"> to head-off imminent catastrophic crises—<i>a suicide attempt, an overdose, etc.</i> -- by knowing the kids, spotting trouble, being viewed as source of acceptable help, helping, directing, etc. to help continuously navigate the “stress gestalt” successfully. 		Assume or decide that other campus services/organizations, other campus clergy are fulfilling this ministry need, sometimes without knowing for sure.
<i>Assess Pastoral Need by Measuring</i>	Vs.	<i>Go with Gut to Assess Pastoral Need</i>
Know quantitative outcomes & trends of stress on this campus compared (at least roughly) to other campuses and for Episcopal students. <i>#/%suicides/attempts, alcohol/drug/food addictions, financial troubles, dropping out of school, isolated/alienated, legal entanglements, depressed, etc.</i>		Remain unaware of the actual statistics, trends (even roughly).
<i>Constantly Query Themselves: Is this our raison d’etre?</i>	Vs.	<i>Look for Raison d’etre in Other Constituencies</i>
Ask: Could the raison d’etre of our Campus Ministry lie in meeting this critical pastoral need of students?		Think they already have a “raison d’etre” without grappling with actual student needs.
Use implications of above in developing Episcopal Campus Ministry raison d’etre, organizing principles, measurements.		

Process: Leading		
Sub-Process: Developing Raison d’etre, Guiding Principles, Programs, Measures		
All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .
Focus Single-Mindedly, Laser Beam-like on Students	Vs.	Let Student Needs Slip In Priority
Second, Come to Grips with the Prevailing Campus Ethos & Impact on Students	Vs.	Prioritize Another Constituency’s Ethos Higher
Internalize fact that campus ethos* differs from campus to campus. <i>*the dominant disposition, character, or guiding beliefs values peculiar to the campus</i>		Ignore OR focus on ethos of constituency other than students— foundation, board, self, doctrine, parish, church politics, Lutheran or Presbyterian partnerships, etc.
Characterize the prevailing ethos on their campus. <i>Is the prevailing ethos a dominant political orientation—conservative or liberal? Is it a dominant intellectual platform- i.e., technical/science? Is it a dominant religious/spiritual orientation – fundamental, liberal, denominational? Is it a dominant demographic orientation—privileged, middle class, urban, rural?</i>		
Internalize fact that college is for many students the first time, once-in-lifetime opportunity for experiencing diverse ideas, cultures, and tools for defining life and meaning.		See day-to-day goings on of students but not “big picture” of where college fits in typical spiritual, moral, cultural development.

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. .
Second, Come to Grips with the Prevailing Campus Ethos & Impact on Students	Vs.	Prioritize Another Constituency's Ethos Higher (consciously or unconsciously)
Assess Campus Ethos Impact by Measuring	Vs.	Satisfied with Furthering Other Constituency Ethos
<p>Know quantitative impact on students (even roughly) of the prevailing ethos:</p> <ul style="list-style-type: none"> • #/% students engaged/NOT engaged in any campus ministry offering. <ul style="list-style-type: none"> ○ <i>How does this non-participation % compare to other campuses?</i> ○ <i>Are any segments under/over-represented or excluded?</i> ○ <i>By political platform, intellectual platform, spiritual/religious orientation, demographic (gender, race, socio-economic, nationality, sexual orientation, etc.)</i> • Market share/trends #/% for all Campus Ministries. 		<p>Try to ignore the impact of the prevailing campus ethos on students.</p> <p>OR</p> <p>Track the #/% of students pursuing the "other constituency" ethos.</p>

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .
Second, Come to Grips with the Prevailing Campus Ethos & Impact on Students	Vs.	Prioritize Another Constituency's Ethos Higher
<p>Internalize fact that students may need proactive Episcopal Campus Ministry efforts:</p> <ul style="list-style-type: none"> to mitigate limiting aspects of the prevailing campus ethos (<i>i.e., any non-participation, under-represented or under-participating</i>) to help maximize their college life exploration and development. 	Vs.	<p>Assume/decide that trying to counteract any negative impacts on students by the prevailing campus ethos is hopeless. OR Limit campus ministry intent to furthering the other constituency ethos.</p>
Constantly Query Themselves: Is this our raison d'etre?	Vs.	Look for Raison d'etre in Other Constituencies
<p>Could the raison d'etre of our Campus Ministry lie in meeting any unmet needs of students resulting from prevailing campus ethos?</p>		<p>Think they already have a reason to be (without grappling with actual student needs).</p>
<p>Use implications of above in developing Episcopal Campus Ministry raison d'etre, organizing principles, measurements.</p>		

Process: Leading

Sub-Process: Developing Raison d’etre, Guiding Principles, Programs, Measures

<p>All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .</p>		<p>All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .</p>
<p><i>Focus Single-Mindedly, Laser Beam-like on Students</i></p>	<p><i>Vs.</i></p>	<p><i>Let Student Needs Slip In Priority</i></p>
<p><i>Third, Come to Grips with Student Needs during Spiritual Development</i></p>	<p><i>Vs.</i></p>	<p><i>Treat All College Kids Same.</i></p>
<p>Internalize fact that college kids have predictable spiritual development needs/phases:</p> <ul style="list-style-type: none"> • For affiliative activities (late teens) • For questioning, searching, blending of opposing ideas (early 20’s) • For some, phase of considering religious vocation (throughout). 		<p>Assume that one size fits all. And See the day-to-day goings on of students, not big picture of where college fits in typical spiritual, moral, cultural development.</p>
<p><i>Constantly Query Themselves: Is this our raison d’etre?</i></p>	<p><i>Vs.</i></p>	<p><i>Look for Raison d’etre in Other Constituencies</i></p>
<p>Could the raison d’etre of our Campus Ministry lie in filling any unmet needs of students during those phases?</p>		<p>Think they already have a reason to be without grappling with actual student needs.</p>
<p>Use the implications of the above in developing Episcopal Campus Ministry raison d’etre, organizing principles, measurements.</p>		

Process: Leading

Sub-Process: Developing Raison d’etre, Guiding Principles, Programs, Measures

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .
<i>Focus Single-Mindedly, Laser Beam-like on Students</i>	<i>Vs.</i>	<i>Let Student Needs Slip In Priority</i>
<i>Fourth, Come to Grips with Facts of Contemporary Student Life</i>	<i>Vs</i>	<i>Live in Their Own World, Own Their Own Timetable</i>
Internalize fact that college kids -- live in a 24/7 world and hence their needs of campus ministry are 24/7.		Operate mostly church business hours and “grown-up” schedules, 9-5.
-- have important needs for welcoming, student-friendly, convenient physical space away from dorms <i>for studying, for chilling, for eating, for socializing, etc. on a 24/7 schedule.</i>		Let space serve administrative purposes. OR Let obstacles get in the way to meeting student needs.
-- need, want, and will come for food.		Let obstacles get in the way of providing food.
-- have natural inclination for volunteerism and need, want, and will participate in volunteer opportunities.		Without knowing for sure, assume or decide that other campus services/organizations, other campus clergy are fulfilling this need.
-- rely on real-time electronic and internet media to communicate and to keep up with their community – <i>web, text messaging, Facebook, My Space, cell phones.</i>		Use campus chaplain’s or leaders’ preferred means of communication.

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .
<i>Fourth, Come to Grips with Facts of Contemporary Student Life</i>	Vs	<i>Live in Their Own World, Own Their Own Timetable</i>
<i>Know How Well Meet Student Needs by Measuring</i>	Vs.	<i>Go with Gut to Assess</i>
Know the market share/trends #/% for all Campus Ministries.		Remain unaware of the actual statistics, trends (even roughly).
<i>Constantly Query Themselves: Are our offerings creating BIG pipeline?</i>	Vs.	<i>Think Students SHOULD Be Coming</i>
Ask themselves: Could our programs be lacking when compared to facts of contemporary student life on this campus?		Wait for students to respond to whatever programs currently offered by the Episcopal Campus Ministry.
Use the implications of the above in developing Episcopal Campus Ministry raison d'etre, organizing principles, programs, measurements.		

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. .
Focus Single-Mindedly, Laser Beam-like on Students	Vs.	Let Student Needs Slip In Priority
Fifth, Come to Grips with Student View of Other Campus Ministry Offerings	Vs.	Use Own Assessment –not Students’
<p>Characterize how the other campus ministries address <i>(what stand for/what tactics/what features of service)</i></p> <ul style="list-style-type: none"> • Prevailing Stress Gestalt: <ul style="list-style-type: none"> ○ <i>Heading off imminent crises</i> ○ <i>Helping to navigate stress gestalt to steer clear of pitfalls</i> • Prevailing Campus Ethos <ul style="list-style-type: none"> ○ <i>Mitigating any limits on student opportunity for development</i> ○ <i>Maximizing student opportunity for development</i> • Contemporary Student Life <ul style="list-style-type: none"> ○ <i>Aligned w/ 24/7 hour life?</i> ○ <i>For Food/Hospitality?</i> ○ <i>For Convenient, Student-Friendly, Student-Useful Space?</i> ○ <i>For electronic communications?</i> ○ <i>For Volunteer opportunities?</i> • Student Spiritual Development <ul style="list-style-type: none"> ○ <i>Affiliative religious activities (late teens)</i> ○ <i>questioning, searching, blending of opposing ideas (early 20’s)</i> ○ <i>support if considering religious vocation (throughout)</i> <p>Assess how students rate each campus ministry efforts on each <i>(as a strength? A weakness?)</i>:</p>		<p>Wait for students to show up for whatever activities, facilities, programs, services currently offered by the Episcopal Campus Ministry.</p> <p>Avoid “competitive” comparisons.</p> <p>Fall back on “obstacles” that seemingly cannot be overcome.</p>
Identify all gaps and unmet needs (big and small) of students.		Keep offering same old programs.
Re-visit the #/% of students involved in campus religious activities & market share/trends #/% for all Campus Ministries.		Remain unaware of the actual statistics.
Use implications of the above in developing <i>raison d’etre</i> , organizing principles, programs, measurements.		

Process: Leading

Sub-Process: Developing Raison d’etre, Guiding Principles, Programs, Measures

<p>All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .</p>		<p>All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .</p>
<p><i>Focus Single-Mindedly, Laser Beam-like on Students</i></p>	<p><i>Vs.</i></p>	<p><i>Let Student Needs Slip In Priority</i></p>
<p><i>Assimilate for Strategic View from 50,000 feet.</i></p>	<p><i>Vs.</i></p>	<p><i>Look for Raison d’etre in Other Constituencies</i></p>
<p>Step back and examine student needs arising from: Prevailing stress gestalt <i>#/% & trends of students experiencing crises</i> <i>#/% & trends of Episcopal students experiencing crises.</i> Prevailing campus ethos. <i>#/% & distribution of students NOT involved</i> <i>Market share distribution of the #/% across Campus Ministries.</i> Contemporary student life Market share distribution of the #/% across Strength? Weakness? Other Campus Ministry. Strength? Weakness? Episcopal Campus Ministry. Student spiritual development. Market share distribution of the #/% across Strength? Weakness? Other Campus Ministry. Strength? Weakness? Episcopal Campus Ministry.</p>		<p>Think they already have a reason to be (without grappling with actual student needs).</p>

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .
<i>Find powerful Episcopal raison d’etre</i>	<i>Vs.</i>	<i>Stay with existing</i>
<p>Does our raison d’etre lie in any unmet student needs arising from</p> <ul style="list-style-type: none"> • Stress Gestalt? • Campus Ethos? <ul style="list-style-type: none"> ○ Counter-acting limitations? ○ Maximizing development? • Contemporary Lives? • Spiritual Development Phases? • In juxtaposition of the Stress Gestalt + Campus Ethos + Student Life + Student Spiritual Development phases? <p>*for each: In any strength we have? Any weakness that needs correcting? In any strengths or weaknesses of the other campus ministries?</p>		<p>Think they already have a powerful reason to be (without grappling with actual student needs).</p>
Articulate in a few words.		Have long-winded explanation of what their reason-to-be is.

Process: Leading

Sub-Process: Developing Raison d’etre, Guiding Principles, Programs, Measures

<p>All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .</p>		<p>All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .</p>
<p><i>Focus Single-Mindedly, Laser Beam-like on Students</i></p>	<p><i>Vs.</i></p>	<p><i>Let Student Needs Slip In Priority</i></p>
<p><i>Consciously. . . Tailor guiding principles to raison d’etre</i></p>	<p><i>Vs.</i></p>	<p><i>Tailor guiding principles to other constituency’s raison d’etre.</i></p>
<p>Have an intent to clearly link a) raison d’etre to b) guiding principles to c) programs to d) quantitative measures</p>		<p>Let other constituency needs creep in – self, foundation, etc.</p>
<p>Query Self: what “guiding principles” are necessary to ensure Campus Ministry daily operations succeed in fulfilling raison d’etre?</p>		

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .
<i>Tailor daily menu of services to the guiding principles and hence to raison d’etre</i>	Vs.	<i>Tailor daily menu of services to some other constituency’s needs.</i>
Identify students’ desired programs, worship services, facility services, volunteer opportunities, etc. to succeed at your raison d’etre and guiding principles.		Let other constituency needs creep in – self, foundation, etc.
Translate students’ contemporary life style needs into the menu of services & the features to be offered.		
If have a weakness in one need with an obstacle that CANNOT be overcome (i.e, inconvenient location), over-compensate on another need (more student friendly, more student-useful space).		Allow obstacles to exist.
Develop and carry out signature event(s) linked to the raison d’etre.		Let other constituency needs creep in – self, foundation, etc.
<i>Offer all the must-haves.</i>	Vs.	<i>Try to ignore the must-haves.</i>
Provide inclusive hospitality (24/7 life, food, welcoming-student friendly-student useful space, electronic communications & community, chaplain leader availability, etc.).		Allow obstacles to exist to full hospitality.
Use students preferred means of communicating redundantly with all possible media.		Using chaplain’s preferred means. Oblivious that gaps exist between.

Process: Leading

Sub-Process: Developing Raison d’etre, Guiding Principles, Programs, Measures

All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .		All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .
<i>Get key stakeholders nodding “yes” (Bishop, Primary Parish, Foundation, etc.)</i>	<i>Vs.</i>	<i>Allow incongruity to persist.</i>
Present to key stakeholder the analytical path to raison d’etre/guiding principles/programs/measures when completed and at the time of any significant change. (Bishop, Primary Parish. etc.)		Allow unresolved real stakeholder incongruity to persist.

Process: Leading

Sub-Process: Reviewing Results

<p>All or almost all of the Episcopal Campus Ministries w/ the highest percentages of engaged students. . .</p>		<p>All or almost all of the Episcopal Campus Ministries w/ the lowest percentages of engaged students. . .</p>
<p><i>Adapt with lightning speed to disappointing results & changing student body</i></p>	<p><i>Vs.</i></p>	<p><i>Stay oblivious that change occurs</i></p>
<p>Measure in real-time to identify quickly any overall shortfalls in raison d’etre/guiding principles/menu of services: #/% and trends of students experiencing crises #/% and trends of Episcopal students experiencing crises #/% and distribution of students involved in campus ministry activities/involved w/ Episcopal Ministry:</p> <ul style="list-style-type: none"> • using facilities, • participating in worship, • volunteerism, • or services (of any sort) through campus ministries. <p>Market share distribution and trends of the #/% across Campus Ministries-- especially Episcopal.</p>		<p>March on when bridge is out.</p>
<p>Measure each service against expectations in the Campus Ministry menu of services to take immediate action/adaptation when disappointing.</p>		
<p>Review, evaluate, and adapt for future performance at least monthly.</p>		<p>Oblivious that change happens quickly – thus rely on outdated raison-d’etre/guiding principles/measures in the face of constant change.</p>

Next Steps for Campus Ministry Chaplain and Leaders.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see pages 8-9)

- ***Come to Grips First with the Student Stress Particular to that Campus.***
- ***Know Student “Stress Gestalt”***
- ***Are Cognizant of Need to Head Off & Help Steer Clear***
- ***Assess Pastoral Need by Measuring***
- ***Constantly Query Themselves: Is this our raison d’etre?***

Question Yourselfs Aloud:

Does the way we approach “developing our raison d’etre, etc” look more like the way the campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %?

Do we start **first and foremost, and exclusively**, with the needs of **students on this campus** in contemplating what the raison d’etre should be? Or, do we unconsciously or consciously first think about some other constituency—parish, foundation, self, politics, etc.? Do we completely set aside the needs of other constituencies in order to understand Students’ needs first? Do we set aside the needs of other constituencies in order to decide how to address Students’ needs first?

Do we start our planning by contemplating the prevailing stress gestalt for students on this campus?

What are kids “up against” on this campus? What generates the student crises on this campus? Is it Academic Performance Pressure? Party-going pressure? Social affirmation stress? Financial pressure? Privileged/Rich Pressures? Work Study Conflicts? Diversity pressure?

Do we start our planning with a clear-cut statement of what the stress gestalt is for the students on this campus? Do we know quantitatively how our campus is doing on #/%’s of crises? Trending up/down? Compared to other campuses? Better, worse? Are kids falling through the cracks? Who is looking out for Episcopal students? Do we recognize the two-fold student needs: heading off imminent pitfalls, helping students to steer clear? Do we assume that other campus services/other campus clergy are fulfilling these ministry needs? Do we know that they are? Are there unmet student needs?

Do we consider the above in developing/assessing our raison d’etre? Are we overlooking an obligation or an opportunity?

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see pages 10-12)

***Second, Come to Grips with the Prevailing Campus Ethos & Impact on Students
Assess Campus Ethos Impact by Measuring
Are Cognizant of Need to Help Maximize Students' Development
Constantly Query Themselves: Is this our raison d'etre?***

Question Yourselves Aloud:

Does the way we approach “developing our raison d’etre, etc.” look more like the way the campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %? Do we include in our planning -- contemplating the campus ethos and its impact on students? Or, do we unconsciously or consciously consider the ethos of some other constituency—parish, foundation, self, politics, etc.?

Do we include a clear-cut statement of what the campus ethos is on this campus? Do we know quantitatively how it may impact students?

#/% of students not participating in any way with a campus ministry- activities, use of facilities, worship, volunteerism, services of any sort on campus

#/% WEIGHTED religious non-participation by key demographics (diversity reflection)

#/% of students Not participating in any way with the Episcopal Ministry (your pipeline)

#/% of arriving Episcopal students NOT participating with the Episcopal Ministry

Is the % of students NOT engaged in any way with campus ministries high or low compared to other campuses? Why? Why not? Are all political orientations participating? Are any under-represented or excluded? Are all intellectual platforms participating? Are any under-represented or excluded? Are all spiritual/religious orientations participating? Are any under-represented or excluded? Are all demographic segments participating- gender, race, socio-economic, sexual orientations? Are any under-represented or excluded?

Are we fully cognizant of the fact that, for most students, college is a first time, once-in-lifetime opportunity for experiencing diverse ideas, cultures, and tools for defining life and meaning? Do we consider this when developing our raison d’etre, guiding principles, programs, measures?

Regarding the prevailing campus ethos: Do we recognize the two-fold student needs: to mitigate limiting aspects of the prevailing campus ethos (non-participation, under-represented or under-participating), and to help navigate the “ethos” successfully to maximize their college life exploration and development? Do we assume that other campus services/other campus clergy are fulfilling these spiritual, moral, and cultural development needs of students? Do we know that they are? Are there unmet student needs? Do we consider the above in developing/assessing our raison d’etre? Are we overlooking an obligation or an opportunity?

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see page 13)

Third, Come to Grips with Student Needs during Spiritual Development

Question Yourselves Aloud:

Does the way we approach “developing our raison d’etre, etc” look more like the way campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %?

Do we include in our planning the fact that college kids have predictable spiritual development needs/phases during this exploratory time:

- For affiliative activities (late teens)
- For questioning, searching, blending of opposing ideas (early 20’s)
- For some, phase of considering religious vocation (throughout)

Are there unmet student needs across campus for one of the above? Are there enough affiliative activities? Are there enough questioning, searching activities, services? Is there support for students considering religious vocation?

How do we help students move from one phase to another?

Are there unmet student needs in our Episcopal Campus Ministry for one of the above?

Do we consider the above in developing/assessing our raison d’etre? Are we overlooking an obligation or an opportunity?

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see pages 14-15)

Fourth, Come to Grips with Facts of Contemporary Student Life

Know How Well Meet Student Needs by Measuring

Constantly Query Themselves: Are our offerings creating a BIG pipeline?

Question Yourselves Aloud:

For these meaningful differences, does the way we approach “developing our raison d’etre, etc” look more like the way the campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %?

Are we fully cognizant of fact that kids live in a 24/7 world and hence their needs of a campus ministry are 24/7? Do we operate on “church business hours” and our own “grown-up schedules?

Are we fully cognizant of fact that kids have important needs for welcoming, student-friendly, convenient physical space away from dorms-for studying, for chilling, for eating, for socializing, etc. on a 24/7 schedule? Are do we use the facility/space to serve our own purposes? Are we letting obstacles get in the way of meeting student needs for welcoming space –for each of the above? Are there unmet needs?

Are we fully cognizant of fact that college kids need, want, and will come for food? Are we letting obstacles get in the way of meeting student needs for food? On their schedule? Are there unmet needs?

Are we fully cognizant of fact that college kids have natural inclination for volunteerism and need, want, and will participate in volunteer opportunities? Are we assuming that other campus services are meeting this need? Are we letting obstacles get in the way of our meeting student needs for volunteer opportunities? Are there unmet needs?

Are we fully cognizant of fact that college kids rely on real-time electronic methods to communicate and to keep up with their community – web, text messaging, Facebook, My Space, cell phones. Are we using campus chaplain’s or leader’s preferred means of communication? Are we letting obstacles get in the way of our meeting student needs for internet communication? Are there unmet needs?

Of all students participating in any religious activity, what is our share?

Do we consider the above in developing/assessing our raison d’etre? Are we overlooking an obligation or an opportunity?

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see page 16)

Fifth, Come to Grips with Student View of Other Campus Ministry Offerings

Question Yourselves Aloud:

For each meaningful difference, does the way we approach “developing our raison d’etre, etc” look more like the way the campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %?

Do we know the strengths and weaknesses of other campus ministries as viewed by the students?

Do we know the strengths and weaknesses of our own offerings, as viewed by the students? Which are our strengths? Which are our weaknesses?

Do we unconsciously wait for students to show up for whatever we are offering? Do we unconsciously avoid any competitive comparisons?

Do we keep offering the same activities, facility services, etc. year after year although not attracting students?

Of all students participating in any religious activity, what is our quantitative share? Is our share going up/down? Why? Why not?

Do we consider the above in developing/assessing our raison d’etre? Are we overlooking an obligation or an opportunity?

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see pages 17-18)

Assimilate for Strategic View from 50,000 feet

Find Powerful Episcopal raison d'être

Question Yourself Aloud:

For each meaningful difference, does the way we approach “developing our raison d'être, etc” look more like the way the campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %?

Do we start **first and foremost, and exclusively**, with the needs of **students on this campus** in contemplating what the raison d'être should be? Or, do we unconsciously or consciously first think about some other constituency—parish, foundation, self, politics, etc.? Do we set aside the needs of other constituencies in order to understand Students' needs first?

Do we systematically look for unmet student needs--- **arising from the Stress Gestalt?** **arising from the Campus Ethos?** **arising from needs in Student Contemporary Lives?** **arising in their Spiritual Development?** **arising from a juxtaposition of the Stress Gestalt + Campus Ethos + Student Life + Student Spiritual Development phases?**

Three examples from observations at Episcopal campus ministries:

- Stress Gestalt: Social Pressures to Conform in Party-going Environment
- Campus Ethos: Conservative, Narrow Inclusion, You're either In or you're OUT.
- **Episcopal Ministry Raison d'être: Safe Home Away from Home.**

- Stress Gestalt: Academic Pressure to Perform
- Campus Ethos: Intellectual Science
- **Episcopal Raison d'être: Spiritual development for the reasoning mind.**

- Stress Gestalt: Diverse Student Body
- Campus Ethos: Fragmented Culture
- **Episcopal Raison d'être: Finding the Common Ground.**

Can we make a simple statement of what the raison d'être is for our campus ministry and our rationale?

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see pages 19-20)

Tailor guiding principles to raison d'etre

Tailor daily menu of services to the guiding principles and hence to raison d'etre

Offer all the must-haves.

Question Yourself Aloud:

For each meaningful difference, does the way we approach “developing our guiding principles, programs, and measures” look more like the way campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %?

When have a simple statement in hand for a raison d'etre, do we systematically ask ourselves: what “guiding principles” will ensure Campus Ministry that our daily operations succeed in fulfilling raison d'etre? What menu of services would students need to experience our “raison d'etre?” What measures would tell us how we're doing?

How close can we come to aligning 100% of the time with all the needs of contemporary students?

-24/7 lifestyle? Food? Welcoming-student friendly-student useful space? Electronic communications & community, Chaplain leader availability?

Are we letting obstacles get in our way? Get them out of way.

If we have a weakness, how can we over-compensate with one of our strengths? (i.e., if inconvenient location/provide more-better food!)

Do we have a signature event that directly reflects the raison d'etre, hence student needs? If no, what are some possibilities?

Example from observation:

- Stress Gestalt: Social Pressures to Conform in Party-going Environment
- Campus Ethos: Conservative, Narrow Inclusion, You're either In or you're OUT.
- Episcopal Ministry Raison d'etre: Safe Home Away from Home.
- **Guiding Principles: Radically Accepting (anti-ethos), Show Students Peace (anti-gestalt), THE Destination for Counseling (anti-stress gestalt)**
- **Menu of Services: Wide open pipeline of students through hospitality, counseling-counseling-counseling, worship services.**
- **Measures: Count the Bodies, Stats from Health Services/Drug Addictions**

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

Putting the Meaningful Differences in Place.

Review each meaningful difference. (see pages 21-22)

Get key stakeholders nodding “yes” (Bishop, Primary Parish, Foundation, etc.)

Adapt quickly to disappointing results and changing student body.

Question Yourselves Aloud:

For each meaningful difference, does the way we approach “finalizing our guiding principles, programs, and measures” look more like the way the campus ministries with the highest engaged % of students approach it or the ministries with the lowest engaged %?

Have we presented to the Bishop/key stakeholder the analytical path for developing the raison d’etre, guiding principles, and programs? Do we systematically do this at the time of any significant change in our strategies?

Are we really paying attention in real-time to the measures that will tell us how our raison d’etre/guiding principles/programs are performing among students? Do we review the measures regularly and do we take action when there are disappointing results? Do we do this at least monthly?

Make changes in your planning/thinking to ensure that you put each meaningful difference in place, 100% of the time.

GO SEE FOR YOURSELF

(Next Step for Bishop/Key Stakeholder to ensure the Campus Ministry hasn't encountered obstacles in putting meaningful differences in place)

Meaningful Difference Cheat Sheet	Visit Campus Ministry. . . .ask chaplain, leaders, students:
<ul style="list-style-type: none"> • <i>Know How Doing Compared to Others</i> 	<p>What is your current “student engagement percentage”? (if not known, stop to estimate!) Is this up or down from last year? How is this percentage compared to other Episcopal Campus Ministries?</p>
<ul style="list-style-type: none"> • <i>Come to Grips with the Student Stress Particular to that Campus.</i> • <i>Know Student “Stress Gestalt”</i> • <i>Are Cognizant of Need to Head Off Crises and Need to Steer Clear</i> • <i>Assess Pastoral Need by Measuring</i> 	<p>How do you characterize the prevailing stress gestalt on your campus? What % of kids experience a serious crisis suicide attempts, substance addiction, etc? Is this up or down from last year? (if not known, stop to estimate!) How does this campus compare statistically to other campuses? Better than others? Worse than others? Are kids slipping through the cracks?</p>
<ul style="list-style-type: none"> • <i>Come to Grips with the Prevailing Campus Ethos</i> • <i>Assess Campus Ethos Impact by Measuring</i> • <i>Are Cognizant of Need to Help Maximize Students’ Development</i> 	<p>How do you characterize the prevailing campus ethos? Why did you characterize it in this way? What % of kids on this campus participate in any way with a campus ministry? (if not known, stop to estimate!) Is this up/down? How does this campus compare to other campuses in terms of participation in campus ministries? Are there any ideas, views, demographic segments that may be under or over-represented?</p>
<ul style="list-style-type: none"> • <i>Come to Grips with Student Needs during Spiritual Development</i> 	<p>How are student needs for affiliative activities being met by our campus ministry? How are student needs for questioning/searching being met by our campus ministry? How are students who are considering vocations in the church identified by our campus ministry? How are they supported?</p>

GO SEE FOR YOURSELF (Cont.)

<ul style="list-style-type: none"> • <i>Come to Grips with Facts of Contemporary Student Life</i> • <i>Assess Student Needs by Measuring</i> 	<p>What is our market share among kids involved w/ any campus ministry? <i>(if not known, stop to estimate!)</i> Up/down?</p> <p>What are our hours? Are we 24/7? Is this a strength or weakness for us?</p> <p>What activities services do you offer your students in the facility?</p> <p>Do students consider our facility welcoming? Is it student-useful, student friendly? Is this a strength or weakness for us?</p> <p>How many different meals do you serve weekly? Breakfast 7 days? Lunch 7 days? Dinner 7 days? Are study snacks available? Is there a campus ministry that offers more meals, more conveniently than you? Is this a strength or weakness for us?</p> <p>How many volunteer opportunities do you promote in a month? Is there a campus ministry that offers more than you? Does any other ministry offer more? Is this a strength or weakness for Us?</p> <p>How do you communicate with the kids? How do the kids communicate with you? Do you use e-mail? Web Site? Do you have a Facebook profile for communication? Is there a Episcopal Ministry group on Facebook? Can you show me?</p>
<ul style="list-style-type: none"> • <i>Assimilate for Strategic View from 50,000 feet.</i> • <i>Find powerful Episcopal raison d’etre</i> • <i>Get key stakeholders nodding “yes” (Bishop, Primary Parish, Foundation, etc.)</i> • <i>Adapt with lightning speed to disappointing results & changing student body.</i> 	<p>What is the raison d’etre of this campus ministry? What led to it? Unmet student needs in Stress Gestalt, Campus Ethos, Contemporary student life, or Spiritual Development?</p> <p>What are your guiding principles? How are they derived from the raison d’etre?</p> <p>What are your key programs in support of the raison d’etre & guiding principles? What is your signature event supporting the raison d’etre? What led you to it? How doing?</p> <p>What measures do you monitor? May I see some of your results?</p>