John Carroll UNIVERSITY

Strategic Planning
Annual Review

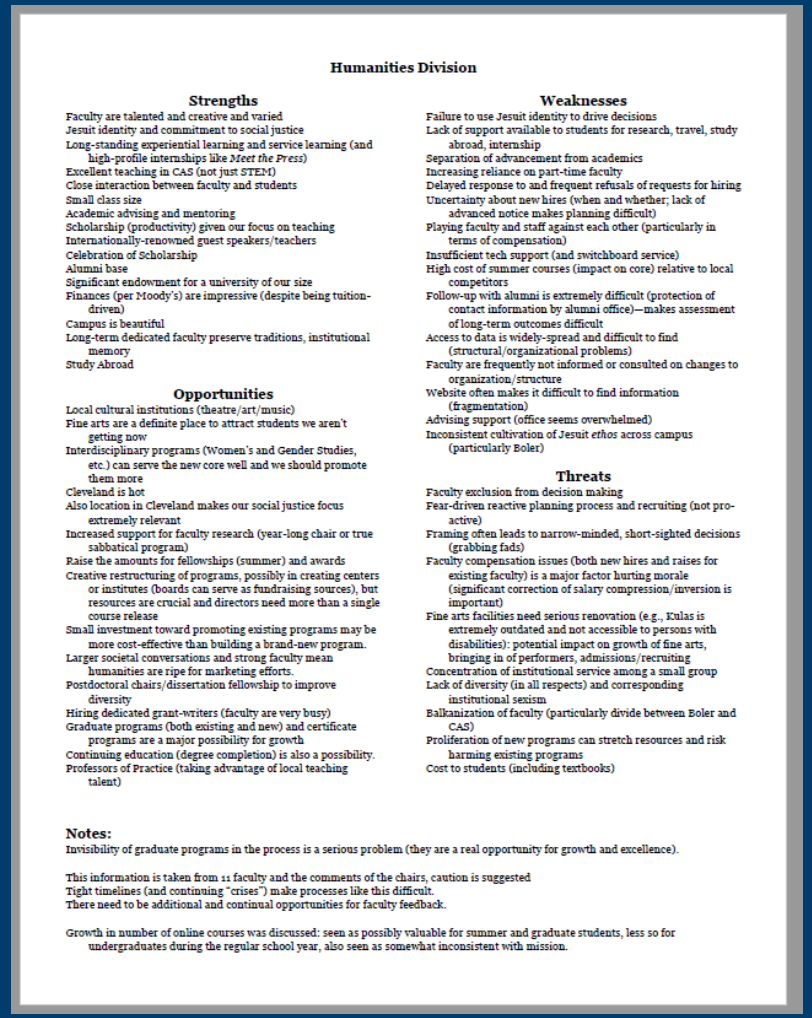
April 25, 2018

Agenda

- Looking Back
  - From 2014 to Today
- Monitoring 2017-2018 Tactics
- Establishing 2018-2019 Tactics
- Looking Forward

sites.jcu.edu/committee
USPG
Meeting Materials and Minutes

Looking Back: 2014-2015



Humanities Division

Strengths

Faculty are talented and creative and varied
Jesuit identity and commitment to social justice
Long-standing experiential learning and service learning (and high-profile internships like *Meet the Press*)
Excellent teaching in CAS (not just STEM)
Close interaction between faculty and students
Small class size
Academic advising and mentoring
Scholarship (productivity) given our focus on teaching
Internationally-renowned guest speakers/teachers
Celebration of Scholarship
Alumni base
Significant endowment for a university of our size
Finances (per Moody's) are impressive (despite being tuition-driven)
Campus is beautiful
Long-term dedicated faculty preserve traditions, institutional memory
Study Abroad

Opportunities

Local cultural institutions (theatre/art/music)
Fine arts are a definite place to attract students we aren't getting now
Interdisciplinary programs (Women's and Gender Studies, etc.) can serve the new core well and we should promote them more
Cleveland is hot
Also location in Cleveland makes our social justice focus extremely relevant
Increased support for faculty research (year-long chair or true sabbatical program)
Raise the amounts for fellowships (summer) and awards
Creative restructuring of programs, possibly in creating centers or institutes (boards can serve as fundraising sources), but resources are crucial and directors need more than a single course release
Small investment toward promoting existing programs may be more cost-effective than building a brand-new program.
Larger societal conversations and strong faculty mean humanities are ripe for marketing efforts.
Postdoctoral chairs/dissertation fellowship to improve diversity
Hiring dedicated grant-writers (faculty are very busy)
Graduate programs (both existing and new) and certificate programs are a major possibility for growth
Continuing education (degree completion) is also a possibility.
Professors of Practice (taking advantage of local teaching talent)

Weaknesses

Failure to use Jesuit identity to drive decisions
Lack of support available to students for research, travel, study abroad, internship
Separation of advancement from academics
Increasing reliance on part-time faculty
Delayed response to and frequent refusals of requests for hiring
Uncertainty about new hires (when and whether; lack of advanced notice makes planning difficult)
Playing faculty and staff against each other (particularly in terms of compensation)
Insufficient tech support (and switchboard service)
High cost of summer courses (impact on core) relative to local competitors
Follow-up with alumni is extremely difficult (protection of contact information by alumni office)—makes assessment of long-term outcomes difficult
Access to data is widely-spread and difficult to find (structural/organizational problems)
Faculty are frequently not informed or consulted on changes to organization/structure
Website often makes it difficult to find information (fragmentation)
Advising support (office seems overwhelmed)
Inconsistent cultivation of Jesuit *ethos* across campus (particularly Boler)

Threats

Faculty exclusion from decision making
Fear-driven reactive planning process and recruiting (not pro-active)
Framing often leads to narrow-minded, short-sighted decisions (grabbing fads)
Faculty compensation issues (both new hires and raises for existing faculty) is a major factor hurting morale (significant correction of salary compression/inversion is important)
Fine arts facilities need serious renovation (e.g., Kulas is extremely outdated and not accessible to persons with disabilities): potential impact on growth of fine arts, bringing in of performers, admissions/recruiting
Concentration of institutional service among a small group
Lack of diversity (in all respects) and corresponding institutional sexism
Balkanization of faculty (particularly divide between Boler and CAS)
Proliferation of new programs can stretch resources and risk harming existing programs
Cost to students (including textbooks)

Notes:

Invisibility of graduate programs in the process is a serious problem (they are a real opportunity for growth and excellence).

This information is taken from 11 faculty and the comments of the chairs, caution is suggested
Tight timelines (and continuing "crises") make processes like this difficult.
There need to be additional and continual opportunities for faculty feedback.

Growth in number of online courses was discussed: seen as possibly valuable for summer and graduate students, less so for undergraduates during the regular school year, also seen as somewhat inconsistent with mission.

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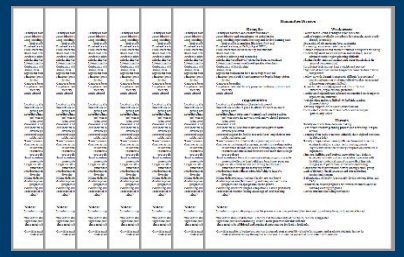
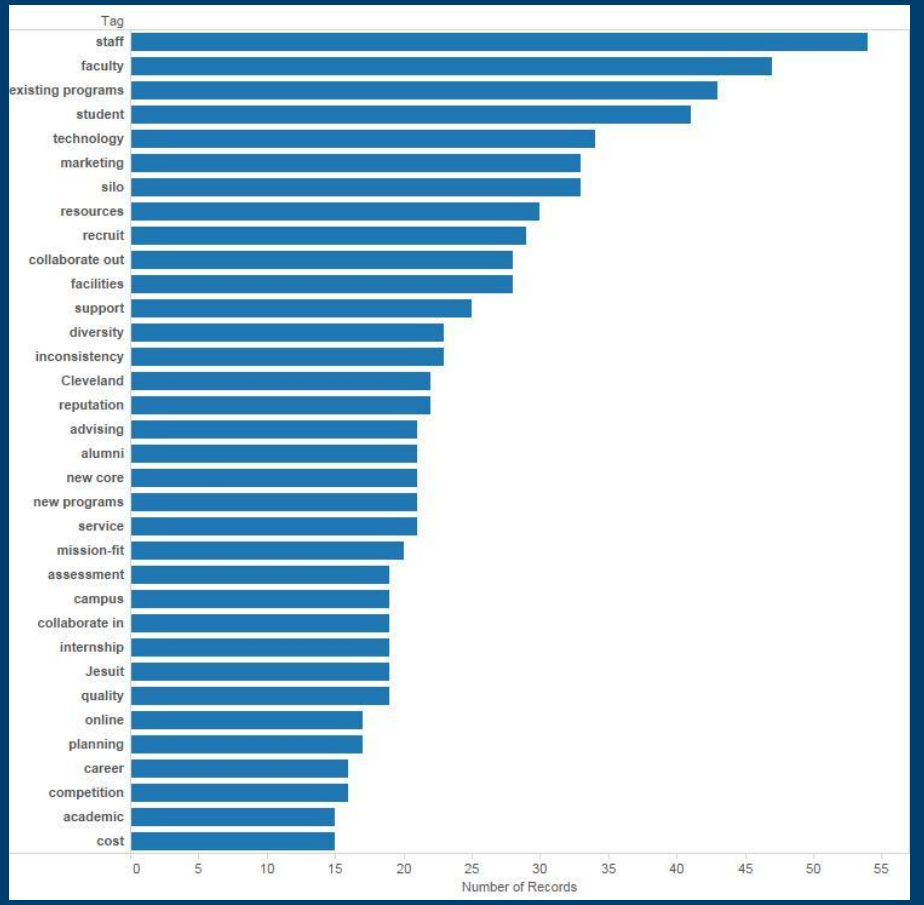




SWOT Analyses "Sifting"
Results

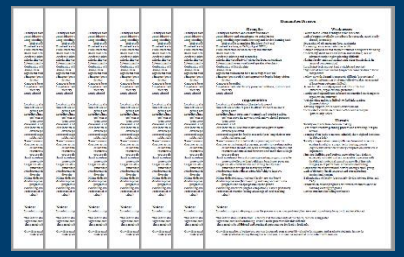
List 1A. Dominant Themes in Strengths
Each tag is listed with the number of statements in parentheses, followed by typical examples of more elaborated statements. Simpler statements will not be listed; for example, a number of the service statements provided no additional information: seeing "community service," "CSSA," or "service" listed does not really provide useful information.

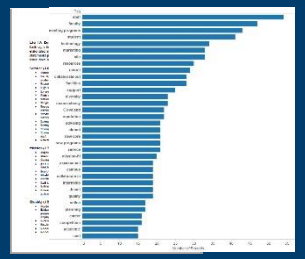
Service (18)
- Amount of student involvement/service
- Faculty and staff commitment and dedication to students (BUT inconsistency in ethos of service/philosophy and student interaction)
- Focused student engagement in purposeful, mission-driven activities (service, leadership, spiritual well-being)
- High volume of service activity
- Long-standing experiential learning and service learning (and high-profile internships like Meet the Press)
- Many options for students, including many programs with service components
- National recognition for academics, teaching, service.
- Range of health, wellness, spiritual, leadership and service opportunities available to all students
- Reputation: excellence in teaching, well known Business school and pre-health programs, nationally recognized service program, successful sports programs, commitment to veterans
- Service learning well established in the curriculum; service experiences as preparation for living in the real world; service as draw, esp. among Catholic/Jesuit high school students.
- Strong experiential dimension to learning, including research, service learning, internships, study abroad
- Strong service learning programs
- Strong student participation in service and service learning
- Strong variety of experiential learning opportunities (e.g. internships, study abroad, immersion, service-learning, etc.)
- University Mission/ Jesuit Catholic tradition of educational excellence and service

Mission (17)
- Alignment of University offices with Jesuit mission.
- Aligns well with University mission
- Contemporary, engaged, interreligious awareness grounded in Catholic tradition
- JCU is 1 of only 28 Jesuit institutions in the US-- strong institutional learning identity, faith and academic rigor, *cura personalis*
- Jesuit, Catholic character and identity (and Mission in general)
- mission/Immersion trips
- Outstanding program contributions to JCU learning outcomes, Jesuit values, and social justice mission
- Staff is committed to the University and to supporting its Mission.
- University Mission/ Jesuit Catholic tradition of educational excellence and service
- University Sustainability Committee commitment to educating the JCU community on social and environmental justice issues to ensure the quality of life for future generations in a manner consistent with our Jesuit mission.

Quality (15)
- Academic excellence.
- Evidence of excellence in teaching and advising at the graduate level, in part resulting in the success of students in presentations and publications in some departments/programs, acceptance to further graduate work, successful employment after graduation
- Excellent teaching in CAS (not just STEM)
- Faculty are talented and creative and varied
- Good adjunct professor hires
- Good advising

Looking Back: 2014-2015





SWOT Analyses "Sifting"
Results from Meeting on February 26, 2015

Strengths

- The University's Jesuit mission imparts a uniquely value-laden character to a John Carroll education.
- A rigorous academic experience builds on a liberal arts foundation characterized by interdisciplinarity and globalism, while degrees and majors include a variety of niche programs endorsed by state and national accreditors.
    - John Carroll's faculty are richly talented scholar-teachers whose professional expertise is matched by their commitment to student learning and engagement.
- Supported by a network of University services and enriched by a vibrant campus life, John Carroll's students develop as whole persons, and its graduates are held in the high esteem in the workplace.
    - Experiential and co-curricular learning—including research, internships, study abroad, immersions, and leadership experience—helps prepare students for an increasingly diverse world and continually evolving marketplace.
- A wide variety of service opportunities as well as course-embedded service-learning instills students with a passion for social justice, moving them to become "women and men for and with others."
- The beautifully landscaped and architecturally harmonious campus occupies a suburban location near the city of Cleveland and its many resources and attractions, including the Cleveland Clinic, University Hospitals, the Cleveland Orchestra, the Cleveland Museum of Art, the Playhouse Square theater district, and an exciting food scene.
- John Carroll's academic excellence and dedication to service have long received national recognition.
- The University benefits from the loyalty and support of alumni throughout Ohio and the country.

Weaknesses

- Unclear budget prioritization and resource constraints limit our ability to meet our current needs and to pursue new opportunities related to student learning.
- Gaps in resources and staffing alignment lead to differential workloads and an inconsistent delivery of services for our students.
- A culture not fully informed by data and information sharing prevents effective program and service development, assessment, and prioritization.
- Lack of coordination, collaboration, and communication across units can undermine our ability to support student learning as effectively as our mission demands and causes us to move more slowly and less collegially than we should.
- Our lack of agility and slowness to move prevents us from responding adequately to student's need and the shifting demands and realities of higher education. Insufficient recognition of accomplishments and awareness of skills and capacities undercuts morale and regional reputation.
- The lack of planned maintenance and updating of classrooms and other student facilities undermines our ability to meet students' expectations in and beyond the classroom.

Opportunities

Programs:

- Guarantee every student the opportunity to explore their interests through an integrated learning experience: internship, co-op, research, service, leadership or study abroad etc.
- Tap into growing educational opportunities in areas such as healthcare, STEM and the integration of Big Data Analysis into multiple disciplines, as well as other areas evidenced by growing and sustainable demand.
- Assess existing graduate and certificate programs in the context of student and occupational demand and delivery models, and identify growth opportunities.
- Improve innovation in the area of course delivery through training and leveraging of the new campus Learning Management System.
- Assess and redesign program flexibility to respond to increasing numbers of students who earn college credits in high school, and from competency based learning.
- Enhance and expand summer programs and programs for high school students.

Collaborations:

- Engage our alumni base to develop local, national and global partnerships with a focus on building student learning opportunities (i.e. internships, co-ops, research, service and study abroad opportunities).
- More intentionally connect our students and majors to the rich opportunities provided in our local geographic region (i.e., healthcare, business, arts, research, sports, etc). Goal is to have every student participate in an external opportunity across the city of Cleveland.
- Develop collaborative relationships with external institutions (degree granting, corporations and other) to improve efficiencies (distance education), expand specialty course offerings- including continuing and adult education- and improve faculty diversity.
- Create a more strategic integrative synergy between CAS and Boler so as to better prepare our students for a competitive career in a global economy (i.e., entrepreneurship, as well as liberal arts, as part of the "core"), and to reinforce the values of a "true" interdisciplinary university model.

Marketing:

- Develop a comprehensive and strategic marketing plan.
    - Distinguish between recruiting and marketing strategies.
    - Better highlight: student work with faculty (undergraduate research), visibility on web, storytelling, student showcases, athletics).
    - Develop a more "standardized" web architecture for programs: major requirements, internship and research opportunities, scholarships and grants, faculty, etc.
    - Effectively market academic opportunities and integrated learning between CAS and Boler.
- Implement and promote innovative programs such as direct admission model in certain disciplines to remove real or perceived competitive disadvantages.

Threats

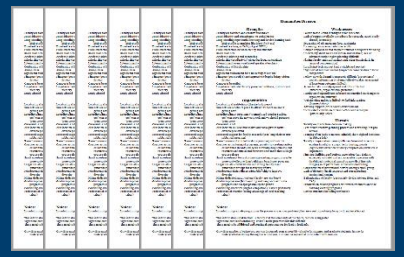
EXTERNAL THREATS:

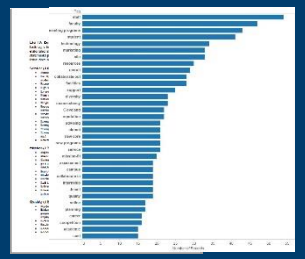
1. Declining population of traditional-age college students in our areas of recruitment.
2. Negative national conversation about the value of college in general and the liberal arts in particular. (These have not been effectively countered by faculty.)

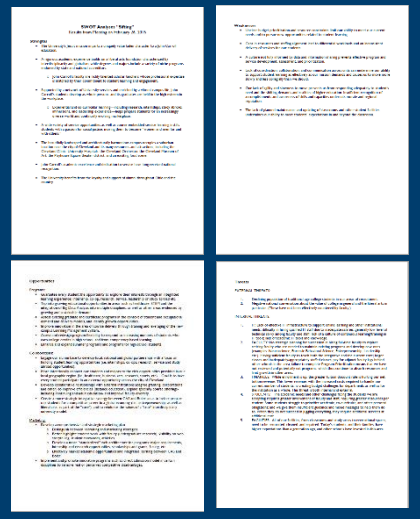
INTERNAL THREATS:

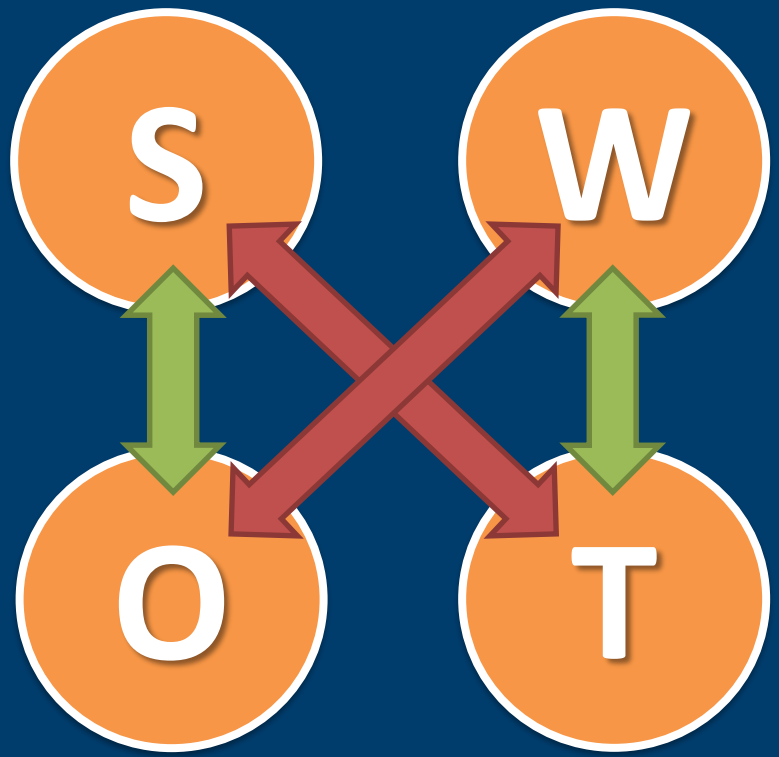
1. IT: Lack of effective IT infrastructure to support online learning and other institutional needs; difficulty in hiring qualified IT staff due to inadequate salaries; generally low level of technical savvy among faculty and staff; lack of a culture of continuous learning/training in IT tools; lack of academic IT tools and knowledge.
2. FACULTY: No strategic planning for succession in hiring full-time faculty to replace retiring faculty who are needed to maintain existing programs and develop new ones (examples: Neuroscience, Forensic Behavioral Science, Entrepreneurship, Leadership… etc.). Having sufficient faculty to teach both the integrative and the current core; larger classes and inadequately/appropriately staffed classes; pay for adjunct faculty lags behind other schools in the area; failure to complete Program Prioritization means that we have not reviewed and potentially cut programs, which thus continue to absorb resources and limit growth in other areas.
3. FINANCES: While enrollment is up, the greater tuition discount rate is hurting our net tuition revenue. This lower revenue, with the increased costs required to handle our current number of students, is creating budget challenges for departments as well as for the institution as a whole. This threat is both internal and external.
4. STUDENTS: The academic needs and other challenges facing the students we are accepting requires greater involvement of faculty and staff, requiring greater resources per student. Some students struggle to prioritize academic, co-curricular, and other personal obligations; and we give them insufficient guidance and mixed messages to help them do so. When they do not succeed in juggling everything, they require additional services at additional cost.
5. FACILITIES: All of our facilities, from classrooms and study areas to recreational spaces, need to be renovated, cleaned, and repaired. Today's students, and their families, have higher expectations than a generation ago, and other schools have invested in this area.

Looking Back: 2014-2015









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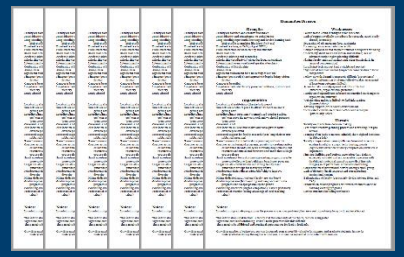
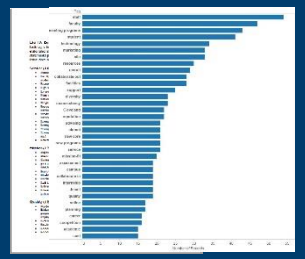
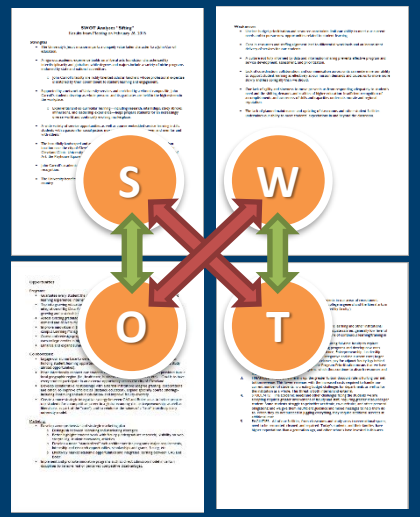






Academic Excellence	The Student Experience	Institutional Excellence	Innovative Collaborations and Partnerships
John Carroll will strengthen academic excellence, be recognized for its innovative integrative curriculum and global citizenship, and be identified with some signature acade programs.	*John Carroll University will provide extraordinary, individualized student support, academically, personally, and spiritually, to*	*In order to achieve our mission, John Carroll will nurture a dynamic, forward-looking and collaborative institutional culture.*	*Through its existing network of alumni and friends, and by developing new relationships,*

Academic Excellence	The Student Experience	Institutional Excellence	Innovative Collaborations and Partnerships
John Carroll will strengthen its academic excellence, be recognized for its innovative integrative curriculum and global citizens and be identified with some signature academic programs Carroll will advance its comm to inclusive excellence.	*John Carroll University will provide extraordinary, individualized student support,*	*In order to achieve our mission, John Carroll will nurture a dynamic, forward-looking and collaborative*	*Through its existing network of alumni and friends and by ationships, rsue llaborations he student university's ce.*

1. Strengthen ac excellence: Du process of univ academic revie program and d should criticall programs and in order to seiz develop progr examine that s students, adva reputation, an revenue.
2. Integrative Cu Deliver the int curriculum and processes and sustain its mea implementatio collaboration f academic prog

1. Utilizing the process o academic review, ever program and division critically assess its pro and its teaching in ord seize and develop pro that serve our student advance our reputatio enhance revenue.
2. We will deliver the integrative curriculum establish processes an resources to sustain it meaningful implemen with collaboration fro academic program. Every department will on how it advances gl citizenship.
3. John Carroll will advar existing programs and develop new academi programs that will gai

Pillar One: Academic Excellence through Integrative Learning and Signature Programs.

Goal: In the next three to five years, John Carroll University will achieve regional and national recogn integrative cur inclusive excell programs and enrollment. At

Objective One: L

a. Enhance
b. Provide i pedagogi
c. Gain nati

Objective Two:

a. Prioritiz
b. Attach gl
c. Allocate in global
d. Develop
e. Investig
f. Achieve affiliatin
g. Investig

Objective Three

a. Allocate a internshi
b. Offer sup
c. Determin opportun
d. Ensure th

Objective Four:

a. John Carr the curri

Pillar One: Academic Excellence through Integrative Learning and Signature Programs.

Goal: In the next three to five years, John Carroll University will achieve regional and national recognition for excellence in liberal arts education through its innovative integrative curriculum, and by integrating global citizenship, service learning, and inclusive excellence across the entire student learning experience. John Carroll will advance existing programs and develop new academic programs that will gain recognition and attract enrollment.

AT ROUNDTABLES:
Ask participants to
1) validate goals and objectives
2) prioritize objectives under each goal
3) given bulleted items as examples, provide more
4) suggest possible funding sources for particular items

USPG MUST HAVE BUDGET CONVERSATION

Objective One: Recognized for Integrative Curriculum

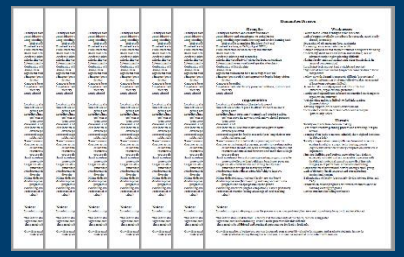
- Enhance support for faculty to develop new courses for the integrative curriculum
- Provide incentives, support, and recognition for courses that use high impact pedagogies
- Gain national recognition as a model of excellence for integrative learning

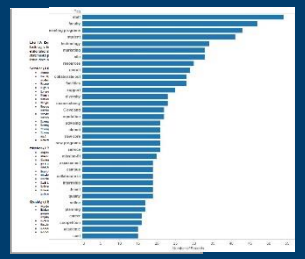
Objective Two: Recognized for Global Citizenship

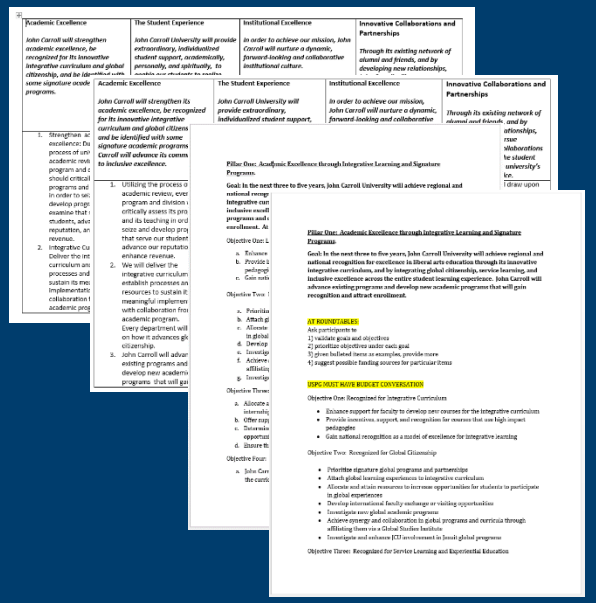
- Prioritize signature global programs and partnerships
- Attach global learning experiences to integrative curriculum
- Allocate and attain resources to increase opportunities for students to participate in global experiences
- Develop international faculty exchange or visiting opportunities
- Investigate new global academic programs
- Achieve synergy and collaboration in global programs and curricula through affiliating them via a Global Studies Institute
- Investigate and enhance JCU involvement in Jesuit global programs

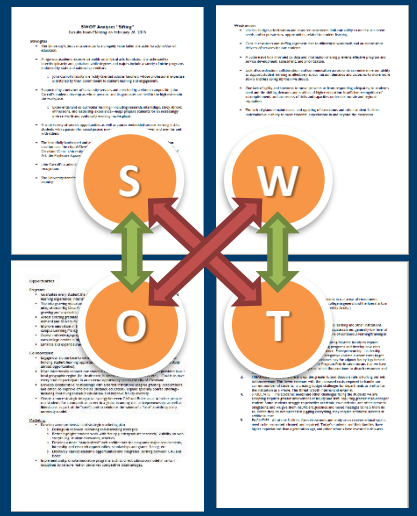
Objective Three: Recognized for Service Learning and Experiential Education

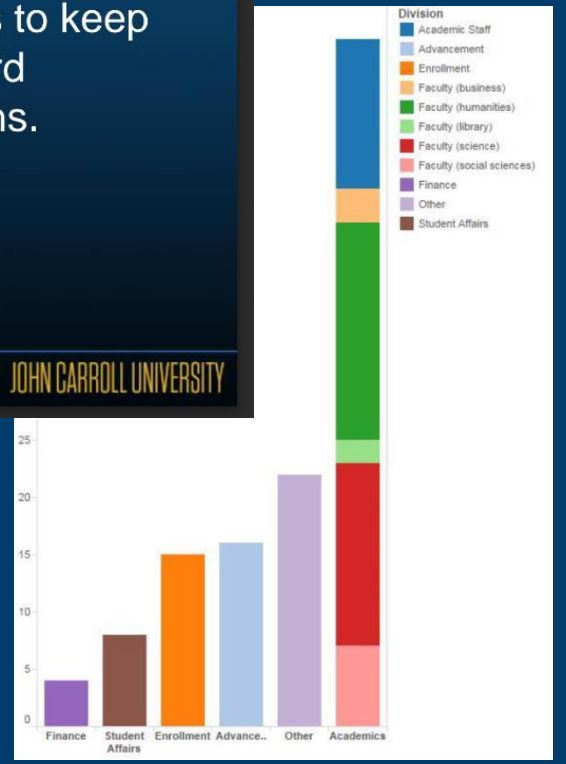
Looking Back: 2014-2015











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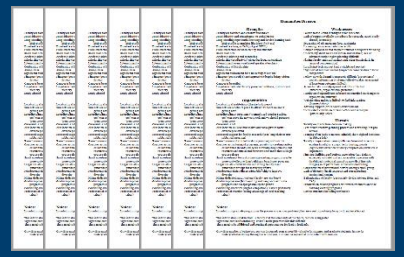
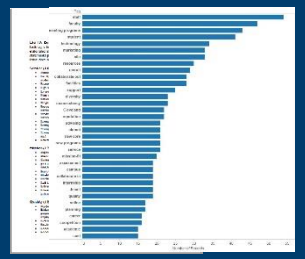
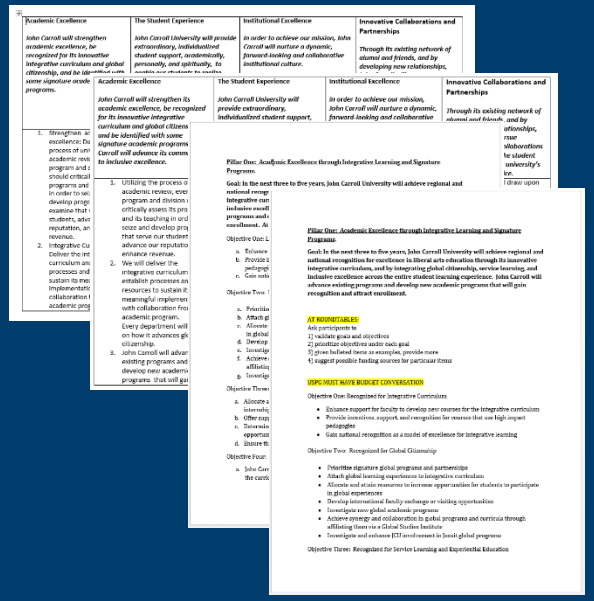
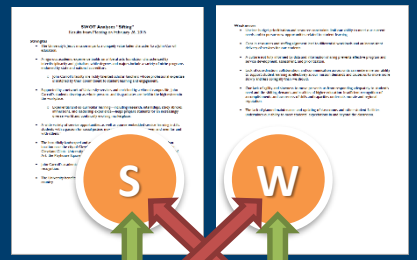
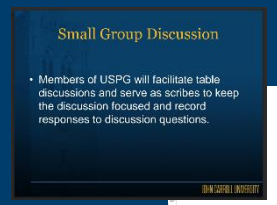
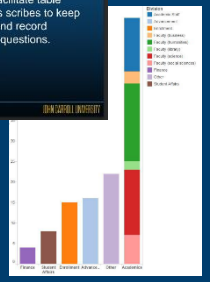












USPG Town Hall
Results

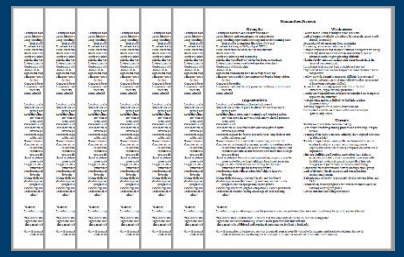
Big-Picture Comments and Questions:
From various tables:

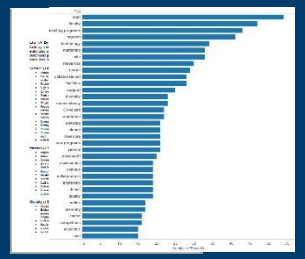
- Very little about staff support, training, and development
- A number of questions:
  - Continuous monitoring (USPG?)
  - Oversight necessary in regard to money (UBC?)
  - Timeline for the plan?
  - Infrastructure issues? What will the impact on operations be? (Are we moving toward a more fiscally responsible arrangement?)
  - Will this become institutionalized?
- How we understand certain terms will need to be explained to people (e.g., high impact pedagogies, inclusive excellence, peace, sustainability, global citizenship, etc.)
- Because of deep, shared discussion, we did not have time to talk at the level of tactics or implementation
- We should do an annual audit for many more things (as we propose for 3.3)

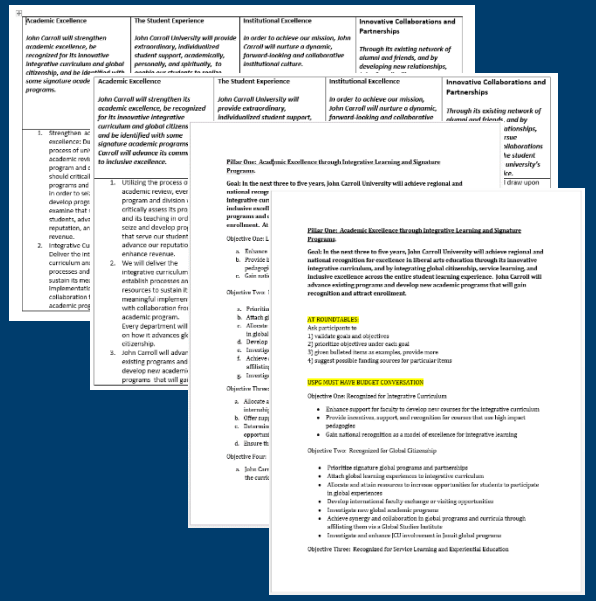
Sent to a facilitator via e-mail:

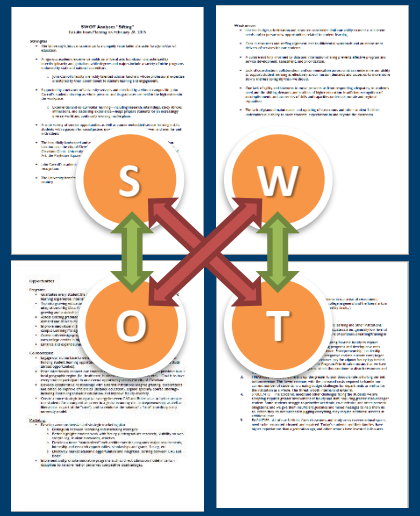
- Should all of the action steps begin with "John Carroll will..."? This seems redundant. Many of the action steps jump right into the verb: "Allocate and attain more funds...." My preference would be to eliminate the "John Carroll will..." part.
- Some action steps are action steps to realize the objective. Other action steps seem to be a re-wording of the objective or an outcome once the objective has been met.
  - Bullet point 2 under Objective 1.1 states: "Gain national recognition..." Isn't that a re-wording of the objective rather than an action step to meet the objective?
  - Bullet point 5 under Objective 1.4 states: "John Carroll will be recognized regionally..." This sounds like an outcome rather than an action step.
  - Bullet point 1 under Objective 1.5 states: "John Carroll will achieve greater regional and national prominence..." That isn't an action step but rather a restatement of the objective. I could go on.
- Some of the action steps simply state that more money should be thrown at the objective as a solution. At some point, given that one of the legs for decision-making involves a connection to budgeted resources, all of the action steps would need to have a monetary cost assigned to them. Additionally, the action steps should take into account the availability and cost of a supporting infrastructure, a realistic timeline to carry out the action step, and a measurement for determining the completion and success of the step. But back to the money again. Almost all action steps can begin with "Find money to...." I think the finding money part can be assumed.
  - Bullet point 1 under Objective 1.1 states that more money should be provided to faculty to develop new courses. I think the bullet point should read "Develop new [innovative/interesting/appropriate/well-designed] courses for the integrative curriculum."

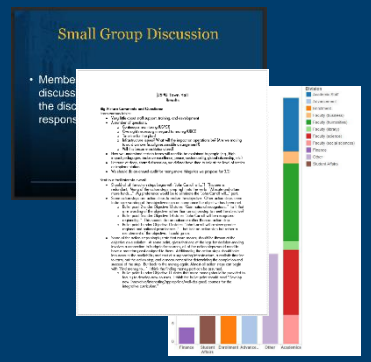
Looking Back: 2014-2015

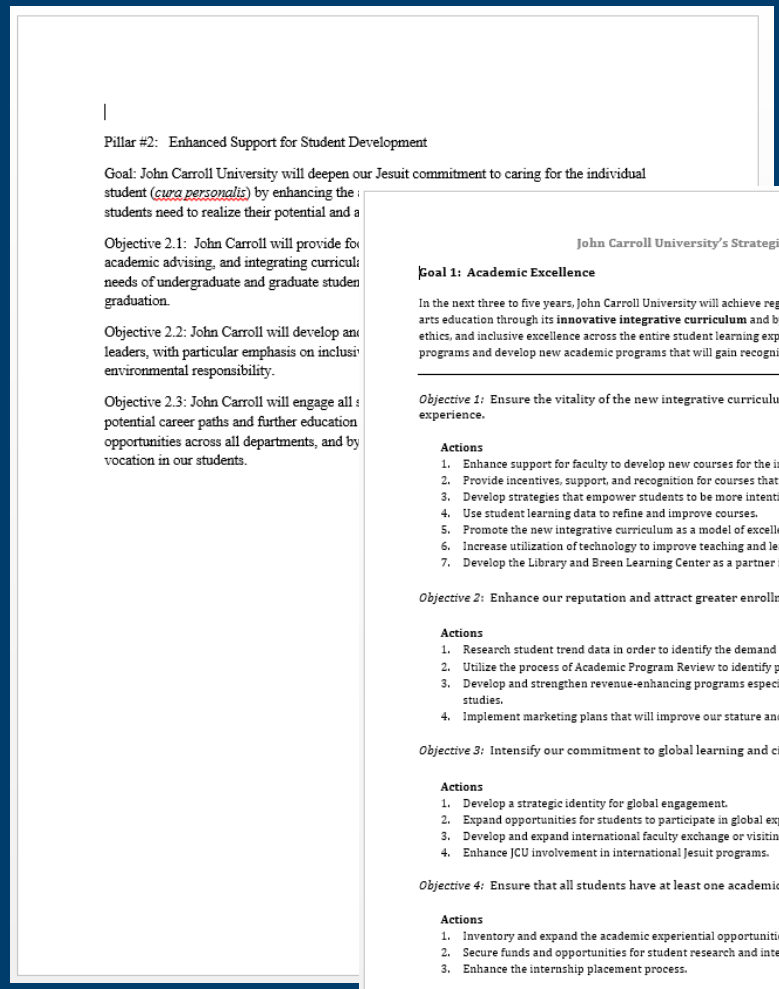












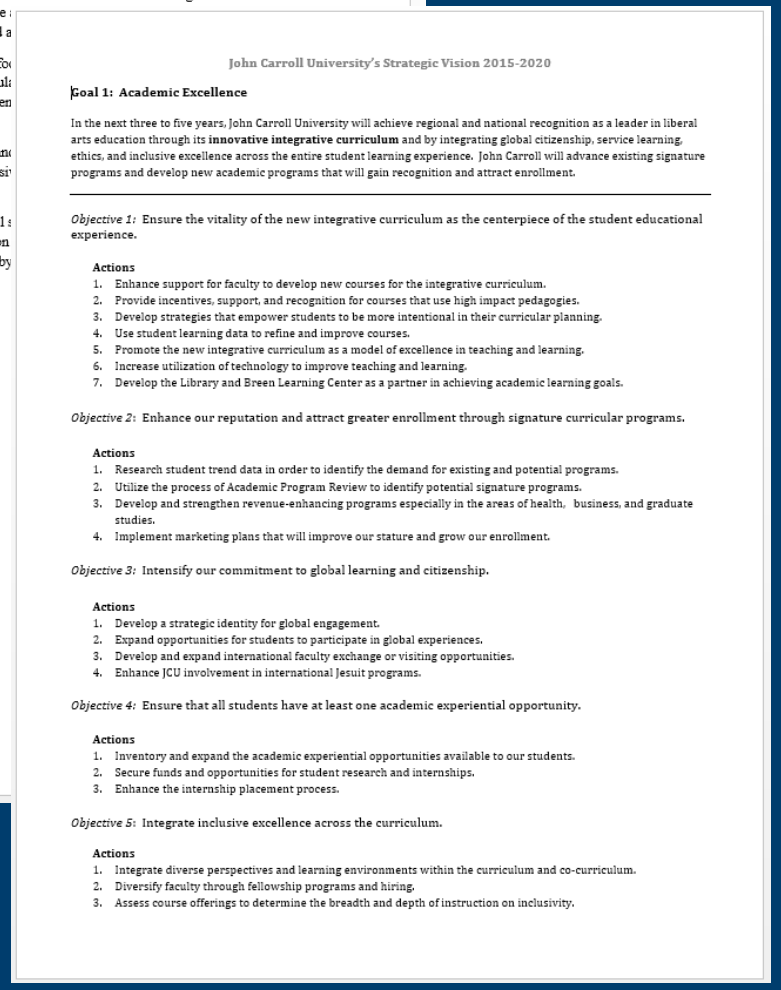
Pillar #2: Enhanced Support for Student Development

Goal: John Carroll University will deepen our Jesuit commitment to caring for the individual student (*cura personalis*) by enhancing the
students need to realize their potential and a

Objective 2.1: John Carroll will provide fo
academic advising, and integrating curricul
needs of undergraduate and graduate studen
graduation.

Objective 2.2: John Carroll will develop an
leaders, with particular emphasis on inclusi
environmental responsibility.

Objective 2.3: John Carroll will engage all
potential career paths and further education
opportunities across all departments, and by
vocation in our students.



John Carroll University's Strategic Vision 2015-2020

Goal 1: Academic Excellence

In the next three to five years, John Carroll University will achieve regional and national recognition as a leader in liberal arts education through its **innovative integrative curriculum** and by integrating global citizenship, service learning, ethics, and inclusive excellence across the entire student learning experience. John Carroll will advance existing signature programs and develop new academic programs that will gain recognition and attract enrollment.

Objective 1: Ensure the vitality of the new integrative curriculum as the centerpiece of the student educational experience.

Actions

1. Enhance support for faculty to develop new courses for the integrative curriculum.
2. Provide incentives, support, and recognition for courses that use high impact pedagogies.
3. Develop strategies that empower students to be more intentional in their curricular planning.
4. Use student learning data to refine and improve courses.
5. Promote the new integrative curriculum as a model of excellence in teaching and learning.
6. Increase utilization of technology to improve teaching and learning.
7. Develop the Library and Breen Learning Center as a partner in achieving academic learning goals.

Objective 2: Enhance our reputation and attract greater enrollment through signature curricular programs.

Actions

1. Research student trend data in order to identify the demand for existing and potential programs.
2. Utilize the process of Academic Program Review to identify potential signature programs.
3. Develop and strengthen revenue-enhancing programs especially in the areas of health, business, and graduate studies.
4. Implement marketing plans that will improve our stature and grow our enrollment.

Objective 3: Intensify our commitment to global learning and citizenship.

Actions

1. Develop a strategic identity for global engagement.
2. Expand opportunities for students to participate in global experiences.
3. Develop and expand international faculty exchange or visiting opportunities.
4. Enhance JCU involvement in international Jesuit programs.

Objective 4: Ensure that all students have at least one academic experiential opportunity.

Actions

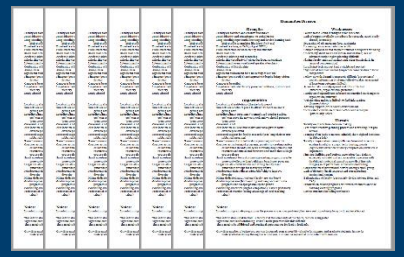
1. Inventory and expand the academic experiential opportunities available to our students.
2. Secure funds and opportunities for student research and internships.
3. Enhance the internship placement process.

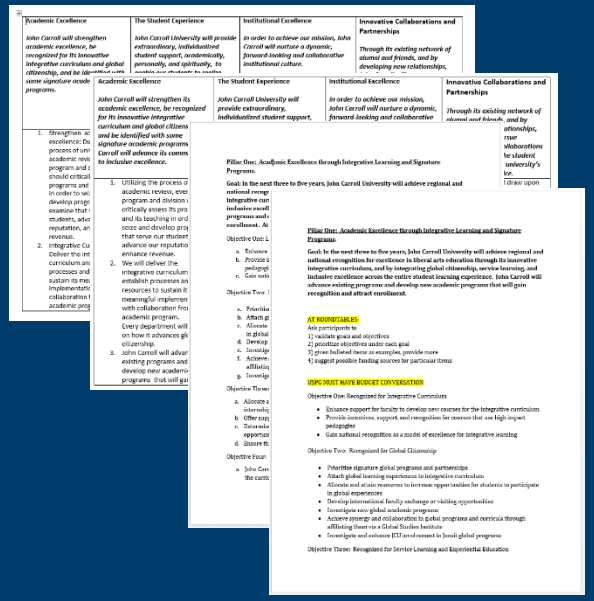
Objective 5: Integrate inclusive excellence across the curriculum.

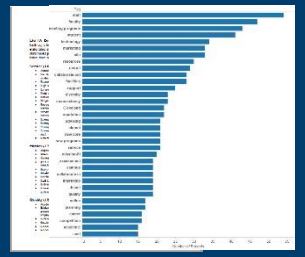
Actions

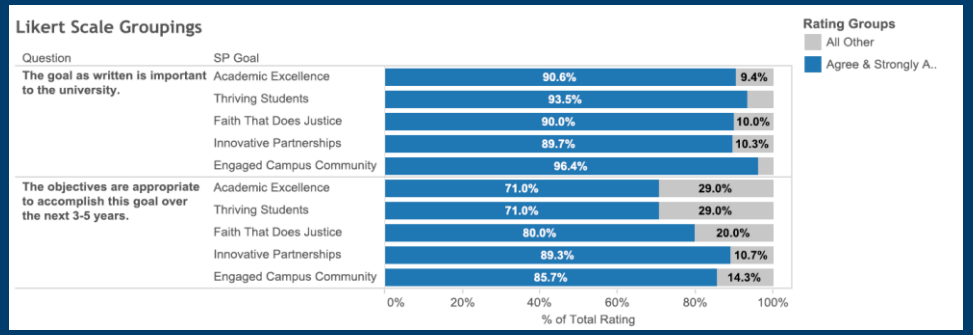
1. Integrate diverse perspectives and learning environments within the curriculum and co-curriculum.
2. Diversify faculty through fellowship programs and hiring.
3. Assess course offerings to determine the breadth and depth of instruction on inclusivity.

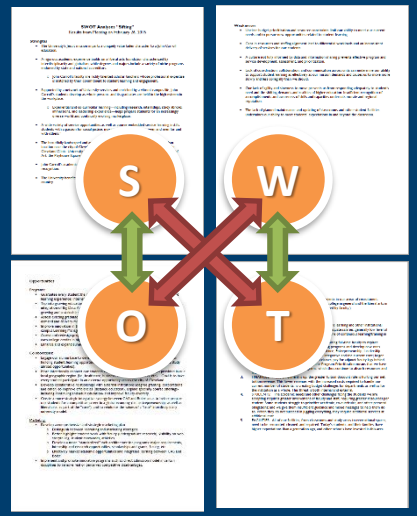
Looking Back: 2014-2015

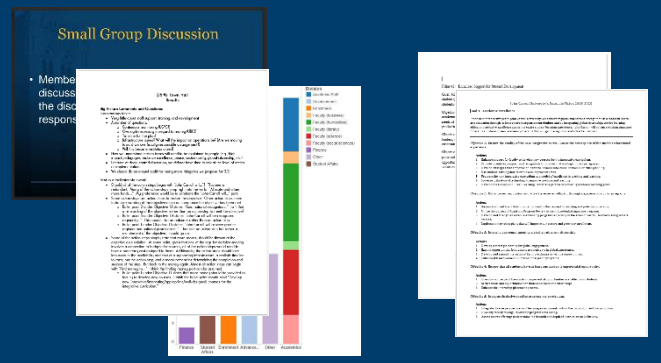


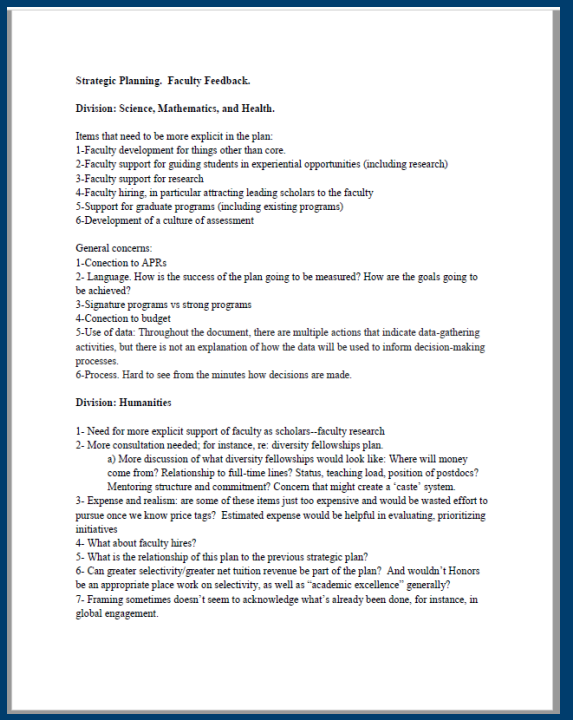












Strategic Planning. Faculty Feedback.

Division: Science, Mathematics, and Health.

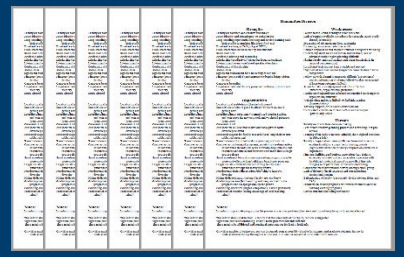
Items that need to be more explicit in the plan:
1-Faculty development for things other than core.
2-Faculty support for guiding students in experiential opportunities (including research)
3-Faculty support for research
4-Faculty hiring, in particular attracting leading scholars to the faculty
5-Support for graduate programs (including existing programs)
6-Development of a culture of assessment

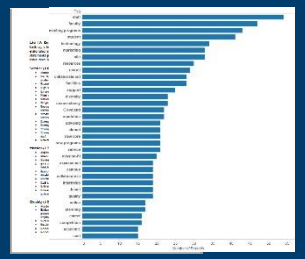
General concerns:
1-Conection to APRs
2- Language. How is the success of the plan going to be measured? How are the goals going to be achieved?
3-Signature programs vs strong programs
4-Conection to budget
5-Use of data: Throughout the document, there are multiple actions that indicate data-gathering activities, but there is not an explanation of how the data will be used to inform decision-making processes.
6-Process. Hard to see from the minutes how decisions are made.

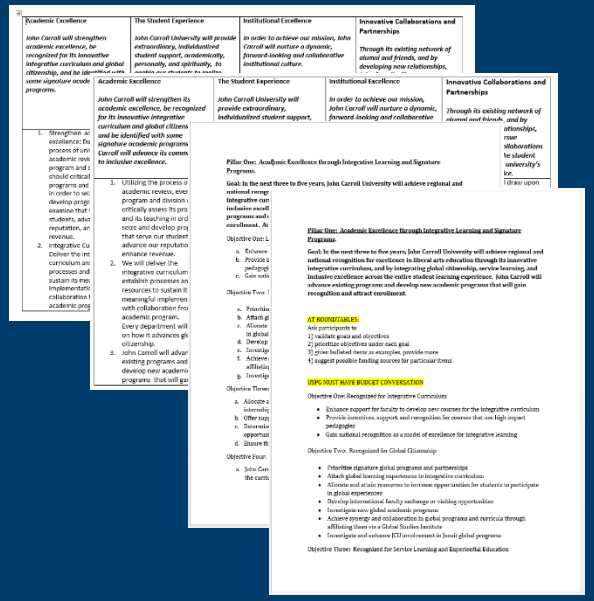
Division: Humanities

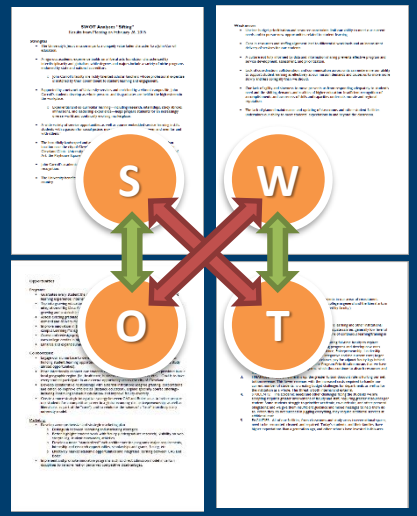
1- Need for more explicit support of faculty as scholars--faculty research
2- More consultation needed; for instance, re: diversity fellowships plan.
a) More discussion of what diversity fellowships would look like: Where will money come from? Relationship to full-time lines? Status, teaching load, position of postdocs? Mentoring structure and commitment? Concern that might create a 'caste' system.
3- Expense and realism: are some of these items just too expensive and would be wasted effort to pursue once we know price tags? Estimated expense would be helpful in evaluating, prioritizing initiatives
4- What about faculty hires?
5- What is the relationship of this plan to the previous strategic plan?
6- Can greater selectivity/greater net tuition revenue be part of the plan? And wouldn't Honors be an appropriate place work on selectivity, as well as "academic excellence" generally?
7- Framing sometimes doesn't seem to acknowledge what's already been done, for instance, in global engagement.

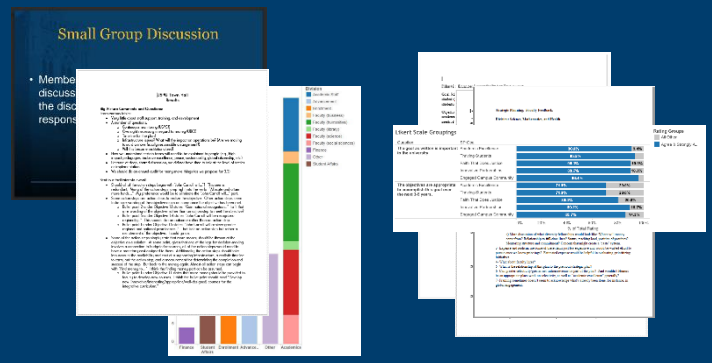
Looking Back: 2015-2016











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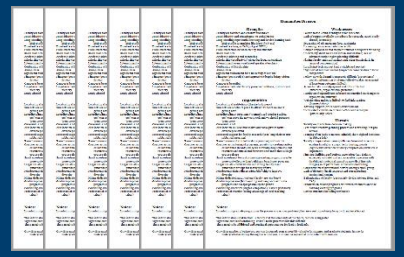
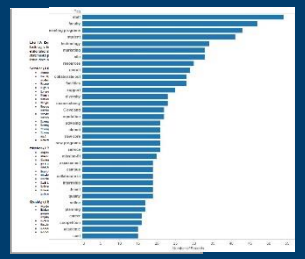
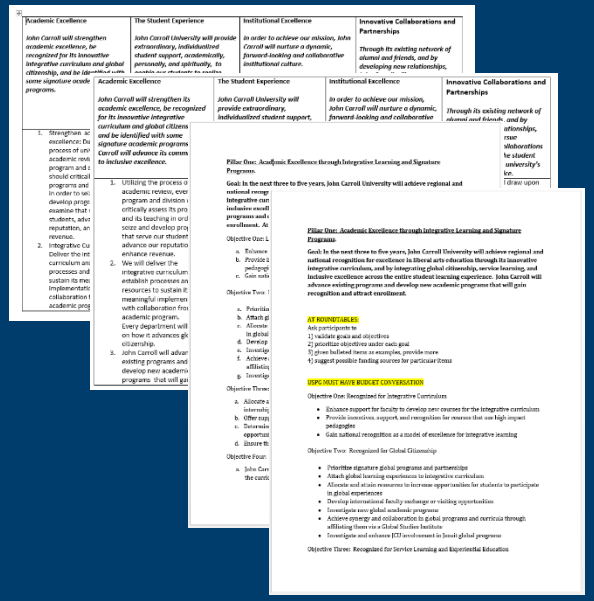
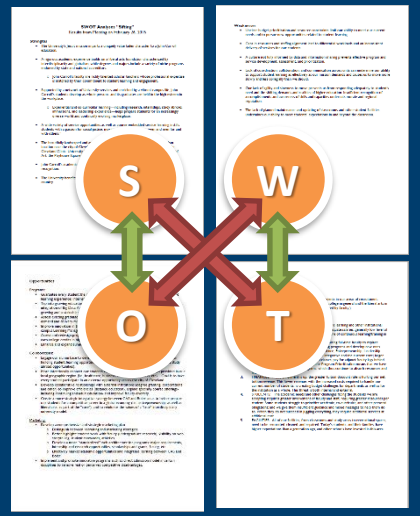
Objective 1: Ensure the vitality of the new integrative curriculum as the centerpiece of the student educational experience.	1.1. Realize the dynamism and innovation of the integrative curriculum;
Objective 2: Enhance our reputation and attract greater enrollment through signature curricular programs.	1.2. Invest in programs in Health, Business, and other outstanding and promising undergraduate academic programs, and investigate strategic pathways in five year and graduate education to achieve market distinction and greater net tuition revenue while supporting the University mission
Objective 3: Intensify our commitment to global learning and citizenship.	1.3. Build on the University's strength in global learning;
Objective 4: Ensure that all students have at least one academic	1.5. As part of our model of student thriving, guarantee

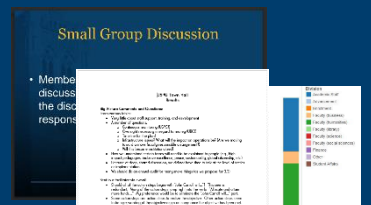
Looking Back: 2015-2016

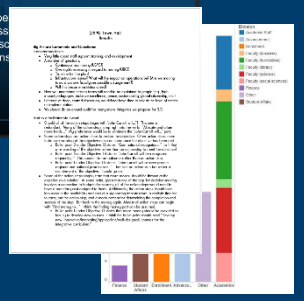


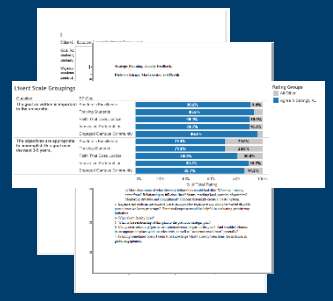












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Objective 3: Intensify our commitment to global learning citizenship.
Objective 4: Ensure that all students have at least one aca

USPG Meeting
Incorporating Feedback from September 17, 2015

Note 1: Based on feedback from several groups, I have: (1) incorporated the "global learning" piece into Objective 4 (it could be brought out more explicitly within that objective- will leave that to wordsmiths) and (2) removed the "integrate curricular and co-curricular" objective as it seems redundant and more appropriate to include with Goal 2, Objective 1. Alternatively we could remove Goal 2, Objective 1 and include its equivalent here.

Note 2: I've included examples of tactics in italics below. These are only examples. Some of them were previously listed as objectives, some are taken from previous iterations of the strategic plan, and some are just ideas to flesh out the intent of the objective.

Goal 1: Academic Excellence for Student Learning and Success

John Carroll University will achieve greater regional and national recognition as a leader in liberal education and be known for developing superior critical competencies through a challenging integrative core curriculum, innovative curricular programs, and cross-campus support for student learning. John Carroll will deepen its Jesuit commitment to caring for the individual student (cura personalis) by enhancing the academic, social/emotional, and spiritual support students need to realize their potential and achieve their goals. Goal One will be achieved through these objectives:

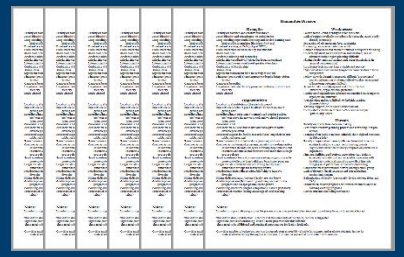
1. Realize the dynamism of the integrative curriculum.

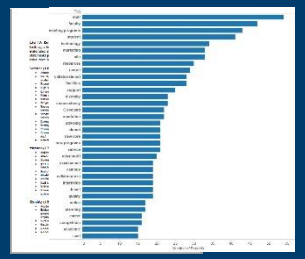
- *Fully implement the new integrative curriculum as the centerpiece of the liberal arts educational experience*
- *Increase faculty development opportunities for faculty working in the integrative curriculum*
- *Promote our integrative core through regional and national presentations*

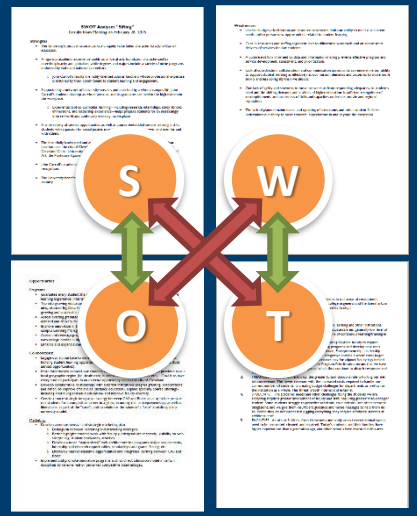
2. Invest in distinctive programs in business and the sciences and develop or enhance academic programs that will gain recognition, attract enrollment, or will benefit our region.

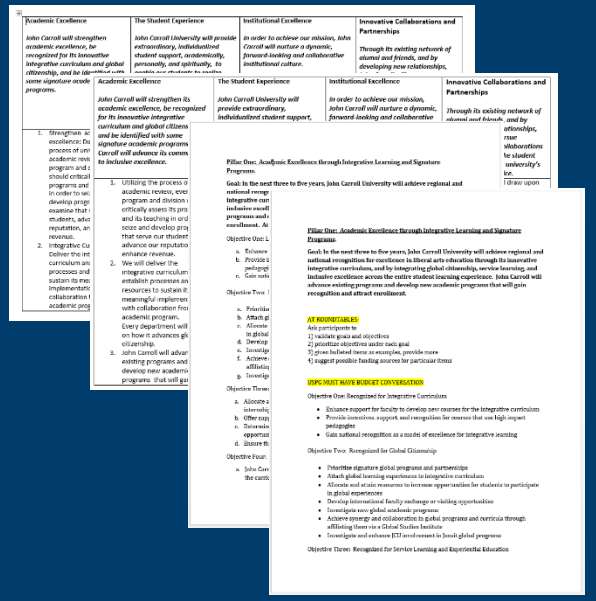
- *Utilize the process of academic program review to identify potential signature programs*
- *Pursue marketing initiatives that will improve our stature regionally and nationally*

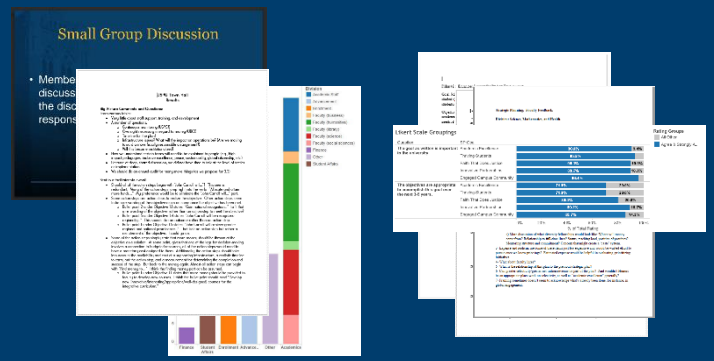
Looking Back: 2015-2016











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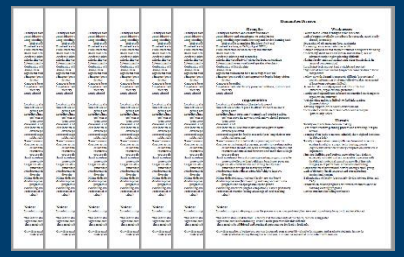
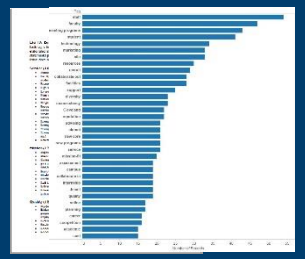
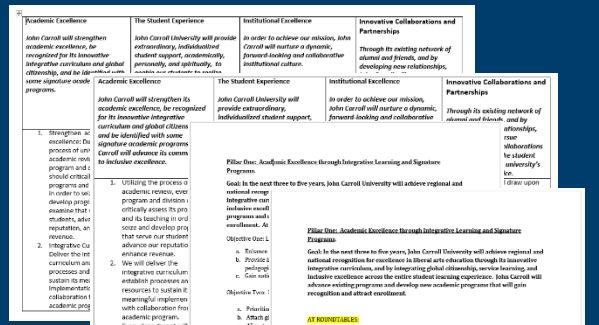
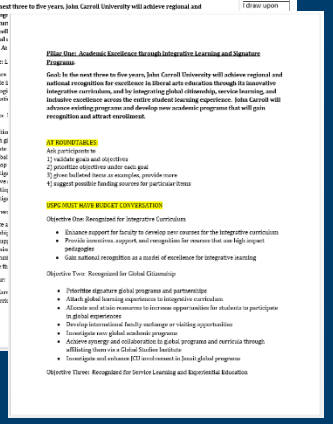
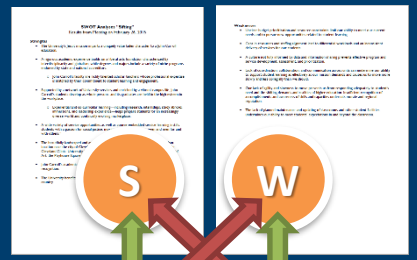
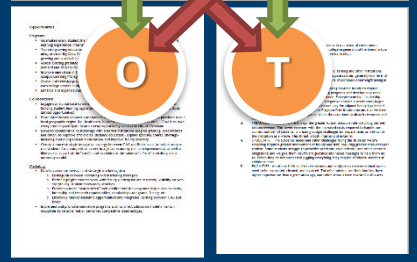


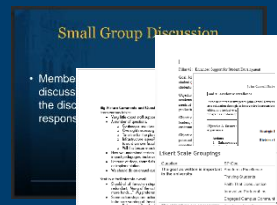


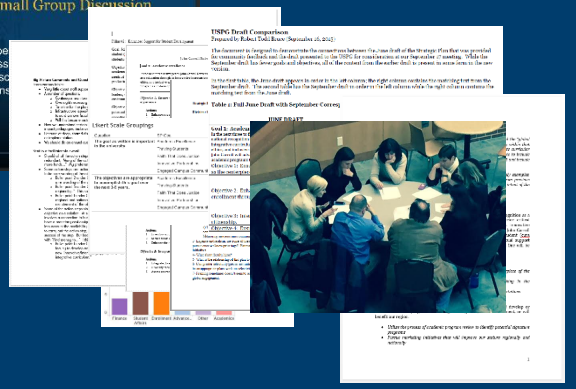










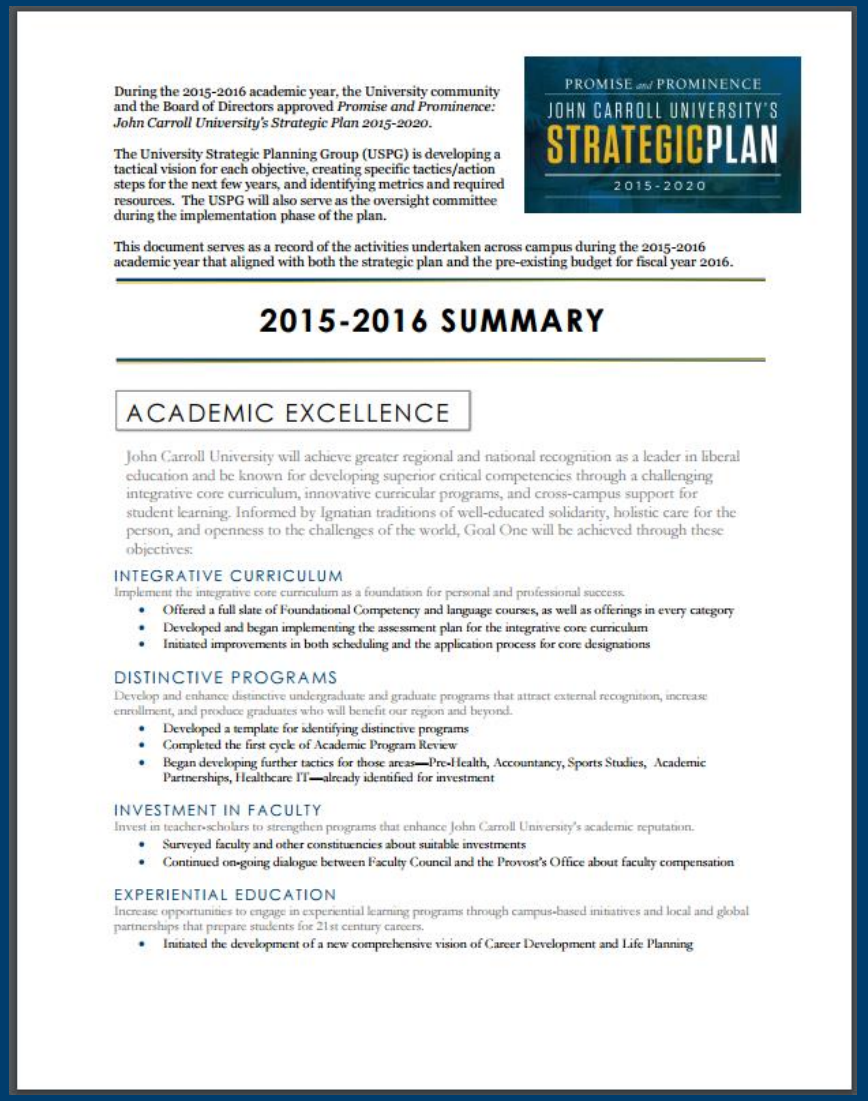


GOAL 1
ACADEMIC EXCELLENCE FOR STUDENT LEARNING AND SUCCESS

John Carroll University will achieve greater regional and national recognition as a leader in liberal education and be known for developing superior critical competencies through a challenging integrative core curriculum, innovative curricular programs, and cross-campus support for student learning. Informed by Ignatian traditions of well-educated solidarity, holistic care for the person, and openness to the challenges of the world, Goal One will be achieved through these objectives:

1. **Integrative Curriculum:** Implement the integrative core curriculum as a foundation for personal and professional success.
2. **Distinctive Programs:** Develop and enhance distinctive undergraduate and graduate programs that attract external recognition, increase enrollment, and produce graduates who will benefit our region and beyond.
3. **Investment in Faculty:** Invest in teacher-scholars to strengthen programs that enhance John Carroll University's academic reputation.
4. **Experiential Education:** Increase opportunities to engage in experiential learning programs through campus-based initiatives and local and global partnerships that prepare students for 21st century careers.
5. **Student Thriving:** Increase student engagement to improve student persistence, on- time degree completion, personal growth, and professional preparation and advancement.

Looking Back: 2015-2016



PROMISE and PROMINENCE
JOHN CARROLL UNIVERSITY'S
STRATEGICPLAN
2015-2020

During the 2015-2016 academic year, the University community and the Board of Directors approved *Promise and Prominence: John Carroll University's Strategic Plan 2015-2020.*

The University Strategic Planning Group (USPG) is developing a tactical vision for each objective, creating specific tactics/action steps for the next few years, and identifying metrics and required resources. The USPG will also serve as the oversight committee during the implementation phase of the plan.

This document serves as a record of the activities undertaken across campus during the 2015-2016 academic year that aligned with both the strategic plan and the pre-existing budget for fiscal year 2016.

2015-2016 SUMMARY

ACADEMIC EXCELLENCE

John Carroll University will achieve greater regional and national recognition as a leader in liberal education and be known for developing superior critical competencies through a challenging integrative core curriculum, innovative curricular programs, and cross-campus support for student learning. Informed by Ignatian traditions of well-educated solidarity, holistic care for the person, and openness to the challenges of the world, Goal One will be achieved through these objectives:

INTEGRATIVE CURRICULUM

Implement the integrative core curriculum as a foundation for personal and professional success.

- Offered a full slate of Foundational Competency and language courses, as well as offerings in every category
- Developed and began implementing the assessment plan for the integrative core curriculum
- Initiated improvements in both scheduling and the application process for core designations

DISTINCTIVE PROGRAMS

Develop and enhance distinctive undergraduate and graduate programs that attract external recognition, increase enrollment, and produce graduates who will benefit our region and beyond.

- Developed a template for identifying distinctive programs
- Completed the first cycle of Academic Program Review
- Began developing further tactics for those areas—Pre-Health, Accountancy, Sports Studies, Academic Partnerships, Healthcare IT—already identified for investment

INVESTMENT IN FACULTY

Invest in teacher-scholars to strengthen programs that enhance John Carroll University's academic reputation.

- Surveyed faculty and other constituencies about suitable investments
- Continued on-going dialogue between Faculty Council and the Provost's Office about faculty compensation

EXPERIENTIAL EDUCATION

Increase opportunities to engage in experiential learning programs through campus-based initiatives and local and global partnerships that prepare students for 21st century careers.

- Initiated the development of a new comprehensive vision of Career Development and Life Planning

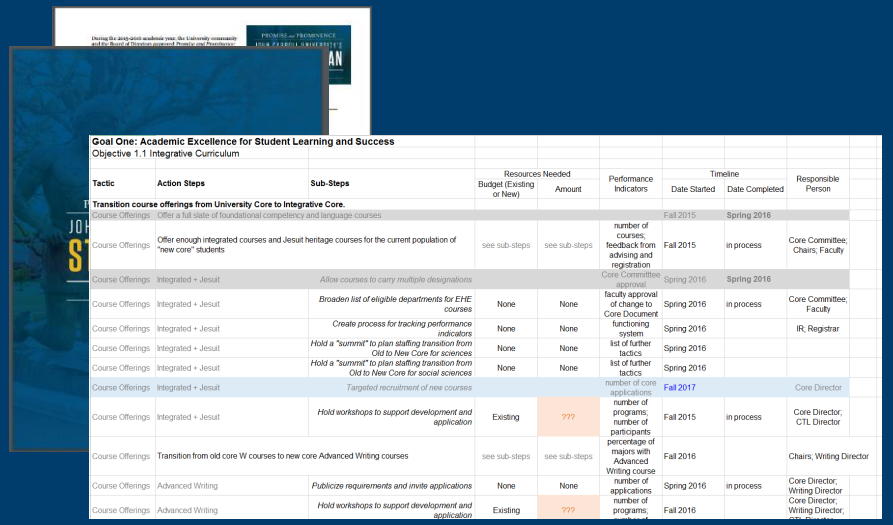
Looking Back: 2015-2016

Goal One: Academic Excellence for Student Learning and Success

Objective 1.1 Integrative Curriculum

Tactic	Action Steps	Sub-Steps	Resources Needed		Performance Indicators	Timeline		Responsible Person
			Budget (Existing or New)	Amount		Date Started	Date Completed	
Transition course offerings from University Core to Integrative Core.								
Course Offerings	Offer a full slate of foundational competency and language courses					Fall 2015	**Spring 2016**	
Course Offerings	Offer enough integrated courses and Jesuit heritage courses for the current population of "new core" students		see sub-steps	see sub-steps	number of courses; feedback from advising and registration	Fall 2015	in process	Core Committee; Chairs; Faculty
Course Offerings	Integrated + Jesuit	*Allow courses to carry multiple designations*			Core Committee approval	Spring 2016	**Spring 2016**	
Course Offerings	Integrated + Jesuit	*Broaden list of eligible departments for EHE courses*	None	None	faculty approval of change to Core Document	Spring 2016	in process	Core Committee; Faculty
Course Offerings	Integrated + Jesuit	*Create process for tracking performance indicators*	None	None	functioning system	Spring 2016		IR; Registrar
Course Offerings	Integrated + Jesuit	*Hold a "summit" to plan staffing transition from Old to New Core for sciences*	None	None	list of further tactics	Spring 2016		
Course Offerings	Integrated + Jesuit	*Hold a "summit" to plan staffing transition from Old to New Core for social sciences*	None	None	list of further tactics	Spring 2016		
Course Offerings	Integrated + Jesuit	*Targeted recruitment of new courses*			number of core applications	Fall 2017		Core Director
Course Offerings	Integrated + Jesuit	*Hold workshops to support development and application*	Existing	???	number of programs; number of participants	Fall 2015	in process	Core Director; CTL Director
Course Offerings	Transition from old core W courses to new core Advanced Writing courses		see sub-steps	see sub-steps	percentage of majors with Advanced Writing course	Fall 2016		Chairs; Writing Director
Course Offerings	Advanced Writing	*Publicize requirements and invite applications*	None	None	number of applications	Spring 2016	in process	Core Director; Writing Director
Course Offerings	Advanced Writing	*Hold workshops to support development and application*	Existing	???	number of programs;	Fall 2016		Core Director; Writing Director;

Looking Back: 2015-2016



Goal One: Academic Excellence for Student Learning and Success
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USPG Tactic Prioritization

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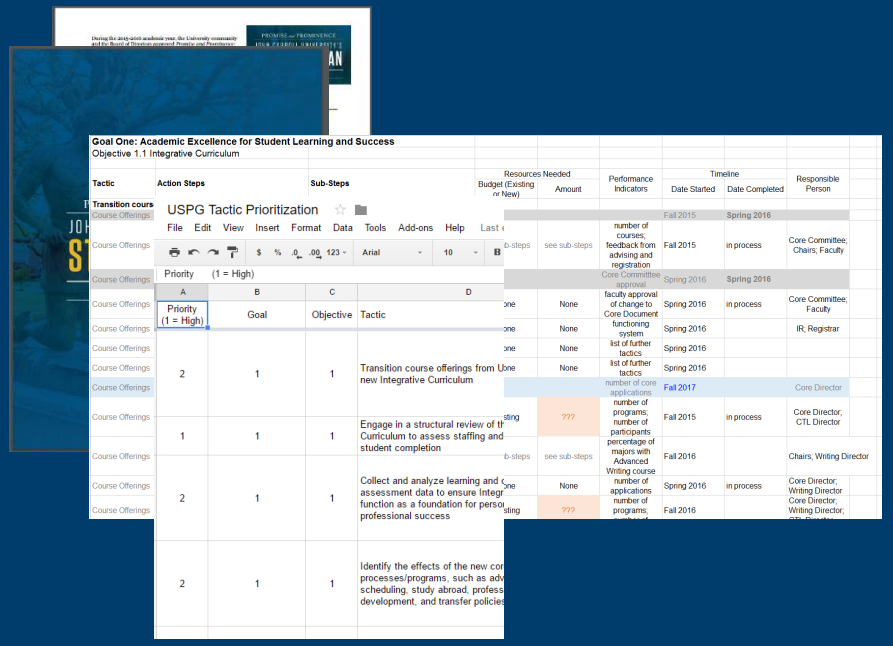
Priority (1 = High)

A	B	C	D
Priority (1 = High)	Goal	Objective	Tactic
2	1	1	Transition course offerings from U new Integrative Curriculum
1	1	1	Engage in a structural review of th Curriculum to assess staffing and student completion
2	1	1	Collect and analyze learning and assessment data to ensure Integr function as a foundation for perso professional success
2	1	1	Identify the effects of the new cor processes/programs, such as adv scheduling, study abroad, profess development, and transfer policies

Looking Back: 2015-2016



Goal One: Academic Excellence for Student Learning and Success

Objective 1.1 Integrative Curriculum

USPG Tactic Prioritization

Priority (1 = High)	Goal	Objective	Tactic
2	1	1	Transition course offerings from Core to new Integrative Curriculum
1	1	1	Engage in a structural review of the Curriculum to assess staffing and student completion
2	1	1	Collect and analyze learning and assessment data to ensure Integrative function as a foundation for personal professional success
2	1	1	Identify the effects of the new core processes/programs, such as advising, scheduling, study abroad, professional development, and transfer policies

ACADEMIC EXCELLENCE for Student Learning & Success

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INVESTMENT IN FACULTY

Invest in teacher-scholars to strengthen programs that enhance John Carroll University's academic reputation.

EXPERIENTIAL EDUCATION

Increase opportunities to engage in experiential learning programs through campus-based initiatives and local and global partnerships that prepare students for 21st century careers.

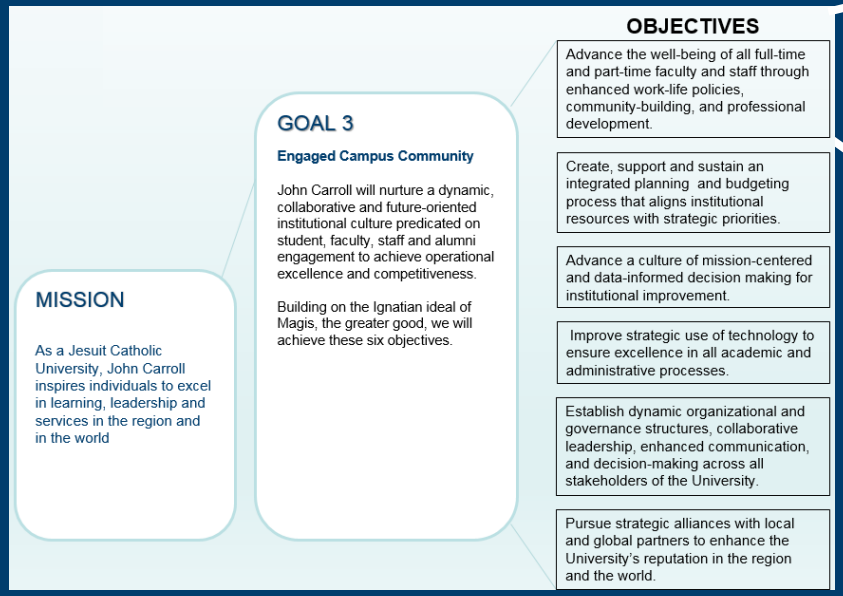
STUDENT THRIVING

Increase student engagement to improve student persistence, on-time degree completion, personal growth, and professional preparation and advancement.

2016-2017 TACTICS

- Collect and analyze learning and outcomes assessment data to ensure core's function as foundation for personal and professional success
- Engage in a structural review of the integrative curriculum to assess staffing and to ensure student completion
- Transition course offerings from University Core to new integrative curriculum
- Identify the effects of the new core on other processes/ programs, such as advising, scheduling, study abroad, professional development, and transfer policies.
- Identify existing distinctive programs through Academic Program Review and the use of the template for distinctive programs
- Create new programs aligned with the template for distinctive programs
- Develop plans for internal communication, marketing, enrollment, and advancement for distinctive programs
- Provide support for distinctive programs through prioritization and increased operational efficiencies
- Identify and prioritize suitable investment through an open, collaborative process
- Create a schedule for the implementation of identified investments
- Continue on-going campus initiatives that support full-time and part-time faculty and strengthen programs
- Develop and implement a new comprehensive vision of Career Development and Life Planning
- Develop four-year pathways for experiential activities
- Develop a clear, collaborative and centralized approach to internships
- Establish and promote an experiential transcript for co-curricular work
- Enhance programs which support academic thriving, including the Learning Commons, Advising, and Services for Students with Disabilities
- Build capacity for psychological, emotional, spiritual, and financial thriving via support for the whole person
- Extend thriving initiatives to the entire student body, including graduate and transfer students & students from diverse backgrounds

Looking Back: 2016-2017

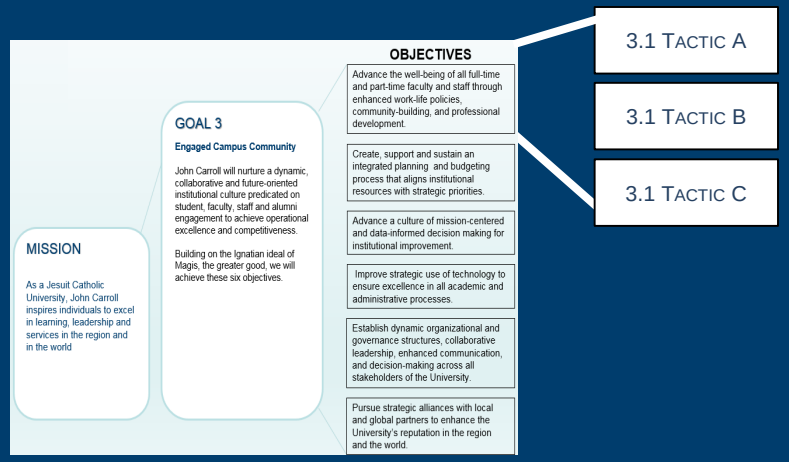


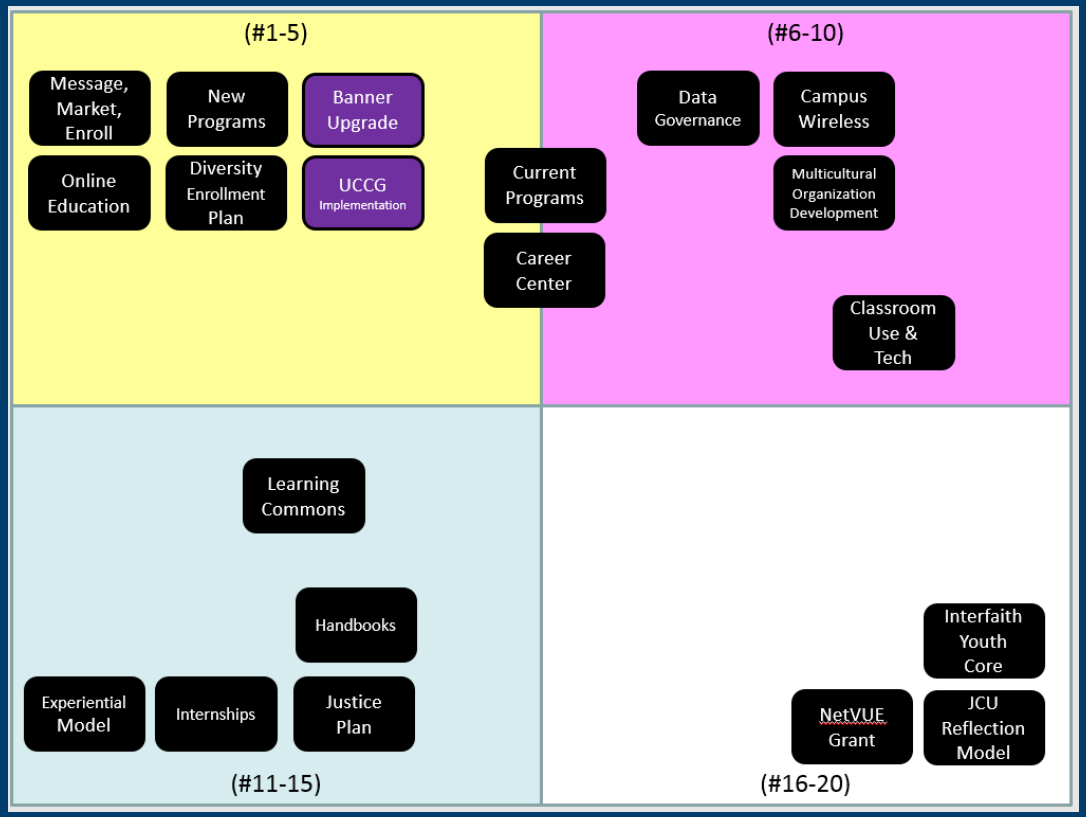
3.1 TACTIC A

3.1 TACTIC B

3.1 TACTIC C

Looking Back: 2016-2017





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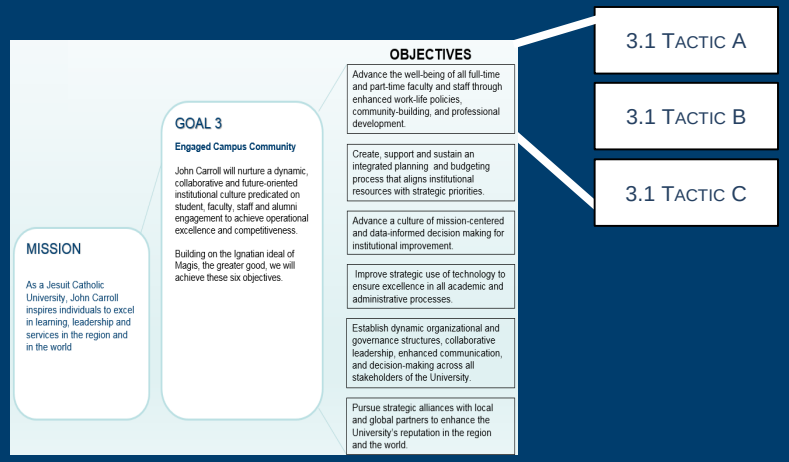

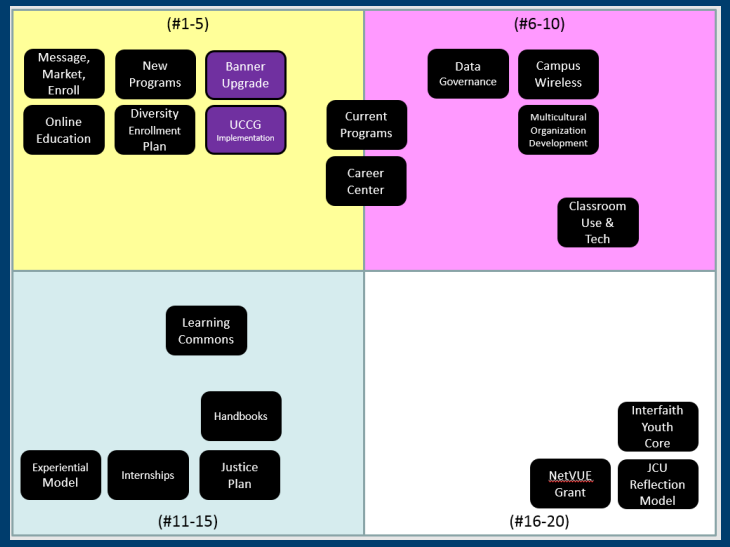

Tactical Initiatives: Critical

Tactical Initiatives	2018 Budget	Additional	Total
Message, market, and enroll for **distinctive programs** [includes website].	$0.0	$320.0	$320.0
Incentivize, explore, and implement innovative ideas for **new programs** with a potential for distinction that align with emerging academic master plan.	$0.0	TBD	TBD
Develop and implement the academic **strategic enrollment plan** aligned with the academic master plan, including a robust diversity enrollment plan, BSOB + CAS Academic plans.	$0.0	$80.0	$80.0
Upgrade Banner 8 to Banner 9 [includes identity management].	$443.0	$0.0	$443.0
Invest in and support **online** course and program development.	$0.0	$75.0	$75.0
Implement the model of institutional governance recommended by **UCCG**.	$0.0	TBD	TBD

NOTE: Amounts reported are thousands of dollars

Looking Back: 2016-2017

ACADEMIC EXCELLENCE for Student Learning & Success

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STUDENT THRIVING

Increase student engagement to improve student persistence, on-time degree completion, personal growth, and professional preparation and advancement.

2017-2018 TACTICS

- Ensure student completion by assessing impact on orientation, advising, scheduling, study abroad, and transfer, and, as necessary, proposing policy solutions
- Collect and analyze learning and outcomes assessment data to ensure core's function as foundation for personal and professional success
- Complete transition of course offerings from University Core to integrative core

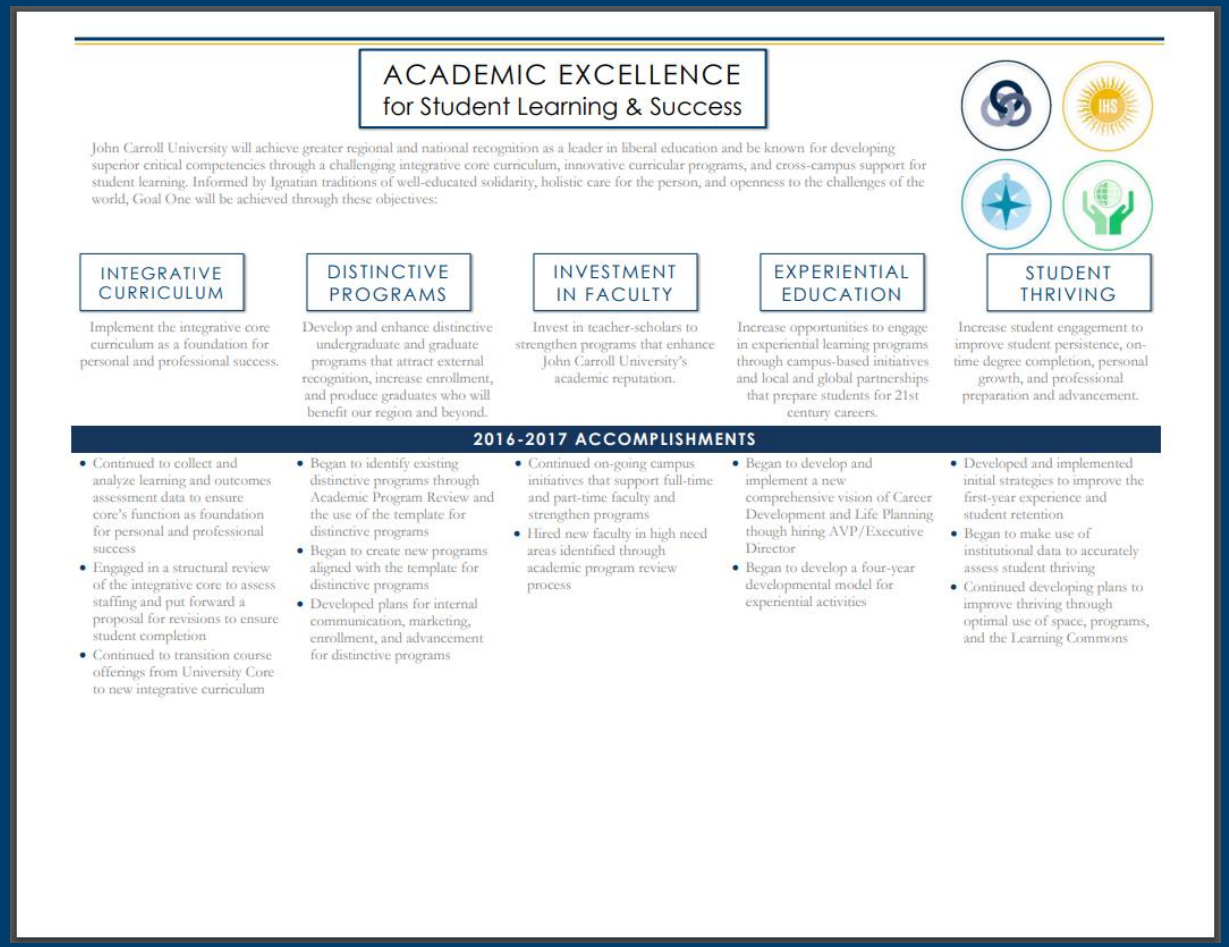
- Use continuous improvement processes to identify current distinctive programs and move other programs toward distinction
- Message, market, and enroll for distinctive programs
- Incentivize, explore, and implement innovative ideas for new programs with a potential for distinction

- Support the redesign of the faculty self-evaluation process in order to align its inherent incentive structure with the strategic plan
- Audit existing investments in full- and part-time faculty as teacher-scholars to determine alignment of current investments with strategic plan
- Implement investments identified through an open, collaborative process

- Develop a four-year developmental model that engages students in significant experiential activities focused on intellect, character, leadership, and service
- Develop an institution-wide, clear, collaborative, and integrative approach to internships and career-related internships
- Implement a new comprehensive vision of career development and life planning

- Ensure that thriving efforts support special populations (graduate students, transfer students, international students, first-generation students, and students from diverse backgrounds)
- Developed and implement strategies to improve the first-year experience and student retention
- Improve thriving through optimal use of space, programs, and the Learning Commons
- Make use of institutional data to accurately assess student thriving

Looking Back: 2016-2017



Lessons Learned

- Tactics are more likely to be completed if they belong to a single person and are part of that person's primary job responsibilities.
- We need better two-way communication between USPG and persons implementing tactics with clear deadlines announced in advance for monitoring and assistance purposes and mechanisms to report up work happening across the institution.
- We need specific, measurable tactics with defined metrics.

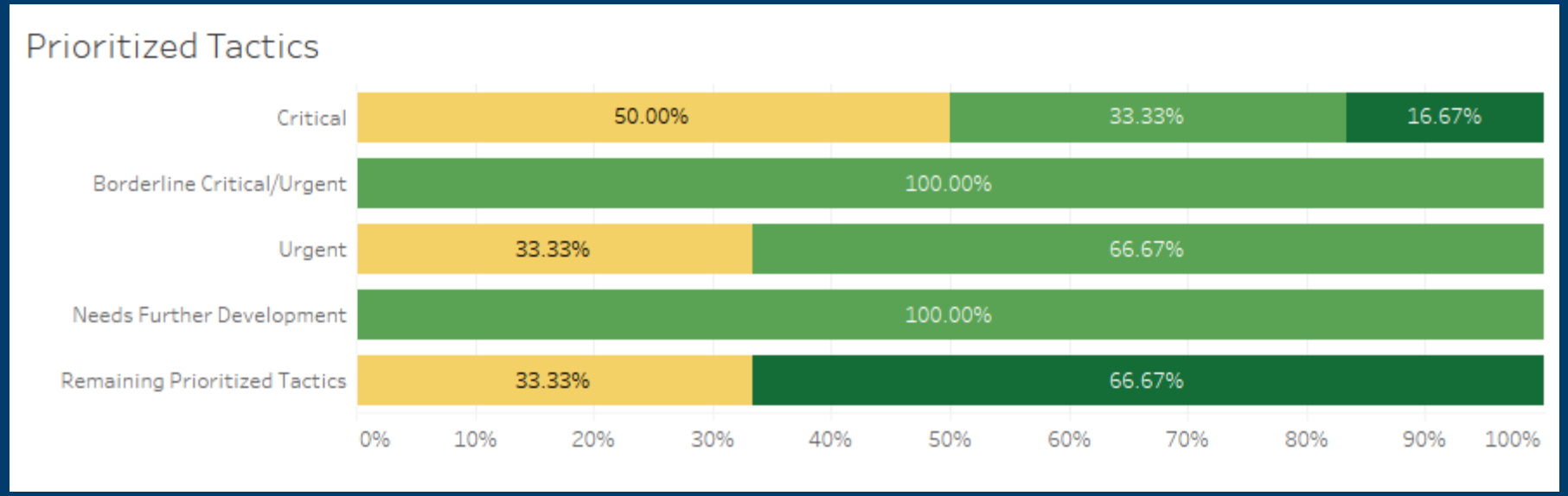
Monitoring 2017-2018 Tactics

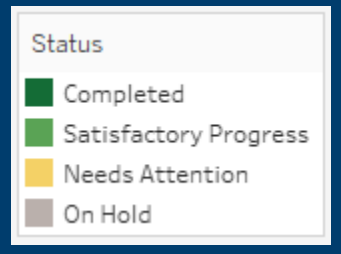
STRATEGIC PLAN
Fall 2017 Monitoring Update

SAMPLE

TACTIC	STATUS	WORK COMPLETED	WORK REMAINING
1.1 Complete transition of course offerings from University Core to integrative core.	**SATISFACTORY PROGRESS**	• 82% of majors have identified AW, OP, and capstone courses • # of linked courses have been developed • All other categories offering enough courses.	• Ensure all majors have identified AW, OP, and capstone for all students • Develop # more linked courses • Develop plan for attrition of course offerings.
	NEEDS ATTENTION	•	•
3.5 Initiate HLC Task Force for 2019 comprehensive visit.	**COMPLETED**	• Team membership finalized summer 2017 • First met in September 2017	**NEXT STEPS:** • Create outline of narrative and list of evidence
	ON HOLD/ ABANDONED	•	•

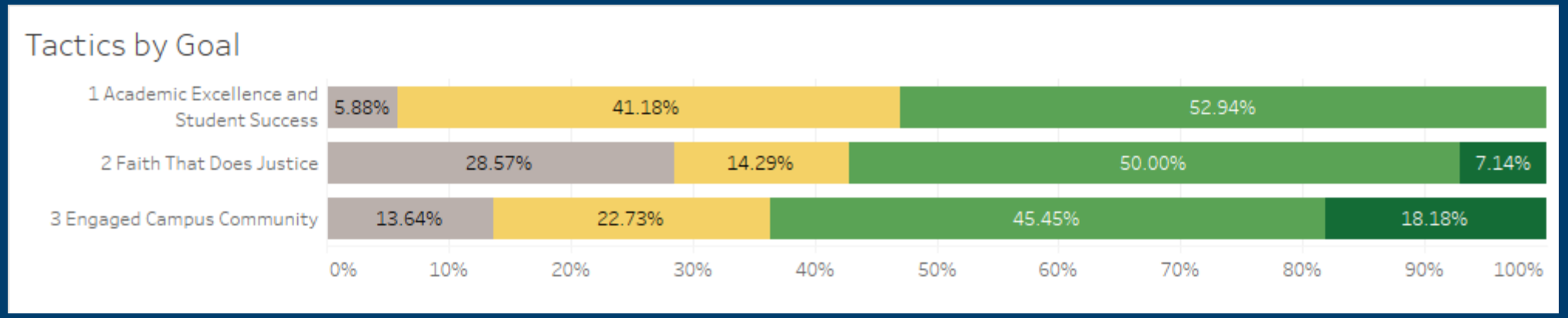
Monitoring 2017-2018 Tactics

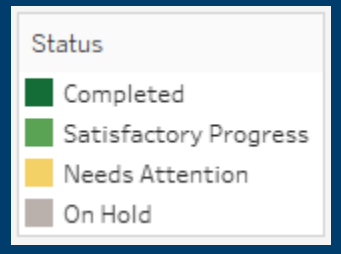




Final Monitoring Report

Monitoring 2017-2018 Tactics





Final Monitoring Report

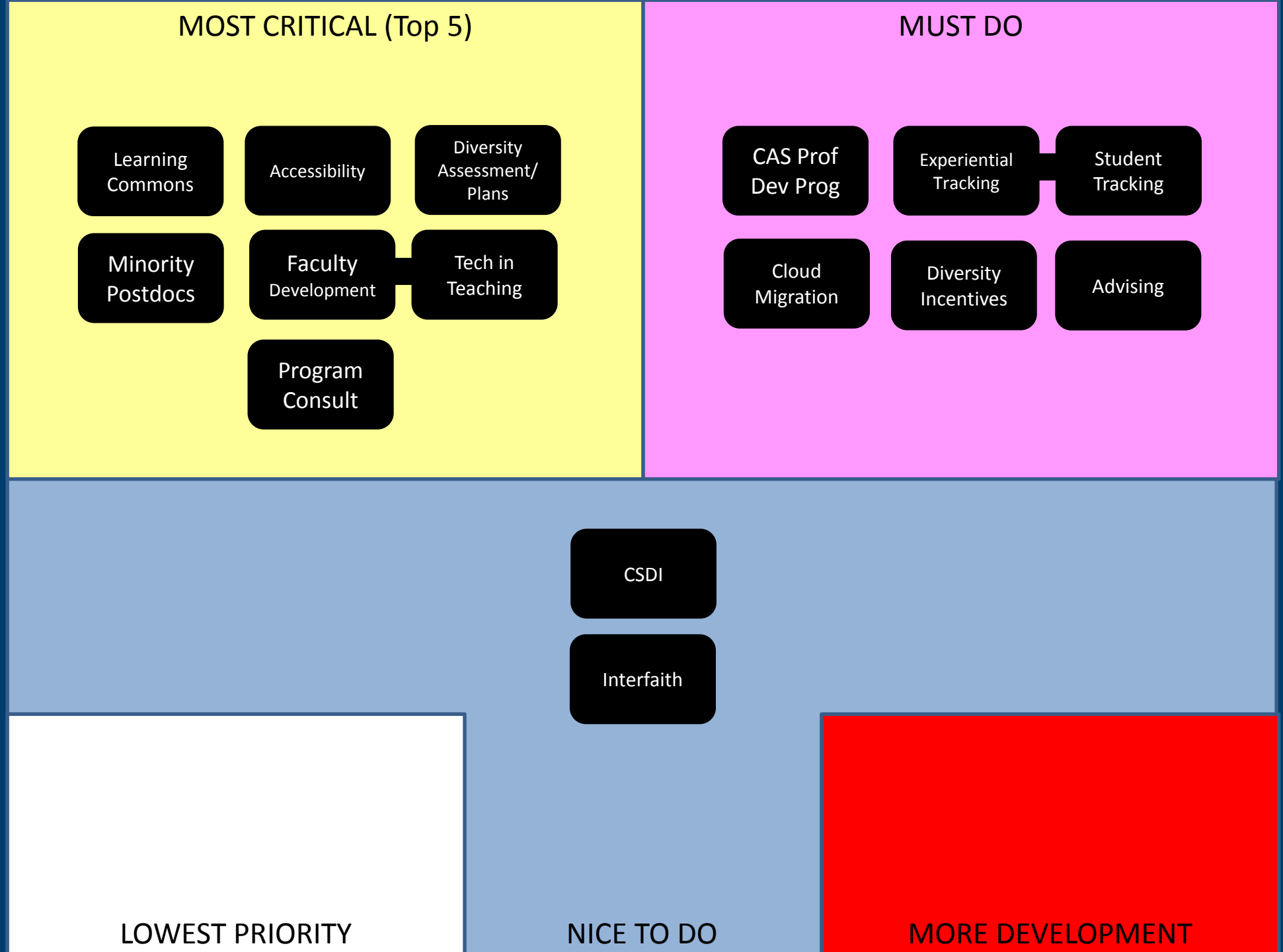
Monitoring 2017-2018 Tactics

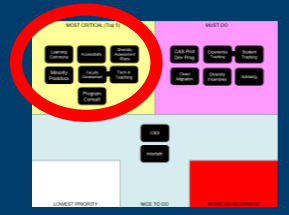
- Spending has been pretty close to last year's projections.
- Final report of budget numbers will be part of USPG Annual Report (posted in May).

Establishing 2018-2019 Tactics

TACTIC	WHO WILL DO THE WORK?	WHO IS THE SPECIFIC RESPONSIBLE PERSON?	ESTIMATED COST (IF AVAILABLE)	WILL THIS REQUIRE REALLOCATION OF FUNDS or NEW FUNDS (and if new, one-time or on-going)?	WHAT IS THE TIMELINE?	HOW WILL WE KNOW THIS TACTIC IS SUCCESSFUL?	NOTES

2018-2019 Tactics

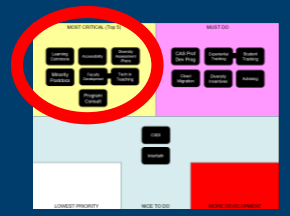

MOST CRITICAL (Top 5)
Learning Commons
Accessibility
Diversity Assessment/ Plans
Minority Postdocs
Faculty Development
Tech in Teaching
Program Consult
MUST DO
CAS Prof Dev Prog
Experiential Tracking
Student Tracking
Cloud Migration
Diversity Incentives
Advising
CSDI
Interfaith
LOWEST PRIORITY
NICE TO DO
MORE DEVELOPMENT



Tactical Initiatives: CRITICAL (1 OF 2)

Tactical Initiatives	Cost	Responsible VP
Magis Learning Commons: pre-construction plans, plan staffing	$3,000.0 to $5,000.0	President, Provost, VP Advancement, CFO
Engage in **market analysis** to identify and develop programs that expand undergraduate and graduate enrollment.	$50.0 to $75.0	Provost, VP Marketing
Expand **technology-assisted instruction**.	$60.0	Provost, ITS
Improve the sustainability of the **minority post-doctoral program** and improve its ability to serve as a pipeline into tenure-track positions at JCU and at other institutions	$0.0	Provost

NOTE: Amounts reported are thousands of dollars



Tactical Initiatives: CRITICAL (2 OF 2)

Tactical Initiatives	Cost	Responsible VP
Increase **testing space** for students registered with Student Accessibility Services	$30.0	CFO
Improve campus infrastructure around **accessibility** and changing student needs	$60.0 by reallocation	Provost, CFO
Allocate funding for campus-wide **diversity assessment** and inventory; climate survey; and/or departmental consultation or guidance. Specific expenditure to be determined this spring as tactics are prioritized. Fund the development of **divisional programs** dealing proactively with diversity, equity, and inclusion and race relations	$20.0	VP Mission

NOTE: Amounts reported are thousands of dollars

Tactical Initiatives: MUST DO

Tactical Initiatives	Cost	Responsible VP
Establish a pilot competitive program to fund for **post-tenure research** to attain promotion.	$25.0	Provost
Develop and expand the **CAS Professional Development Program.**	$10.0	Provost
Prepare for implementation of **student tracking software**	$28.0/year over 3 years	Provost, VP Student Affairs, ITS
Pilot moving a portion of the ITS production servers into a cloud based service by implementing disaster recovery / business continuity required services in a **cloud environment**.	$100.0	CFO

NOTE: Amounts reported are thousands of dollars

Tactical Initiatives: NICE TO DO

Tactical Initiatives	Cost	Responsible VP
Create a diversity fellowship program to support the **Center for Student Diversity and Inclusion.**	$50.0	VP Student Affairs
Develop communication campaign around two leadership practices for **interfaith** excellence; hire an interfaith student intern to lead communication efforts; develop collaborative interfaith workshop	$6.5	VP Mission

NOTE: Amounts reported are thousands of dollars

Reminder!

- All materials are available for review on the website.
- Annual Report will be posted in May.

sites.jcu.edu/committee
USPG
Meeting Materials and Minutes

Looking Forward

- Communicating 18/19 Tactics
- Monitoring 18/19 Tactics
- Developing, Prioritizing, and Budgeting 19/20 Tactics

- Begin work with President to define the process for developing a 2020 Plan

QUESTIONS ?

John Carroll UNIVERSITY