



SEEKING THE MAGIS

ACADEMIC PLAN

2012-2015



Seeking the Magis **Academic Plan 2012-2015**

Introduction and Vision

Inspired by the Jesuit aspiration to find God in all things, especially in the development of our students as whole human beings, Saint Joseph's University will build on the tradition of the liberal arts through implementation of the new General Education Program, strengthen competitive programs in all divisions across both undergraduate and graduate curricula, expand its programmatic offerings characterized by interdisciplinary inquiry and experiential learning, and deepen its commitment to sustainability, ethics, service and diversity in the curriculum. The growth and development of the full-time faculty will be commensurate with programmatic goals, as well as modest growth in the undergraduate and graduate student body.

Improving academic quality and enhancing a transformative student experience will be strategic priorities to be pursued with discipline and creativity for at least the next decade. Incorporated into this Academic Plan are goals that will enable Saint Joseph's to fulfill the *Plan 2020* Academic Distinction initiative and thereby deliver an excellent and decidedly Jesuit education leading to transformed lives pursued in the service of God and the common good.

Strategic Priorities and Goals

- I. Academic Excellence
- II. Excellent Teaching and Enhanced Scholarship
- III. Transformative Student Experience
- IV. Curricular Innovation/Interdisciplinary Directions/New Schools
- V. Leading from Mission: Sustainability, Ethics, Service and Diversity
- VI. Scholarships and Endowment

I. Academic Excellence:

A Saint Joseph's undergraduate education includes a rich and integrated core curriculum in the liberal arts, which is complemented by in-depth study in majors and minors and experiential learning. At the graduate level, Saint Joseph's offers ethically informed, academically challenging professional degrees that lay the foundation for professional success, moral leadership and service in one's profession and community. Institutes and Centers highlight academic excellence and provide important vehicles to impact the community through the

knowledge and skill that the University nurtures and promotes. *To enhance academic excellence Saint Joseph's will:*

A. Strengthen Academic Programs of Exceptional Quality that will ensure our competitive strength in five areas (Business, Education, Humanities, Math/Natural Sciences, and Social Sciences). Saint Joseph's reputation and competitive position depends on these programs growing their regional and national reputations as programs to be sought out for high intrinsic quality and compelling results. These programs are characterized by the following criteria: success at drawing talented students for both undergraduate and graduate study, innovative and challenging curricula, excellence in teaching and advising, high quality scholarship throughout the department, consistent placement of students in both exceptional internships and meaningful jobs and acceptance in top tier graduate and professional schools. First priority will be given to strengthening the following current programs of exceptional quality to ensure ongoing excellence:

Business	Food Marketing, Accounting and Finance: BS/MS/MA
Humanities	English/Writing Studies: BA/MA
Sciences/Math	Biology: BS/MS/Pre-Med
Social Sciences	Psychology: BS/MS
Education	Special Education: BS/MS

B. Nurture Future Programs of Exceptional Quality that will build on and continue to grow Saint Joseph's reputation for exceptional educational quality. Programs that commit to ongoing improvement of curricula, excellent teaching and advising, sustained high quality scholarship throughout the department, enhanced enrollments and successful placement in experiential learning sites, graduate studies and career opportunities will be supported and advanced.

C. Fully implement the General Education Program: The foundation of undergraduate education is the General Education Program. Providing an excellent experience, particularly in the Signature Core, is essential to the academic identity and quality of SJU.

- Provide minimum of 75% full-time faculty coverage in signature core by 2015.
- Increase the number of GEP science labs to four by 2015
- Provide sufficient (60-65) sections of First Year Seminars each year
- Support course development and faculty hiring for overlay areas in ethics, diversity, globalization, non-western, and writing-intensive courses to offer sufficient sections by 2016.

D. Strengthen the Academic Quality and Competitiveness of CAS Grad, Grad HSB and PLS. Part-time, adult education at both the undergraduate and graduate levels has been part of Saint Joseph's University's mission for decades. In the upcoming

years, part-time adult education will need to improve its competitive position by continuing to offer programs both online and on campus with very high standards of academic quality, professional focus and ethical commitment.

1. Graduate Arts and Sciences

- Grow Graduate CAS credit hours by 3% per year for FY13-FY15
- Achieve at least 35% course coverage by full-time faculty (visiting or tenure track) in all graduate CAS programs.
- Establish learning goals for the program as a whole and identify which goals will be measured each year and by what mechanism(s).
- Ensure that at least one of the learning goals should explicitly address the topic of ethics in a way that is appropriate to the program/discipline.
- Initiate a discussion regarding academic rigor at the graduate level in CAS. Identify areas of weakness and create a plan to address these.
- Create a data driven strategy for retention analysis and substantive programs to address areas of weak retention within graduate CAS (for on-campus students).
- Create a strategic plan for online learning in graduate CAS that specifically addresses:
 - SJU infrastructure and technical support for online programs
 - Appropriate size/growth of programs tied to resource allocation
 - Provision of student support services (learning resource center, writing center, career development, etc) for online students to address problems of academic success and student retention
 - Viability/desirability of ongoing partnership with Deltak vs. managing online programs in-house.

2. Graduate Business

- Grow Graduate HSB and Executive Education credit hours at 3% per year for FY 13-15.
- Add faculty lines needed to support additional growth and meet AACSB coverage ratios
- Increase scholarships/financial aid for grad students as companies continue to cut back on tuition benefits
- Support the growth of international student enrollments in Grad HSB by developing a strategy and more dedicated resources to recruit and support international students once they enroll (e.g., academic support, intellectual property, class participation, housing advice, etc)
- Increase marketing efforts to grow graduate programs and to increase share of voice in region
- Add an online option for the Executive MS in Food Marketing

3. Professional and Liberal Studies

- Grow credit hours in PLS by 5% per year for FY13-15.
- Complete the transition to the new General Education Program by fall 2013
- Implement new programs and delivery formats that align with mission and meet changing needs of adult students.
- Develop and implement an Adult Student Seminar that fosters an understanding of the adult student's role in the learning/teaching process at SJU and provide a connection between adult and Jesuit education.
- Expand existing PLS Advisory Board to identify, promote and support initiatives that ensure accessible quality education.
- Expand Dual Admit Partnerships with local community colleges to generate greater number of direct transfer enrollments.
- Secure increase in scholarship funding to support launch of transfer partnership scholarship for community college graduates entering PLS for degree completion.
- Expand and continue initiatives of community outreach such as Mayor Nutter's Return to Learn Partnership Program which includes a tuition discount agreement.
- Extend opportunity for career enhancement and lifelong learning to corporations within regional community; i.e., onsite degree completion program at Independence Blue Cross and Main Line Health for launching in fall 2011.
- Support continued growth of PLS online degree completion program to expand into non-typical SJU regions.
- Expand technology to ensure the attainment of strategic and operational goals in recruitment, retention and the teaching/learning experience.

E. Strengthen Key Institutes and Centers of Excellence to expand Saint Joseph's reach outside the University and enhance its reputation. Enhance support for and effectiveness of each priority institute for FY13-15 by increasing fundraising, hiring faculty to support the disciplines contributing to each Center or Institute and expanding programming in each institute. For subsequent three-year planning cycles, identify and plan for critical improvements of other existing institutes and/or establish new institutes that promote effective expansion and application of the University's demonstrated expertise.

Priority Institutes and Centers FY13-15

1. Kinney Center for Autism Education and Support

- Initiate ASPIRE – "Asperger's Support through Peers in Reaching Education" that will use and expand current support of students with Asperger's Syndrome to attend SJU

- Recruit students to choose Saint Joseph's University as their higher education institution, based on the concept that they will gain hands-on experience in the autism field
- Leverage recognition as a member of Association for Behavior Analysis International to provide excellent educational opportunities for students interested in working in the field of autism.
- Create autism Minor with BCaBA Certification and begin to offer coursework that leads to BCaBA Certification.
- Develop online training programs for families and professionals seeking more information on autism using applied behavior analysis.
- Offer career development programs for students with an interest in ABA, autism, and special needs careers.
- Build and maintain relationships with organizations to help students better secure jobs upon graduation

2. Academy of Risk Management and Insurance

Enhance the Academy of Risk Management and Insurance by engaging in corporate outreach, establishing a journal and through active fundraising.

- Create and deliver high quality academic programs
- Create and deliver high quality professional programs
- Create strong relationships with the insurance and financial services industries
- Produce strong fundraising results
- Develop a successful track record of job placements, co-op experiences, and internships
- Grow undergraduate enrollment
- Grow graduate enrollment
- Increase regional awareness of ARMI
- Increase national awareness of ARMI

3. Faith-Justice Institute

- Expand Service-Learning Program from 550 to 800 student participants per year.
- Establish a Faith-Justice Studies major and Peace Studies minor.
- Achieve recognition of community-engaged scholarship in the Faculty Handbook as a primary indicator of scholarly activity in the rank and tenure process.
- Expand programming and accessibility to immersion programs for students, faculty and staff.
- Create opportunities for Faculty and student fellowships within the Institute.

4. Other University Institutes and Centers

- Pedro Arrupe Center for Business Ethics

- Center for Food Marketing
- Academy of Food Marketing
- Institute for Consumer Research
- Richard Johnson Center for Anti-Violence
- Catholic Bioethics Institute
- Institute for Jewish-Catholic Relations
- Educational Leadership Institute
- Center for Catholic Urban Education
- Early Responders Distance Learning Center

5. Institutes Under Consideration

- Institute for Environmental Stewardship -TBD
- Institute for Catholic Social Ethics -TBD
- Institute for Early Childhood Development -TBD
- Center for Family Business and Entrepreneurship – TBD
- Center for Business Intelligence-TBD

F. Honors Program continues to challenge students in CAS and HSB to seek the best general education in the liberal arts that the University has to offer. From exciting and interdisciplinary courses to directed research in the senior year, Honors students seek a richer academic grounding in the life of the mind.

- Enhance the Jesuit/Catholic vision and emphasis on ethics in Honors.
- Introduce first year seminar and capstone experience in Honors.
- Host the AJCU (Association of Jesuit Colleges and Universities in the United States) Honors conference on the Saint Joseph’s University campus in 2013.
- Support/encourage Honors students engaged in exceptionally high quality research to present their research at the annual SJU Celebration of Student Achievement event and at regional and national scholarly conferences in their disciplines.
- Establish an online Honors Program Journal.

G. Academic and Professional Accreditation and Recognition-The University is committed to ongoing accreditation through Middle States, AACSCB, and the Pennsylvania Department of Education and seeks future recognition for excellence through NCATE and ABET in education and computer science, respectively. Moreover, we are proud of the recognition of Phi Beta Kappa for excellence in the liberal arts and we remain committed to upholding the standards of excellence in those fields.

- Maintain Accreditation by Middle States Commission on Higher Education in 2013.
- Maintain Pennsylvania Department of Education Accreditation.

- Maintain AACSB accreditation for HSB and the Department of Accounting.
- Review standards for Phi Beta Kappa chapter recognition to ensure quality of liberal arts at SJU.
- Achieve NCATE or other national accreditation for the Education departments.
- Achieve ABET accreditation for the Computer Science programs

II. Excellent Teaching & Enhanced Scholarship:

A. Teaching: At Saint Joseph's, we affirm the preeminence of excellent teaching and the importance of scholarly productivity in the fulfillment of our educational mission. With careful attention to the many facets of the individual student (*cura personalis*), we emphasize critical thinking, moral discernment, creativity, and responsible problem-solving in our curriculum in order to enable students to become global citizens, who are men and women with and for others.

The goals in the area of teaching and scholarship include:

- Expand and grow the Summer Scholars Program to 125 by 2015
- Expand the number of students in Service-Learning from 550 to 800 per year
- Offer summer grants to enable faculty to develop new courses for the General Education Program, in particular for ethics-intensive, writing-intensive, diversity, non-western culture, and globalization overlays.
- Create an Interdisciplinary Scholars Major in the CAS, a student-designed program of study built upon a rigorous liberal arts foundation
- Continue to develop the Arts by providing renovated or new facilities on the Maguire Campus, including studio art venues, Black Box Theater, and a Recital Hall, and by developing a Music Series in conjunction with the Barnes Foundation
- Offer at least two faculty development workshops every summer, including focus upon Ethics Across the Curriculum, Catholic Social Teaching, Ignatian Pedagogy, Teaching Writing Intensive Courses, Integrating Sustainability Issues in the Curriculum, and Teaching Diversity
- Establish a Center for Teaching Excellence and Technology that incorporates pedagogical excellence with effective use of emerging technologies to enhance learning.
- Establish and maintain discipline-appropriate class sizes for an effective learning environment
- Continue to evolve robust outcomes assessments and utilize results for ongoing enhancement of learning.
- Strengthen undergraduate advising by providing appropriate workshops for full-time faculty, utilizing effective assessment of faculty advising, and increasing resources to the CAS Advising Support Center.

- Strengthen graduate programs by increasing academic rigor, enhancing admission and retention practices, and achieving accreditation of select programs
- Improve support structure for online students (such as writing center support, career development, etc.) and enhance training of online faculty

B. Scholarship: Involvement in the scholarly development of a field of study is integral to every faculty member's commitment to good teaching and the advancement of knowledge for the greater good. Scholarship is a life-long pursuit that the University will continue to support through the adherence of high standards for scholarly research, the support of individual faculty research projects and the creation of a university infrastructure conducive to research.

- Provide one-semester pre-tenure sabbaticals to increase the high quality research necessary to attain tenure.
- Support, through appropriate shared governance, the linking of the decision concerning tenure with the decision concerning promotion to Associate Professor
- Increase and incentivize faculty research and scholarly creativity by providing project-specific course reductions for a limited time period to tenure-track faculty who are active scholars
- Establish at least one journal in each college in a field of growing expertise for SJU, such as a Journal of Risk Management and Insurance.
- In order to further promote scholarly and creative productivity, thereby further enhancing Saint Joseph's academic reputation, increase the number of summer research grants for faculty from 20 to 30.
- Continue the Library Competitive Collections initiative based upon materials usage, the impact on existing programs, and the need to be academically competitive in offering resources that are accessible and effective tools in building an expanding knowledge base.

C. First year Experience Program: Implement the First Year Experience program with the goal of laying the foundation for our first year students' success both inside and outside of the classroom. The FYE sets the tone for our students' future success at the university by instilling in each a passion for learning, a commitment to social justice and social integration within the SJU community.

Next steps include implementing recommendations from the First Year Experience Task Force and the Retention Strategic Plan and other relevant work. Specific activities will include:

- Revise First Year Orientation Program to include a revitalized SJU Reads program and focused first year student programming during the initial six weeks of the semester.

- Engage students in the residential component of college life with strong co-curricular themes related to the Transformative Learning Goals in the four First-year Residence Halls.
- Expand social engagement opportunities for students (service opportunities, expanded retreat programs, student organization involvement, etc.)
- Establish a First Year Student Leadership Program in both CAS and HSB
- Develop upper-class student leaders (e.g. Orientation Leaders, Resident Assistants, Tutors, SI Instructors and Varsity and Club Sport Captains) to serve as Peer Mentors for First-Year students
- Provide more students with First Year Seminar courses in the Fall and a more purposeful Spring selection process
- Support First Year Seminar course development through faculty workshops
- Couple First Year Seminars more closely with current co-curricular opportunities and with co-curricular programs developed specifically for FYS courses

D. Implement the Faculty Hiring Plan to add new full-time and tenure-track faculty positions to support undergraduate and graduate student enrollment, new GEP needs (with emphasis on the Signature Core, Ethics and Diversity), academic programs of excellence, and new interdisciplinary fields of study. Promote a priority for attracting qualified Jesuits to serve in tenure-track faculty roles. (See Appendix I – Faculty Hiring Plan)

E. Improve Admissions selectivity, yield rates and retention (See *Plan 2020*, p. 8)

F. Enhance student outcomes goals in chosen careers, acceptance to graduate school, volunteer work, and through successful post-baccalaureate fellowships

- Track placement of students in chosen careers, with excellent employers, acceptance in distinguished graduate programs, and in meaningful volunteer opportunities
- Achieve distinction through student success in attaining post- baccalaureate fellowships

G. Learning Outcomes Assessment: Assessing what our students are learning is essential to ensuring that we are offering the education we promise them. Continuous improvement requires us to systematically assess all of our key learning goals on a regular cycle. To these ends we will:

- Implement one measure of the GEP assessment plan annually and critically analyze data to identify needed change.
- Implement one learning outcome by major annually and utilize data to effect change.
- Continue the ongoing use of Assurance of Learning protocols in HSB.

III. Transformative Student Experience

A. Student Life: Transformative Learning Goals: Committed to our Catholic Jesuit tradition and guided by our Ignatian values, we empower our students to create a supportive and transformative educational experience. We provide challenging opportunities for the holistic development of students so that they may become servant leaders who discern goals, focus on social justice, appreciate diversity and lead lives of faith and purpose. Specifically, the transformative student experience will focus on:

- Enhancing faith development and spiritual awareness for all students
- Instilling an ethos of appreciation of diversity and preparation for a global society
- Assisting students in realizing a satisfying and productive life
- Providing opportunities for servant leadership focused on social justice
- Developing programs to allow for discernment of personal, educational and professional goals

For a summary of each transformative learning goal and accompanying objectives <http://www.sju.edu/studentlife/tlg/>

B. Experiential Learning

- Maintain the number of students completing semester-long experiential learning opportunities such as internships, co-ops and service experiences at 90+% per year.
- Increase partnerships with new employers by 10 % per year to encourage their involvement with the internship program.
- Assess the viability of establishing an experiential learning requirement for all undergraduates which could include a wide array of components such as on-campus courses, internships, co-op experience, student teaching, field trip courses and travel courses.

C. International Programs: Committed to educating our students to live with respect and compassion in a diverse global culture and economy, we strive to offer an ever-increasing number of students an international experience. For this reason we will:

- Increase the number of SJU students who have a study abroad experience from 30% to 40% or from approximately 330 students to approximately 430 students.
- Achieve recognition in the IIE Annual Report, Top forty Master's Institutions for sending students abroad.

- Secure sufficient funding for the additional advising/support for students travelling overseas.
- Increase the number of our financially needy students who have a study abroad experience by offering additional scholarship funds.
- Consider adding a requirement for certain majors to have a significant study abroad experience. For example, International Relations and Foreign Language Majors should be required to have at minimum a month long overseas study abroad experience.
- Explore ways to expand opportunities for our faculty to teach overseas. Look into the possibility of establishing our own flag ship summer/semester abroad program based on our mission the interest of our students, faculty and SJU community.
- Increase program options for our students by approving semester abroad programs in areas of the world where we currently do not offer any, i.e. Africa, Eastern Europe and South East Asia.
- Increase the number of undergraduate, international students studying at SJU. Based on fall 2011 data, we had a total of 384 international students in all visa categories study at SJU and 63 of these students were undergraduate students. Following are some thoughts that could help us achieve this goal:
- Increase efforts by our Admissions Office to recruit undergraduate international students.
- Collaborate with ELS to take advantage of their overseas connections.
- Consider using the Alberto Hurtado model of student exchange with other new partner universities. The Alberto Hurtado model allows Saint Joseph's to send three students for every one student received from Alberto Hurtado and the extra tuition revenue generated by our students is used to cover tuition, living and transportation expenses for the Alberto Hurtado student attending Saint Joseph's University.
- Secure a more centralized location for the Center for International Programs as well as other programs such as Asian Studies and Latin American Studies. A new centralized location would hopefully lead to greater synergies between programs as well as visibility.

IV. Curricular Innovation: New Fields/Interdisciplinary Programs / New Schools

A. New Fields of Study: To ensure the vibrancy and competitive nature of our programmatic offerings the following new programs have been, or as necessary, will be reviewed through governance and implemented:

Undergraduate Programs

- Communication Studies major
- Autism Studies minor and major

- Music major and minor
- Animal Studies minor
- Theater and Film major and minor
- Leadership, Ethics & Organizational Sustainability
- Family Business and Entrepreneurship major and minor
- Human Capital Management major and minor
- Sports Marketing major
- Early Childhood Education certificate – TBD

Graduate Programs

- MS in Financial Services
- Full-time MBA – TBD
- Full-time MS in Food Marketing – TBD

College of Professional and Liberal Studies

- Public Administration concentration
- Environmental Studies concentration
- Three-year Bachelor's degree option
- Digital Media

B. Interdisciplinary Programs-Knowledge is expanding daily through new interdisciplinary fields and changing the face of intellectual culture and research. The University is especially interested in leveraging its existing expertise in new directions of cooperation, mutual illumination, and expanding impact. To this end, the University will develop interdisciplinary initiatives in the following areas:

- Autism Studies
- Animal Studies
- Insurance and Risk Management/Actuarial Science
- Sustainability and Environmental Studies
- Music Industry/Music
- Chemical Biology
- Pharmaceutical/Food Studies-TBD
- Science and Entrepreneurship-TBD
- International Relations and International Business -TBD
- Healthcare and Business-TBD
- Biophysics-TBD

C. New College: As Saint Joseph's has grown and many new majors and programs have been added, the college structure within the University has remained static. In order to consider options for restructuring the College of Arts and Sciences, we will:

- Complete the feasibility for a School of Education and decide by 2015 whether to go forward with a new school.

- Broaden the vision for a new school to include human services fields.
- Seek a naming opportunity to heighten the identity of CA&S.

V. Leading from Mission: Sustainability, Ethics, Service and Diversity

A. Sustainability: Emphasis on sustainability both through education and as a practice across campus is essential to our commitment to justice and being men and women with and for others. To support a growing, ongoing commitment to sustainability, the University will:

- Establish and support the Institute for Environmental Stewardship (IES). The IES will provide a cross/interdisciplinary venue to foster educational, research and community outreach efforts relating to sustainability.
- Support and launch an annual workshop to help faculty integrate sustainability topics into new or existing courses.
- Explore LEEDS certification for the next major new building or building renovation project.
- Over the next seven years, double the number of students majoring / minoring in Environmental Science or Environmental & Sustainability Studies.
- In the next five years, establish and run at least one sustainability-related study tour from the natural sciences. This may be domestic or international, for majors, non-majors or both.
- Develop and implement, in collaboration with HSB, Facilities Management, Drexel Library, Food Service, and other academic and administrative units, robust annual programming for students, faculty and staff addressing sustainability.

B. Ethics: The concept of educating leaders with a conscience leads Saint Joseph's to renewed campus-wide focus through the following new initiatives:

- Provide faculty support to the GEP and other ethics-intensive initiatives by hiring three additional ethicists.
- Infuse Jesuit vision and ethics into the Honors Program.
- Create a Strategic Asset plan for the Pedro Arrupe Center and expand its external reach.
- Evaluate the viability of Center for Catholic Social Teaching for national impact.
- Further infuse ethics into the curriculum by developing an ethics overlay course for each undergraduate major.
- Offer a faculty workshop every two years that emphasizes Catholic Social Teaching.
- Endow an academic chair for the Center for Bioethics.
- Develop an ethics requirement for each graduate field of study.

C. Service: Service is a significant part of the identity of Saint Joseph's, and the University has been recognized nationally as a community-engaged institution. In order to provide additional undergraduates that opportunity, Saint Joseph's will:

- Expand Service-Learning Program from 550 to 800 student participants per year.
- Create a viable, long-term plan for the Alliance for Catholic Education.
- Develop a coordinated office of Community Engaged Research to promote service-centered scholarship and provide 10 faculty research grants per year to fund community-engaged research projects.
- Expand the First Year Experience program to provide opportunities for students to consider lifestyles that include answering the call to justice and compassionate service.

D. Diversity-Expand the emphasis on education for diversity. Educating students for a more diverse world is both a moral imperative and an enriching educational opportunity. To further embrace this vision, Saint Joseph's will:

- Through implementation of the Faculty Hiring Plan, continually expand the qualified pools to that by 2020 the presence of faculty of color will be significantly increased.
- Continue to hire faculty who can increase the emphasis in the curriculum on multicultural issues.
- Expand the Ignatian College Connection from 30 students to 60 students by 2015.

VI. Scholarships and Endowment.

A. Student Scholarships: The ability to provide endowed scholarships will increase the academic profile of the student body and provide access for qualified students who could not otherwise afford to attend Saint Joseph's University.

- Increase percentage of need met and acknowledge academic excellence.
- Ignatian College Connection-enhance access to underrepresented groups.
- Summer Scholars-support undergraduate research.
- Provide scholarship funds for students to afford a study abroad experience.
- Provide scholarship budgets for part-time programs in PLS and Grad HSB and CAS.

B. Endowments for Centers and Institutes-To ensure ongoing success and expand the impact of institutes and centers that are improving the University's image and deepening its mission, endowment funding will be sought for the following:

- Kinney Center for Autism Education and Support
- Academy of Risk Management and Insurance

- Faith-Justice Institute

C. Provost’s Fund for Academic Excellence: The pursuit of excellence requires ongoing commitment, support and investment. The following initiatives are examples of commitment in need of ongoing funding to enhance academic excellence:

- Undergraduate Research Support for Students and Faculty
- Service-Learning – service and reflection integrated into courses
- Faculty Research Awards to Promote Excellence in Research and Teaching
- Faculty Development
- Ethics Across the Curriculum
- Ignatian Pedagogy
- Infuse Catholic Social Teaching
- Writing Across the Curriculum
- Honors Program enhancements

D. Deans’ Funds for Educational Innovation: The deans need to be placed in a strong position to encourage curricular enhancement and innovation. The following illustrate the type of support that is needed:

- Curricular innovation – interdisciplinary programs
- Diversity, Globalization, Non-Western Perspectives
- New programs (majors/minors, graduate) and redesign of existing programs
- Ethics-Based Instruction-Arrupe Center (HSB), Catholic Bioethics Institute (CAS), Catholic Social Thought (HSB and CAS)

E. Mission: Infusing the curriculum and student experience with themes and issues that are directly pertinent to the Catholic, Jesuit mission of SJU is essential to our identity. Examples of the kind initiatives that require further support include:

- Catholic Urban Education initiatives – ACE SJU
- Retreats and Immersion trip support
- Mission-based community research
- Support for Transformative Learning Goals

Academic Infrastructure:

A strong academic infrastructure, including robust student services tailored to meet evolving student needs, will be developed in order to implement the ambitious goals and make significant progress in the continual evolution of academic distinction and a transformative student experience. Over the next five fiscal years the commitment will include funding of:

Faculty Hiring Plan
Faculty Development
First Year Experience

General Education Program implementation
Programs of excellence, institutes and schools
Scholarships

Endowment for programs and chairs
Academic Advising
Retention and student success
Services for learning/physical disabilities
Tutoring and Supplemental Instruction

Student research funding
Mission-based programs
IT infrastructure, support, computer replacements
Integration of student services
Support Online Programs through DLC and ITDL

Appendix I

Faculty Hiring Plan

I. Faculty Hiring 2004-2011

As part of *Plan 2010: The Path to Preeminence* a faculty hiring goal was established to meet the needs of the growing student body. Progress is reported as follows:

2004-2010 Goal: Increase the number of tenure-track faculty members by 52 over the six year period (2004-05 through 2009-10). While the economic upheaval of 2008-2010 caused a slowing of the pace, significant progress was made.

Results: 42 new tenure-track faculty lines filled in six years
Changes: 2 Endowed chairs are currently searching
4 faculty retired and have not yet been replaced
10 faculty resigned and have not yet been replaced

2010-11 6 additional tenure-track faculty hired

2011-12 Funding allocated to fill 6 new and 4 replacement tenure-track lines
Net: 44 of 58 open positions have been filled.

II. Full-time Faculty Hiring 2012-2017

The *Plan 2020: Gateway to the Future* initiative on Academic Distinction includes refreshing and expanding the Faculty Hiring Plan. As an outcome of the Annual Report process, with plans drafted for 2012-13 and 2013-14, the Faculty Hiring Plan will be revised with goals based upon the following conditions and criteria:

- Undergraduate enrollment is projected to grow to 4800 students
- The goal is for 75% of undergraduate sections in CAS and HSB to be taught by full-time faculty; 35% in Graduate A&S; 75% in Graduate HSB and 25% in PLS
- Support the implementation of the GEP, with particular focus on the Signature Core
- Maintain average class sizes appropriate to each discipline
- Support the implementation of new majors and graduate programs
- Support departments that are seeking the next threshold of academic excellence
- Support significant growth in existing majors from fall 2008 to fall 2011
- Support the Jesuit Catholic identity of SJU
- Support the Diversity initiatives of the GEP
- Fill critical subject area gaps in the curriculum
- Maintain accreditation standards, where applicable
- Using the Financial Review model, a department's gross contribution margin for the last two years will be studied. Rising gross contribution margins will be considered a positive factor in approving a hire. However, rising margins are neither necessary nor sufficient to justify a hire. Declining margins should be explained, but will not necessarily preclude a hire. Other criteria, listed above, will be given due weight.

In addition, continuing to recruit qualified Jesuits for service at the University will be formally incorporated into the plan and departments are encouraged to consider all Jesuits who are recruited for faculty positions, noting that these appointments do not substitute for additional qualified faculty who meet desired areas of specialization and will not preclude departments from future hiring.

The first goal of the Faculty Hiring Plan is to assure levels of full-time coverage in each division as follows: 75% Undergraduate day; 25% PLS; 35% Graduate Art & Sciences; 75% Graduate HSB. In order to achieve this level of coverage, the full-time faculty hiring goal for five year period 2012-13 through 2017-18 will be to hire approximately 50 full-time faculty members, roughly 10 each year for 5 years, to be assessed annually for progress toward the full-time section coverage goals. Full-time faculty members hired in departments with PLS and graduate program offerings will necessarily have at least one course per semester in either PLS or Graduate in order to achieve coverage goals.

In order to support the goals of the Academic Plan, including the GEP implementation, new majors, institutes and centers, and to achieve the section coverage and proportion of full-time faculty goals, the Faculty Hiring Plan includes the following annual goals:

2012-13	Complete hiring for 8 new tenure-track lines
2013-14	Add 10 to 12 additional full-time faculty
2014-15	Add approximately 10 additional faculty
2015-16	Add approximately 10 additional faculty
2016-17	Add approximately 10 additional faculty

Complete this phase of the faculty hiring plan; assess progress towards goals above and reassess future needs.

III. Adjunct Faculty

Another goal of the Faculty Hiring plan is to provide a supportive and professionally rewarding environment for adjunct faculty and incorporate their talents more fully into the life of the University. In order to accomplish this, the following steps will be implemented:

- Continually evaluate and improve compensation packages
 - Continue tuition scholarship incentives
 - Explore additional benefits
- Consider the role of adjuncts in the governance process
- Develop regular inclusive communication that encourages participation in University activities

Appendix II

College of Arts & Sciences Academic Plan 2011-2014

- I. **Develop academic excellence by enhancing learning through teaching, mentoring, and research**
 - a. **Continue implementation of General Education Program**, with particular attention to
 - i. Improving coverage by full-time faculty of signature courses to 60% by FY 13 and 75% by FY14
 - ii. Creating new non-major science courses and labs, with accompanying new facilities, faculty, and lab coordinators
 - one new GEP science lab in each year FY12, 13, and 14
 - new lab coordinator in FY12 and 13
 - four tenure-track faculty in period FY12-14
 - iii. Promoting a sufficient number of First Year Seminar, faith-reason, and overlay courses in cooperation with GEP Oversight Committee (ongoing FY12-14)
 - iv. Enhance learning environment by improving coverage of courses by full-time faculty to 72% in 2012-13 and to 75% by 2013-14
 - College average of undergraduate day courses 70% FY12, 72% FY13, 75% FY14;
 - departmental coverage of UG day courses 60% FY12, 67% FY13, 75% FY14;
 - College average of PLS courses 15% FY12, 20% FY13, 25% FY14;
 - College average of graduate courses 25% FY12, 30% FY13, 35% FY14)
 - b. **Establish programs or centers of excellence** in each division
 - develop criteria and review, FY12
 - select and develop first program, FY13
 - select and develop second program, FY14
 - c. **Enhance experiential learning** throughout the academic year by
 - i. Promoting undergraduate and graduate research and creative projects, internships, etc. (develop plan, FY12; implement plan with goal of increasing number of undergraduates engaged in experiential learning during the year by 15% and graduate students by 5%, FY13; assess and revise participation goals as needed, FY14)
 - ii. Expanding the Summer Scholars Program (stabilize student participation at 100 students and provide funds for students to attend conferences, FY12; increase student participation to 110 and provide enhanced faculty compensation, FY13; increase student participation to 125)

- d. **Further develop the arts by**
 - i. Launching new majors in music and theatre & film, FY12; initiating concert series with Barnes Foundation, FY13; introducing major in art history, FY14
 - ii. Providing appropriate facilities (renovation of Fine Arts buildings East and West on Maguire Campus, FY13; preparing for a new concert and theatre venue on Maguire Campus, FY14)
- e. **Improve graduate student experience**, with particular attention to
 - i. Reviewing and revising criteria for admission, academic probation and dismissal, FY12; increasing academic rigor in selected programs, FY13; securing additional funding for graduate assistant positions to attract high-quality students, FY14
 - ii. Designing a program to improve student retention and to enhance graduate student services (needs analysis, FY12; implementation, FY13 and 14)
 - iii. Achieving accreditation of select programs, such as Education, Computer Science and Health Administration (review processes, FY12; complete select accreditation plans, FY13; apply for and receive accreditation, FY14)
 - iv. Institutionalizing the GeoKids LINKS Program and expanding graduate mentorship opportunities for chemistry and physics faculty (ongoing FY12-14)
- f. **Promote online CAS programs** of excellence by
 - i. Seeking funding for improved support structure for online students (Writing Center, Career Development, etc.) and enhanced training of online faculty, FY12
 - ii. Developing criteria and review of signature programs, FY13; additional resources to signature program(s) and identification of new online programs, FY14
- g. **Enhance the work of the Institutes**
 - i. Further develop Institutes (Catholic Bioethics, Jewish-Catholic Relations, Criminal Justice & Public Safety, Richard Johnson Center for Violence Prevention); ongoing FY12-14
 - ii. Introduce new Institutes (Educational Leadership and Center for Catholic Urban Education, FY12; Environmental Stewardship, FY13; Early Childhood Education and Development, FY13 or FY14)
 - iii. Restructure the Learning Institute (relocate Institute and revise job descriptions, FY12; develop marketable online courses, FY13; add online courses and conduct program review of Learning Institute for sustainability)
- h. **Develop new majors, minors, and programs**, including
 - i. Communication Studies (new major, FY12; new department, FY13; Media Center, FY14)
 - ii. Behavioral Neuroscience (new minor, FY12; development and growth, FY13 and FY14)
 - iii. Biophysics and/or bioinformatics (explore potential with Howard Hughes Medical Institute, FY12; proceed with development if funding available, FY13 and 14)

- iv. Graduate program in Special Education, with certification in deaf and hard of hearing (application, FY12; implementation and development, FY13 and 14)
- v. Master's of Liberal Studies (exploration, FY12; if feasible, develop curriculum, FY13; launch program if approved, FY14)
- vi. **Enhance advising services** to students (move Advising Support Center to Barbelin in conjunction with Office of Graduate and Adult Student Services, FY12; expand role of ASC in orientation of incoming students and assisting students in selecting/changing majors; additional workshops for faculty advisors, FY13 & FY14)

II. Promote development of faculty and enhance their reputation, regionally and nationally, as teachers and scholars

- a. Secure increased funding to support faculty development and research (ongoing, FY12-14)
- b. Support differentiated teaching loads (exploration, FY12; plan development, FY13; implementation, FY14)
- c. Support implementation of a pre-tenure sabbatical program and providing increased start-up funding in relevant areas (exploration, FY12; secure funding, FY13; implementation, FY14)
- d. Improve faculty development opportunities for adjunct and affiliate faculty (faculty survey and identification of best practices, FY12; establish a fund to support faculty participation in conferences, etc. and prepare pilot, FY13; implement program, FY14)
- e. Establish a center or institute for teaching and learning (faculty focus groups, FY12; design the center and search for a director who will promote Ignatian pedagogy and opportunities for enhanced use of technology in teaching, FY13; director implements programs as previously determined, FY14)
- f. Strengthen mentoring of pre-tenure faculty (review of departmental procedures and best practices, FY12; institute formal college-wide program to supplement departmental activities, FY13; if recommended, implement formal mentoring reports, FY14)

III. Strengthen Jesuit and Catholic identity through curricula, co-curricular experiences, and civic engagement

- a. Establish a Center of Catholic Social Ethics (submit proposal to governance, FY12; if approved, Center implements faculty workshop on Catholic Social Teaching (CST), FY13; promote integration of CST into at least five courses, FY14)
- b. Create a Master's Program in Theology (submit mandate, FY12; launch new program with at least 10 students, FY13; grow program to at least 18 students, FY14)
- c. Support the Alliance for Catholic Education (complete two-year pilot, FY12; enroll second cohort of 15 ACE Fellows, FY13; enroll third cohort, FY14)
- d. Provide service opportunities or service-learning components for graduate programs (develop service-learning components in at least two graduate courses, FY12; expand service-learning to an additional five courses, FY13; further develop five additional courses, FY14)

- e. Assist students in discerning their passion and vocation by developing a discernment process, in conjunction with Mission & Identity (exploration, FY12; development of a pilot program, FY13; assess pilot and renew or revise, as needed, FY14)
- f. Maintain the Philadelphia Service Immersion Program at 100 students while developing new pre-orientation experiences (explore themes of new experiences, FY12; prepare pilot of 40 students, FY13; if pilot successful, increase participation to 60 students and explore second pilot, FY14)
- g. Support and enhance programs that promote diversity and service to the local community, including securing permanent funding for GeoKids LINKS and PACMACS programs (ongoing FY12-14); strengthening relationship with Gompers Professional Development School and developing partnerships with West Philadelphia schools (ongoing FY12-14)

IV. Establish new and distinct identity for the College

- a. Re-organize College structure
 - i. Submit Feasibility Study for establishment of a School of Education, FY12; prepare for NCATE accreditation and PDE review, FY13; if approved, launch School of Education (and Human Services), FY14
 - ii. Conduct Program Review of Graduate CAS, FY12; develop plan for re-organization of CAS based on Program Review and other assessments, FY13 or FY14 if School of Education is approved
- b. Raise profile of College
 - i. Maintain and enhance new communication and marketing strategies (create and distribute departmental communications and digital media to alumni and students: six departments, FY12; additional seven departments, FY13; additional seven departments, FY14)
 - ii. Establish annual high-profile event to profile CAS alum and raise funding for College (planning, FY12; implement first event, FY13; revise as necessary and increase participation in event, FY14)
 - iii. Identify benefactor to name the College (planning with Development, FY12; identification of potential donors, FY13; making the “ask,” FY14)
 - iv. Improve use of SRM and Simpson Scarborough data to drive marketing and recruiting efforts (ongoing: FY12-14)
 - v. Increase size of College Advisory Board and members’ support of the College (add two new members each year in FY12, 13, and 14)
 - vi. Develop a SJU Sojourns Program to strengthen relationships with alumni (explore idea of faculty-led study trips for alumni, FY12; if feasible, develop proposal, FY13; launch pilot trip, FY14).

Appendix IV

Erivan K. Haub School of Business Strategic Plan (May 2011)

I. Strategic Initiatives:

- 1. Continuously strive for academic excellence in all HSB programs.**
 - a. Hire new Faculty and deploy faculty to achieve staffing standards and keep pace with program growth
 - b. Promote continuous quality improvement in teaching and learning
 - c. Provide additional space for HSB to accommodate faculty, student and program growth (new wing to MV)
 - d. Continue to implement Assurances of Learning (AOL) process in all programs
 - e. Promote excellence in undergraduate learning
 - f. Promote growth and excellence in graduate, Executive Education and non-credit education
 - g. Expand and support the Co-op program

- 2. Advance the Jesuit mission and identity of HSB, including the themes of ethics, diversity and internationalization.**
 - a. Assure the future of the Arrupe Center for Business Ethics
 - b. Integrate ethics into all aspects of the HSB business curriculum
 - c. Build and promote the Journal of Jesuit Business Education
 - d. Focus on diversity
 - e. Promote international experiences

- 3. Increase resources and opportunities to support faculty scholarship and achieve commensurate increases in research productivity**
 - a. Provide research support and enhance research productivity
 - b. Develop outreach activities on behalf of the Center for Consumer Research
 - c. Explore the creation of appropriate Centers and Institutes consistent with the University's mission and policies

- 4. Provide, support and expand the technology needed to insure effective teaching and learning, research, and administrative operations in HSB**
 - a. Expand HSB Online programs
 - b. Support faculty research through technology
 - c. Provide Deans, Chairs, and Directors with access to reports and data which will allow them to manage more effectively.
 - d. Explore emerging technologies

5. **Engage alumni and enhance development to elevate program quality**
 - a. Increase opportunities for alumni to reconnect with HSB and with each other
 - b. Enhance Development initiatives in order to elevate program quality

II. HSB Strategic Opportunities

1. Establish international partnerships, preferably in South America in conjunction with SJU's Latin American Studies program and the International Business program.
2. Establish strong interdisciplinary alliances with disciplines in the College of Arts & Sciences:
 - a. Pharmaceutical/Food Marketing with Science
 - b. Public Policy (Business, Political Science, Economics, etc.)
 - c. Entrepreneurship (Sciences and Business)
3. Enhance the external activities of the Arrupe Center for Business Ethics
4. Create Centers of Excellence:
 - d. Family Business and Entrepreneurship
 - e. Business Intelligence
5. Create leadership program for students, linked to the First Year Experience program and continuing throughout the undergraduate senior year
6. Enhance the Academy of Risk Management and Insurance by engaging in corporate outreach, establishing a journal and through active fundraising.
7. Grow Graduate HSB and Executive Education credit hours at 3% per year for FY 13-15

Priorities to achieve growth:

- add faculty lines needed to support additional growth and meet AACSB coverage ratios
- increase scholarships/financial aid for grad students as companies continue to cut back on tuition benefits
- support the growth of international student enrollments in Grad HSB: (a) need a strategy and more dedicated resources to recruit international students, (b) provide support for international students once they enroll (e.g., academic support, intellectual property, class participation, housing advice, etc)
- increase marketing efforts to grow graduate programs and increase share of voice in region
- add online option in Exec Food Marketing

APPENDIX V

College of Professional and Liberal Studies Strategic Plan May 2011

- I. Promote growth and excellence in undergraduate adult education.**
 - a. Complete transition to new General Education Program by fall 2012.
 - b. Implement new programs and delivery formats that align with mission and meet changing needs of adult students.
 - Launch two concentrations in fall 2011 (Public Administration, Environmental Studies; explore Digital Media for later date).
 - Develop a BS to MS program in areas such as ODL, CJ and HAD.
 - Expand Online Bachelor Degree Completion Program to include second concentration (Autism Studies, etc.).
 - c. Enhance programmatic initiatives to build stronger community and support a positive adult educational experience for students.
 - d. Enhance marketing strategy to achieve stated enrollment goals in Plan 2020.
 - e. Continue support of PLS advising system.

- II. Integrate mission and diversity more fully into adult student educational experience.**
 - a. Support and advance value of Jesuit identity and its relationship to continuing education by infusing into the curriculum and engaging PLS faculty, staff and students.
 - b. Enrich affiliate faculty orientation and development that recognizes characteristics of adult learners, value diversity and provide supportive and challenging environment that enhances adult learning.
 - c. Develop and implement an Adult Student Seminar that fosters an understanding of the adult student's role in the learning/teaching process at SJU and provide a connection between adult and Jesuit education.

- III. Provide access to quality education that encourages non-traditional students to be lifelong learners.**
 - a. Expand existing PLS Advisory Board to identify, promote and support initiatives that ensure accessible quality education.
 - b. Expand Dual Admit Partnerships with local community colleges to generate greater number of direct transfer enrollments. Current partners are Community College of Philadelphia and Delaware County Community College.
 - c. Secure increase in scholarship funding to support launch of transfer partnership scholarship for community college graduates entering PLS for degree completion.
 - d. Implement initiative with the City of Philadelphia to join Mayor Nutter's Return to Learn Partnership Program which includes a tuition discount agreement for City employees.

- e. Continue outreach through partnership with Graduate!Philadelphia which provides adults in Greater Philadelphia region information and services to assist in degree completion.
- f. Extend opportunity for career enhancement and lifelong learning to corporations within regional community; i.e., onsite degree completion program at Independence Blue Cross and Main Line Health for launching in fall 2011.
- g. Support continued growth of PLS online degree completion program to expand into non-typical SJU regions.

IV. Expand technology to ensure the attainment of strategic and operational goals in recruitment, retention and the teaching/learning experience.

- a. Assess and provide resources needed to provide effective infrastructure.
- b. Provide PLS administrators access to data that will enable efficient and effective data-driven decisions (i.e., Banner Training, Discoverer, etc.).
- c. Support faculty development in online programs and Blackboard-enhanced course content delivery in conjunction with the SJU Distance Learning Center.
- d. Engage resources and new technologies to support and enhance recruitment and marketing initiatives (i.e., SRM, SEM, SMM) and to better assess ROI.
- e. Collaborate with IT and University Communications to enhance content and navigation of PLS website.

V. Develop initiatives to strengthen alumni engagement and university advancement.

- a. Expand opportunity for PLS alums to support initiatives in fund and friend raising; entry into companies, organizations and associations; expertise for project/programs.
- b. Collaborate with representative from Office of Development to champion and assist in the relationship building and solicitation of potential donors for PLS.
- c. Leverage the restructuring of and changes within PLS to seek funds in support of new initiatives.
- d. Develop a PLS Alumni of Distinction Series.
- e. Publish on an annual basis a PLS-oriented magazine.