

## Strategic Planning Themes

Much of the discussion to date has followed the pattern of having a student engage in an activity or a series of activities followed by a reflection.

Important question: Where do those reflections go? Who looks at them? For undergrads do we have some sort of GE capstone where a portfolio is completed that includes key reflections?

### *1. Critical and creative thinkers who practice intellectual curiosity and apply knowledge in a variety of settings.*

Potential Activity:

Each academic program to include a least one of: culminating experience/internship/practicum followed by reflection. Can we wrap the “liberal arts” philosophy into this with a combination of writing, critical thinking and speaking? What does this look like for each of our student populations: undergraduate, ADC and graduate?

#### **Academic Plan 2: Develop and Promote Quality Curriculum and Programs**

- B. Research and establish a new General Education platform that builds upon the strengths of the PLNU community and ensures that students make the connections we expect for an integrated liberal arts education in the context of a multicultural world.
- C. Continue to cultivate a graduate culture that encourages quality scholarly engagement of faculty and students and delivery of appropriate masters and doctoral level programs that are responsive to current contexts and aligned to PLNU's mission. This should include strategic hires and development opportunities for graduate faculty to ensure alignment to graduate level advising, teaching and scholarship expectations.

#### **Academic Plan 3: Support for Faculty Scholarship and Teaching**

- D. Reshape the system for awarding professional development funds and streamline and centralize the system for awarding internal grants (Wesleyan, RASP, Alumni etc.)
- E. Create a system for helping faculty to plan their career, sustain their scholarly work and find their personal balance between faith, work and life for students. Includes the incorporation of an annual development plan and annual calendar for PLNU offered development opportunities.

### *2. Thoughtful individuals who communicate and collaborate effectively within diverse cultures.*

Potential Activity:

Require each traditional undergraduate student to engage in a cross-cultural activity (anything from LoveWorks and ministry groups to community classroom or something associated with a class) followed by a reflection. We would need to define what counts (how long, type of location, etc.)

Create a specific assignment that asks ADC and graduate students to reflect on cross-cultural experiences in their work or community service.

#### **Academic Plan 1: Develop Intercultural Capacity and Proficiency**

- A. Create ways for students and faculty to develop intercultural competence in light of both the ever changing demographic and generational nature of our student population.

### 3. *Spiritually vital people whose lives and identities are grounded in Christ.*

Key Ideas: Spiritual formation through teaching and practices: worship, service and spiritual disciplines (prayer, reflection on scripture).

- Do we have a service requirement for traditional undergraduate students with an expected written reflection about their faith, Christian values and their service experience? We would need to identify what “counts.”
- Can we leverage this in some way to reflect on traditional undergraduate chapel and the importance of corporate worship?
- What does this look like for ADC and graduate students?

### 4. *Faithful individuals offering their passions, intellect and talents to fulfill God’s calling on their lives.*

Potential Activity:

Creating roadmaps for vocational exploration for students. This will look different for our three different student populations. Can we construct a system of steps and potential touch points for them to explore calling or deepen sense of call? We want a system that is not linear and does not require that students engage in all activities to feel the impact.

One consistent thing that we hear from employers is that our students are “good people”: ethical, hardworking, concerned for others, dedicated. Can we work these ideas into an exploration of vocation?

#### **Academic Plan 4: Develop and Enhance Avenues to Embody Mission and Explore Vocational Call**

- F. Develop ways for faculty to weave the exploration of calling into classes and programs. We should be modeling the connections between faith, work and life for students.

## **Strategic Planning Foundations**

### *A. Expand our institutional capacity to monitor legal and political issues and design proactive responses to those issues.*

#### Potential Activities

- Hire-full time in-house legal counsel
- Expand staff and faculty training on key legal issues
- Strengthen our connections with industry associations and networks for advocacy and planning responses to regulatory challenges
- Leverage faculty/staff “think tanks” to periodically focus on key issues
  - First discussion groups report due on February 8

### *B. Establish and monitor numerical goals for enrollment in educational programs.*

#### Potential Activities

- Potential Targets (Cabinet September 2016)
  - Traditional undergraduate students: 2650-2700
    - Identify impacted majors and have an enrollment strategy around those caps
    - Do we need to shift resources between majors?
    - Do we need to look at capacity as part of prioritization II?
    - Fall 16 2650
  - Adult degree completion students: 1000 by 2025
    - Fall 16 403
  - Graduate students: 1500 by 2025
    - Fall 16 1103
- Calculate the support costs for growth and targeted recruiting for traditional undergrads
  - Marketing costs
  - Staffing issues in growing programs
  - Metrics for staffing and costs
- Continue active steps to strengthen retention
- Implement Workday and design reports that will assist in the development of this initiative as well as D below.

### *C. Establish fundraising priorities and goals.*

#### Potential Activities

- Prioritizing capital projects
- Next President’s Gathering 2018

### *D. Refine our financial model based the changing economic environment.*

#### Potential Activities

- Design a plan to address affordability issues
- Model equilibrium point for faculty/staff, including full-time to part-time faculty – What is the staffing size that keeps our wage growth balanced with tuition growth?
- Update the 7-year financial model to account for changes in wages (increase in minimum wage, compression on entry level wages for staff, new rules about non-exempt employees)