

Planning Council Minutes December 14, 2016

Welcome

Strategic Enrollment Planning Update

- Cabinet approved and moving through curricular proposal phase
 - BBA
 - Additional track in Kinesiology
- In planning process still to be reviewed by
 - 5th year MS in Athletic Training

Planning Framework

- Today's task
 - Sit in functional areas
 - Review the plan framework (attached)
 - Identify one of the themes on which your area of the university could make progress.
 - What would you do? Please be sure to think through the implications for traditional undergraduate, ADC and graduate students. Ideas will be fleshed out for different populations.
 - What would the timeline be for the change?
 - What resources would you need?
 - What can you stop doing to free up the needed resources? Consider what you are currently doing that does not align well with the strategic focus.
- Next steps
 - Fleshing out the Academic Plan
 - Fleshing out the Strategic Plan
 - Timeline for fleshing out the plan
 - Timeline for carrying out the plan (5 year window, balanced workloads)

Forbes article

referenced: <http://www.forbes.com/sites/williamvanderbloemen/2016/10/23/strategic-planning-is-dead-heres-two-new-ways-to-face-the-future/#3e0c95403b54>.

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, retention and graduation 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)

Planning Discussion – December 14, 2016

Theme or Foundation Item: ***Foundation Item D. Refine our financial model based on the changing economic environment – 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)***

Unit/Group/Individual Completing This Sheet: Finance/SFS/HR/ITS (Cindy Chappell - scribe)

Initiative: What would you do? Update the 7-year financial model to include latest forecasts in enrollment growth as well as changes in wages and other expenses

Timeline: What would a very high-level timeline be for this initiative? Within the coming year and at regular intervals as needed

Resources: What resources (time, space, people, money) are needed? Updated enrollment forecasts from CEL, involvement from AVPs over Finance, HR, SFS, ITS for updated cost analysis from support areas. Project lead = George Latter

Trade-offs: What can you stop doing to free up these resources? N/A

Other Areas: What other units in the university would need to be involved to accomplish this?

Planning Discussion – December 14, 2016

Theme or Foundation Item: ***Foundation Item D. Refine our financial model based on the changing environment – What is our staffing size that keeps our wage growth balanced with tuition growth.***

Unit/Group/Individual Completing This Sheet: Finance/SFS/HR/ITS (Cindy Chappell - scribe)

Initiative: What would you do? Campus-wide staffing analysis with special consideration given to the impact of enrollment growth and retention goals and how we can most efficiently and effectively support these from a human resources standpoint.

Timeline: What would a very high-level timeline be for this initiative? Within the next 12-18 months

Resources: What resources (time, space, people, money) are needed? The project would be led by Jeff Herman with support from his team and possibly utilizing consulting resources or software tools (cost TBD) but will require the involvement of leaders across campus

Trade-offs: What can you stop doing to free up these resources? N/A

Other Areas: What other units in the university would need to be involved to accomplish this?
Department heads and Deans

Planning Discussion – December 14, 2016

Theme or Foundation Item: Intercultural Competency

Unit/Group/Individual Completing This Sheet: Rosco (for the table) – Academic Affairs

Initiative: What would you do?

1. Incorporate ICC more clearly (and measurably) into GE curriculum – would depend in part on GE reform, but we kicked around ideas about competency-based ICC (as opposed to or in addition to some actual curricular requirement) and use of e-portfolio
2. Develop a culture on campus of ICC being a central quality of a graduate and of what we value (in the same way writing is unquestionably something all constituents believe to be essential, finding ways to make ICC a similar norm)

Timeline: What would a very high-level timeline be for this initiative?

1. Part of GE-reform and would be dependent on that timeline, in part
2. Fac Com on Diversity (or the other one) begins adding to its emphasis on diversity (usually seen as campus representation in students, faculty and staff) an similar emphasis on ICC (usually seen as successful participation in relationships with those of different cultural backgrounds, understood broadly). This body then takes on tasks of (a) training faculty in ICC and (b) finding ways to encourage the inclusion of ICC in courses, programs, GE, etc. This transition can begin this year, though we aren't sure how long it would take for the group to function in the capacities above.
3. Develop pre- and post-efforts to engage students in preparing for/reflecting on CC experiences. Various departments and offices do this already, but for these to be measureable or to help meet academic and non-academic objectives, some systematization is needed. This year: develop a list of what we are doing in terms of ICC across campus and what pre-/post-efforts already exist. Summer 2017: bring all of these actors together to begin to talk about what we do well and how to improve. 2017-18: have these actors meet to begin developing plans about how to build on what we are already doing.

Resources: What resources (time, space, people, money) are needed?

1. Definitely time and energy of people (see above, training, meetings, etc.)
2. Everything costs \$\$\$ -- we will likely need some external help in doing all of this well

Trade-offs: What can you stop doing to free up these resources?

Other Areas: What other units in the university would need to be involved to accomplish this?

1. This will require coordinated activity of the curricular and co-curricular areas of the campus (something we always say *should* happen, but rarely does outside of narrow programs). Ensuring this coordination takes place will require people at the top of the hierarchy making it clear that this cooperation is a priority.

Planning Discussion – December 14, 2016

Theme or Foundation Item: “Foundations: B” Establish and monitor enrollment goals for traditional UG students

Unit/Group/Individual Completing This Sheet: Jeff S/Kerry F/Rosco W/ Brandon S/ Frank Q

Initiative: What would you do?

1. For non-impacted, low enrollment majors: market these programs to potential students as relevant to employment by developing interdisciplinary curriculum between depts that are “hot” in the market and those that aren’t. Make curriculum easy to implement and scaled (i.e. concentrations and tracks rather than majors) One example: FCS and Kines working together on a “Sports Nutrition” minor rather than revamping an existing FCS major.
2. Cap impacted majors (BIO, BUS, KIN-AHS)

Timeline: What would a very high-level timeline be for this initiative?

Needs an overarching GE conversation to happen 1st.

Resources: What resources (time, space, people, money) are needed?

Increased funds for marketing the underenrolled programs in a creative way

On grad side: increased space to house graduate programs.

Trade-offs: What can you stop doing to free up these resources?

Decrease the size of GE and of some majors to allow for interdisciplinary courses within program of study.

Other Areas: What other units in the university would need to be involved to accomplish this?

Marketing, admissions, APC (our current model asks depts. to check that they don’t negatively harm other depts. with proposals...it doesn’t ask depts. to collaborate on curriculum)

Planning Discussion – December 14, 2016

Theme or Foundation Item: “Thoughtful individuals who communicate and collaborate effectively within diverse cultures.”

Unit/Group/Individual Completing This Sheet:

Collaborative group including School of Education, School of Natural Sciences, and Sciences

Initiative: What would you do?

That every student fulfills a cross-cultural experience requirement given a variety of options where students interact with, collaborate with and reflect on their own and others’ cultural similarities and differences. Possibly each student builds a “cultural capacity and proficiency” portfolio over time, collecting evidence of their experiences that meet the agreed upon criteria.

Some courses would count as meeting one or more of the criteria if those courses included actual experiences with people of other cultures.

Timeline: What would a very high-level timeline be for this initiative?

We could probably plan this and be ready to implement by Fall of 2019.

Resources: What resources (time, space, people, money) are needed?

Each department would craft how the students in their department could meet the rubric criteria (that the entire university shares) for “cultural capacity and proficiency”. Similar to what each department submitted as how their faculty would meet the Rank and Tenure criteria, departments would be able to add to the choices already provided by the university.

Trade-offs: What can you stop doing to free up these resources?

We are willing to give up assessment responsibilities in order to fit this in. ;)

If the departments embed cultural proficiency assignments across several courses, where students must have a cultural experience and reflect on it and post evidence in a portfolio, then that professor gives up some other assignment they previously spent time grading to oversee this new assignment.

Also, students could gain some time to fulfill these requirements by a reduced chapel schedule. Or have a “Cultural Competence Day”....a day off for students in the semester.

Other Areas: What other units in the university would need to be involved to accomplish this?

Study Abroad, Loveworks, Co-curricular departments,

Planning Discussion – December 14, 2016

Theme or Foundation Item: 4. Faithful individuals...fulfill God's calling on their lives.

Unit/Group/Individual Completing This Sheet: Spiritual Development and Student Development

Initiative: What would you do?

Create a continuum of expectations for engaging students in a tiered succession of activities. Groundwork to be set in the incoming freshman year. We will do away with the Freshman retreat that only impacted about a quarter of our incoming freshmen. It would be replaced with an abbreviated required freshmen retreat and combine with a program called First Four that ran for the first time this year. It is a type of FYE program that connects students with academic expectations, spiritual standards, and engagement opportunities while understanding their own developmental needs. The continuum would be connecting other programs already in place that are available over the next four years such as the sophomore forum, LoveWorks, and senior retreats, for example.

Timeline: What would a very high-level timeline be for this initiative?

Initial step would be to end the freshmen retreat immediately and start the first step of the retreat/first four Fall of 2017. At this time the general full four year continuum would be revealed realizing there will be flexibility along the way.

Resources: What resources (time, space, people, money) are needed?

take existing programs and connect with them all while adding some new aspects. Minimal resources.

Trade-offs: What can you stop doing to free up these resources?

No freshmen retreat. Zero sum gain in funds, but huge gain in Human Resources.

Other Areas: What other units in the university would need to be involved to accomplish this?

General education collaboration.

Planning Discussion – December 14, 2016

Theme or Foundation Item: Develop Intercultural Capacity and Proficiency

Unit/Group/Individual Completing This Sheet: Faculty Group [Karen Lee, Kevin Modesto, Susan Rogers, Ross Oakes Mueller, Karl Martin, Robert Gailey]

Initiative: What would you do?

1. Create a diversity framework that can be utilized to organize strategies and assessment of diversity issues across campus.
2. Train/equip faculty and staff in diversity sensitivity and strategies
3. In the GE curriculum, provide students an opportunity/requirement related to either reflecting on their experiences as being part of a disadvantaged group or to require those who come from the dominant culture to confront their privileges in the wider culture by participating in a cross-cultural immersion experience.

Timeline: What would a very high-level timeline be for this initiative?

For Initiative 1

- 1) Develop a Mission and Vision for Diversity at PLNU- Cabinet (possible task force) Oct/Nov 16
- 2) Based on Mission and Vision, modify and fill in the elements on the diversity framework draft document. This involves work with multiple responsible parties as indicated in the framework document. Spring 17
- 3) Begin to implement the diversity framework by carrying out identified tasks and strategies or creating initiatives that address relevant categories aligned with the diversity framework document. Fall 17 and ongoing

For Initiative 2

Use training days/workshops for faculty development of traditional campus and degree completion programs.

Ran out of time

For Initiative 3

As appropriate with GE revisions

Ran out of time

Resources: What resources (time, space, people, money) are needed?

For Initiative 1

Hire an external group to conduct a Diversity Audit

Hire an outside group to provide faculty/staff Diversity Training

Provide (endowed when possible) scholarships for diverse students who are at risk or leaving – or to provide scholarships to recruit greater diversity among students (including socio-economic)

Realign resources currently existing across campus entities to focus on supporting diverse (grants, research, recruitment)

Trade-offs: What can you stop doing to free up these resources?

Did not have time to discuss

Other Areas: What other units in the university would need to be involved to accomplish this?

Did not have time to discuss

Context for the document:

The following pages represent a draft framework for “Developing Intercultural Capacity and Proficiency” for the university connected to academic plan initiatives **1A**. You will notice that there are several places in the following pages where the information is generic and will need to be filled in once we have a more clear understanding of what our mission and vision for diversity at PLNU are. Dr. Brower and Cabinet are working on this and will be empowering a short term task force to draft the mission and vision working from a set of core principles that come out of the Cabinet work.

Note, this is a model for a diversity framework that is commonly used in higher education (Dr. Daryl G. Smith, author of *Diversity's Promise for Higher Education*) and can be customized to our particular institution. It strives to serve as an inclusive framework that cuts across key areas of the entire university to strengthen the overall coherence and coordination of diversity initiatives. Feedback on the draft is welcome in terms of tweaking categories, adding missing categories, deleting categories or identifying other diversity-related engagements that are occurring that have not been captured in this framework.

- 1) Develop a Mission and Vision for Diversity at PLNU- Cabinet (possible task force) Oct-Jan 16-17
- 2) Based on Mission and Vision, modify and fill in the elements on the diversity framework draft document below. This involves work with multiple responsible parties as indicated in the framework document. Spring 17
- 3) Begin to implement the diversity framework by carrying out identified tasks and strategies or creating initiatives that address relevant categories aligned with the diversity framework document. Fall 17 and ongoing



2016-17 Academic Plan: Area Initiatives

Engaging Cultural Diversity & Inclusion at Point Loma Nazarene University

KNOWLEDGE & AWARENESS * EMPATHY * INTERCULTURAL COMMUNICATION * OPENNESS

Intercultural Knowledge & Competence

“A set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.”

(Bennet, J.M. 2008. Transformative training: Designing programs for cultural learning. AAC&U VALUE Rubric.)

FACULTY: TEACHING & SCHOLARSHIP						
What is the level of faculty expertise and scholarship in diversity-related areas? Do the faculty demographics reflect the diversity of the student population? What type of professional development do faculty receive to enhance intercultural competence? What is the level of faculty participation in campus diversity initiatives?						
Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Faculty Scholarship	Enhanced visibility of cultural diversity-related faculty scholarship	Number of diversity-related faculty publications & presentations	Yet to be determined	Monitor thru RASP + Wesleyan projects, Faculty Scholarship Day presentations	Faculty Diversity Committee, Center for Teaching & Learning	Ongoing
Faculty Recruitment & Retention	Recruit & retain outstanding faculty of diverse backgrounds	Mirror student demographics, improved faculty retention for under-rep. pops.	Determined by Faculty Search Committees	Review job ad language, job postings + databases, mentoring, training, opportunities, improve campus climate for faculty recruitment & retention	Human Resources, Faculty Search Committees	Ongoing
Culturally Responsive Pedagogy	Improved competence	IDEA, NSSE, SSI, CSS, DLE	Yet to be determined	Include workshops on culturally responsive pedagogy for New Faculty Seminars & Faculty Scholarship Day (Fall/August + Spring/January)	New Faculty Seminar, Center for Teaching & Learning, Faculty Diversity Committee	Ongoing
Global & Local Engagements	Faculty-led study abroad programs	Number of faculty-led programs, student participation	Yet to be determined	Continue faculty-led engagements, survey faculty interest and participation	Office of Global Studies, Faculty Diversity Committee, Center for Justice & Reconciliation, Love Works, Border Pilgrimage	Ongoing

CURRICULUM: DEVELOP AND PROMOTE QUALITY DIVERSITY-ENHANCED CURRICULUM AND PROGRAMS

What exposure do students have to diversity-enriched curriculum and programming? Do students of under-represented populations, including first-generation and socioeconomic class, tend to select certain majors, and why? How are these programs reviewed? What do the findings tell us? Is there a difference in persistence, retention, and graduation rates, and why? Where is there room for continuous improvement?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
First-Year Experience (FYE)	Effective first-year experience programming	Program Review, IDEA, NSSE, SSI, DLE	Yet to be determined	GE Committee + LEAP propose	GE Committee, LEAP	Ongoing
LEAP	Effective LEAP programming	Program Review, Retention Rates	Close gaps in LEAP retention, persistence, & graduation rates	Continue to update & revise LEAP programming; perhaps broaden updated programming to include more students waiting to be engaged	LEAP, Student Engagement & Retention, Tutorial Services, Multicultural & International Student Services	Ongoing
General Education	Cohesive & integrative GE	GELOs Assessment	GE Committee	Monitors GELO 2c outcomes, Faculty Diversity Committee monitors offerings (catalog review) & reports to relevant stakeholders	GE Committee, PARC, Faculty Diversity Committee	Per GE initiatives
Honors Program	Curricular adjustments	Program Review	CAH	APC proposals, Faculty Diversity Committee monitors offerings (catalog review) and reports to relevant stakeholders	College of Arts & Humanities	Ongoing
Undergraduate	Curricular adjustments	Program Reviews	APC	APC proposals, Faculty Diversity Committee monitors diversity-related offerings (catalog review / curriculum audit) and reports to relevant stakeholders	Academic Units, APC, PARC, Faculty Diversity Committee	Ongoing
Graduate	Curricular adjustments	Program Reviews	GESC	MMin in Spanish	Academic Units, APC, PARC, Faculty Diversity Committee	Ongoing
CEL & ADP	Curricular adjustments	Program Reviews	GESC	APC proposals	Academic Units, APC, PARC, Faculty Diversity Committee	Ongoing

STUDENTS: LEARNING, ACCESS, INCLUSION, & SUCCESS

What type of co-curricular programming is available to empower diverse students who are waiting to be engaged? How are these co-curricular programs reviewed? How do we carry out our goals of inclusion, equity, access, and the development of intercultural competence to ensure a rich learning environment for students from diverse backgrounds? How can we improve our recruitment and retention of students of diverse backgrounds?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Global & Local Engagements, Real-World Learning Experiences	Increased visibility and faculty & student participation	NSSE, DLE, SSI, CSS, Alumni Survey, Program Reviews, student participation data	Determined by Office of Global Studies and Student Development offices	Continue to update web presence and marketing, establish faculty contacts, encourage faculty interest & participation, gauge the latter via survey to academic units	Advisory Group for Office of Global Studies, Task Force for Engaging Faculty in Global & Local Studies, Faculty Diversity Committee, Multicultural & International Student Services	Ongoing
Spiritual Formation in a Community Context	Integration of cultural knowledge & intercultural skills with spiritual development	Spiritual Development and Residential Life determines	Determined by Spiritual Development	Chapel services, student leadership training, intercultural programming	Spiritual Development (Ministries, Chapel), Student Development (Clubs, Residential Life)	Ongoing
Preparing to Serve in a Diverse Professional World	Well-equipped to serve in professional workforces	NSSE, DLE, SSI, CSS, Alumni Survey	Determined by Office of Strengths & Vocation	OSV engages internship coordinators, culminating experiences, & students, OSV programming integrated within key courses	Office of Strengths & Vocation, Academic Programs, Culminating Experiences	Ongoing
Recruitment of Diverse Students	Increased cultural diversity of students	Incoming student demographics	Admissions criteria	Admissions determines	Admissions & Creative Marketing	Ongoing
Persistence, Retention, Graduation Rates of Diverse Students	Increased rates of persistence, retention, and graduation	IR Data (Census, 15-day snapshot, etc.) Exit Interviews (on-line),* SSC	Determined by admissions and enrollment areas of the university	Determined by multiple areas of campus including Student Development, Spiritual Formation, Academic House	Diversity Council, Faculty Diversity Committee, Engagement & Retention, Multicultural & International Student Services	Ongoing
Financial Aid	Increased need-based & merit-based aid	Pell, Cal Grant, Perkins, Stafford, Scholarships, Grants	Determined by financial areas of the university	Determined by financial areas of the university; financial counseling for first-generation students & families, bilingual services & resources, feedback surveys	Financial Services, Institutional Funds, Endowed Funds	Ongoing
Academic Services	Develop success networks for students waiting to be engaged	Co-Curricular & Academic Services Program Reviews, SSC	Determined by Student Development	Determined by Student Development in collaboration with Academic House, Student Success Collaborative (SSC)	Student Engagement & Retention, Tutorial Services, LEAP, Disability Services, Transfer Student Services, Student Success Collective, Diversity Council, Faculty Diversity Committee	Ongoing

CAMPUS CLIMATE & INTERGROUP RELATIONS

How do internal and external stakeholders perceive & experience diversity on campus? How do we ensure inclusion, equity, and access across various areas of the university? What is our institutional history with regard to diversity and intercultural competence? What does the data tell us about our campus climate? Where is there room for continuous improvement?

Area of Engagement	Outcome	Measures	Criteria	Actions	Responsible Areas	Timeline
Develop Intercultural Competence per Strategic Plan	Already a strategic priority	Yet to be determined	Determined by relevant campus stakeholders	Determined by relevant campus stakeholders	Diversity Council, Faculty Diversity Committee	Ongoing
Campus Framework for Developing Intercultural Competence	Develop and implement	Yet to be determined	Determined by relevant campus stakeholders	Determined by relevant campus stakeholders	Diversity Council, Faculty Diversity Committee	Ongoing
Perceptions of Diversity, Inclusion, Access, Equity	Positive perceptions	NSSE, DLE, SSI, CSS, Alumni Surveys	Determined by relevant campus stakeholders	Determined by relevant campus stakeholders	Creative Marketing, External Relations	Ongoing
Training for Intercultural Competence	Increased intercultural competence	Yet to be determined	Determined by relevant campus stakeholders	HR Training for New & Continuing Employees, New Faculty Seminars, Faculty Scholarship Day (Fall/August + Spring/January)	Diversity Council, Faculty Diversity Committee, Human Resources	Ongoing
Campus Incidents of Hate Crimes & Grievances	Reduce to a minimum	Public safety reports	Determined by Public Safety	Determined by relevant campus stakeholders	Public Safety Committee, Diversity Council, Faculty Diversity Committee	Ongoing

Headings adapted from the framework designed by Dr. Daryl G. Smith, author of *Diversity's Promise for Higher Education*.

Funded by the James Irvine Foundation for AAC&U's "Campus Diversity Initiative Evaluation Project."

PLNU Diversity Statement

*Sample on-line Exit Interviews: **Vanderbilt University** <https://hr.vanderbilt.edu/forms/ExitInterviewQuestionnairewithHRlogo.pdf>

Ulster University (United Kingdom) <http://www.ulster.ac.uk/academicsservices/staff/Exit%20Interview%20revised%202011.pdf>

Planning Discussion – December 14, 2016

Theme or Foundation Item: Spiritually vital people whose lives and identities are grounded in Christ.

Unit/Group/Individual Completing This Sheet: Ross Oakes-Mueller, Susan Rogers, Karen Lee, Rob Gailey, Karl Martin, Kevin Modesto

Initiative: What would you do?

Institute a service requirement in a revised GE Program. The program would need to be narrated by our faith tradition prior to the experience and a written response following the experience.

Timeline: What would a very high-level timeline be for this initiative?

The timeline would be linked to the timeline of any GE reform.

Resources: What resources (time, space, people, money) are needed?

Some aspect of the GE program would need to be more of a core curriculum that is required of all students.

Trade-offs: What can you stop doing to free up these resources?

We should be able to manage a GE reform within our existing committee structure.

Other Areas: What other units in the university would need to be involved to accomplish this?

The GE committee with interested faculty would be the most involved resources.

Planning Discussion – December 14, 2016

Theme or Foundation Item: Thoughtful individuals who communicate and collaborate effectively within diverse cultures.

Unit/Group/Individual Completing This Sheet: Academic Affairs Group

Initiative: What would you do?

Create Intercultural/Cross Cultural required experience with built in flexibility for students to complete prior to graduation.

Require students to meet a minimum number of intercultural experiences based upon a points system.

There are four levels of experience that range in points from individual classes to overseas experiences. Students would be required to earn 3-4 points.

This requirement would need to be part of the GE curriculum. The good news is that it would not need to be an additional course but could be folded into classes and experiences we already do.

NNU developed a similar system: <http://culture.nnu.edu/tier-levels>
Chapman University also developed similar

Timeline: What would a very high-level timeline be for this initiative?
Research prior initiatives (17-18)

Develop a basic proposal of the tiered cultural experiences with a corresponding rubric – so that current PLNU course or experiences could be folded into the plan. (17-18)

Discuss the general initiative with the GE Committee (17-18)

Follow GE timeline for implementation.

Resources: What resources (time, space, people, money) are needed?
GE Committee
PC Council
Associate Dean of GE
Informational Meetings

Trade-offs: What can you stop doing to free up these resources?
Move the initiative from individual faculty to a committee or Assoc, Dean leadership
This should be folded into GE committee work

Other Areas: What other units in the university would need to be involved to accomplish this?

Theme or Foundation Item: Establish and monitor numerical goals for enrollment in educational programs.

Unit/Group/Individual Completing This Sheet: Academic Council Group

Initiative: What would you do?

Establish caps on larger majors in order to maintain a diverse educational climate and population.

Create a decentralized enrollment criteria for select programs.

Timeline: What would a very high-level timeline be for this initiative?

Establish alternative criteria for selected programs to encourage enrollment

Certain programs require different types of knowledge not currently valued in the admissions process.

Research potential models

Research the various degree -seeking students who are tuned away based upon our current criteria.

Establish ideal levels (with flex)

Resources: What resources (time, space, people, money) are needed?

Provost Council discussion on appropriate enrollments

Faculty departments, schools, and colleges

Admissions Office discussions on the reality of such plan

Trade-offs: What can you stop doing to free up these resources?

Faculty would welcome such an opportunity

Other Areas: What other units in the university would need to be involved to accomplish this?

Admissions

Department Faculty and Chairs

Planning Discussion – December 14, 2016

Theme or Foundation Item: Sustaining or Expanding Enrollment Targets

Unit/Group/Individual Completing This Sheet: External Relations

Initiative: What would you do?

Service design: Have the service technology replace the current dysfunctional personal service experience.

Effective relationship between the www and intranet

Timeline: What would a very high-level timeline be for this initiative?

24 months

Focus on ADC and Grad

Resources: What resources (time, space, people, money) are needed?

Domain 7 report/recommendation

In-house expertise preferable

1 FTE + Task Force

Trade-offs: What can you stop doing to free up these resources?

Other Areas: What other units in the university would need to be involved to accomplish this?

Planning Discussion – December 14, 2016

Theme or Foundation Item: A – Institutional capacity to monitor legal and political issues

Unit/Group/Individual Completing This Sheet: External Relations

Initiative: What would you do?

Develop an internal strategy and structure for strategic community and external media relations. Consider hiring an outside agency for media relations.

Timeline: What would a very high-level timeline be for this initiative?

8 months

Resources: What resources (time, space, people, money) are needed?

Strategy task force of staff and volunteer professionals

Trade-offs: What can you stop doing to free up these resources?

Other Areas: What other units in the university would need to be involved to accomplish this?