

# **Strategic and Academic Plan Progress Report**

**August 10, 2017**

## **Initiative #1**

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. (Academic Plan 2: Develop and Promote Quality Curriculum and Programs, Action B)

Final Plan Due: November 22, 2017

Team Members: Jim Daichendt, Walter Cho, Pat Leslie, Kara Lyons-Pardue, Courtney Mayer, Bill Wood, Karl Martin, Ryan Botts, Kayleigh Hofer, Dana Hojsack

Report from the team:

### **What are we already doing?**

- GE committee completed several surveys.
- Conducted focus groups with students and faculty (2014/15)– but no alumni.
- Currently gathering GE assessment data.

Updated Timeline:

2016-17:

- Hire Assoc. Dean of GE.
- GE Survey disseminated (Fall 2016).
- Survey results are shared with faculty (Spring 2017).

2017-18:

- o Conduct listening tours, forums to develop strategies with Associate Dean (and GE committee) and departments across campus.
  - Questions: Where are we strong, what's working or not working, what can we not lose?
- o Fall Guest Lectures/Advisors include Marilyn Chandler McEntyre, Ph.D, and Bradley McCoy, Ph.D.
- o Utilize Fall College meetings as forums for GE discussions
- o GE Committee needs to be actively engaged in the forums/listening tour so they can begin to analyze and interpret the major issues to propose a direction for GE that can be fleshed out with faculty and administration. (Fall 2017-18).
- o Head of GE (Associate Dean) and two members work with chairs/departments to work through department/curriculum implementation issues/concerns (Spring/Summer 2018).

2018-19:

- o Continue forums and faculty meetings.
- o Submit GE proposal, Fall 2018/19 to proper channels.
- o 4 Public forums to discuss changes/implementation issues/concerns.

2019-20 – Begin to design changes/course designs

2020-21 – Potential implementation

## Initiative #2

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 2: Develop and Promote Quality Curriculum and Programs, Action C)

Final Plan Due November 22, 2017

Team Members: Dianne Anderson, Brad Kelle, Dan Jenkins, Jamie Ressler, Mark Pitts (now retired), Deb Erickson, Barb Taylor

### Report from the team:

Time frame	Action
March/April 2017	Task Force meetings
April/May 2017	Identify historical context of graduate programs at PLNU
May-September 2017	<ol style="list-style-type: none"><li>1. Data gathering from IR regarding historical perspective of enrollment</li><li>2. EAB study on graduate culture is currently underway.</li><li>3. Analyze current undergraduate resources to identify related graduate resource needs/gaps</li></ol>
September-November 2017	<ol style="list-style-type: none"><li>1. Survey current graduate students to assess themes for strategic planning</li><li>2. Focused reading to establish informed decision-making</li><li>3. Work with the Provost to identify vision/goals/plans</li><li>4. As strategic vision becomes more clear, identify top priorities and make a plan to be submitted November 22,2017</li></ol>

### **Initiative #3**

Streamline and centralize the system for awarding internal grants (Wesleyan, RASP, Alumni etc.) (Academic Plan 3: Support for Faculty Scholarship and Teaching, Action D)

Final Plan Due: April 28, 2017

Team Members: Dan Bothe, Lori Carter, Kim Hogelucht, Katie Manning, Sheryl Smee, Mark Maddix

#### Report from the team:

The Internal Grant Task Force (Task Force Team #3) has fulfilled its purpose and completed its assigned task as originally outlined. Please find attached the following:

1. Proposed Changes and Implementation Plan for the Internal Grant Award Process
2. Draft Common Application for Internal Grants

There work was completed and their plan is given below.

#### Summary of Proposed Changes

1. Combine the RASP, Alumni and Wesleyan Grant Applications into one common application
  - a. Applicants are to indicate which of the three grants faculty are applying for
  - b. Faculty can apply to more than one grant
  - c. Proposed faculty budget detail is to be included in the application
  - d. Common Internal Grant Application due **February 1<sup>st</sup>**
  - e. See attached Draft Common Internal Grant Application
2. Proposed Process for selecting grant recipients:
  - a. Each of the three grant committees are to rank the order of their respective applicants
  - b. The Chairs (and other member(s) of the respective committees as designated by the Chairs) from each of the three grant committees are to meet to finalize grant allocations for all three grants
  - c. The grants finalization meeting is to occur annually on **March 1<sup>st</sup>**
3. Announce grant recipients on **March 15<sup>th</sup>**
4. The recipient decision (including detailed proposed budgets) will be provided to professional development decision makers

Note: The above timeline assumes the application and evaluation of sabbaticals will be moved to the fall semester (prior to the fall Board of Trustees meeting)

#### Proposed Timeline for Carrying Out the Plan

1. Obtain Provost approval of the proposed changes – June 30<sup>th</sup>
2. Finalize the Common Internal Grant Application – August 20<sup>th</sup>
3. Inform faculty of the new process (including form) – Fall 17 Faculty Convocation

#### Budget Requirements for Carrying out the Plan

None

#### Identification of Human Resources required to Carry Out the Plan

The Faculty Resources Committee will be responsible for carrying out the plan

#### **Initiative #4**

Create a system for helping faculty to plan their career, sustain their scholarly work and find their personal balance between faith, work and life. This includes the formation of a system that connects a faculty member's professional development goals, activities and funds. (Academic Plan 3: Support for Faculty Scholarship and Teaching, Action E)

Final Plan Due November 22, 2017

Team Members: Mark Maddix, Nicole Cosby, Jo Clemmons, Lindsey Lupo, Rosco Williamson, Ross Oakes-Muller, Jill Hamilton-Bunch, Greg Crow

Report from the team:

#### **Strategic Plan Component:**

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

#### **The Task:**

The role of this group is to develop a system to help faculty plan their careers and to make linkages between their career plans, their annual goals (the new PLNU process) and the system for how professional development is funded (look at a new model that links some levels of funding to conference presentations).

#### **The Plan:**

The task force members reviewed six peer, two aspirant institutions, and two other universities to gain information on other professional development policies and processes. The investigation of these schools provided valuable information to guide the process of developing a system for faculty career and professional development plans. The following consists of some of the key aspects of our plan that we seek to develop:

- Faculty career plans should be linked to professional development plans but not evaluated based on the same criteria.
- A tiered system is to be developed for professional development funds that include a general funding for faculty, advanced funding based on faculty/student research projects, and/or conference presentations.
- Faculty who include students in research and academic presentations should be given consideration in professional development plan.
- Preference should be given for PD funding to encourage research and conference presentations.
- The career and PD system will be based on a review of aspirant and peer/comparator institutions
- The funding process for professional development should be moved to chairs and school deans (academic unit leaders).

During the summer of 2017 a small team has been working to understand how faculty development money has been spent in the past so that any new models for professional funding can be built on data. PLNU's professional development budgets have been set for 2017-18, so a new system can not be implemented until 2018-19 or later.

## **Initiative #5**

Create ways for students, faculty and staff to develop intercultural competence in light of both the ever changing demographic and generational nature of our student population. Note that this planning includes both curricular and co-curricular components. (Academic Plan 1: Develop Intercultural Capacity and Proficiency, Activity A).

Final Plan Due: November 22, 2017

Team Members: Beth Denney, Kathryn Homer, Sam Kwapong, Karen Lee, Jacque Mitchell, Matthieu Rouffet, Scott Shoemaker, Sharon Smith, Esteban Trujillo

### Report from the team:

#### Mission/Vision for Cultural Diversity

The team has worked on creating a draft mission and vision for diversity at PLNU. These are:

##### DRAFT – Mission Statement for Cultural Diversity

PLNU recruits and employs women and men from various cultural, ethnic, and socio-economic backgrounds as students, faculty, and staff. A desire to engage, listen to, learn from, and live out cultural diversity is foundational to a Christian liberal arts education within the Wesleyan tradition and equips students to serve vocationally in a diverse world.

##### DRAFT – Vision Statement for Cultural Diversity

Point Loma Nazarene University will be an institution that contributes value through transformational experiences, quality programming, and a Spirit-empowered, culturally diverse learning environment in the context of open dialogue, hospitality, and grace.

Reviewed the current diversity committee structure and recommended the university retain (a) Diversity Council, and (b) Faculty Committee on Diversity.

By way of explanation, the current committee structure provides functionality, flexibility, and a certain level of autonomy for each committee. The Diversity Council is comprised of members from key areas of the university, including Spiritual Development, Student Development, Enrollment & Retention, and students.

The Faculty Committee on Diversity consists of faculty, who make recommendations concerning diversity-related issues pertaining to faculty and curriculum, and other areas of Academic Affairs. In other words, the faculty group can perform diversity-related curriculum reviews and make recommendations pertaining to faculty training and/or diverse faculty retention & recruitment with a certain degree of autonomy.

Going forward, the groups should also operate synergistically. The chair of the Faculty Committee on Diversity is a member of the Diversity Council, so this potential for synergy already exists in the committee structure of the Diversity Council.

### Strategies

The review of data led to the development of a draft [Diversity Framework](#). The framework is built around five main areas related to diversity. The first three crystalized after a review of [DLE data](#). They are:

- *Training*: Providing learning opportunities for students, faculty and staff in the area of intercultural competence

- *Curriculum*: Working with the general education courses that specifically address race/ethnicity/diversity to make it clearer to students that they are intentionally addressing topics related to diversity.
- *Hard Conversations*: Continuing to engage in conversations about immigration, race and ethnicity, and human sexuality in a way that is consistent with our theological tradition.

Two additional items emerged from a review of a variety of campus data:

- *Recruitment and Retention of Faculty, Students and Staff*: We have made significant strides in diversifying our student body and we want to maintain those gains. We have also made steady progress on diversifying full-time faculty and staff.
- *Visibility*: Providing greater visibility for student, staff and faculty learning opportunities and service activities that enhance intercultural competence. Also providing increased opportunities for faculty, students and staff to learn more about ongoing diversity-related scholarship.

These five areas and the Diversity Framework are the basis for the drafting of specific diversity-related strategies.

## **Initiative #6**

Create opportunities for our students to reflect on the importance of corporate worship. This should leverage chapel experiences, devotions and other current worship activities.

Final Plan Due November 22, 2017

Team Members: Mary Paul, Rebecca Laird (on sabbatical Fall 2017), Bob Smith, Nancy Pitts (retired spring 2017), George Williamson, Melanie Wolf, Victor Labenske,

### Report from the team:

It has become clear to the task force that this initiative needs to be split into two pieces, one to focus on the needs of traditional undergraduates and one to focus on the need of adult degree completion and graduate students. Both of these connect to the larger strategic theme: *Spiritually vital people whose lives and identities are grounded in Christ*

Revised initiatives:

#### Initiative #6a

Create opportunities for our traditional undergraduate students to reflect on the importance of corporate worship. This should leverage chapel experiences, devotions and other current worship activities.

#### Initiative #6b

Build strategies to provide spiritual care for graduate and adult degree completion students.

### Progress on Initiative #6a

Create opportunities for our traditional undergraduate students to reflect on the importance of corporate worship. This should leverage chapel experiences, devotions and other current worship activities.

The needed steps:

- Identify opportunities for students to reflect on their experiences of corporate worship and participation in the community of faith. After a review of a number of ways to incorporate some sort of reflection tied to specific classes, the location identified is in senior capstone experiences. A GE assessment tool is currently being given in those classes and this reflection to be appended to that instrument so that there is a dedicated time for students to do the reflection in the context of a class. All academic unit leaders are part of the Planning Council and in the May 2017 Planning Council meeting they affirmed that this was the most logical solution.
- Develop the short set of questions for reflection. Work on a current draft set of questions is underway and will be completed in the fall.
- Identify a group of faculty and staff to read the reflections and collate the data for longitudinal tracking and program adjustment. This process will need to be identified in the fall.
- Implement in the spring of 2018 with the GE survey. This will require coordination with the Office of Institutional Effectiveness.

### Progress on Initiative #6b

Build strategies to provide spiritual care for graduate and adult degree completion students.

The steps the need to be taken to work on this initiative include:

- August: Recruiting two small groups to work on this initiative. The first group will focus on adult degree completion students and consist of ADC faculty and success counselors. The second group will focus on graduate students and consist of graduate faculty and graduate chaplains. Both groups will work with Mary Paul in the development of this initiative.
- September – November: Identify specific steps that can be taken to create a systematic approach to spiritual care for ADC and graduate students. Ingredients to be considered in the formation of a plan include:
  - Making this task a specific part of the job of Student Success counselors and providing training and support for that role.
  - Providing resources for faculty to provide spiritual care to the students in their classes
  - Having each online or hybrid course include a brief discussion of their spiritual journey as part of their personal introduction (the personal introductions already exist).
  - Consider what role the graduate chaplains might play in providing spiritual care for the graduate students who are in online programs.

## **Initiative #7**

Develop ways to weave the exploration of calling into classes and programs. We should be modeling the connections between faith, work and life for students. (Academic Plan 4: Develop and Enhance Avenues to Embody Mission and Explore Vocational Call, Activity F).

Final Plan Due: November 22, 2017

Team Members: Kerry Fulcher, Greg Crow, Mark Maddix, Rebecca Smith, Bettina Pederson, Jeff Bolster, Matthieu Rouffet, Denise Nelson, Rob Gailey, Maria Zack, Jim Daichendt, Brian Becker

Report from the team:

### **Context**

Based on the process that led to the university promise platform, it is clear that there are several ways in which the idea of calling and vocation are already being perceived by the PLNU community (students, staff and faculty). Since the perception is already in place, rather than create new structures it seems appropriate for a plan to be constructed that makes visible the good work that is already occurring in this area and leverages existing policies and practices to more intentionally focus on the development of faculty, staff and students in this area of calling and vocation.

The plan below is a draft that identifies things that we are already doing that can, with slight modifications, be leveraged to create a more intentional and visible pathway for faculty, staff and students to engage with this important aspect of our brand platform. It contains suggestions, questions and ideas that will need follow up on and will eventually need to be placed on a timeline with responsible persons assigned to each area.

### **Plan (Draft)**

1. Faculty focus: Rank and Tenure
  - a. Explore with the Rank and Tenure committee a change to the wording of the prompts for the essay on Commitment to Christ and Christian Higher Education so that there is a direct focus on how the faculty member understands Christian vocation as it relates to their work and how they model and help students explore this through their engagement with them in the classroom and other settings
  - b. Current Prompt... Commitment to PLNU and its mission as an institution of Christian higher education in the Wesleyan tradition.
  - c. Next Step: Draft new language for this prompt to address calling and vocation and then take it to the RT committee for discussion and approval.
2. Faculty Focus: Program Review
  - a. Program review has a 6-year cycle to reach every program. Build the expectation in the review process that departments develop ways to help their students explore the vocation and calling.
  - b. Next steps: Draft language for a question that asks the department to articulate what they intentionally do in their program(s) to align with the brand platform in helping students explore their calling. Meet with the PR committee for discussion and approval (check that the changes were made).
3. Faculty Development
  - a. Faculty discussion groups of Allen and Badley book in fall 2017.
  - b. Explore NetVUE resource to identify ways that we can help faculty have handles to guide their students in exploring their call during advising sessions.
  - c. Identify ways in which the newly created PLNU Vocational Reader can be used for faculty development through CTL or other workshops.
  - d. Embed the brand platform and promise in the New Faculty Seminar in such a way as to on-board our new faculty to the exploration of vocation and calling in their own work.

- e. Next Steps: Identify people who would be willing to work on the details to bring about each of the 3 items above.
- 4. Staff Development: On boarding
  - a. Jeff Herman and Sharon Ayala have been discussing this
  - b. Next Steps: Check with HR to see if this has been developed and who would be appropriate contact to discuss this with
- 5. Staff Development: Exploration and Training opportunities
  - a. What could we do with staff who are already here to provide development opportunities in this area? All Staff or Key Staff?
  - b. Next Steps: Discuss with Jeff Hermann and Kathryn Homer around viability
- 6. Student Focus: Preview Days and Recruiting
  - a. What type of messaging are we using around the theme of calling in our promotional materials from Admissions and our Preview Day presentations? Current Preview Days parent presentation does discuss calling/vocation.
  - b. Next steps: Meet with Scott Shoemaker and Shannon Caraveo to discuss possibilities. Discuss with Academic Council to see if departmental presentations can touch on this theme of calling.
- 7. Student Focus: Four-Year Pathway
  - a. NSO launch
    - i. Go to the chair of the NSO committee to discuss ways to further enhance how students are introduced to calling that weekend (strengths session, academic session, etc.)
    - ii. Academic session now going to be connected to university promise.
  - b. Freshman year: WRI110 (current) + possible PSY101 component
  - c. Sophomore year
    - i. OSV (going into classrooms and dorms) calling as discernment
    - ii. Opportunities to incorporate into Leadership groups within Student and Spiritual Development
    - iii. Residential Life- Is SO dorm emphasis still ongoing?
  - d. Junior and Senior years
    - i. There is some existing synergy
    - ii. NetVUE grant: Follow up with those who were given money to see if what they created is still ongoing.
    - iii. Is there a conversation about capstones across departments? Is vocation expected to be a fundamental part of capstone/culminating experiences?
    - iv. Are there ways that the PLNU Vocation Reader can be used in some capstone classes?
  - e. Next Steps:
    - i. Contact LJML and PSY Chairs to discuss and determine openness to codifying a calling theme or assignment into WRI110 and PSY101
    - ii. Contact Spiritual life and Student Development to identify how they are aligning programming in their areas with the theme of calling (student leader development, OSV, Res Life, Chapel, discipleship, etc...)
    - iii. Discuss with Academic Council how each department is or could align with this theme of calling with an emphasis on their Jr and Sr. students.

**Initiative #8:**

Build model-based targets for current and planned enrollments to meet the financial goals for the next four academic years, and develop strategies to address the affordability of a traditional undergraduate education.

Final Plan Due: November 22, 2017 (basic steps) and March 1, 2018 (model and strategies)

Team Members: George Latter, Maria Zack, Janet Caprario, Tim Benefiel, Dave Phillips, Jeff Sullivan, Susan Rogers, Sharon Ayala

**Report from the team:**

The Financial Model task team met once during spring 2017. In it the most recent version of the 7-year budget forecast and its most significant components were discussed. The most significant issue is that expenses are forecast to increase much faster than revenue, and it is unlikely that growth in academic programs alone will give the long-term financial sustainability/equilibrium we need. We identified several areas in which we need to set targets, including enrollment, discount rate, and staffing (compensation & benefits).

**Timeline:**

Mid-May	Discussion of parameters/targets at Cabinet Retreat
July 25-26	Discussion during Cabinet's two days of extensive strategic planning
August	Work on final backward financial allocations of faculty 2016-17 salaries to computer ROI on individual ADC and grad programs.
August 14-15	Discuss findings to date at Cabinet planning retreat. Cabinet to discuss affordability strategies in parallel with the work of the task team.
September	Complete analysis of 2016-17 ROI on individual programs. Load forward allocations of all 2017-18 faculty salaries to help with future projections.
Sept- Oct	Gather all enrollment data (snapshot) Begin to build model
Oct-Nov	Regular meetings of the team as the model is built and refined.
November	Update the Board of Trustees on progress at their Fall Board Meeting
Dec-Feb	Regular meetings of the team as the model is built and refined
March	Finalize model with targets and present at the March Board of Trustees meeting.

**Initiative #9**

Build a model for retention that produces a graduation rate of 80% among traditional undergraduates by 2023.

Final Plan Due: November 22, 2017

Team Members: Jeff Bolster, Dean of Students, Jeffrey Carr, AVP for Student Development and Chief Diversity Officer, Tim Hall, Women's Soccer Coach and Freshman Psychology 101 professor, Holly Irwin, Vice Provost for Academic Administration, Pam Macias, Director of Financial Aid, Scott Shoemaker, AVP for Enrollment and Retention, Chair

Report from the team:

- A quantitative analysis of the last three cohort years has been completed by IR. There is an upcoming review of this data as the basis for some qualitative work with departments and student groups. The task force will review this material at first meeting in August.
- Additional EAB Student Success Collaborative (SSC) training will be provided as part of the Fall Faculty Workshop (full-time and part-time faculty, adjuncts don't advise students).
- Create a campaign in SSC in the fall. This campaign will focus on retention.

## **Initiative #10**

Build strategies to use communicate university identity both internally and externally.

Final Plan Due: November 22, 2017

### Team Members:

Marketing and Creative Services (Sharon Ayala, Chris Hazell, Taylor Fitzpatrick, Natasha Dunlap, Kellie Colunga, Allison Mercado, David Gladson, Nate Hamill, Marcus Emerson, Jill Chou, Gayle Yelvington)

### Internal Brand Committee

- Human Resources (Jeff Herman, Kathryn Homer, Charis Branch)
- OSV (Danny Kim, Rebecca Smith, Devin King-Jones)
- Student and Spiritual Development (Jeff Bolster, Melanie Wolf)
- Academics (Jim Daichendt, Maria Zack)

### External Brand Committee (Communications and Social Media Working Committee)

- OSV (Danny Kim)
- Athletics (Danny Barnts)
- Alumni (Kendall Lucas)
- UGA (Shannon Caraveo, Samantha Steele)
- GPS/ADC (Cindy Chappell, TBD)
- Public Affairs (Jill Monroe)
- University Advancement (Kathy Meza, Christina Gardner)

### Other positioning and messaging projects

- Undergraduate Admissions (Shannon Caraveo, Samantha Steele)
- University Advancement (Kathy Meza, Christina Gardner, Natalie Lopez)
- Extended Learning (Cindy Chappell, Claire Buckley)

### Report from the team:

Here is brand progress made to date:

- Campus-wide brand roll-in/training
- New website
- Brand style and design guide
- Rebranded collateral for all programs
- Viewpoint print and online redesign
- Performance evaluation process updated in line with brand behaviors (collaboration with HR)
- Social media strategy, style guide, and editorial calendar
- Internal and external brand committees named
- Specific audience positioning and messaging pillars
- Working on a "brand book," perhaps a designed vocational reader, and a piece incorporating strategic plan