

CUA School of Engineering

Strategic Plan 2022



Executive Summary

To address new challenges and opportunities, the Catholic University of America's School of Engineering has developed a strategic plan to inform choices and actions taken during the five-year period 2017-2022. This strategic plan articulates a vision for the School that builds upon the School's distinct identity, inspires strategic choices to advance the prosperity of the School, and provides opportunities for people to learn, grow, and serve the common good. These three elements of *distinction, prosperity, and opportunity* form the three overarching goals of the strategic plan, which guide the plan's objectives and key strategies. The School's strategic plan aligns its efforts with the mission and strategic plan of the University. The strategic goals are:

- **Distinction.** The School will highlight and strengthen its distinct nature as the engineering school with teaching and research excellence, ethical character development, emphasis on service to others, and the advantages of location in the capital of the United States of America.
- **Prosperity.** The School will achieve prosperity by expanding and strengthening existing programs and establishing unique and timely new programs that serve the region, nation, and world with superior technical competence, and which incorporate moral and ethical values and prepare future servant leaders.
- **Opportunity.** The School will provide exceptional opportunities for students, faculty, and staff to realize their full potential.

The School of Engineering's distinct character is enhanced by a continued focus on research excellence, and by the **establishment of new interdisciplinary initiatives and centers** that foster collaboration among engineering fields and with a variety of other disciplines. The School emphasizes **the role of engineering as a force for social good** in which technical decisions are placed within a broader context and are informed by ethical, moral, and philosophical considerations. A diverse faculty and staff who share this vision serve as role models for **our students, who in turn become servant leaders and role models** for others throughout their future careers.

For example, a center for innovation and entrepreneurship will address major issues facing humanity, including those described by Pope Francis in his 2016 Global Forum "*21st-Century Challenge: Forging a New Social Compact*" and those described by the National Academy of Engineering as the "*Grand Challenges for Engineering in the 21st Century.*" Engineering faculty and students will work with those from the Schools of Arts and Sciences, Business, Nursing, Law, Social Work, Architecture, and others, developing lean start-up of innovation-based enterprises. The center will include design/build facilities and foster a scalable, community-facing tech incubation platform.

The School's continued prosperity will be ensured by targeted enrollment growth, in particular in professional master's degree and certificate programs, and by capitalizing on our location in the Nation's capital. The School will foster a culture of assessment and continuous improvement, will build relationships with industrial partners to support student projects and faculty research, and will increase its fundraising efforts to support its new initiatives.

Opportunities for our students will be expanded by strengthening their professional preparation, character development, and social awareness, as well as enhancing academic rigor and cohesion of the curriculum, and by enhancing support for students seeking research opportunities, internships, permanent employment, and career mentoring. Career development and mentoring for faculty and staff will be prioritized, and the School will make significant investments in design, fabrication, and research facilities.

Strategic Context

The Catholic University of America's strategic plan, which took effect January 1, 2012, outlined the University's priorities for a 10-year period. A mid-course update to the plan was issued in November 2016. The School of Engineering Strategic Plan 2022 is a five-year plan for the School that aligns with University's mission, strategic goals and objectives.

The Catholic University of America and the School of Engineering face new challenges and new opportunities. As one of the University's professional schools, the School of Engineering has always balanced preparation for a specific career path with a broader development of students' moral and ethical values, character, critical reasoning, and leadership and service focus. Today, there is an increasing "consumer" mentality among those seeking the benefits of higher education, with prospective engineering students concerned more than ever with the value of education relative to its cost and the likelihood that it will lead to employment and career advancement. The School of Engineering must respond to this shift by making sure that its graduates are prepared for and given access to the best opportunities. At the same time, the School must maintain and strengthen those aspects that make it distinct, in particular the integration of professional engineering preparation with a liberal arts education rooted in the Catholic intellectual tradition. This tradition is built upon an understanding of the compatibility and complementarity of faith and reason, and a deep commitment to the inherent dignity of every person. Members of the School of Engineering community must therefore never narrow their focus to mere self-advancement, but should see the power of the engineering profession to shape development of human civilization for "the authentic good of individuals and of human society as a whole."¹

As is the case for CUA as a whole, and for countless other institutions of higher education, the School of Engineering faces financial challenges occasioned by declining government support for scientific research and increasing competition for students. To prosper in the face of such challenges, the School must articulate a distinctive vision that draws students, faculty, and donors who share its goals and support its mission.

The School of Engineering Strategic Plan 2022 describes this vision, and the goals and objectives that the School will achieve in order to set itself apart with a unique role in engineering education, succeed in strengthening and expanding its programs, and provide opportunities for its students, faculty, and staff to reach their full potential and shape lives of service to "the Church, the nation, and the world"².



¹ *Ex Corde Ecclesiae*, "Introduction," §§4 and 7

² CUA Mission Statement

CUA School of Engineering Mission, Vision, and Goals

Mission

To discover and impart the truth through excellence in engineering teaching, research, and service while providing a personalized and caring environment in which faculty, staff, and students realize their full potential.

Vision

The Catholic University of America's School of Engineering attracts people who care. Our students learn and grow in an environment where faculty, staff, and fellow students care about not just academic success but about one another as persons, and about the challenges facing humanity in an ever-more connected and complex world. The past century has seen a tremendous growth in technology, bringing huge improvements in the human condition but also bringing dangers and unforeseen consequences, as our ability to affect one another and our world becomes magnified by scientific progress and technical innovation. For humanity to flourish in the 21st century, tomorrow's leaders will need to understand not only how to solve technical problems, but how to see those problems in broad context, and how to think deeply about the moral, ethical, and social issues that relate to technological advances. The Catholic University of America School of Engineering **cultivates minds that are motivated to place analytical and technical knowledge at the service of others, and create engineering solutions to problems and new ways of thinking for the common good.** Our efforts reflect Pope Francis' call for sustainable development that honors the dignity of each person and embraces our responsibility to care for one another and for the world that is our common home.

Goals

1. **Distinction.** The School will highlight and strengthen its distinct nature as the engineering school with teaching and research excellence, ethical character development, emphasis on service to others, and the advantages of location in the capital of the United States of America.
2. **Prosperity.** The School will achieve prosperity by expanding and strengthening existing programs and establishing unique and timely new programs that serve the region, nation, and world with superior technical competence, and which incorporate moral and ethical values and prepare future servant leaders.
3. **Opportunity.** The School will provide exceptional opportunities for faculty, staff, and students to realize their full potential.

This strategic plan includes 18 objectives that support these strategic goals. The objectives are described beginning on page 5, along with key strategies. The relative priority of each objective and the resources necessary to achieve it are listed in a table that follows the description of objectives and key strategies.

Measuring success: Assessments conducted every four months will enable us to understand our progress towards each goal and objective, with emphasis on qualitative measures of progress. A baseline qualitative and quantitative assessment will be carried out at the beginning of the plan (Fall 2017), and annual assessments will provide retrospective on each year's activity. The Dean of Engineering will lead the plan's implementation and will be supported by a Strategic Plan Progress Committee, with designated faculty champions for each strategic goal, towards continuous assessment and suggestion of appropriate course corrections as warranted. The Strategic Plan itself is a living document that will be revised as warranted to address changing conditions and new opportunities.

Values and Competitive Advantages of the CUA School of Engineering

The values and competitive advantages that distinguish the Catholic University School of Engineering from other engineering schools are: Excellence, Ethical Character Development, Caring Service, and Location in the Capital of the United States of America.

EXCELLENCE: We have a *rich history and culture of Engineering Excellence that is fueled by our passion for teaching, research, service, and innovation*. Our faculty, staff, and students have a passion for changing the world, expanding human knowledge, and technical expertise to develop tomorrow's technology for the benefit of all humanity. Our faculty and students are active in externally funded research, sponsored by industry partners, private foundations, and government agencies such as the National Science Foundation, National Institutes of Health, NASA, and various Department of Defense organizations. We have embarked on cutting-edge programs, including a new initiative on Climate Change inspired by Pope Francis' Encyclical Letter "Laudato Si", and participation in the National Academy of Engineering's Grand Challenges Scholars Program, which will prepare our top CUA Engineers to lead our country through the development of innovative technologies. In our quest to change the world, we partner with universities around the world to enhance global awareness in our students while fostering an invaluable international exchange in research.

ETHICAL CHARACTER DEVELOPMENT: Our faculty and staff believe that is *important to develop each student's Ethical Character while providing a strong engineering education*. As aligned with the values of the Catholic University of America, we serve to enrich the character of our students with ethical and moral values which include honesty, integrity, prudence, justice, love, care and compassion, respect for human dignity, service, forgiveness, peace, and environmental stewardship. Our educators strive to be role models for our students, and expect them to be role models for others throughout their careers. Courses in fundamentals such as mathematics, science, engineering theory, hands-on engineering laboratory and design courses are combined with a strong liberal arts base with courses in philosophy, theology, and ethics rooted in the Catholic intellectual tradition.

CARING SERVICE: Our students care for one another and for others less fortunate – we foster an *academic culture of collaboration and cooperation rather than competition, and promote service to others* within the School and University, in the community, and around the world. Capstone design projects integrate topics addressed throughout undergraduate studies in engineering, and allow students to work collaboratively in teams to design solutions to improve life for others. Students engage in and lead local and international service opportunities, including Engineers Without Borders, Habitat for Humanity, mission trips organized by Campus Ministry, and countless other ways.

LOCATION IN THE NATION'S CAPITAL: Our graduate and undergraduate programs and our faculty research *capitalize on our location in Washington, DC and our many connections across the region and around the globe*. Through our connections and affiliations with industry, government, and non-profit organizations, we help shape the technological and scientific agenda of the future in our nation's capital. Our students and faculty have a global focus, sharing cultures and ideas from throughout the world, and engineering solutions to problems affecting all humanity. We make connections for our students to support their career goals through internships and career placement, professional development and advancement, and research collaborations and opportunities.

Goals with Supporting Objectives

Goal 1: Distinction. The School will highlight and strengthen its distinct nature as the engineering school with teaching and research excellence, ethical character development, emphasis on service to others, and the advantages of location in the capital of the United States of America.

>**We are ethical and we all called to serve.** The Catholic University of America School of Engineering will continually reaffirm the importance of ethical character development amongst students, faculty, and staff while demonstrating excellence in teaching and caring service to others.

Objective 1.1. Hire a diverse mix of men and women to the faculty and staff who, regardless of religious affiliation, share our vision of engineering as a force for social good and who are role models for our students. Proactively recruit Catholic faculty and faculty who will increase the School's diversity, including female faculty and faculty members from underrepresented minority groups.

Objective 1.2. Embrace innovations in engineering education that align with our values and ethical character development, and position us as an institution where students receive personal attention and are educated holistically.

>**We look at the big picture.** Our students and faculty are not narrowly focused on technical details, but see the broader context and are motivated to engage with major challenges facing the modern world.

Objective 1.3. Integrate each major's curriculum with the University's general education curriculum and incorporate aspects of Catholic liberal education into engineering courses.

Objective 1.4. Develop and support programs that highlight the role of engineering in service to solving societal challenges (e.g., NAE Grand Challenges Scholars Program, initiative on the environment in response to *Laudato Si'*, service activities and trips such as those organized by Engineers Without Borders, program in innovation and entrepreneurship with a social focus, etc.).

>**We believe in Interdisciplinary research and Innovation.** The School will achieve research pre-eminence in a number of specific areas of engineering and applied science through establishment of interdisciplinary innovation and interdisciplinary centers of research. The School will continually achieve Excellence as the standard of performance as we strengthen teaching, caring service, and performance as a research institution, improving the quality, visibility, and impact of research output.

Objective 1.5. Maintain or attain national and international recognition for a number of research areas in engineering and applied science, maintain and cultivate a community of faculty and students that is world-class in research and scholarship, and increase the amount of sponsored research activities to a level averaging \$100k/year per faculty member.

Key strategies

- Significantly increase resources used to support new faculty in establishing research programs, including start-up packages and support for graduate research assistants.
- Incentivize continued research productivity and continual improvement of teaching skills for senior faculty.

- Target faculty workload and tenure/promotion expectations to “play to the strength” of each faculty member (i.e., reward strong researchers with more time and resources for research, reward strong teachers with key courses and instructional support, etc.) while maintaining standards across all areas of expected productivity.
- Improve collaboration with industry including small businesses, increase participation in grants in the Small Business Technology Transfer (STTR) and Small Business Innovation Research (SBIR) program and industry-sponsored research, and increase technology transfer and protection & licensing of intellectual property.
- Continue to be a leader in undergraduate involvement in research and support University efforts in this area.
- Improve academic, research, information technology, outreach, and recruitment support functions to students, staff, and faculty.

Objective 1.6. Establish interdisciplinary initiatives and centers of research and foster collaboration among engineering departments and with other schools/departments at CUA.

Key strategies

- Establish a center for innovation that addresses major issues facing humanity in the 21st Century, including those described by Pope Francis in his 2016 Global Forum “*21st-Century Challenge: Forging a New Social Compact*” and those described by the National Academy of Engineering as the “*Grand Challenges for Engineering in the 21st Century*.” The center will be a *multidisciplinary and interdisciplinary* initiative led by the School of Engineering, and involving faculty and students from the Schools of Arts and Sciences, Business, Nursing, Law, Social Work, Architecture, and others and will support education and research with a goal of developing lean startup of innovation-based enterprises. The center will include expanded design/build capabilities and foster a scalable, community-facing tech incubation platform. The center will be sponsored by donors and aligned with the CUA School of Engineering and the CUA Office of Technology Transfer.
- Encourage and support interdisciplinary research and educational initiatives that address areas of particular relevance to our mission and/or alignment with our values and competitive advantages. These include, for example, environmental protection, clean energy generation, and sustainable development (responding to Pope Francis’ call in his encyclical *Laudato Si’*), veteran’s health issues (in collaboration with the Schools of Nursing and Social Work and local hospitals and government agencies), cybersecurity and intelligence (combining technical and policy aspects and capitalizing on our location in Washington DC), and robotics and artificial intelligence (with attention to related moral, ethical, and philosophical issues).

>**We take pride in our distinction.** The School will highlight the characteristics that distinguish us and communicate those distinctions to world.

Objective 1.7. Improve marketing and external impressions of the School through effective communications to various constituents (i.e. alumni, prospective students, etc.) via website, online and electronic strategies, as well as traditional print media.

Goal 2: Prosperity. The School will achieve prosperity by expanding and strengthening existing programs and establishing unique and timely new academic programs that serve the region, nation, and world with superior technical competence, and which incorporate moral and ethical values and prepare future servant leaders.

>We will pursue targeted growth in the size of the School and leverage the advantages of our Location in the Capital of the United States of America to grow academic programs and research partnerships for the mutual benefit of the Washington DC area institutions as well as the faculty, staff, and students within the School. This includes the educational and career development of the Washington DC area workforce and the School's students.

Objective 2.1. As aligned with the University's growth, the School's annual undergraduate student enrollments will generally be at least 12% to 16% of the University's undergraduate student enrollments. Ideally, the School's growth in undergraduate enrollment should be at least 5% per year. The School will grow while improving the quality, diversity, and inclusion of its student body.

Key strategies

- Increase recruiting efforts with particular emphasis on students from underrepresented groups, previously underserved geographical areas nationwide, and international students.
- Make more efficient use of faculty teaching workload by targeting growth in programs where classes are under-filled, while limiting growth in other programs to rates that can be sustained and matched by growth in physical and human resources.
- Improve retention rates by investing resources and assigning highly-regarded full-time faculty members to freshman and sophomore-level engineering courses.

Objective 2.2. Increase the number of graduate students by 100% in the School's professional master's degree or certificate programs, to serve local, regional, and global constituencies and to support doctoral programs through increased revenue, expanded graduate course offerings, and a larger pool of potential doctoral students.

Key strategies

- Develop new professional master's degree and certificate programs (including on-campus, on-site for Washington-region partners, and online/hybrid) and improve course offerings in existing programs to maintain the School's status as a local leader in graduate engineering education and to extend our reach beyond the Washington region.
- Establish targeted training and certificate programs with federal laboratories, agencies, and STEM teachers.
- Invest resources in graduate recruiting with a particular focus on professional master's degree and certificate students, and recruit students locally, nationally, and internationally for both online and on-campus programs.

Objective 2.3. Increase our competitiveness in attracting talented graduate students by streamlining the decision cycle and communications for applicants who may be offered financial support, and developing more multi-year support packages for doctoral study.

Objective 2.4. Build enduring partnerships towards increased interactions of School of Engineering students and faculty with government and industry to leverage our location to strengthen academic programs and professional preparation and support faculty research.

Key strategies

- Establish strategic and enduring partnerships that leverage the advantages of our location in the Capital of the United States of America to grow academic programs and research activity. This includes the educational and career development of the Washington DC area workforce and the School's students.
- Establish regular forums for invited speakers, program managers, and industry to interact with faculty, staff, and students, at departmental and school levels.
- Establish opportunities for students to visit facilities of Washington-region partner agencies and corporations.

>The School will achieve prosperity and realize the School's Mission, Vision, and Goals, as enabled by an increased focus on assessment and continuous improvement and by improving fundraising and development results. Internal processes, achievement of educational objectives, and faculty and staff performance will be subject to continuous review. With effective fundraising and development, the School will invest in its physical infrastructure and equipment to enhance teaching and research productivity and ensure competitiveness in recruiting new students and faculty and in securing research funding and other external support. The School will also enhance engagement with Alumni, and seek their wisdom, wealth, and work.

Objective 2.5. Foster a culture of assessment and review of academic programs and courses motivated by continuous improvement, and develop mechanisms for assessing impact of teaching, scholarship, and service activity.

Key strategies

- Implement a rigorous yearly course evaluation workshop (ABET retreat) that will engage all faculty members in a process of continuous improvement of the curriculum and teaching effectiveness of each Engineering Department.
- Improve faculty evaluation processes and provide annual written performance feedback for all faculty, including part-time lecturers and adjunct faculty
- Define clear and consistent criteria for tenure and promotion of full-time faculty that maintain high standards while accounting for the full variety of faculty contributions to the mission of the School

Objective 2.6. As aligned with the University's model, to resource the execution of the School of Engineering Strategic Plan, the annual budget will generally fund to 100% of the day-to-day operations needs, and fundraising will generally contribute an additional 20% above the annual budget to fund initiatives within the Strategic Goals and Objectives.

Objective 2.7. Acquire corporate sponsorship for capstone design projects and projects run by student organizations (e.g. ASCE, SAE), and foster collaborative relationships such that students can receive project advice and feedback from professionals.

Goal 3: Opportunity. The School will provide exceptional opportunities for students, faculty, and staff to realize their full potential.

>The School will establish, nurture, and grow research, training, and career opportunities for faculty and students through strategic cooperative and collaborative relationships with local and regional institutions and industry.

>The School will increase its focus on career opportunities for students, including professional preparation and support for placement in internships and other means.

>Towards enhancing opportunity, the School will substantially improve efficiency and effectiveness of support services, business processes, physical infrastructure, and academic advising of all students, and maintain caring service amongst students, faculty, and staff.

Objective 3.1. Strengthen our students' academic achievement, character development and social awareness, and professional preparation to maximize opportunity for success in future employment or continued academic study.

Key strategies

- Improve communication with incoming students and improve coordination with departments offering service courses to first and second year engineering students (i.e., math, science) to ensure adequate preparation for core engineering courses.
- Improve communication and coordination between instructors of courses in sequences to ensure that every student who advances past prerequisite courses is adequately prepared for subsequent coursework.
- Incorporate elements of online education into selected Engineering courses or programs.
- Integrate professional preparation topics throughout the curriculum (e.g. resume and cover letter writing, professional networking and interviewing skills, public speaking and technical writing, coding skills and experience with common software tools, organizational and team dynamics, project planning and engineering economics, etc.).
- Enhance support for students seeking internships, part-time employment on- or off-campus, and permanent employment upon graduation, through coordination with Career Services, maintaining communication with alumni, and nurturing relationships with local and regional institutions and industry.
- Expand opportunities for students to study abroad and to participate in service projects both domestically and internationally.
- Expand opportunities for undergraduate students to participate in research.

Objective 3.2. Improve consistency and accuracy of academic advising (in particular for upper classes and graduate students) and improve planning and scheduling of elective and graduate courses.

Key strategies

- Hold annual advising training for faculty advisors and annually update the School of Engineering's Advising Handbook (including a "What's New" section highlighting changes from previous years).
- Publish a School of Engineering Student Handbook to make academic policies more transparent to students.
- Develop a system for more accurately predicting enrollments in order to plan the appropriate number of courses and course sections, and track success by reviewing number of sections cancelled due to low enrollment and number of sections added after registration in underway due to unexpected demand.

Objective 3.3. Foster an environment of opportunity and support for faculty and staff to enhance their skills as educators, researchers, managers, and administrators

Key strategies

- Enhance mentoring for junior faculty and establish mentoring for mid-career faculty.
- Increase opportunities for faculty training in teaching effectiveness, grant-writing and grant management, effective dissemination of research results through publications, presentations, and technology transfer, and management of research groups.
- Increase opportunities for administrative staff, chairs, and directors for training and career development.
- Improve training for faculty on mentoring graduate and undergraduate students and managing research assistants and supporting students working on theses and dissertations.
- Increase opportunities for faculty to conduct research and teach courses off-campus, including at other sites in the Washington region and at partner universities, laboratories, and businesses throughout the world.

Objective 3.4. Maintain up-to-date classrooms, laboratories, and design facilities for academic instruction and improve physical infrastructure.

Key strategies

- Formally establish an inter/multi-disciplinary student design center.
- Modernize fabrication facilities by adding modern tools to the machine shop, e.g. CNC machine(s), laser cutter, etc., and increase student access to 3D printers, etc.
- Establish cooperative agreements with other CUA schools and outside institutions for sharing fabrication facilities.
- Make design and fabrication facilities available to any/all engineering students but establish access procedures and infrastructure such that students, faculty, staff, and visitors have access to design and fabrication facilities only after receiving appropriate safety training.
- Provide budgetary support for regular upgrades and maintenance (repair/replacement) of laboratory equipment used for instructional purposes.
- Improve and modernize the appearance of the Engineering Building and develop plans for space and equipment requirements for a new building.

Strategic Assumptions to realize the Goals and Objectives of the School

1. **Alignment.** The School of Engineering Faculty and Staff will be aligned with the CUA Strategic Plan (i.e. Alignment with the University's Strategy), and will take action to achieve the associated University Goals and Objectives. (See appendix).
2. **Commitment.** The School of Engineering Faculty and Staff will be committed to the execution of the School of Engineering Strategic Plan, and will take action to achieve the School's Strategic Goals and Objectives.
3. **Collaboration.** Achievement of the goals and objectives will entail communication and collaboration between all levels of CUA governance structure (Chairs and departmental faculty and staff, Dean and SOE Executive Committee, University Committees and Academic Senate, Provost's Office and Deans Council/Academic Leadership Group, President and upper-level administrators, Board of Trustees) and will use feedback from stakeholders including current students and alumni, prospective students and families, faculty and staff, employers of current and former students, donors, research sponsors, partner organizations for research or teaching, and collaborators in industry, government, and other universities.
4. **Global and local environment.** Global and local events and decisions will remain supportive of the Catholic University of America and the School of Engineering's capability to perform mission and to realize vision and strategic goals. This may include economic factors (e.g. availability of research funding; workforce employment trends (e.g. potential effects on student enrollments and student decisions regarding career pursuits); geo-political factors (e.g. war, peace, and stability trends and potential effect on education and student enrollments); technological factors (e.g. Moore's Law and the capability to accelerate learning while leveraging new technologies); and other factors.
5. **Demography.** Supporting the University's growth, the School's annual undergraduate student enrollments should grow at least 5% per year, such that engineering students make up at least 12% to 16% on the University's undergraduate population. The ratio of Full-time Faculty to Student ratio should generally be maintained less than 15 to 1 for undergraduates. As aligned with the University's model, the SOE undergraduate student body to graduate student body relative percentages should generally be maintained at about 60% undergraduate and 40% graduate. The Tenured Faculty to Clinical Faculty relative percentages should generally be maintained at about 85% Tenured and 15% Clinical. Full-time (Tenured and Clinical) Faculty should teach the majority of undergraduate core courses.
6. **Funding.** The annual budget will generally fund to 100% of the day-to-day capability needs. *As aligned with the University's Performance Based Budget model (PBB), the operating budget will increase in subsequent years to reflect revenue increases associated with achieving strategic goals and objectives.* Fundraising will contribute at least an additional 20% above the budget to help fund initiatives within the Strategic Goals and Objectives.
7. **Assessment.** Efficacy of the Strategic Plan's execution will be assessed by the Dean, Senior Staff, Department Chairs, and Faculty about every 4 months (e.g. SOE Executive Committee and SOE Faculty meetings in September, December, and March). Assessments will help inform the annual budget and fundraising levels required to realize Goals and Objectives.

Strategic Priorities and Resource Requirements

		<u>Priority</u>	<u>Resources required</u>			
			<u>Time & Effort</u>	<u>Operating Budget Funds</u>	<u>Reserves/Capital Budget Investments</u>	<u>Fundraising & Sponsorship</u>
Goal 1: Distinction						
<u>Objectives</u>						
1.1	Diverse faculty who share our vision	Highest	modest: faculty recruiting	significant: faculty salaries	significant: faculty startup packages	major: endowed faculty positions
1.2	Innovations in education, values and character development	High	significant: faculty attention			significant: seed-funding for new educational initiatives
1.3	Integrate general education curriculum	Moderate	modest: faculty & administrator attention			
1.4	Programs that highlight service	High	significant: faculty & staff effort	modest: stipends for program administrators		significant: seed-funding for program development
1.5	Strengthen research	Highest	significant: faculty effort	significant: support for graduate research assistants, incentives for research effort	significant: faculty startup packages	significant to major: laboratory upgrades and endowed faculty positions
1.6	Establish interdisciplinary centers, foster collaboration	Highest	significant: administrator and faculty time and effort			significant to major: funding to support new centers
1.7	Improve marketing	Moderate	modest: staff and administrator time and effort	modest: funds for online, print, and broadcast marketing		

		<u>Priority</u>	<u>Resources required</u>			
			<u>Time & Effort</u>	<u>Operating Budget Funds</u>	<u>Reserves/Capital Budget Investments</u>	<u>Fundraising & Sponsorship</u>
Goal 2: Prosperity Objectives						
2.1	Measured growth in undergraduate enrollment	Moderate	modest: faculty and staff participation in recruiting efforts	modest to significant: funds for recruiting efforts, salary for recruiting staff		
2.2	Double master's enrollment over 5 years	High	modest: faculty/staff time & effort for building partnerships, recruiting students	modest to significant: funds for recruiting efforts and curricular development, salary for recruiting staff		modest to significant: funds for recruiting efforts and curricular development (off-campus, online/hybrid)
2.3	Streamline/improve graduate admissions and financial offers	Moderate	modest: staff and administrator time and effort to improve processes	significant: funds for doctoral students support packages		
2.4	Establish enduring partnerships	Highest	significant: faculty and administrator time and effort to nurture partnerships	modest: event costs, local travel costs, honoraria for distinguished speakers		significant: funding to build new programs
2.5	Assessment and continuous improvement	High	significant: faculty administrator, and staff time & effort to engage in assessment and improve performance			
2.6	Fund operations from revenue, support initiatives with fundraising	Highest	significant: dean & development officer time & effort for fundraising	<i>(as needed to support all other objectives)</i>		significant to major: funding to support new initiatives
2.7	Corporate sponsorship and professional mentoring for design projects	High	modest: staff and administrator time and effort	<i>(provides financial resources)</i>		

		<u>Priority</u>	<u>Resources required</u>			
			<u>Time & Effort</u>	<u>Operating Budget Funds</u>	<u>Reserves/Capital Budget Investments</u>	<u>Fundraising & Sponsorship</u>
Goal 3: Opportunity						
<u>Objectives</u>						
3.1	Strengthen academics, character development, professional preparation	High	significant: faculty & administrator attention			
3.2	Improve academic advising and course scheduling	Moderate	modest: faculty, staff, and administrator attention			
3.3	Faculty and staff development & mentoring	High	significant: faculty, staff, and administrator time and effort	modest: funding for on- and off-campus training		
3.4	Maintain up-to-date classrooms, labs, design facilities	Highest	modest: faculty, staff, and administrator attention	moderate to significant: annual expenses for materials & supplies, salary for dedicated staff	significant to major: renovations to Pangborn, capital equipment purchases	significant to major: renovations to Pangborn, capital equipment purchases, new building development