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THE STRATEGIC PLAN

1. We will facilitate the formation of students by developing a more holistic and cohesive academic and co-curricular learning experience that is marked by coordinated residential, social and athletic activities and by strong and integrated spiritual, career, and other academic and student support services.
 - a. Establish vibrant residential learning communities that promote the academic, social, and personal learning and development of students.
 - b. Facilitate coordinated learning, leadership and engagement opportunities beyond the classroom to form students who strive for excellence through thoughtful analysis and reflection.
 - c. Strengthen and streamline academic advising and student support services, integrating access to these resources with career services and personal development offerings, to create a community of support that enables the individual success.
 - d. Ensure that the necessary infrastructure for our athletic programs is developed, supporting our varsity student athletes, as well as students who participate in recreational and intramural sports activities.

2. We will integrate the use of transformative pedagogies across the curriculum to promote student engagement through the synthesis of knowledge in its many forms, collaboration with others in the development of understanding, and reflection on questions of meaning.
 - a. Engage students in learning in all areas of human knowledge, being challenged to think critically and rigorously about the nature of information, via a range of coursework in general education, their major, and related co-curricular activities.
 - b. Support and recognize faculty creativity, exploration, and innovation in teaching.
 - c. Leverage existing technologies and invest in connective technologies that support student learning and transformative pedagogy.
 - d. Encourage faculty to model reflection on questions of meaning and to engage students in applying disciplinary research methods to campus and community problems, actively connecting academic inquiry with social issues.

3. We will embrace the shared joy of discovering and communicating knowledge and will value rigorous participation in academic inquiry as an integral part of the search for truth.
 - a. Support and include students in the global research conversations, from observers and apprentices to contributors and creators of knowledge.

- b. Support faculty research in all disciplines with robust access to scholarly information, tools, and resources, and examining the processes by which knowledge is created, shared, evaluated, and revised.
 - c. Promote partnerships with other Jesuit colleges and universities to increase opportunities for faculty and students to interact and collaborate with researchers across the country and around the world.
 4. We will use input from our faculty, our students, and those who support them to encourage the development of new mission-driven and market sensitive programs and courses.
 - a. Implement a more comprehensive approach to reviewing current programs by linking academic program reviews with financial and market analyses.
 - b. Develop outstanding undergraduate and graduate degree and certificate programs in carefully selected areas to be delivered with the best technological support.
 - c. Create, where appropriate, innovative graduate programs that integrate seamlessly with undergraduate education.
 - d. Provide life-long learning opportunities to our alumni and other adult learners in line with the mission of the University of Scranton.
 5. We will embrace an integrated approach to the improvement of student learning and formation.
 - a. Implement a comprehensive plan for the assessment of student learning at all levels, encouraging faculty and those supporting the learning process to develop assessment activities that deepen learning and contribute to student formation.
 - b. Invite and inspire students to reflect upon and assess their own learning and development, empowering them to observe, participate, and delight in their own transformation.
 - c. Conduct community-driven assessment, reflecting as a group on the state and progress of the University as a whole.
1. We will present students with curricular opportunities and academic programs that lead them to the learning outcomes that form the vision of global learning at The University of Scranton.
 - a. Establish a standing University committee, which includes faculty, staff and students, to develop and implement a global learning profile for students demonstrating the global character of their Jesuit education.

- b. Engage the Faculty Senate and academic departments to identify and modify areas of the curriculum, including general education, to promote a global and multicultural teaching and learning environment.
 - c. Develop innovative approaches to promote international language learning as an integral component of the global education.
 - d. Develop and implement policies and financial support practices that promote faculty development in global learning, increasing faculty participation in international seminars, conferences, collaborative research and scholarship, teaching and service.
2. We will enhance global engagement by developing interdisciplinary strategic partnerships with international universities and other international organizations.
- a. Execute a feasibility study for the University entering the [Bologna Process](#) as a partner institution.
 - b. Develop a functional set of faculty and student exchange programs that are sustainable and effective and that facilitate cross-cultural regional, national and international cooperation.
 - c. Establish a set of partnerships, starting with select Jesuit and other Catholic international universities, to foster consortium agreements, including double diploma, dual degree and other exchange programs.
 - d. Develop an international career recruiting component that will also include an international internship program.
3. We will build opportunities for every student's learning experience to include engagement in an international arena.
- a. Encourage more students to learn in a global setting by establishing and integrating study-abroad options into every academic program and by promoting study abroad in short and intermediate sessions, especially during January and summer.
 - b. Develop new courses that incorporate a traditional study-abroad component, or establish a virtual international presence using global partners and technology, allowing faculty and students to study and conduct research in an international learning environment.
 - c. Advance the University's international presence and immerse in it so that all students become aware of and engage in the stark realities of our world.
 - d. Establish a permanent University of Scranton presence in another country and culture, while still being linked to our Catholic and Jesuit community.

4. We will organize existing resources to provide an administrative structure that promotes, coordinates, and supports global initiatives that will develop across the University.
 - a. Integrate existing structures and resources into a new Center for Global Studies that serves as a liaison for internal and external communities, oversees academic programs with international characteristics, coordinates appropriate resources, plans and policies, and promotes broad collegial engagement in curricular and co-curricular programming.
 - b. Form an operational working group to design and implement a support structure for international students and faculty, including an enhanced International Student and Scholars Office.
 - c. Design and maintain a sustainable development program to support the faculty who engage in global teaching and learning, scholarship and service.

5. We will be recognized for our internationally diverse body of students, faculty and staff and will be characterized by a well-developed interdisciplinary, global awareness that is integral to our academic and social structure.
 - a. Improve the University's economic performance in recruiting and retaining undergraduate and graduate international students by improving our financial support and student transfer processes.
 - b. Initiate faculty recruitment strategies that facilitate globalization in teaching, research and curricular development, and strategies to attract culturally diverse faculty and staff who will contribute to and enrich a more globalized campus community.
 - c. Identify and implement those support systems deemed critical to the recruitment and retention of international students, faculty and staff, including

THE STRATEGIC PLAN: AN ENGAGED, INTEGRATED &

Three subcommittees of the University Planning Committee were charged with developing vision statements and draft goals for each of the themes.

Engaged Subcommittee

Chair: Dr. Anitra McShea
Dr. Doug Boyle
Dr. Paul Sung
Mr. Gerald Zabolski
Mr. Peter Portanova
Dr. Patricia Harrington
Ms. Lauren Rivera

Integrated Subcommittee

Chair: Dr. Michael Mensah
Dr. Linda Ledford-Miller
Dr. Josephine Dunn
Ms. Robyn Dickinson
Prof. Kristen Yarmey
Rev. Ryan Maher, S.J.
Mr. Aris Rotella

Global Subcommittee

Chair: Dr. J. Dreisbach
Dr. Dan West
Dr. Andreas Christopoulos
Ms. Meg Cullen-Brown
Dr. Ann Pang-White
Mr. Edward Steinmetz
Ms. Mollie Vita
LTC Joseph Wetherell

END OF THE STRATEGIC PLAN