

An Engaged, Integrated, Global Student Experience

Strategic Plan Summary Document

Submitted May 2016

The Division of Student Formation & Campus Life is committed to contributing to *The University of Scranton's 2015-2020 Strategic Plan: An Engaged, Integrated and Global Student Experience*. There are 14 distinct departments within the Division (see attached organizational chart) that have submitted goals and objectives to support the strategic plan. Each functional area spent dedicated time in meetings, conversations, planning and benchmarking activities, to create, discuss, and refine goals and objectives. Subsequently, each departmental team submitted a working scorecard that highlights various areas of emphasis to establish, enhance, and strengthen efforts in support of an engaged, integrated, and global student experience. Strategic planning discussions have occurred while remaining focused on the University's Comprehensive Resource Review process and the seven principles which are the foundation of the 2015-2020 plan.

To complement the work occurring at the departmental level, two division-wide business meetings were dedicated to the discussion and discernment of the Student Formation & Campus Life plans. The meetings accomplished the following outcomes: 1) allowed for an understanding of what was being proposed in each functional area, 2) provided spaces to identify synergies and opportunities for collaboration, 3) identified gaps or areas in need of further discussion and input from campus constituencies, and 4) established a sense of the overarching Divisional priorities.

Mission

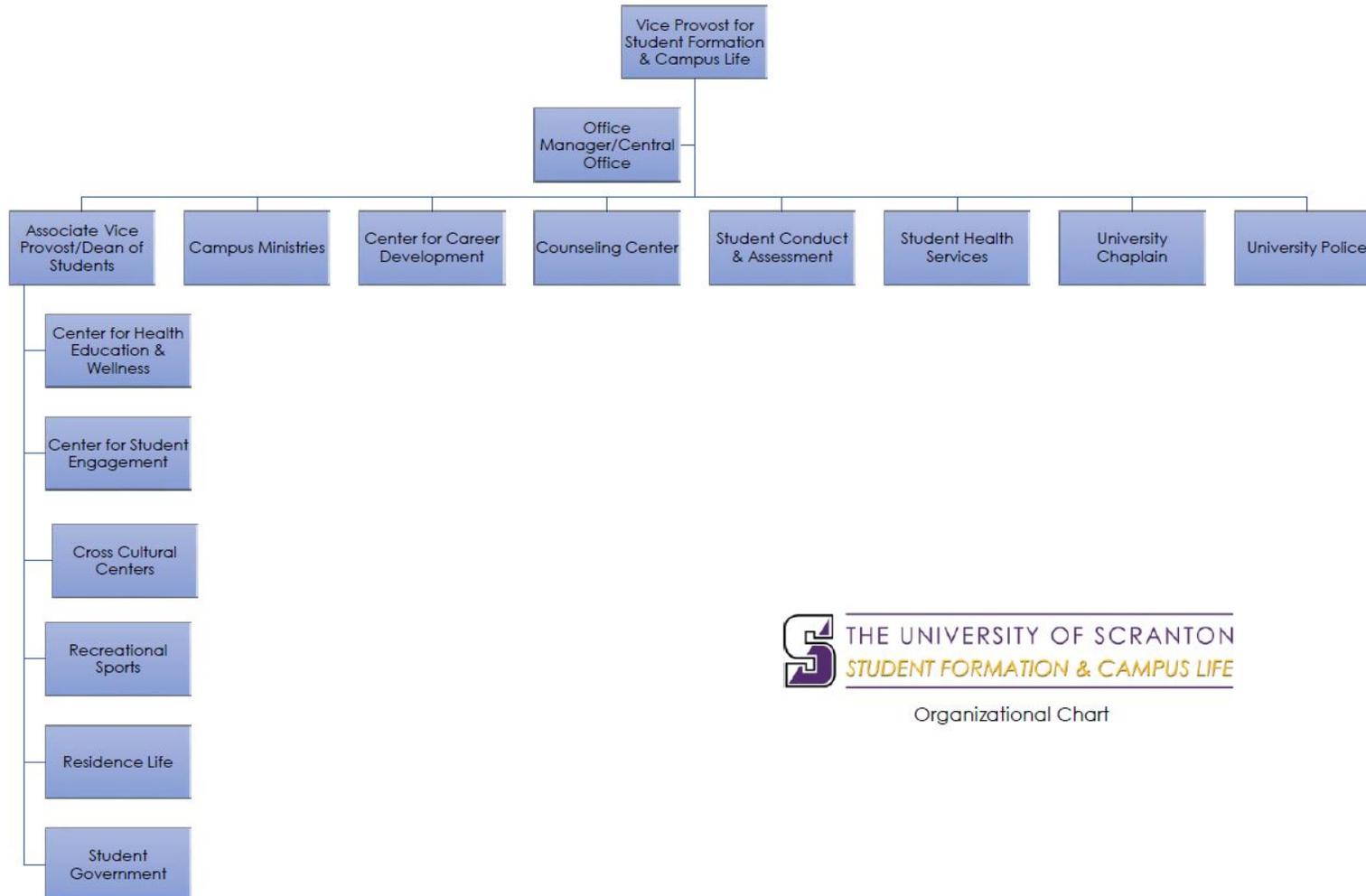
The Division of Student Formation & Campus Life, inspired by our Catholic and Jesuit identity, challenges students to recognize their unique gifts and talents, reach beyond their perceived capabilities, develop a restless desire for excellence grounded in gratitude, and discover and embrace who they are called to be.

Committed to forming socially responsible, engaged, and reflective men and women, the Division facilitates transformative learning experiences aimed at advancing students' understanding of and lifelong commitment to:

- developing adult faith and spirituality,
- fostering a healthy and balanced lifestyle,
- cultivating a sense of personal responsibility and accountability,
- honoring diverse thoughts, perspectives and cultures,
- integrating knowledge into lived experiences,
- engaging in service for and with others, and
- discerning one's vocation and direction.



THE UNIVERSITY OF SCRANTON
STUDENT FORMATION & CAMPUS LIFE



Organizational Chart

Student Formation & Campus Life Divisional Plan 2015-2020

Engaged: We will implement diverse opportunities for students to be engaged in transformative and reflective academic, social, spiritual and service-oriented experiences that are intentionally designed to develop their knowledge and skills while challenging them to be men and women of faith and service to their communities.

1. We will form men and women for and with others, providing education shaped by the service of faith and the promotion of justice, and emphasizing the development of adult faith.

Goal/Objective	Functional Area	Program/Initiative
<p>a. Prepare students to articulate the content of and reasons for their faith and make connections among faith, reason and the demands of justice.</p>	<p>Campus Ministries</p>	<p>Facilitate a retreat or prayer experience each semester for student ministers to reflect on their faith and how that faith calls them to service beyond their response to serve as liturgical ministers.</p> <p>Design, plan, and execute the Lenten/Advent Services with a team of student ministers, guided by a CM staff member, in order for student leaders to make the connection between the rituals of the content of their faith tradition.</p> <p>Establish a CM Servant Leadership Development Program for work study students that connects the baptismal call to service and universal call to holiness with their service to the Campus Ministries office's programs and services.</p>

Student Formation & Campus Life Divisional Plan 2015-2020

	University Chaplain	<p>Provide pastoral support to Praise and Worship group (students who gather in Christian faith).</p> <p>Institute a "Chaplain's Challenge" to encourage students' adult faith development.</p>
b. Offer forums for debate and exploration of current issues important to the University, Church, and society.	Campus Ministries (with Education for Justice, CRS Student Ambassadors, Sustainability, CHEW, Residence Life, Cura Personalis Living Learning Community, Theology Faculty)	Develop various programs to engage students in learning about current issues important to the University, Church and society.
	Campus Ministries	<p>Institute faith and justice conversations with the Scranton Jesuit Volunteer Corp to explore long-term service as a way to expand understandings of adult faith.</p> <p>Provide opportunities for students to give reflections at Masses as a way to share how peers are attempting to explore faith from an adult perspective.</p> <p>Provide reflection questions before Masses on topics pertinent to young adult faith formation.</p> <p>Facilitate weekly adult faith formation gatherings to explore more deeply the concerns of developing one's faith from an adult perspective.</p>

Student Formation & Campus Life Divisional Plan 2015-2020

		Provide and offer one-on-one Spiritual Direction as an element of spiritual formation for student's adult faith formation.
	Cross Cultural Centers (Multicultural Center)	Reimagine "Culture & Conversation" program to provide a forum for exploration of current issues (i.e., Multiculturalism & Faith) by students, faculty, and staff to occur more frequently and with increased participation [Note: Possible topics may include Multiculturalism and Faith, Women and Faith, LGBT and Faith Cultural Conversations Lunch Series.]
	University Chaplain (Residence Life, RA's)	Create and implement foundational conversations on religion to residence hall communities (Everything You Need to Know about Religion in 20 minutes).
2. We will challenge students and the University community to engage with the stark realities of the world.		
Goal/Objective	Functional Area	Program/Initiative
a. Offer community-based learning and service-related curricular experiences that give students a way to learn about common challenges and problems facing humanity.		
b. Embolden members of the University community to understand and develop a commitment for people who live and work in poverty, illness, inequality, hopelessness, and other social disparities.	Center for Student Engagement, Center for Service and Social Justice, Community Relations	Expand Welcome Weekend's Back to School Bonanza service opportunity, an event serving low income children in the greater Scranton area, with a goal of increasing student participation and incorporating a

Student Formation & Campus Life Divisional Plan 2015-2020

		reflective component to aid University students in understanding social disparities.
	Campus Ministries, First-Year Seminar Faculty, Tapestry and Passport, Jesuit Center, Education for Justice	Provide programs for students to interact with a marginalized population in order for them to develop a commitment for people who live and work under conditions of poverty and other social disparities.
	Campus Ministries, deans of all colleges, Jesuit Center	Provide service trips/experiences that will encourage students to better understand marginalized populations both in the U.S. and abroad.
	Cross Cultural Centers (Jane Kopas Women's Center)	Increase student participation in programs about bystander engagement techniques (i.e., Ally Development Workshops, Women's Leadership Institute, Diversity Summit, LGBT+ Inclusive programming) to empower students with tools to support marginalized people. [Note: Women's Leadership Institute to occur in March and Diversity Summit to occur in October.]
c. Consider and explore the creation of a Center for Community-based Learning that coordinates these activities and provides development and support resources for the University community.		

Student Formation & Campus Life Divisional Plan 2015-2020

3. We will inspire students through academic experiential opportunities that promote immersion and reflection.

Goal/Objective	Functional Area	Program/Initiative
a. Develop experiential learning as an area of excellence for undergraduate and graduate education by developing quality internship, co-op, and other experiential learning opportunities for students to engage and reflect on the world and their professional choices.	Campus Ministries, Career Development	Ensure professional internship opportunities with faith-based organizations that serve a marginalized population.
	Student Health Services, Department of Nursing	Facilitate collaboration with the Graduate School of Nursing to accommodate students in SHS for the purpose of clinical learning.
	Center for Career Development (KSOM) (PCPS) (CAS) (CTLE)	Collaborate with colleges in co-curricular programs (Passport & TAPESTRY) to provide professional development programming.
	Center for Career Development (KSOM) (PCPS) (CAS) (Advancement)	Share current and prospect recruiter data among colleges and partner offices; Provide recruitment outreach materials to partner offices. Expand/Create activities and programs that connect students with quality experiential learning opportunities via on campus recruitment activities.
	Center for Career Development (KSOM) (CAS) (PCPS)	Articulate students' experiential learning outcomes via the annual experiential learning report.
b. Build defined and structured points of access to enable students to benefit from meaningful mentoring relationships with our	Campus Ministries – especially the ISP Coordinator, ISP Alumni/ae	Identify and prepare graduating seniors to serve as meaningful mentors when they become alumni/ae.

Student Formation & Campus Life Divisional Plan 2015-2020

distinguished alumni or others identified by alumni, faculty and staff.	Campus Ministries, Alumnae/i Relations, University Chaplain	Increase mentoring relationships with alums and friends of Scranton who have integrated their faith and a commitment to justice with their profession/vocation.
	Student Health Services, Department of Nursing	Engage SHS staff as mentors and clinical role models for graduate students.
	Center for Career Development (Advancement) (KSOM) (CAS) (PCPS)	Establish formal mentoring program and utilize CCN Mentor module to collect/populate mentor data & collaborate with faculty and staff to identify potential mentors. Provide structured opportunities for interaction and networking with alumni and industry professionals.

4. We will commit ourselves to remaining an affordable, accessible education that meets the needs and addresses the challenges of students from enrollment to graduation and beyond.

Goal/Objective	Functional Area	Program/Initiative
a. Implement new and bold strategies and initiatives developed through the University's Comprehensive Resource Review, strategic enrollment planning and related activities to provide access to an affordable Scranton education, with special emphasis for students in our local region.		
b. Provide expanded and more flexible ways for students to study at the University throughout the entire year (i.e., summer and intersession) through the use of technology and additional course offerings in areas deemed appropriate by colleges.		

Student Formation & Campus Life Divisional Plan 2015-2020

<p>c. Develop and implement a comprehensive and cohesive system to monitor and improve retention and graduation rates.</p>	<p>Counseling Center</p>	<p>Clients who identify as struggling with remaining at Scranton will be provided the needed treatment and support to remain a student in good standing. Assess demographics and explore potential barriers to access of Counseling Center for students of color.</p>
<p>d. Engage with the broader Jesuit university community (AJCU) to identify opportunities to enrich our students' academic experience, while gaining economic benefit for the University as a whole.</p>	<p>Campus Ministries</p>	<p>Participate in and host the AJCU annual gathering of Campus Ministers.</p>
	<p>Center for Career Development (CTLE) (CAS) (PCPS) (KSOM)</p>	<p>Institute Big Interview - an online mock interview program (with varying industries and level of interview) that can be critiqued by sharing a link to the interview questions/answers with staff, alumni, and/or mentor.</p>
	<p>Center for Career Development (IT)</p>	<p>Collaborate with IT on project that integrates Banner student info & First Destination Survey (FDS) responses.</p>

Student Formation & Campus Life Divisional Plan 2015-2020

Integrated: We will deliver transformational educational experiences through integrated teaching, learning, scholarship, and formation opportunities across disciplines, programs, and co-curricular experiences, within a culture of innovation, assessment, and continuous improvement.

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.

Goal/Objective	Functional Area	Program/Initiative
a. Establish vibrant residential learning communities that promote the academic, social, and personal learning and development of students.	Residence Life and Academic Affairs	<p>Cultivate faculty relationships and expand faculty participation in residential learning communities for the purpose of developing a more holistic academic and co-curricular student learning experience.</p> <p>Develop "Faculty/Staff In Residence" position in residential learning communities with the goal of creating a more seamless and vibrant residential and academic experience.</p>
	Residence Life	<p>Develop new Residential Learning Communities (RLCs) for the purpose of fostering a more holistic and cohesive academic and co-curricular learning experience. [Note: RLCs include Living-Learning Communities that have a linked-course and Themed Communities that do not have a linked-course.]</p> <p>Increase student participation in Residential Learning Communities with a goal of providing a holistic and cohesive academic</p>

Student Formation & Campus Life Divisional Plan 2015-2020

		<p>and co-curricular learning experience for a greater number of students.</p> <p>Review and revise the training and programming model to ensure that Resident Assistants better understand the focus on globalization and community development while developing skills to support students of various cultural backgrounds.</p>
	<p>Campus Ministries, Residence Life</p>	<p>Increase collaboration between CM with the Cura Personalis (CP) Living Learning Community (LLC) Program in order to establish a more vibrant residential learning community that promotes the academic, social, and personal learning and development of students.</p> <p>Examine the possibility of a Resident Minister position that will enhance the faith development of resident students.</p>

Student Formation & Campus Life Divisional Plan 2015-2020

	Campus Ministries, Residence Life, Theology Department, Admissions	Establishment of a new themed living learning community tied in with a Theology course to explore adult faith formation.
b. Facilitate coordinated learning, leadership and engagement opportunities beyond the classroom to form students who strive for excellence through thoughtful analysis and reflection.	Cross Cultural Centers (Multicultural Center and Jane Kopas Women's Center) & Office of Equity and Diversity	Continue to develop the Promoting Awareness of the College Transition (PACT) Program framework in a way that (1) increases opportunities for student-leaders to engage in training and presentations beyond the initial program and (2) expands to include modules for upper-class students.
	Center for Student Engagement	Increase student participation in myriad formal leadership development training already offered by the Center for Student Engagement (i.e., Scranton Emerging Leaders, IGNITE Leadership Conference, IMPACT First Year Leadership Retreat, Magis Program, and National Conference opportunities). Increase students' understanding of how involvement in positional leadership opportunities in the Center for Student Engagement align with and support their future career goals. [Note: positional Leadership opportunities within CSE include Orientation Team Leader(s), USPB Executive Board, Leadership Programing Interns, RoyalSync Interns, Orientation Assistants, USPB Board Members, and Club/Org Leadership]

Student Formation & Campus Life Divisional Plan 2015-2020

	Student Health Services, CHEW, CHED	Enhance the provision of holistic health care and student learning by incorporating a wellness intervention at every patient encounter.
	CHEW	Further develop the Peer Health Education Program as a premier leadership experience. [Note: CHEW's nationally certified Peer Health Educators (PHE) produce campus health projects and lead active and informative sessions on alcohol and other drug education and wellness topics to promote a healthy and balanced lifestyle.]
	CHEW, Academic Departments, Student Health Services	<p>Develop a robust offering of mindfulness meditation workshops, presentations, and resources offered by Center for Health Education & Wellness staff, Peer Health Educators, and expert instructors to improve the holistic learning experience in coordination with colleagues in academic affairs.</p> <p>Expand and integrate on-campus physical and mental health screenings and assessments, flu vaccinations, and prevention/wellness workshops to provide pre-health students with opportunities to practice skills while serving the University community.</p>

Student Formation & Campus Life Divisional Plan 2015-2020

	Campus Ministries	Assess and develop the current Campus Ministries' Retreat program, International Service Program, Domestic Service Trips, and annual service-related programs (FIRST, SPARK and SMART) to confirm that students are learning the importance of taking time to reflect on their lives and to invite God into their reflection.
	University Police	Student Officer Program - We will provide Student Officers with opportunities to cultivate their leadership skills and participate in civic engagement on campus.
	TBD –Student Conduct	Explore the creation of a module/educational program that can be used as a sanction to strengthen a student's ability to identify and follow through on a campus engagement plan.

Student Formation & Campus Life Divisional Plan 2015-2020

	Student Conduct Officers	<p>Create a resource focused on specific offerings through Career Development, CTLE, and Academic Advising that can be distributed during Educational Conferences.</p> <p>Benchmark ways for students to thoughtfully analyze and reflect one's decision-making before/during/after the conduct process.</p>
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 students' individual success	Center for Career Development (Advising) (Student Formation)	Facilitate outreach to enhance collaboration and program facilitation with partner offices.
	Center for Career Development (CTLE) (CAS) (PCPS) (KSOM)	Establish Roadmap for Success online resource to assist students in attaining success within major, providing tips and resources as identified by faculty and industry partners.

Student Formation & Campus Life Divisional Plan 2015-2020

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	Recreational Sports & Athletics	Athletic Facility Development - Provide information and support to ensure the infrastructure meets the needs of students who engage in Recreational Sports.
	University Chaplain	Explore opportunities to provide pastoral support to student athletes and the Athletic department as appropriate.
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.		
Goal/Objective	Functional Area	Program/Initiative
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.	Center for Student Engagement	Review and revise the curriculum of each of the Center for Student Engagement's leadership development offerings to ensure the incorporation of critical thinking and application components. [Note: This will be done through yearly review of positional leadership training and leadership development co-curricular frameworks.]
	Student Health Services, CHEW, CHED	Collaborate with CHEW and CHED on Healthier U day by providing a learning

Student Formation & Campus Life Divisional Plan 2015-2020

		opportunity for students to self-report and record their own health history.
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.	Center for Career Development (CTLE)	Utilize existing technologies to make career development content and programming accessible to all students.
	Center for Career Development	Examine College Central Network (CCN) capabilities in offering mentor and experiential learning modules for use of information management and event facilitation. Ensure the Career Development team is up-to-date on best practices with a particular focus on the use of technology.
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.	CHEW, Academic Departments	Alcohol curriculum infusion: Update faculty participant training to frame high-risk drinking as both a social issue and campus problem, including relevant campus data, thereby encouraging faculty to engage students actively in reflection and dialogue about high-risk drinking within our community.

Student Formation & Campus Life Divisional Plan 2015-2020

<p>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.</p>		
Goal/Objective	Functional Area	Program/Initiative
a. Support and invest in our students' progressive participation in scholarly 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.	Counseling Center	Share research and service practice with other institutions to enhance treatment and support services to our clients and faculty.
<p>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.</p>		
Goal/Objective	Functional Area	Program/Initiative

Student Formation & Campus Life Divisional Plan 2015-2020

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 populations, especially the underserved, in keeping with the University's mission.	Center for Career Development (Advancement) (CTLE) (parent council) (KSOM) (PCPS) (CAS)	Provide professional development content to alumni, and other adult populations - topics to include resume prep, interviewing, job search, re-entering the work force, etc. through use of online presentations and regional alumni events.
5. We will embrace an integrated approach to the improvement of student learning and formation.		
Goal/Objective	Functional Area	Program/Initiative
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.	All	Conduct Annual Assessment planning, implementation, and analysis.

Student Formation & Campus Life Divisional Plan 2015-2020

<p>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.</p>	<p>Center for Student Engagement, Center for Service and Social Justice, Student Formation & Campus Life</p>	<p>Invite senior students to reflect on and delight in their transformation at the University by creating a "TED-type" talk program that encourages linking spiritual, academic, co-curricular, and service experiences.</p>
	<p>Counseling Center</p>	<p>Identify group treatments to enhance clinical support services to students (e.g., ADEP, ADHD Skills Group, Anxiety Management Group, Depression Support Group, Grief Support Group, and Healthy Relationships Group).</p>
<p>c. Conduct community-driven assessment, reflecting as a group on the state and progress of the University as a whole.</p>		

Student Formation & Campus Life Divisional Plan 2015-2020

Global: We will provide opportunities for students to be immersed in academic, moral, and spiritual learning that cultivates reflection, discernment and action in a global context and within a multicultural learning environment.

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.

Goal/Objective	Functional Area	Program/Initiative
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.	Cross Cultural Centers, Student Organizations, OISS	Create a second signature program focused on global diversity to be offered in the fall semesters with the goal of increasing co-curricular opportunities for global learning (i.e., Global Food Bazaar)
	Cross Cultural Centers, Faculty members	Collaborate with faculty members across the academic colleges to integrate diversity and multicultural competence presentations and/or training in the classroom. [Note: Presentations may be offered by Cross Cultural Centers Staff.]
c. Develop innovative approaches to promote international language learning as an integral component of students' global education.		

Student Formation & Campus Life Divisional Plan 2015-2020

<p>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.</p>		
<p>2. We will enhance global engagement by developing interdisciplinary strategic partnerships with international universities and other international organizations.</p>		
Goal/Objective	Functional Area	Program/Initiative
<p>a. Execute a feasibility study for the University entering the Bologna Process as a partner institution.</p>		
<p>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.</p>		
<p>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.</p>		

Student Formation & Campus Life Divisional Plan 2015-2020

<p>d. Develop an international career recruiting component that will also include an international internship program.</p>	<p>Center for Career Development (Advancement) (International Student Office) (Study Abroad)</p>	<p>Facilitate meetings with stakeholders to identify quality international internship opportunities.</p>
<p>3. We will build opportunities for every student's learning experience to include engagement in an international arena.</p>		
Goal/Objective	Functional Area	Program/Initiative
<p>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.</p>		
<p>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.</p>		
<p>c. Advance the University's international service and immersion trips so that all students become aware of and engage in the stark realities of our world.</p>	<p>Campus Ministries, deans of all schools, Jesuit Center</p>	<p>Share CM's International Service Program with the graduate student body in order for them to become better aware of opportunities to learn of other world cultures through this program.</p>

Student Formation & Campus Life Divisional Plan 2015-2020

	Campus Ministries	Host faculty to an event during which CM's International Service Program will be shared in the hope of recruiting faculty as ISP chaperones.
	Campus Ministries, CAS dean	Evaluate students' understandings of the immersion trip as a way for them to more deeply engage in understanding the many realities of our world as part of the post-service course (taught by the ISP Coordinator with Sr. MaryAnn Foley, CND).
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.		
Goal/Objective	Functional Area	Program/Initiative
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.		

Student Formation & Campus Life Divisional Plan 2015-2020

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.		
Goal/Objective	Functional Area	Program/Initiative
a. Improve the University's competitiveness 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 an ESL program and social structures, programs and learning communities that support culturally diverse populations and facilitate cross cultural interactions.	Residence Life and Academic Affairs	Expand the new, globally focused residential learning community to increase cross-cultural interactions among students. [Note: current JR/SR version named Global Exchange Community].
	Student Health Services (International Student Office)	Provide compassionate, culturally competent health care to international students and assess that delivery of services is supportive and culturally sensitive.
	Cross Cultural Centers, Jane Kopas Women's Center and Multicultural Center and OISS	Collaborate with the Office of International Student and Scholar Services (OISSS) to offer a regular program tailored to International students (i.e., lunch series)

Student Formation & Campus Life Divisional Plan 2015-2020

	Counseling Center	Ensure clinical staff receive Continuing Education Units (CEUs) that focus on cultural/ethnic competencies.
	Center for Student Engagement	Improve community integration and support of 4 year international undergraduate students through inclusion in the New Student Orientation Program in a way that complements the work of the Office of International Scholars & Student Services (OISSS).

Student Formation & Campus Life Divisional Plan 2015-2020

Principles: Creating a Sustainable Environment for the Engaged, Integrated and Global Student Experience

Principles	Functional Area	Program/Initiative
1. Ensure that a University of Scranton education remains cost competitive to our student target market and allows families to avoid the burden of excessive student debt.		
2. Implement a new business model that increases revenue, reduces costs and is directly guided by strategic priorities.	Campus Ministries	Analyze previous budgeting policies in order to track costs and set budget limits for programming, thereby evaluating ways to utilize resources without adding to costs and not negatively affecting programs and experiences.
	Center for Career Development (Advancement) (Parent Council) (Alumni)	Implement the The Royal Experience Internship Program to support students in unpaid experiential learning opportunities.
3. Use existing best practices and technologies to streamline and modernize operations and to lower costs.	Recreational Sports & IT Department	Determine where efficiencies can be made to reduce administrative time in organizing and managing Intramural Leagues via IMLeagues.Com.
	Center for Student Engagement	Increase use of Royal Sync by the Division of Student Formation & Campus Life and encourage campus collaborators to utilize this online community to streamline processes and better track student engagement. [Note: RoyalSync provides an online community for campus that helps streamline processes and assists in student engagement and is currently used by all clubs

Student Formation & Campus Life Divisional Plan 2015-2020

		<p>and organizations and various campus constituencies. The API (Application Programming Interface) will provide a way for our existing campus databases to access information in RoyalSync to better understand and assess the student experience.]</p> <p>Increase use of Guidebook, a mobile app, for conferences and events, in an effort to better serve participants while reducing paper costs. [Note: Guidebook provides up to the minute schedule and information for all participants in the Orientation program. Use of this app can greatly reduce the need for paper program materials and schedules.]</p>
	Student Conduct	Explore reducing budgetary costs tied to code booklets and other publication efforts (e.g., Know the Code posters) by reimagining how we utilize social media, our website, Printing Services, etc.
	Residence Life	Review and improve use of Residence Software to improve operations. [Note: Residence manages housing assignments and other related information.]
	Campus Ministries	Use Royal Sync to manage data and facilitate registration as a way to streamline and modernize operation of programming and events.
	Student Health Services, Mediat Electronic Health Record	Continue to utilize the Mediat electronic health record system while increasing proficiency of staff and streamlining its use.

Student Formation & Campus Life Divisional Plan 2015-2020

	Counseling Center	Continue to monitor cost/benefit ratio for appropriate/adequate delivery of services including: staffing levels, technologies such as Electronic Health Records, etc.
	Center for Career Development (IT)	Evaluate current models/costs, reducing vendor-based services that can be replicated with free or in-house products where appropriate.
4. Transform administrative structures to best position the University to respond to opportunities and market pressures based on our strategic priorities, including the creation of new programs and the regular assessment of existing programs.	Center for Student Engagement	Engage in an "Administrative Process Review" with a goal of reducing the number of staff hours dedicated to administrative support.
	Residence Life	Cross-train the central office Residence Life team to ensure the team is in the best position to support each other.
5. Cultivate assurance of learning and student formation through continuous assessment to improve student achievement, retention, satisfaction, educational programs, and the financial practices that support them	Division of Student Formation & Campus Life	Coordinate, plan, and implement annual and strategic planning efforts so that synergies are created among tools, plans, rubrics, etc. both internal (cross-functional areas within division) and external (academic plans, GE, etc.) as appropriate.
	Center for Career Development (IT)	Facilitate annual assessment upon graduation to identify areas of concern, based on basic demographics (major/gender/ experiential learning).

Student Formation & Campus Life Divisional Plan 2015-2020

<p>6. Ensure that the University's capital campaign and development efforts, including outreach to alumni, parents and friends, work in concert with and in support of our strategic priorities, and that the entire University community is engaged in supporting this effort</p>		
<p>7. Preserve and strengthen the University's sense of community as one of our most valued assets and a core differentiating characteristic, emphasizing genuine concern for one another, transparency, communication, engagement, equity, and shared governance in the conduct of University affairs.</p>	<p>Center for Student Engagement</p>	<p>Continue to assess the New Student Orientation Program to maintain a pulse on the sense of community that participants report. [Note: New Student Orientation Program includes Summer Orientation, Fall Welcome, Transfer Orientation, New Student Convocation, Orientation Assistant Team, Fall Move In Volunteers.]</p> <p>Monitor the sense of community cultivated by student leadership roles within clubs and organizations.</p> <p>Assess students in leadership roles within clubs and organizations to better understand and strengthen the connection to the University that exists because of this participation.</p> <p>Assess the community connection that students report as a result of participation in University of Scranton Programming Board Events.</p>
	<p>Campus Ministries</p>	<p>Initiate renewal gatherings after retreats to help students remain connected to the community and to feel as they are part of the Scranton faith community.</p>

Student Formation & Campus Life Divisional Plan 2015-2020

	Cross Cultural Centers	Increase participation at signature Cross Cultural Centers programs (i.e., Take Back the Night, Festival of Nations) to increase the University's sense of community and understanding of equity, engagement and respect.
--	------------------------	---

** The aforementioned initiatives will be evaluated on an annual basis.*