Five Years of Accomplishments

In the fall of 1999, the University introduced its “Strategic Plan 2000-2005, A Community of Scholars, A Culture of Excellence.” This plan, which contains ten themes with specific goals, has guided the University for the past five years. In this issue of the Scranton Journal, the University is pleased to present highlights of key accomplishments that have been made against the goals set forth at the beginning of the new millennium.

As the 2000-2005 plan came to a close, the University began to develop a new Strategic Plan for 2005-2010, which will be unveiled this fall.

For additional information about the University’s Planning initiatives, visit the Planning, Assessment and Institutional Research Web site at www.scranton.edu/planning.
THE SERVICE OF FAITH AND
THE PROMOTION OF JUSTICE

Theme from 2000 - 2005 Strategic Plan

As a Catholic Institution blessed by the collaboration of individuals of all faiths, the University reaffirms its commitment to the twin goals of contemporary Jesuit education: The Service of Faith and the Promotion of Justice.

2000 - 2005 GOALS

THE SERVICE OF FAITH AND
THE PROMOTION OF JUSTICE

I The University will remain an inclusive community that is, in the words of ExCorde Ecclesiae, “animated by a spirit of freedom and charity” and “characterized by mutual respect, sincere dialog and the protection of the rights of individuals.”

II In its service of faith, the University will seek to “discern and evaluate both the aspirations and the contradictions of modern culture in order to make it (the University) more suited to the total development of individuals and peoples.”

III The University will provide a living and learning community that develops the faith of its students, and that instills in them the skills and habits of discernment that will enable them to understand and address those areas where faith and culture interact.

IV The University will maintain its harmonious relationship with the Diocese of Scranton through “mutual trust, close and consistent cooperation and continuing dialogue,” and will seek opportunities to assist the Diocese in its works of education and service to the People of God.

V Through its curricula and programs, the University will continue to educate men and women of competence, conscience and compassion whose lives are marked by a commitment to the service of others.

VI In its corporate behavior, the University will demonstrate its conscientious and compassionate commitment to service by acting as an advocate for others.

The University of Scranton has long been committed to offering members of its community opportunities to understand and develop their roles in the mission of the University and in the twin goals of contemporary Jesuit education: the service of faith and the promotion of justice.

The establishment of the position of Director of Ignatian Spiritual Formation in 2004 has expanded opportunities for mission and identity retreats and spiritual development for individuals and departments.

The University’s Retreat Center at Chapman Lake has served as a venue for activities and retreats for all members of the University community for many years. In 2004 the University announced plans for an extensive investment in the property to better accommodate growing demand for its use. An expansion and renovation of the Center, made possible in part by a generous monetary gift from the University’s Jesuit Community, is slated to be ready for use in spring of 2006.

In 2000, Father Peter-Hans Kolvenbach, Superior General of the Society of Jesus, challenged all Jesuit colleges and universities in the U.S. to be more and more characterized by “the service of faith and the promotion of justice...in who our students become, in what our faculty do, and how our universities proceed.” In 2003, University President Rev. Scott R. Pilarz, S.J., appointed a Task force on Education for Justice to examine, publicize and promote campus initiatives, to research and propose new ones, and to propose a permanent structure to guarantee that such initiatives will continue to be effective.

Established in 2003, the Leahy Community Health and Family Center in the Panuska College of Professional Studies (PCPS) offers innovative opportunities for faculty, students and community to work together to fill gaps in health, wellness and educational services to marginalized and underserved populations. The Center seeks to maximize the sustainability of programs by embedding services into the curriculum. The Panuska College’s Center for Global Health and Rehabilitation, established in 2004, is dedicated to the promotion of globalization and integration of health and rehabilitation professions within a context of social justice and service to the poor. The Center seeks to involve health care professionals in issues related to global health and to partner with those interested in expanding the knowledge, research, and service skills necessary to prepare health care professionals to work with diverse populations.

During the life of the 2000-2005 Strategic Plan, the Office of Collegiate Volunteers was renamed the Center for Social Action and Service Initiatives (CSASI), and the University’s International Service Programs (ISP) office was brought under its auspices. In the past two years, the office has more than doubled the number of opportunities and numbers of students who participate in its international service trips. In addition to programs to Mexico and Ecuador, ISP has added trips to Kenya and Thailand. Averaging 160,000 community impact hours of local, national, and international service annually, Scranton students are extraordinarily engaged in helping others.

In January 2005, Daniel West, Ph.D., Professor and Chair of Health Administration and Human Resources (right), worked with physicians from Trinava University at a clinic in the Mukuru slums of Nairobi, Kenya. Dr. West was involved with teaching a public health course and providing management services to a health clinic.
Since 2000, student leadership development opportunities at the University have increased, particularly within the areas of student life. Programs that actively engage students include The University of Scranton Programming Board, the Senior Resident Assistant Program, the Student Athlete Advisory Committee and the Judicial Affairs Council on Student Lifestyles. This group, as it existed. The recommendations of the President’s Review Council on Student Lifestyles. This group completed an extensive review of past substance abuse prevention efforts on campus, and examined the student lifestyle situation as it existed. The recommendations of the Council’s 2001 report, Strengthening a Mentoring Community, have played a significant role in developing the University’s proactive prevention efforts.

The University’s Comprehensive Assessment Plan, implemented in 2004, guides assessment activities for the purpose of improvement in both administrative and academic areas. Fourteen University departments are part of the 2004-2005 pilot group of assessment plans. Of these, eight are academic departments or deans’ offices.

With the support of the Office of the Provost, the University contracted with IEC Enterprises, Inc., of Atlanta, Ga., to administer a comprehensive Campus Climate Study of faculty and staff in early spring of 2004. The results of the study were communicated to the campus community throughout the spring and fall months; the President’s Climate Study Response Team presented a report of its review of the study’s findings and recommendations in May 2005. As a follow up to previous assessments, a Student Climate Study was commissioned by the offices of the Provost, Vice President for Student Affairs, and Equity and Diversity, and was completed by the Planning, Assessment and Institutional Research Office in spring 2005.
In the spirit of the *magis*, the University will identify and address the impediments that stand in the way of the professional development of its faculty. It will, moreover, provide the resources necessary for the faculty to continue to improve the quality of the educational experience that they offer to its students, an experience that is enriched by excellence both in traditional pedagogical methods and in emerging instructional techniques and technologies.

**2000 - 2005 Goals**

**The Faculty**

I The University will create and promote an environment in which faculty can continue to develop as teachers and scholars.

II The University will increase the use of pedagogical methods that facilitate active student learning.

III The University will develop a greater sense of commitment among faculty to the teaching of freshman and general education courses.

IV The University will reassess and clarify the standards contained in the Faculty Handbook for teaching, scholarship and service in the rank-and-tenure process. This reassessment will include a consideration of weights assigned to each of these areas in all personnel decisions.

V The University will use its full-time faculty more efficiently in instruction.

The University remains committed to supporting and recognizing the achievements of its faculty. During the life of the 2000-2005 Strategic Plan, the Office of the Provost created a fund for curricular development that furthers the mission of the University. This joins other funding initiatives offered through the Provost’s Enhancement Funds which support research, curricular development, faculty mentoring and interdisciplinary work supported specifically through the Clavius Fund.

Faculty have participated in numerous professional activities that directly or indirectly support the 2000-2005 Strategic Plan. Scholarly activity throughout this span has been extensive; in 2003-2004 alone, the University’s faculty authored 145 articles, authored or co-authored 14 books and made 295 presentations. Two professors earned prestigious Fulbright Fellowships, 19 faculty were awarded external grants and 36 faculty received internal research grants.

The creation of the Center for Teaching and Learning Excellence (CTLE) in 2003 has led to increased curricular support for faculty and students alike. The CTLE hosts regular faculty enrichment workshops, including those that are part of the Faculty Advancement Series, the Instructional Technology Series, and the Lunch and Learn Series. The CTLE coordinates faculty training for various instructional technologies, mediated classroom instruction, and Web site creation. In addition to these and other individualized consulting resources, the CTLE offers funding to faculty for curricular innovation and development. In the 2004-2005 academic year, four Teaching Enhancement grants and seven Web course development stipends were awarded.

Faculty have been integral to the creation of several of the University’s new academic programs, including a five-year bachelor’s/master’s degree in special education/elementary education, a master’s degree in special education, and a master’s in early childhood education. The Graduate School launched Scranton Education Online (SEOL), which offers two master’s programs in education, in fall 2004. Enrollment in the program increased from eight students to 114 students during the 2004-2005 academic year. In 2004, the University received approval from the Middle States Commission on Higher Education to offer its first doctoral degree program: the Doctor of Physical Therapy. The transitional program yielded its first graduates in May 2005.
In fulfillment of its mission as a Catholic and Jesuit institution, The University of Scranton will create a fully integrated campus environment, one that is marked by ethnic and racial diversity and that actively fosters within its students, faculty and staff an understanding of and respect for issues of gender and for cultures other than their own.

The Office of Equity and Diversity at the University, established in 1999, has worked to provide education, training, and support via cross-campus initiatives. In answer to the challenge posed by the 2000-2005 Strategic Plan to “expand diversity and gender awareness training programs for faculty, staff and students,” the Office has delivered numerous workshops and symposia on diversity, equity and disability, such as 2002’s workshop on Diversity Awareness, its first Diversity and Globalization Conference, and training programming for all members of the University community. The University’s annual Conference on disAbility — inaugurated in 2002 — highlights the contributions of those with disabilities. In 2005, the University launched “All in Every Part,” a speaker series on diversity.

In 2002 the University established the Office of International Programs and Services (IPS), designed to initiate, coordinate, oversee and sustain international programs across campus. This collaboration has included the creation of the International Center, a forum for the discussion of global issues and a gathering space for international students on campus.

An important part of IPS is its Global Ambassador Program, where international and American students work as peer advisors and peer tutors. The Center sponsors academic debates, lectures, and symposia on global issues. IPS has hosted visitors to the University who contribute to these discussions, including Leon Fuerth, former National Security Advisor to Vice President Al Gore; and June Carter Perry, Director of Social and Humanitarian Affairs, U.S. Department of State.

The Center’s Global Dialog Series, a bimonthly meeting between International Center Faculty Fellows and invited students, provides a forum for discussing global issues. The Provost’s Initiatives for Globalizing Curriculum, a new faculty advancement program designed to support the diversification and internationalization of the curriculum, has been created. One of these initiatives, the Provost’s Fund for Global and Intercultural Learning, has encouraged faculty to develop course proposals, modifications and innovations that address cultures in a global context.

June Carter Perry, Director of Social and Humanitarian Affairs, U.S. Department of State, spoke to student leaders in March 2004 as part of the Cosmopolitan Society Series presented by the Office of International Programs and Services.

The University will increase its initiatives to heighten the awareness, appreciation and sensitivity of faculty, staff and students to issues of gender and to cultures other than their own.

The University commits itself to the recruitment of a faculty, staff and student body that is ethnically and racially diverse, so that it may more fully reflect the world in which its students will live and work.

The University will develop a comprehensive approach to global education, including internationally oriented programs, foreign-study programs, and the recruitment and retention of international students and faculty.
THE UNIVERSITY AND THE COMMUNITY

The University of Scranton will continue to use its expertise and resources to meet the critical needs of the region it calls home. The University will also continue to recognize and utilize the strengths and resources of the region to enrich the educational experience that it offers its students. Moreover, as a Jesuit institution, the University embraces its obligation to educate its students in civic responsibility.

Throughout the planning cycle, the University has remained an active partner in regional economic development in collaboration with the administration of the City of Scranton and partnership with regional enterprises such as the Greater Scranton Chamber of Commerce, Scranton Tomorrow and the Great Valley Technology Alliance. Other efforts include educational and cultural collaborations; voluntary service by students, staff and faculty; and the provision of professional services to enhance the welfare of the region. The University was an active partner with Lackawanna Neighbors in a four-year revitalization effort concentrated on the Hill Section of the City. In January of 2003, the University joined with Scranton’s three hospitals and Lackawanna Neighbors to implement an employer-assisted housing program. Each institution provides $25,000 per year for a three-year period to fund forgivable loans to employees who purchase and reside in homes in the Historic Hill. To date, five University employees have secured grants through this program.

The University is particularly proud of the service achievements of its students, staff and faculty. From the fall of 2000 to fall of 2004, students contributed more than 750,000 hours of voluntary community service to the local and regional community. While it is difficult to measure individual staff and faculty service, a number of examples display their commitment to the local area. These include grant-supported outreach to the local Hispanic community, the VITA Tax Assistance Program and the services of the Leahy Community Health and Family Center.

Prior to its closing in 2004, the University’s Center for Public Initiatives provided extensive support for local businesses and non-profit organizations. The Small Business Development Center (SBDC) continues to provide small businesses with counseling, providing over 22,000 hours of counseling to over 2,402 clients from fall of 2000 to the fall of 2004. Assistance has included 240 approved packages with total funding in excess of $25.6 million. SBDC staff have conducted 251 training/educational programs for over 3,294 attendees.

The University joined with Scranton’s three hospitals and Lackawanna Neighbors to implement an Employer Assisted Housing Program announced at a news conference in January 2003.
FINANCIAL RESPONSIBILITY

Theme from 2000 - 2005 Strategic Plan

The University will ensure that its physical and financial resources are prudently applied to meet its needs and aspirations. It will address economic and financial questions in light of strategic goals that are tempered by the University’s historic mission and by its sensitivity to the sacrifices made by its students and their families.

Although some progress has been made, the University is still highly dependent upon tuition. The University continues to analyze and refine its mix between merit and need-based aid to preserve the quality of its student body while remaining loyal to its mission.

Its endowment has mirrored the losses and gains of the stock market. Valued at $102 million in August of 2000, the endowment decreased to about $69 million in October 2002. Recent rallies measure this figure at about $95 million.

The University’s Annual Fund continues to set records; new programs in this area have been tremendously successful, including the President’s Business Council Dinner in New York City, which raised over $630,000 in fall 2004.

The University has continued its commitment to maintaining and developing exemplary campus facilities. In 2000, the University completed construction of Brennan Hall, a 71,000-square-foot building housing the University’s Kania School of Management and the Joseph M. McShane, S.J. Executive Center, which offers meeting space for the University and regional business community. Several neighboring properties have been acquired in recent years, including two on Mulberry Street and three on Webster Avenue. Additions to student living space include the construction of the award-winning Mulberry Plaza as well as the Madison Square apartments. Renovations to the Gunster Student Center have improved food service facilities.

An update to the University’s facilities master plan was completed in February of 2004 to aid in determining a site for a new campus center and science facility. The University is preparing to break ground on improvements to the campus retreat facility at the University’s Chapman Lake property. Facilities Maintenance Plan funding has increased on an annual basis as facilities are added and as the University responds to inflationary pressures. The University’s Facilities Improvement Plan is funded at a constant level.

Brennan Hall, home of the University’s Kania School of Management, was dedicated in the fall of 2000.

2000 - 2005 GOALS

FINANCIAL RESPONSIBILITY

I The University will achieve a balanced economic structure, comparing its revenue and expense components to those institutions with which it presently competes and those with which it aspires to compete.

II The University will align its Five-Year Financial Plan with its strategic plan.

III The University will continue its exemplary care of its campus facilities and develop new facilities identified through the planning process.

IV The University will reduce its reliance on tuition revenue.

V The University will develop an organizational culture that promotes an ongoing review of operations to ensure the efficient distribution of financial and human resources within its community.

VI The University will improve its Standard and Poor’s A- rating to an A rating.
Enrollment Management

The University will develop and implement enrollment management strategies that support its desire to seek and retain undergraduate, graduate and non-traditional students of character and promise to share fully in the academic enterprise.

2000 - 2005 Goals

I. The University will establish a student body of size, geographic distribution, financial profile, ethnic diversity and quality that is optimal for its mission and resources.

II. The University will develop pricing and financial aid strategies that will enable it to attract and support a student body of the size and characteristics suitable for achieving an enhanced position in the marketplace, and for maximizing net revenue.

III. The University will analyze and evaluate changes in the marketplace and develop programs that respond to those changes in a manner that will enable it to remain faithful to its mission.

IV. The University will stabilize and improve its already strong retention rate.

V. The University will complete the coordination and cross training of its enrollment-related departments that began when it established the Enrollment Management Division in 1997.

Admission and retention strategies explored and implemented throughout the five-year span of this Strategic Plan, driven in part by the adoption of an Integrated Marketing Plan, have yielded a strong overall enrollment picture for the University. In 2001, the University welcomed the largest freshman class in its history. In fall 2004, 43% of the total student body was yielded from the University’s ten-county local area, illustrating the University’s commitment to serving local students. Though the University has not reached its goal of increasing ethnic and racial diversity within its student body to at least 10%, this number increased from 5% in 2000 to 7% in fall 2004. The ethnic and racial diversity of the fall 2004 entering freshman cohort reached 10%.

The University’s one-year retention rate has remained high. The rate for the fall 2000 cohort (833 students) was 90%; for the fall 2003 cohort (975 students), this figure was 88%, averaging 89% over this span.

The University’s strong enrollment picture includes significant gains in inquiries and applications. In 2002, inquiries were 41,594. This number rose to 42,092 in 2003 and 47,450 in 2004. Applications for this period rose sharply as well, with 5,123 applications in 2002, 5,649 in 2003 and 6,126 in 2004. In 2000, prospective students were able to complete application materials online. In 2005, the Office of Admissions implemented the Recruitment Plus system, a relational database that houses all recruiting data. This database has allowed the Office to adjust quickly to changing market needs and to swiftly implement data-driven decisions and communications.

Commissioned to help the University understand the changing educational needs of adults in its local area, an adult market research study was completed in 2003. Several recommendations from the study have been implemented by the Graduate School, which has seen significant growth in enrollment over the past several years. Rising steadily from 645 students in fall of 2000, enrollment in Graduate School programs reached 750 in fall 2004. Due in part to the introduction of the Scranton Education Online program, enrollment in spring 2005 reached 915.
The University will embrace technology as a means of enhancing the effectiveness of its operations and as an integral support for the scholarship and learning that are central to its identity as a University.

The 2000-2005 Strategic Plan cycle has seen many improvements in technology infrastructure and training. In 2002, the Information Resources Division conducted an information resources needs assessment for employees and students. The results of this assessment have been shared with the University community and continue to play a role in technology planning. Training initiatives are underway in several technology areas. Efforts across several campus departments have significantly improved the University’s Web presence.

In 2001, the University's Instructional Technology plan was implemented. Several Web-based courses have been developed, and recent agreements with an external vendor have launched the online presence of the University's graduate education degrees. The number of mediated classrooms on campus is steadily increasing, rising from 27 in 2000 to 50 in 2005. The University is a proud partner in JesuitNET, the Jesuit Distance Education Network, founded in 1999 to build collaborative links between Web-based academic programs and services of the nation’s Jesuit institutions of higher education.

The Weinberg Memorial Library has taken several steps to supplement its technological support resources and expand information literacy efforts. In 2004, the Information Literacy Subcommittee of the Library Advisory Committee was created. The Library’s Information Literacy Program administered pre- and post-tests within selected academic areas to gauge students’ levels of information literacy. In 2004, a student Information Literacy Assessment was conducted by the Library. Through the Center for Teaching and Learning Excellence (CTLE), six stipends have been awarded to faculty, working with a librarian partner, for the development of course-embedded information literacy instruction. The Library is also a pilot participant in the University’s new Comprehensive Assessment Plan (CAP).

The Library has expanded its technologies-based services in several areas. It has launched a new library information system. For distance learners, Library Web pages were revised to put most frequently needed services forward. Video tutorials with accompanying documentation on how to access Library resources have been recorded and posted to the Library’s Web site. E-portfolios are now available for students. An Enriched Technology Group Study room for collaborative study has been created in the Library. The Library’s electronic holdings have increased to 15,000, and additional laptops are available for loan from the Library’s circulation desk. The library has also introduced a 24/7 virtual chat through its Ask-a-Librarian reference service.

The number of mediated classrooms on campus is steadily increasing, rising from 27 in 2000 to 50 in 2005.
In response to issues identified in the 1998 Middle States Reaccreditation report, governance at The University of Scranton has undergone substantial reflection and change. A committee was formed by then-President Joseph McShane, S.J., to address governance reform at the University in 1999; in 2000 and again in 2001, the Committee was renewed with modified membership. The Committee was charged with devising a governance structure that would “both reflect the University’s unique culture and address the concerns raised by the Middle States reaccrediting team.”

The Governance Committee immersed itself in a study of best practices in collegiate governance and reviewed the existing governance bodies at the University. In the months that followed, the University’s governing bodies held meetings and retreats to review their structures and processes. As a result, extensive governance reforms were adopted by each body and were endorsed by the Board of Trustees in spring 2002.

A statement of governance was issued in 2002, articulating the University’s philosophy on governance and establishing the principles by which it will abide at the institution. The review process resulted in more efficient channels of communication at the University, and has clarified the roles that the governance bodies play in the life of the University. The committee structure of the University also underwent extensive scrutiny.

The Annual Report system now requests committee activities and achievements as a way of monitoring professional activity. Each of the four governing bodies at the University – the University Council, the Faculty Senate, Student Government, and the Administrators’ Conference – have revised their operations. In 2002, the University Council, Faculty Senate and Student Government presented the Board of Trustees with newly formed constitutions.

As part of the Board’s endorsement of the revised system in 2002, it requested that the campus community engage in ongoing review of the new governance structure, culminating in a formal review in 2005-2006. The Board also asked the community to continue to consider ways to streamline the University’s committee structure. The University’s Strategic Plan for 2005-2010 will guide the institution in addressing these needs and meeting head on the Middle States Commission on Higher Education’s Standards of Excellence.
The University will proclaim its story boldly and with a confidence commensurate with the remarkable achievements of the members of the University community.

Approved in August of 2002, the University’s Integrated Marketing Plan has driven many of the considerable successes within this theme. As part of the plan, the University developed, adopted and promulgated three primary points of pride: A Community of Scholars, Jesuit Excellence, Real World Ready. These points of pride, designed to reflect the University’s mission and identity, were used extensively for internal and external marketing.

The Office of Public Relations, Office of Admissions, Graduate School, Dexter Hanley College and Center for Continuing Education collaborated to implement the geographic and programmatic goals of the Integrated Marketing Plan. In 2000 and 2001, the University designed and launched a new Web site to support recruitment and branding efforts. The Web site, which included more than 150 original page designs, garnered three awards for excellence from two national associations.

In 2001, Public Relations collaborated with the Office of Admissions to develop a comprehensive package of recruitment materials, replacing publications that had previously been outsourced at considerable expense. These offices also collaborated to implement a segmented approach to direct mail marketing, again replacing a costly outsourcing practice. Public Relations promoted an understanding of key University information and selling points within the internal community through initiatives that included an improved and expanded presentation of Facts, Indicators of Excellence, and Quick Reference Guide.

Beginning in 2000, Public Relations undertook a comprehensive advertising strategy to share key themes and areas of excellence and to promote Open House programs. By fall 2004, image advertisements were placed in 25 Catholic and 19 non-Catholic newspapers in ten states including Pennsylvania and the District of Columbia. In 2001, the Committee on University Image and Promotion provided stewardship of the iBrand project, which resulted in clear directions for fostering a University “brand” and for developing the Integrated Marketing Plan.

Beginning in 2001, in an effort to increase its peer assessment score in the U.S. News & World Report rankings, Public Relations prepared and distributed a series of mailings to presidents, provosts, and deans/directors of admissions from U.S. News schools in the north. The mailings were designed to raise awareness of The University of Scranton’s areas of excellence and points of pride. In the 2005 rankings, the University’s peer assessment score increased from 3.3 to 3.5. The University has also been listed in a Washington Post article that was later adapted for a book listing the nations “top 100 outstanding (and underappreciated) colleges.”

Other national recognition has included listings in college guidebooks such as the Princeton Review’s “Best Colleges” and Kaplan Publishing’s “Most Interesting Colleges.”