

CLU Strategic Plan (beginning June, 2012)

The Mission of California Lutheran University is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice

Four Key Topics that Have Emerged

1) Academic and Co-Curricular Programs

Goal: Strengthen and expand academic and co-curricular programs to meet the needs of CLU students.

Objectives:

- a. Experiential Learning: Institutionalize experiential learning across the curriculum and co-curriculum.
 1. Establish Graduate Program Tracks that offer studying abroad.
 2. Identify current experiential pedagogies being implemented in graduate and undergraduate academic and co-curricular programs, and determine opportunities to promote and leverage best practices across the curriculum.
 3. Compile a set of best practices for experiential learning.
 4. Distribute surveys and solicit feedback.
 5. Realign campus resources to support experiential learning
 6. Align experiential learning with CLU's mission, Core 21, SLO's and other program requirements.
 7. Create an office for EL.
 8. Provide professional development for faculty and staff.
 9. Enhance and support current efforts in GSoE with Professional Development Schools and Arts infusion.
 10. Utilize EL to support efforts to expose students to diversity, global issues, and multiculturalism.
 11. Create a structure (Center, dept., etc.) that provides support to drive opportunities for Graduate consulting for course credit and internships. This involves creating a working pool of organizations seeking consulting support, validating the opportunities across a predetermined set of criteria, and matching student groups/individuals to the consulting projects. Structure would also provide guidance and support to students along with a faculty mentor.
- b. New Programs and Sites: Investigate, evaluate, and develop new programs and sites.
 1. Identify locations where population growth is predicted and evaluate the possibility of implementing graduate programs appropriate for that location (e.g., Kern and San Luis Obispo counties)
 2. Investigate the possibility of adding 4 plus 1 programs that would better connect undergraduate programs to corresponding graduate programs.
 3. Maximize the flexibility of the MBA Program offering (on campus [3 locations], online, weekend intensive, and study abroad) by exploring other geographies where weekend intensive courses might be delivered.
 4. Offer undergraduate courses/tracks at Oxnard/Woodland Hills campuses.
 5. Use comparison data to evaluate whether or not CLU's general education curriculum should be modified to become more distinctive, relevant, and respected. Compile, review and assess CLU's general education curriculum in comparison to other institutions.
 6. Analyze and potentially act on merger with Pacific Lutheran Theological Seminary.
 - Determine impact to current programs and resources

7. New Programs that have been suggested:
- M.Ed. in STEM (Science, Technology, Engineering, and Math) Education
 - Arts Management
 - Sports Management
 - School of Theology (PLTS)
 - Non-profit Management
 - Environmental studies
 - Engineering (Civil or Mechanical)
 - Sustainability track in MBA
 - Architecture (Bachelors)
 - Doctorate in Marriage and Family Therapy
 - Gerontology
 - Public Health (Masters)
 - Health and Wellness
 - Health Care Administration
 - Nursing
 - Pharmacy
 - LPCC Special status students
 - Finance track in the SOM (Bachelors)
 - Masters in Accounting
 - Bioengineering masters
 - Interdisciplinary "leadership" minor (Bachelors)
 - Weekend intensive offerings
 - Certificate programs - one example is in career technology for guidance counselors. Also potentially law, urban planning
 - Continuing Ed for MSCS, MS-IST, and other programs
 - Post-MSCS certificates
- c. Delivery Options: Develop and implement alternative learning delivery options that are infused throughout the curriculum including online, blended and non-traditional learning pedagogies in the classroom.
1. Explore opportunities for customized student graduate degrees. This would enable students to design their graduate program experience across disciplines and venues (online, on campus, abroad).
 2. Maximize the role of technology.
 3. Explore alternative technological methods (e.g. remote/distance learning and hybrid courses)
 4. Determine and implement staffing needs and organizational structure to best support e-learning
 5. Provide IT infrastructure to support e-learning
 6. Provide faculty development in e-learning
- d. Current Programs: Strengthen current programs through strategies that include experiential learning, connecting academic programs to career paths, and programs that connect with our institutional identity.
1. Delineate the connection of every traditional undergraduate major to a career path. Develop a marketing strategy for each major based on this connection for use with current students as well as potential students.
 2. Provide a summer "College Writing" and "College Math" bridge program for incoming TUG and ADEP students.
 3. Provide additional writing resources for international students and students requiring remediation funded by a fee.
 4. Organize TUG Freshman seminar around mission and vocation.
 5. Explore how student research and other forms of EL can better integrated into current courses.

- e. Full-time Faculty: Increase the ratio of full-time faculty to part-time faculty taught student credit units.
 - 1. Set targets
 - 2. Create a structure that allows full-time faculty to teach across Undergraduate and Graduate programs in support of student and program needs.
- f. Enrollment: Manage and optimize enrollment so that the enrollment targets are congruent with the capacities of the programs and resources.
 - 1. Develop a clear definition of enrollment capacity for all constituents of students. This definition should encompass all areas that support capacity, including such areas as academic, facility, residence hall and student support service capacities.
 - 2. Explore ways to preserve the current residential culture enjoyed by traditional undergraduate students while allowing for the possibility of increased enrollment. The following possibilities should be considered:
 - Expanding residential capacity
 - Modifying residential policies and practices to reflect the intended outcome of providing residential living learning environment
 - Continuing to efficiently operate the residential resources of the University at or near our operational capacities
 - 3. Investigate the implementation of a sliding tuition rate scale that could be used to motivate ADEP and graduate students to take more classes. For instance, students taking 1-6 credits could pay one rate, while those taking 7 or more credits receive a reduction.
 - 4. Further diversify the enrollment of international students from Central and South America and Africa to further globalize the campus.
- g. Student Success: Improve and enhance student success in all programs as evidenced by increased retention, graduation rates, direct evidence of meeting student learning outcomes, and post-graduate placement.
 - 1. Develop and support programs that target improving the TUG four-year graduation rate.
 - 2. Develop a program focused on assisting students who leave the University in their senior year to finish their degree.
 - 3. Implement a pricing strategy for ADEP and graduate programs that clearly connects enrollment to value and encourages students to remain in programs to degree completion.
 - 4. Expand the assessment of the causes of attrition and retention at CLU.
 - 5. Develop a predictive model of retention/attrition for traditional undergraduates and explore ways to implement predictive modeling for all other programs.
 - 6. Develop more channels of communication between faculty and Writing Center.
- h. Sustainability: Investigate opportunities to integrate sustainability into curricular and co-curricular programs.
 - 1. Consider having a Sustainability House as a residence option for students
 - 2. Integrate sustainability into course content
 - 3. Integrate sustainability into the curriculum of the School of Management graduate programs
- i. Inclusion: Provide an academic and co-curricular environment that is inclusive of all faculty, staff, and students
 - 1. Provide faculty development on diversity and inclusivity
 - 2. Integrate content into courses that addresses cultural inclusion

2) GRAD/UG -- Equity

Goal: Equitably respond to the needs of all undergraduate and graduate students, faculty, and staff.

Objectives:

- a. Student Services: Improve services to all student populations, in all locations, in the areas of academic support, student affairs support, and faculty advising/mentoring.
1. Woodland Hills, Oxnard campuses – need to decide if these are truly going to be campuses, or just buildings. If campuses, need amenities – bookstore, coffee, food, décor – other accoutrement of a campus setting.
 - May need to get collaboration between Sodexo and Follett to be able to operate kiosk to sell CLU logo items, food, drink, etc.
 - Also need university services – conduct study to identify services that students routinely come to T.O. campus for, and offer those (perhaps focusing on high-need times) at Woodland Hills and Oxnard.
 2. Consistent and extended hours of operation and services provided.
 - Ensure that needed services are available both when and where they are most needed. This may involve extending hours using overlapping shifts to support later hours, especially during busy periods; it may also include offering something like an ombudsman-type of position at Woodland Hills and Oxnard to allow students access to a human being who can help solve problems without requiring each office to place staff there.
 - Extended hours into the evening and throughout UG breaks. Additionally, this involves coverage of services (library, food, media) during weekends when classes are being held.
 3. Assess applicability and need for Student Affairs services for other non-TUG populations, determine how to pay for those, and further assess what is meaningful at Woodland Hills and Oxnard.
 4. Improve and adapt student support services in a way that honors the specific needs of adult students (e.g., tutoring services, career services, OPT for international students)
 5. Consider implementation of family friendly services such as the provision of childcare during evening classes.
 6. Establish and staff a veteran affairs office.
 7. Provide English language tutoring for new international students.
 8. Create lounge space for commuter, Graduate, and ADEP students.
 9. Increase staff where populations increase and/or create flex schedule to keep offices open during times students are on campus.
 10. Increase the Centrum hours to be open longer hours during the summer and prior to fall semester.
 11. Enhance networking events targeting current alumni and graduate students in order to streamline communications and provide consistency in messaging and reach. Provide for opportunities for alumni and Graduate students to network across programs and schools.
 12. Better recognize faculty who participate in SAFE Zone program.
 13. Create incentives to keep faculty on campus, especially on satellite campuses.
 14. Create incentives for better faculty/student interaction outside classroom.
 15. Re-think Student Life Committee role and responsibility to include all students.
 16. Improve the Writing Center for graduate and ADEP students
 17. Provide support for graduate student research
- b. Advising/Mentoring: Improve advising/mentoring for all programs, undergraduate, ADEP and graduate.
1. Clarify the role of advising in retention and graduation. Delineate methods of improving advising for all student constituencies.
 - May take the form of a professional advising center, with all the potential tradeoffs to that.
 2. Establish guidelines for the appropriate number of advisees per faculty. Ease the burden of faculty advisors with too many advisees.
 3. Develop a program targeted at traditional undergraduate undeclared majors. This program should assist undeclared students to explore potential majors and career paths. In addition, it should

- connect these students with the faculty and staff who are best able to assist with the decision making process.
4. Improve the transition of transfer students into the academic culture of the institution.
 5. Provide cross-cultural competency training and include in the evaluation process of both faculty and staff
 6. Create a structure for Graduate Student advising. Explore whether this is best served in a centralized or decentralized structure.
 7. Expand CAAR Office structure to provide support for Graduate students struggling with meeting academic standards. This would involve working with students who are on Academic Probation or have entered the program on a Conditional status.
 8. Establish even better lines of communication between faculty and academic support systems.
 9. Address the relationship between students with disabilities and Writing Center.
- c. Student Governance: Create student governance and advisory structures for graduate and ADEP students.
1. Establish and operate structure that fulfills needs of graduate and ADEP students.
 2. Create connection to appropriate organizational unit in university administration – Student Affairs?
 3. Establish and staff a graduate student affairs office for programming, orientation, clubs and organizations, and coordination of graduate student governance funded by graduate student fees.
- d. Faculty Governance: Improve existing and/or create new faculty committee structure representation to better support the needs of graduate and ADEP programs.
1. Conduct analysis of current committee structure
 - Assignment of both graduate/ADEP responsibilities and faculty representation to some committees
 - Creation of parallel committee to handle graduate/ADEP issues as appropriate
 - Assignment of explicit graduate/ADEP role to existing committee (e.g., Student Life)
 - Evaluate effectiveness of current faculty governance model in meeting graduate student & faculty needs. Establish a governance model that addresses the needs of a growing faculty community with graduate and undergraduate interests. Explore need for graduate focused committees within the faculty committee structure.
 2. Analyze and make appropriate modifications, if any, to faculty meeting structure
 - Separate graduate/undergraduate meeting elements?
 - Faculty senate?
 3. ADEP Director should determine how to bring ADEP faculty together in ways other than formal meetings (but informal meetings could work). And/or ADEP representation at COAS meetings.
 4. Improve faculty attendance at monthly meetings.
 5. Discuss if/how adjunct faculty fit into faculty governance.
- e. Representation: Establish graduate representation on the Board of Regents.
1. Needs to follow establishment of student governance and advisory structure.
- f. Structure: Enhance the academic leadership structure to provide adequate support and representation for all programs.
1. Consider an organizational role whose function is to, among other things, coordinate across graduate programs. Key potential responsibilities – networking and communication across programs, academic connection for student governance, leadership of Graduate Council, planning of graduate ceremonies and events, professional development for adjunct faculty, etc.
- g. Culture: Promote equity in the student, academic, and organizational cultures (among all graduate, ADEP, and undergraduate programs).
1. Promoting equity of services, presence of faculty, staff and administrators, equity of student governance, consistency of faculty committees, etc., will begin to create the cultural equity sought in this line item.

- h. Recruitment: Continue to promote creative recruitment strategies (e.g., CLU guarantee and 4-year guarantee) and explore new strategies for graduate/ADEP
- i. Ensure equity of faculty work expectations
 - 1. Undergrad faculty often carry substantial advising loads; grad faculty are often called upon to market their programs, meet with potential students, review admissions files, and other activities, leading to at least an appearance of inequity.
 - 2. Hold an open forum to discuss various activities beyond the classroom that are expectations of our departments and schools – it might well shed light on the situation.

3) Facility/Resources

Goal: Provide resources and state-of-the-art facilities to support the academic experience at CLU.

Objectives:

- a. Dining Hall: Build a new Dining Hall that facilitates food service needs for TUG, ADEP, and Grad students.
 - 1. Identify funding resources to enable construction
- b. Arts Complex: In congruence with philanthropic efforts, design new arts complex using the previously developed planning documents. Implement as funds are available.
 - 1. Prioritize phases of the projects
 - 2. Create a funding plan (capital campaign?)
- c. Science Complex: In congruence with philanthropic efforts, design new science complex using previously developed planning documents. Implement as funds are available.
 - 1. Includes renovation of Ahmanson Building
- d. School of Management: Determine plan for future SoM building
 - 1. Conduct capacity study for the future of SoM
 - 2. Develop facilities planning document
- e. Temporary Facilities: Enhance campus by eliminating remaining outdated and temporary facilities.
 - 1. These include F building and old football offices
 - 2. Determine how the removal of these buildings impacts programs
- f. Student Union: Renovate existing dining hall to be a student union building.
 - 1. Identify resources to do renovations upon completion of new Dining Hall
- g. Administrative Space: Study and respond to the growing needs for administrative space.
- h. Off-Campus Space: Explore long term lease for off campus use (academic and/or administrative).
 - 1. Explore what programs may be located off campus
- i. Sustainability: Continue to focus efforts on sustainability in facilities and operations.
- j. Adjunct Faculty: Improve professional development and compensation for adjunct faculty.
 - 1. Create regular workshops to be offered to adjunct faculty, including stipends for attendance.
 - 2. Establish a more formal structure for recruiting and retaining quality adjuncts. This includes orientation to CLU culture and philosophy. This may be a centralized or decentralized structure based on the needs of the various programs.
 - 3. Review adjunct salaries and create a plan for a more competitive pay structure for quality adjuncts that also supports professional development and retention efforts.
 - 4. Provide opportunities for adjunct faculty to be included in on campus activities – Teaching & Learning sessions on Thursdays, Faculty lunches, Professional Development Day, etc.
 - 5. Academic departments develop outreach to adjunct faculty.
- k. Salaries: Maintain current targets for faculty and staff salaries.
 - 1. Will targets be “refreshed” annually?
 - 2. Should the comparison group be reviewed/changed?

- l. Accreditation: Study SOM, APA, and AAMFT accreditation requirements including faculty, staff, facilities, resources.
 - 1. Seek APA accreditation for PsyD program in 2014 (?)
 - 2. Determine the cost/benefit of accreditation
- m. Technology: Analyze and invest in technological resources to enhance efficiencies and customer service.
 - 1. Phone System Analysis/Replacement?
 - 2. ERP System
 - 3. Analyze online/hybrid learning impacts
 - 4. Online training for faculty
 - 5. Expansion of Digital Imaging
 - 6. Automate more functions being conducted manually
 - 7. What is rollout of new software?
 - 8. Need to have offsite servers that can run all vital systems in event of a failure of main systems
 - 9. Disaster Recovery Plan
- n. New Programs: Provide human and financial resources to initiate new programs.
 - 1. Work with the Student Life Committee to develop a living learning community around the theme of Spirituality, integrating all units of the University in the delivery, e.g. academic, student life, campus ministry, and resident life.
- o. Experiential Learning: Provide human and financial resources for experiential learning initiatives.
 - 1. Develop multi-year plan for development/growth of experiential learning to identify resourced needed
- p. Online/Hybrid: Provide human and financial resources for online/hybrid technology.
 - 1. Training for faculty needed to fully utilize systems
- q. Other facilities:
 - 1. Create faculty and staff lounges across campus.
 - 2. Graduate Student Center

4) Identity and Messaging

Goal: Clearly articulate and live out the mission, vision, and goals of CLU

Objectives:

- a. Articulation: Clearly articulate key aspects of our identity (e.g. academic rigor, Lutheran, inclusive, attention to whole person, experiential learning, service to neighbor, inquisitiveness, community of faith).
 - 1. Display the artwork of diverse cultural populations on campus.
 - 2. Build connections with community groups that can link student learning with activism efforts.
 - 3. Develop, adopt, and “live out” an inclusivity statement.
 - 4. Provide interactive events that allow interested faculty to explore the place and expression of Lutheran attitudes and practices in their respective classes/programs.
 - 5. Provide ongoing learning opportunities for faculty, staff, students, Regents and Convocators which articulates the role and governance of the Convocators and teach and use the language of the ELCA Social Statement on Education as an expression of articulating the relationship.
 - 6. Make mission and identity a key element in student, faculty and employee recruiting, orientation, and hiring.
 - 7. Develop orientation programs for Graduate and ADEP students that introduce these students to CLU’s identity, mission and relationship to the ELCA.
 - 8. Better educate faculty/department chairs on policies regarding hiring diverse faculty.
 - 9. Improve Faculty Mentor Program
 - 10. Provide opportunities for faculty to discuss what “Lutheran identity” means.

11. Provide necessary information for hiring committees and interviewers regarding Lutheran identity.
 12. Integrate mission and identity into faculty orientation.
 13. Offer teaching on Vocation through the Center for Teaching and Learning
 14. Fund Hewlett Grants for faculty reflection on Vocation.
- b. Marketing and Communication: Aggressively expand CLU's marketing efforts to strengthen its brand and reputation. Use established channels to communicate our identity, mission and values externally.
1. Have Marketing participate in orientations (faculty [including adjuncts] and staff) to deliver, reinforce and train new community members on branding platform and key messaging.
- c. Inclusion: Develop a culturally inclusive institution.
- d. Areas of Focus:
1. Expand experiential learning to enhance study abroad, service learning, internships, etc.
 2. Express where CLU values are manifested in graduate experience and professional education (e.g., tie professional education to vocation)
 3. Use staff and faculty retreats to emphasize core values
 4. Better incorporate mission-fit into hiring
 5. Elevate the mission, vision, and core values in the student recruitment process and with current students.
 6. Provide formal mentors for new faculty and administrators.
 7. Increase the number of town meetings and administration/staff lunch meetings to disperse information, build collaboration, and build connections.
 8. Establish a relationship with a Roman Catholic Priest who is also academically qualified to provide a class in Catholic Studies and offer mass to the Roman Catholic constituents.
 9. Establish a relationship with a Rabbi who is academically qualified to provide a class in Jewish studies and offer worship opportunities for Jewish students.
 10. Establish a relationship with a Muslim scholar who is academically qualified to provide a class in Muslim studies and offer worship opportunities to Muslim students.
 11. Determine the religious needs for international students, particularly graduate students, for religious services in their respective traditions.

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