

# Forming Leaders Who Transform the World

Loyola Marymount University

Strategic Plan 2012-2020

## MISSION

Loyola Marymount University is a premier Catholic university in the Jesuit and Marymount traditions that provides a transformative academic experience for students committed to lives of meaning and purpose. We benefit from our location in Los Angeles, a dynamic city that brings into sharp focus the issues of our time and provides an ideal context for study, research, creative work, and active engagement. We invite men and women diverse in talents, interests, and cultural backgrounds to enrich our educational community and advance our mission:

- The encouragement of learning
- The education of the whole person
- The service of faith and the promotion of justice

## CORE VALUES

Loyola Marymount University is committed to these core values, which guide us in carrying out our mission and realizing our vision:

***Academic Excellence.*** We seek an uncompromising standard of excellence in teaching, learning, creativity, and scholarship. We challenge members of the university community to stretch their intellectual growth through diverse experiences of engaged, rigorous, critical, expansive, and transformational learning.

***Faith and Reason.*** We affirm our commitment to faith that does justice, which is rooted in our Jesuit and Marymount traditions. Further, we both inherit and contribute to the ever-developing Catholic intellectual tradition which views the pursuit of truth as an inherent good and embraces interfaith dialogue. Even while seeking the ultimate harmony of faith and reason, we acknowledge and seek to explore tensions that can exist between these two modes of knowing.

***Commitment to Students.*** We endeavor to educate the whole person by nurturing mind and body and challenging students – intellectually, spiritually, emotionally, and socially – to become ethical and compassionate leaders. This commitment to students does not end at graduation, but embraces our alumni as lifelong learners and vital members of our university community.

***Community.*** We foster an inclusive community for faculty, students, staff, administration, alumni, and friends that is characterized by open dialogue, respect for individual differences, and collaboration across organizational boundaries to create a foundation for greater accomplishments.

***Service to Others.*** We promote a culture of service in which we apply our knowledge and skills—especially targeted to unjust social situations and threats to human dignity—to better the human condition. In this way, service both flows from the faith that does justice and combines with academic excellence to create transformational experiences for all members of the LMU community.

## VISION

*As a premier Catholic university, in the Jesuit and Marymount traditions, Loyola Marymount University is committed to excellence in the formation of leaders who will transform the world.*

As the Jesuit university in Los Angeles, LMU delivers a nearly 500-year-old tradition of excellence in transformative education to one of the world's great and dynamic cities at the beginning of the 21<sup>st</sup> century.

This convergence of tradition, time, and place offers unique opportunities to engage the most pressing issues facing our city and the world at large, and has great potential for significant and transformational learning. LMU will capitalize on these opportunities. We will engage students in the complex and rapidly changing world beyond the campus, involve students in significant hands-on learning experiences, and foster collaborations between faculty and students.

As a result of this array of rich educational opportunities, LMU will attract a diverse pool of students who embrace the mission of the University and possess the academic credentials and personal attributes necessary to participate fully in our rigorous academic experience. The vibrant intellectual climate and commitment to the teacher-scholar model will attract and nurture an accomplished and diverse faculty and staff that will further enhance the academic excellence of LMU.

Through engaging and rigorous undergraduate and graduate programs which are innovative and ethically-focused, our students will graduate with the confidence that they can compete with graduates of any university in the world. LMU graduates will also possess a broader definition of success. Because of their deep understanding of the connection between reason, faith, and justice, our students will become men and women for others, prepared to make a positive impact in the global community.

In addition to great strength in traditional academic disciplines, LMU will be known for nationally prominent interdisciplinary centers and graduate programs that promote research and study in areas of great social relevance, both locally and globally.

A premier university remains dynamic, ensuring the highest quality and currency of its programs and continuously striving to improve. At the beginning of its second century, LMU will sharpen its focus on excellence and expand public awareness of our successes. Through strategic prioritization of resources, innovative collaboration, and high standards of operational excellence, we will be poised to address the challenges and opportunities of the 21<sup>st</sup> century.

## STRATEGIC THEMES

### 1. Excellence in Transformative Undergraduate Education.

As a premier Catholic university in the Jesuit and Marymount traditions, LMU is committed to excellence in the formation of leaders who transform the world. This culture of academic excellence requires everyone to take responsibility for ensuring an educational experience that is rigorous, inclusive, engaging, socially sensitive, interdisciplinary, and international.

**Objective 1:** Promote greater academic rigor, deeper student engagement, integrated learning and student success.

*Rationale:* Achieving the outcomes of transformational learning requires inclusive curricula, pedagogies, and educational experiences. Faculty must set high expectations for achievement and employ pedagogies that foster deep learning. The curriculum must involve rigorous engagement with liberal arts knowledge and skills, interdisciplinary and intercultural experiences that foster integrated learning, and opportunities for applying knowledge for the betterment of society.

Actions:

- a) Work to align the course structure with the desired pedagogy and content by moving to an undergraduate curriculum based primarily on four-unit courses so that students typically take four courses per semester.
- b) Leverage the implementation of the new Core Curriculum to fully engage faculty and students in an integrated, interdisciplinary learning experience aimed at achieving stated outcomes.
- c) Improve the alignment of co-curricular programs and resources with academic curricula and goals.
- d) Increase opportunities for students to participate in engaged learning experiences, such as independent research, internships, international experiences, and community-based learning and research.

**Objective 2:** Ensure that our student body is diverse, embraces the mission of the University, and possesses the academic credentials and personal attributes necessary to participate fully in our rigorous academic experience.

*Rationale:* Having a diverse student body is integral to LMU's core value of fostering an inclusive community. Diversity generates important educational benefits because it brings students in contact with those different from themselves and gives them the experience of living in and learning from a diverse and collaborative community. This is particularly important in a global, multicultural society and world. In addition, a transformative education requires that students are prepared to engage in rigorous academic experiences, desire personal development beyond intellectual growth and career preparation, and seek to become men and women for others.

Actions:

- a) Enhance our efforts to attract diverse, academically ambitious students.
- b) Review and refine our recruitment and admissions practices to take into consideration additional measures of success, such as demonstrated leadership, service, and personal initiative.
- c) Grow the university endowment in support of student scholarships in order to ensure access to and affordability of an LMU education.
- d) Support the implementation of the Retention Strategic Plan.

**Objective 3:** Enhance the quality of the undergraduate learning experience.

*Rationale:* To ensure the highest quality educational experience for undergraduates, it is essential that our best faculty teach the foundational courses; curricula are reviewed regularly for quality and currency; and that we respond to the changing learning needs of 21<sup>st</sup> century undergraduate students.

Actions:

- a) Increase the percentage of lower division courses taught by full-time faculty.
- b) Engage individual colleges and schools to review and revise their academic programs to develop academically rigorous curricula appropriate for their respective disciplines.
- c) Enhance the effectiveness of educational programs through the appropriate use of technology.

**Objective 4:** Strengthen support for students' post baccalaureate success.

*Rationale:* One of the best measures of our success as a university is what our students are able to do after graduation and who they become. Thus, we need to engage students in activities and programs that provide support, experience, and guidance in preparing for success after graduation.

Actions:

- a) Improve coordination between Career Development Services, Alumni Relations and the Center for Service and Action and the academic enterprise in order to improve learning and career opportunities.
- b) Strengthen mentoring experiences aimed at preparing students for postgraduate education.
- c) Engage students earlier in their undergraduate careers in activities and programs that provide support, experience, and guidance in preparing for success after graduation
- d) Increase the number of students applying for postgraduate fellowships and scholarships.

## 2. Leadership in Graduate Education

To better prepare ethical and principled leaders in the Jesuit and Marymount traditions, Loyola Marymount University will strengthen and develop selected *signature* graduate and professional programs that have significant impact and contribute to the work of critical social transformation and are distinguished by inclusive excellence and academic rigor.

**Objective 1:** Assess, redesign, and enhance the leadership and governance structures for graduate and professional education to provide appropriate central coordination, support, advocacy, and oversight.

*Rationale:* Strong leadership of graduate education will lead to stronger programs through providing advocacy for graduate programs, ensuring that graduate programs receive necessary resources, mediating priorities with undergraduate programs, colleges and schools, and the cabinet, and being a motivational force for faculty and administrators.

### Actions:

- a) Establish appropriate leadership and governance structures that will provide accountability and the necessary oversight of graduate programs and their performance.
- b) Establish a financial management and budget processes that provides greater financial transparency and greater flexibility and responsibility for allocating resources.
- c) Create a cohesive branding, marketing, and advertising plan to attract the best and the brightest students into our graduate programs.
- d) Develop a supportive framework of services for graduate students that facilitates their academic, personal, and professional growth.

**Objective 2:** Systematically meet the changing demands of society and emerging fields by making our very best graduate programs even better and leveraging them to distinguish LMU Graduate and Professional Education in the Los Angeles, national and global contexts.

*Rationale:* Graduate education will be strengthened and more competitive if LMU expands its reputation as a comprehensive university, offering academically excellent graduate programs. Undergraduate education would benefit from strong graduate program role model and collaboration.

### Actions:

- a) Enhance selected graduate and professional programs based on standards established by the leadership and governance body.
- b) Create select transdisciplinary *signature* programs across the institution to meet the changing demands of society and emerging fields.
- c) Conduct a review of graduate programs in order to determine the continuation or elimination of programs.

**Objective 3:** Create innovative programs employing alternative delivery methods that respond to the needs of 21<sup>st</sup> century graduate students.

*Rationale:* The changing employment marketplace suggests an increase in the number of working adults who will be seeking professional or graduate-level training. In addition, changing economic conditions will create pressure for an increasing number of students to complete their undergraduate and graduate studies in a shorter period of time. Combined with the overall changes in students' preferred learning modes, these trends call for creative responses to foster greater access to graduate and professional education.

Actions:

- a) Create innovative opportunities for students to complete both an undergraduate degree and a graduate degree in five years in select areas.
- b) Review considerations for hybrid education and satellite campuses, employing enhanced and alternative delivery methods, where appropriate, to take advantage of the technology of the 21<sup>st</sup> century and make graduate programs more accessible to more people.
- c) Pursue appropriate partnerships that enhance graduate program offerings and provide an enhanced opportunity to prepare leaders and professional practitioners.

### 3. Promoting the Teacher-Scholar Model

Given our mission, faculty, and size, LMU is strategically positioned to offer an educational environment that fosters lifelong learning for both students and faculty. A transformative educational experience depends on a faculty devoted to the synergy between scholarship and teaching. To foster such synergy, LMU is committed to promoting a culture in which an individual faculty member's contributions to teaching, scholarship and service are valued. A teacher-scholar conducts research and creative work that contributes to the larger body of knowledge while modeling the importance of life-long learning.

**Objective 1:** Improve support for teaching and mentoring to foster a transformative educational experience.

*Rationale:* LMU historically has been committed to teaching and *cura personalis*, and this has been a strength for the University. However, an increased emphasis on academic rigor, engaged learning experiences, and Ignatian pedagogy, as well as the adoption of a new Core Curriculum, necessitates a concomitant increase in the support provided for faculty teaching and advising.

Actions:

- a) Expand opportunities for faculty to review and develop pedagogies, courses, and curricula in support of the new Core Curriculum and transformative education.
- b) Continue to support the development of additional and more effective methods for evaluating teaching effectiveness.
- c) Provide academic units with tools for improving advising.

**Objective 2:** Improve support for and the promotion of research, scholarship, and creative work in line with the teacher-scholar model.

*Rationale:* Teacher-Scholars advance a university beyond providing student instruction to produce deep student learning. Faculty engaged in scholarly inquiry also play a critical role in LMU's teaching mission and improve our educational effectiveness. They are better able to assess critically the curriculum, foster a culture of inquiry, and provide hands on learning experiences for students. In addition, support for faculty scholarly work demonstrates the University's commitment to faculty members as whole persons, and will foster higher morale, strengthen relations between faculty and the University, and reap the benefits of long-term, high functioning, and dedicated teacher-scholars who reflect the best qualities of our mission.

Actions:

- a) Create interdisciplinary Centers of Excellence that serve as hubs for research, study, dialogue and action in a few key areas.
- b) Leverage resources to support scholarship and creative works, and identify areas for greater coordination and improved effectiveness.
- c) Develop clearer definitions of research, scholarship, and creative activity that recognize the different ways we that we create and disseminate knowledge.

**Objective 3:** Improve the alignment of faculty responsibilities and evaluation processes with the goals of the teacher-scholar model.

*Rationale:* To foster synergy between teaching and scholarship, it is essential that expectations for faculty, assignment of faculty responsibilities, and evaluation systems for faculty reflect the high valued placed on teaching and research. That is, the overall balance between faculty teaching and research activities should be appropriate to foster effective teacher-scholars, and review and reward systems should be aligned with this balance. At the same time, this model must recognize and foster the importance of the natural evolution of faculty members' skills and interest over their career at LMU and allow for flexibility in their workload to achieve these goals.

Actions:

- a) Adjust faculty workload balance so that the average teaching load is more consistent with the expectations of the teacher-scholar model.
- b) Craft university guidelines that allow for variable faculty workloads in order to facilitate an appropriate balance among teaching, scholarship, and service activities for an individual faculty member at a given point in time.
- c) Develop a multi-year faculty review and merit system that is better aligned with the expectations of the teacher-scholar model and with goals of a faculty member's chosen profile.

**Objective 4:** Attract and nurture an outstanding diverse faculty that embraces the teacher-scholar role and the mission of the University.

*Rationale:* An outstanding diverse faculty is essential to LMU's educational mission as a Jesuit university; it provides opportunities for transformational education and a rich intellectual climate. Given LMU's mission and core values, this commitment to faculty excellence acknowledges the critical role that a diverse professoriate plays in the educational experience. It also necessitates a faculty that embraces the teacher-scholar model.

Actions:

- a) Enhance guidelines for recruiting and hiring faculty for mission by placing greater emphasis on hiring faculty with an interest in modeling the teacher-scholar role.
- b) Strengthen recruitment practices to ensure that search committees build diverse pools of candidates who would contribute to the mission of the University.
- c) Increase the numbers of endowed chairs and professorships, with an emphasis on building scholarly strength in the areas of strategic emphasis.

#### 4. Commitment to Local and Global Citizenship

To better prepare students to become engaged participants and leaders in their community and the world, LMU will expand the boundaries of the classroom to include the wider community and will be more intentional and strategic in promoting community partnerships, public service experiences, career opportunities, and academic programs that develop cultural, social, entrepreneurial, and intellectual competencies.

**Objective 1:** Promote citizenship in the local community by engaging with Los Angeles through intentional opportunities, experiences, and partnerships which provide mutual benefit to both the local and LMU community.

*Rationale:* LMU is located in Los Angeles, one of the most complex and diverse of the world's great cities, and the gateway to the Americas and Asia. This unique situation not only presents a myriad of research, learning, and professional opportunities for LMU students, faculty, staff, and graduates, but also offers to Los Angeles the unique resources that LMU can bring to bear.

Actions:

- a) Increase the effectiveness of those units responsible for outreach to Los Angeles.
- b) Expand learning, research, service, and career opportunities in the Los Angeles region by strengthening partnerships with the business and creative communities.
- c) Serve as a resource to Los Angeles by enhancing distinctive academic areas of expertise that address the pressing social issues of the region.
- d) Strengthen the University's alumni network in Los Angeles and beyond in order to enhance the reputation of the University and expand career opportunities for LMU students and graduates.
- e) Strengthen programs that facilitate engagement with the Catholic Archdiocese of Los Angeles.
- f) Expand access to LMU's educational opportunities by responding to the changing demographics of Los Angeles and the world.

**Objective 2:** Promote global citizenship by strengthening and creating educational programs, opportunities, and experiences which develop international perspective, cultural competency, and intellectual capability to participate and engage with the world.

*Rationale:* As a Jesuit university located in a global city, LMU is uniquely positioned to infuse global perspectives and intercultural experiences into the intellectual environment and to foster well-educated solidarity with the marginalized around the world.

Actions:

- a) Conduct an institutional assessment of existing international programs and activities for the purpose of creating clearer focus, greater coordination, and a comprehensive international program.

- b) Using Los Angeles as a platform to Asia and the Americas, enhance programs, service experiences, and career opportunities which engage the cultures and economies in those regions.
- c) Increase international recruitment of students and scholars from diverse cultural and socioeconomic backgrounds and provide appropriate curricular and co-curricular support for student engagement and success.
- d) Expand, enhance, and coordinate curricular and co-curricular programs that foster intercultural knowledge and competencies and international experiences.
- e) Collaborate more intentionally with the Jesuit network of international affiliations and programming.

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## 5. Advancing LMU's Role as a Premier Catholic University in the Jesuit and Marymount Traditions

LMU will strengthen its distinct identity and role as a leader in transformative education and the Catholic Intellectual Tradition.

**Objective 1:** Increase engagement with the Catholic Intellectual Tradition.

*Rationale:* As a premiere Catholic university, LMU both inherits and critically reflects upon the long Catholic Intellectual Tradition. This tradition both affirms its history and is open to dialogue across faith perspectives. To strengthen this tradition, LMU will develop a center and other infrastructure to enhance and promote interdisciplinary inquiry and dialogue that reflect Catholic intellectual thought in all of its varied expressions. Activities and programming will involve via various methodologies the search for the beautiful, the true, and the good, and will use this search to yield important insights for contemporary challenges with respect to human dignity and social justice.

Actions:

- a) Create an interdisciplinary center that will build collaborations with and serve as a coordinating hub for academic departments, centers, and programs that promote research, study, and dialogue on faith, reason, social justice, and contemporary society.
- b) Build the infrastructure to support significant scholarly research and opportunities for dialogue on issues involving the Catholic Intellectual Tradition and contemporary society.

**Objective 2:** Engage the local, national, and global Church.

*Rationale:* The Los Angeles Archdiocese is the largest Catholic diocese in the United States and one of the largest and most diverse in the world. LMU is the only Catholic university in the greater Los Angeles metropolitan area, which also includes the Diocese of Orange and the Diocese of San Bernardino. The University is committed to enhancing its partnership with the local, national, and international Church in the service of providing a collaborative space for the Church and University, along with all persons committed to the common good, to confront both the opportunities and challenges facing our world today.

Actions:

- a) Provide excellent pastoral and leadership preparation and training of 21<sup>st</sup> Century leaders and lay ministers for the local and national Church.
- b) Promote and grow the work of the Center for Catholic Education as a resource to local Catholic elementary and secondary schools by training educators and leaders in Catholic education and providing a strong research rationale for the value of Catholic education, particularly with underserved students.

**Objective 3:** Strengthen the University's commitment to stewardship, sustainability, and human resilience.

*Rationale:* We strive to infuse sustainability into all campus decision-making processes in order to promote economic, social, spiritual, and environmental well-being. The lens of sustainability provides a powerful vision for community engagement in initiatives of equity, spirituality and stewardship. Thus, the linking of our mission to environmental sustainability and resilience will be integrated into our curricular and co-curricular programs so that we can both be leaders in best sustainable practices among universities and form new leaders in sustainable practices.

Actions:

- a) Be a national leader among universities in sustainable practices by making measureable progress on implementing the sustainability objectives in LMU's 2011 Master Plan and the Climate Action Plan.
- b) Engage students, faculty, and staff in learning about, teaching to and celebrating the traditions of resilience and sustainability as they support social justice, earth care and deeper understanding of the human-nature interactions.
- c) Engage the broader community in the work of LMU sustainability efforts through interdisciplinary centers, off-campus facilities such as schools, urban gardens and parks, and through the sponsorship of programs in underserved neighborhoods.

## 6. Promoting Competitiveness and Accountability

Acknowledging that we are in a competitive environment, we will cultivate a university-wide passion for excellence and a focused impetus to communicate our success. We must embrace high standards for all that we do, engage in honest assessment of achievement of our goals, and develop a culture of continuous improvement. We understand that to achieve academic excellence and accountability for the cost of an LMU education requires strategic prioritization of resources, innovative collaboration, and high standards of operational excellence.

**Objective 1:** Enhance university success by establishing and tracking measurable indicators of achievement.

*Rationale:* LMU needs to accurately evaluate overall university performance as well as the effectiveness of all units in how well they support and promote the university's core mission. The university must strategically choose benchmarks that will improve our competitiveness and must ensure alignment of unit benchmarks with university-wide indicators of success. Especially in light of the rapidly changing higher education eco-system, agile and effective structures will enable a responsive enterprise and competitive edge.

### Actions:

- a) Establish university and unit based benchmarks and periodically assess attainment of these benchmarks. Establish systems for ensuring that the results of assessments are used for accountability and improvement.
- b) Develop processes and tools to ensure coordination, communication, and collaboration across units and departments in order to minimize duplication of effort and maximize quality, efficiency, and effectiveness.
- c) Regularly review the allocation and use of resources to ensure that University resources are employed efficiently and effectively and are aligned with the University's strategic priorities.
- d) Enhance the program review process to ensure that all academic departments and programs meet high standards for quality, recognizing that diversity and inclusion are necessary for academic excellence. Results of reviews will be used to make decisions about resource allocation and continuation.

**Objective 2:** Significantly enhance the reputation of the University.

*Rationale:* In today's increasingly competitive and changing market for higher education, the public's perception of LMU is critical. Our brand equity must be high with our target audience and our reputational capital is vital to all aspects of our overall viability, including attracting great students and faculty, financial prosperity, and job placement of our students and alumni.

Actions:

- a) Make a university-wide, multi-year commitment to aggressively building our brand.
- b) Leverage our physical location in Los Angeles by emphasizing the intellectual, social, and ecological richness of the region.
- c) Create user-friendly processes for developing external communications; encourage greater ownership and responsibility for improving communication activities; and ensure consistency with the University brand and compliance with University standards.
- d) Develop strong consistent messages based on our mission, unique strengths, and location.
- e) Strengthen our digital and media presence to represent LMU as positively as our physical presence currently does.

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## THE WAY FORWARD

### Introduction

The nature of this Strategic Plan is to lay out in broad strokes the most important components of the University's priorities and plans for the next five years. In order for the plan to be fully realized, all constituents within the University will need to be involved in its implementation and ongoing evaluation.

Implementation of the plan will occur at multiple levels. Much of the development and implementation will occur in the schools, colleges, and other units, while coordination, resource allocation, oversight, and planning for improvement will occur at the university level.

It is important to note that strategic planning is a dynamic process that is responsive to the outcomes of strategic initiatives, as well as to external opportunities and challenges. Thus, an essential component of ongoing planning is a process for tracking progress on the strategic plan, conducting environmental scans, and making appropriate adjustments to the plan in light of those findings.

A critical component of these ongoing evaluation and planning processes is the identification of success metrics for each strategic priority. Toward that end, a preliminary set of university-level metrics appears in Appendix A.

The following sections below detail the process by which school, college, and other unit-level plans will be developed, as well as the ongoing evaluation and planning processes that will be established.

### Unit Level Planning

The charge for schools, colleges, and other units to develop their own strategic plans recognizes that the University's work takes place within individual functional units. We build success by supporting the schools and colleges in a manner designed to build distinctive areas of programmatic strength within and across schools. The challenge is to balance investments in core capabilities of each of the schools with programs and infrastructure that cross school boundaries and processes that facilitate collaboration. Similarly, we ensure the quality of the educational experience by providing the necessary infrastructure in functional units that provide critical support for the University's academic mission.

Unit level plans provide the University's schools, colleges, and other functional units a platform from which to identify the ways in which their units will collectively support the implementation of the strategic plan, as well as provide guidance that will help units innovate and prioritize in ways that strengthen programs and enhance operations.

In the spirit of the process used for developing the University Strategic Plan, unit-level plans will be created in an inclusive and transparent manner with input being solicited from all appropriate stakeholders.

In developing their plans, units will:

- Specify how they will be directly involved with the implementation of relevant initiatives in the University Strategic Plan, including how they will collaborate with other units to implement initiatives.
- Describe how new initiatives within their units, or in collaboration with other units, are aligned with the priorities and objectives laid out in the University Strategic Plan.
- Identify success indicators for each proposed initiative and describe the processes for collecting evidence of success.

Unit level plans will be submitted to the Provost for his or her consideration by May 2013.

### **Ongoing Evaluation and Planning**

To ensure that the strategic plan is implemented in an effective manner and achieves its goals of enhanced coordination, strategic prioritization of resources, innovative collaboration, and high standards of operational excellence, ongoing processes will be put in place for tracking progress on initiatives, aligning resources with strategic priorities, and holding units accountable for aligning their work with the University's priorities and ensuring the quality of their operations.

Although quality improvement processes tend to focus on the operational level, the strategic plan provides a framework within which quality metrics and processes can be used to enhance the effectiveness of the entire organization.

Ongoing evaluation and planning processes will include:

- Collection and analysis of evidence of success of university-level initiatives on an annual basis
- Adjustment of objectives and actions in the plan based on that analysis
- Review of progress reports from each unit that detail contributions to the implementation of the University's plan, as well as progress on each unit level initiative and how it supports the achievement of University objectives
- Alignment of resources with strategic priorities and the results of annual assessments

### **Current and Ongoing Initiatives**

A strategic plan is by definition selective, identifying targeted priorities rather than addressing all of the University's needs and activities. There is much important work to do over the next few years that is not mentioned in this plan. It will be important to track progress on these university goals and initiatives in the same manner as initiatives identified in the plan.