



SAINT LOUIS UNIVERSITY
COLLEGE FOR
PUBLIC HEALTH &
SOCIAL JUSTICE

Three-year Strategic Plan

Spring 2015

Three-year Strategic Plan
PART A ~ Narrative

A BOLD STEP

IN JANUARY 2012, A FORMAL PROCESS WAS ESTABLISHED by Saint Louis University's Schools of Public Health and Social Work to explore the advantages to the University, the schools, and the fields of public health and social work of forming a closer relationship between the two schools. The leadership of the schools determined that the exploration process should be open, participative, and thorough. Accordingly, they established a Committee on Potential Reorganization, with representation from administration, faculty and staff of both schools, and charged it with accomplishing three tasks:

- To assess whether the *fields* of social work and public health have similarities sufficient to support a higher level of integration of academic activities that support them.
- To assess the current academic program mix of the two *schools* and the potential fit both currently and looking forward.
- To identify alternative approaches to integration should the findings of the assessments support such a move.

The Committee and supporting task forces concluded that development of a new academic unit bringing together the University's established teaching, research and service activities in public health and social work—including criminology and criminal justice—was both desirable and feasible.

A formal proposal to develop a new College for Public Health and Social Justice (CPHSJ) was prepared and presented to the University Board of Trustees, which approved the proposed College in September 2012.

Based on that approval two separate but related tasks were launched: the administrative transition to the new College and the development of a shared strategy for the future. Both processes were open and participative, one leading to a new organizational and management structure, and the second to this strategic plan.

This initial Strategic Plan for the College is the product of many months of work by many stakeholder groups which provided ideas, formulated strategies and identified objectives for the initial years of the College, focusing on SLU's idea: *Higher Purpose, Greater Good*. Their efforts provide a foundation on which the College can build for the future, and I commend them for their accomplishment.

Our planning process—and this plan—documents a process of transformation, not only from separate academic programs into a new structure, but of many academic disciplines into an engine for achieving health, wellbeing and social justice. It reflects what we—students, faculty, staff and alumni—will do together to achieve that goal.

Edwin Trevathan MD MPH
Dean (2010-2015) and Professor
College for Public Health and Social Justice

Guided by the Ignatian pedagogical model, Jesuit colleges and universities are places of intellectual integrity, critical inquiry, and mutual respect, where open dialogue characterizes an environment of teaching, research and professional development. The Jesuit ideal of giving serious attention to the profound questions about the meaning of life encourages an openness of mind and heart, and seeks to establish campus communities which support the intellectual growth of all of its members while providing them with opportunities for spiritual growth and development and a lifelong commitment to social justice.

*Rev. Peter-Hans Kolvenbach, S.J.
Superior General of the Society of Jesus, 2005*

OUR MISSION

Based on our commitment of service to others, we improve health and well-being locally, nationally, and internationally through unique interdisciplinary approaches that inspire students, generate knowledge, and engage individuals and communities.

Social justice is the moral foundation for the fields and institutions of public health and of social work, and for their component disciplines. Both fields, in theory and in practice, exhibit a focus upon individuals and populations who are most disadvantaged and vulnerable. Public health and social work embody the Jesuit mission by searching for, and identifying the needs of, those who live in the shadows of the global society - the poor, the disabled, the oppressed, refugees, young women and mothers, infants and children, those living with mental illness, the incarcerated, and the elderly. Indeed, in many developing countries the fields of public health and social work are viewed as indistinguishable components of essential infrastructure. This focus on vulnerable people is both a moral imperative and a biological reality because a society's health and quality of life are impacted most by the health and quality of life of its most vulnerable members.

Emerging science is leading increasingly to a focus on social and environmental determinants of health and well-being—factors that are largely responsible for poor health and social outcomes both in the U.S. and in developing countries worldwide. Scientific discoveries and their translation to policies and practices that affect health also impact other determinants of a happy, fulfilled, and productive life. Improving the public's health and well-being is a transdisciplinary endeavor, and interventions that embrace this approach can and do causally improve quality of life and health.

These shared concerns are common elements upon which the College for Public Health and Social Justice has been built and will continue to build in the future. This first Strategic Plan for the College provides a foundation for that future. Developed in an open and participative process, this plan translates the College mission into specific strategies and actions that will guide the next stage of its development. The College is designed to be transformational, positioning Saint Louis University as a leader among its peers in interdisciplinary teaching, research, and service to others in the Jesuit tradition of *magis*—doing *more* to achieve health, well-being and social justice.

This plan, because it deals with the transition of two schools into one, contains both structural elements—*how* the College will approach implementation of its adopted strategies—and programmatic elements—*specific activities* designed to advance the mission and strategies.

OUR VALUES

The core of our mission is to seek truth. Yet as a Catholic, Jesuit institution we acknowledge that simply seeking truth is not enough. The methods we use to discover truth, the ends for which it is sought, and the ways in which it illuminates the world further are shaped by our ethical values and respect for human dignity. It is therefore not only important that we make discoveries, but how we make discoveries. It is not only important that we improve health and well-being, but why we improve health and well-being.

We believe that our mission calls us to undertake education, research and service in particular ways – ways that embrace our foundation in scientific inquiry and higher education as we work for greater good. These four key tenets of our College—collaboration, justice, practice, and innovation— are integrated into all we do and therefore form the distinct character of our institution.

The Saint Louis University College for Public Health and Social Justice is committed to:

COLLABORATION	INNOVATION	JUSTICE	PRACTICE
We will engage in <i>creative companionship</i> ¹ with our academic colleagues within and outside Saint Louis University, with students in their research and service activities, and the greater community locally, nationally, and globally, while building mutually beneficial relationships.	As we work to advance and expand knowledge, we will be innovative in the ways we make discoveries and apply them to address the challenges that face communities, and in the ways we educate our students to become capable and transformative professionals.	Based in our dedication to human dignity we promote equity through educating compassionate leaders, service in <i>accompaniment</i> ² with communities, and research that helps us understand the impacts of injustice and actions that address them.	To improve health and quality of life we will lead the way in ensuring discoveries find application in practice, and that practice shapes and provides context for our work, while actively engaging professionals in our fields and the communities they serve.

1. This phrase is taken from *Communal Reflection on the Jesuit Mission in Higher Education: A Way of Proceeding*. Society of Jesus in the United States, 2002.

2. Hollenbach, David S.J. (2013) “Accompaniment, Service, and Advocacy: Responding to Global Poverty and Displacement,” *Conversations on Jesuit Higher Education*: Vol. 44, Article 6.

OUR NINE STRATEGIES

In charting the course to the future, the College's stakeholders identified nine strategies that support the Mission and reflect the College commitment to advancing the set of values that characterize its parent University.

STRATEGY 1 **Pedagogy**

The College will provide a learning environment that embodies the traditional strengths of Jesuit education while adapting the most effective pedagogical methods and tools to improve the quality of instruction and enhance learning.

STRATEGY 2 **Scholarship**

The College will develop and apply new knowledge that enhances society's ability to promote and sustain health and well-being, with particular emphasis on interdisciplinary efforts across the College.

STRATEGY 3 **Innovation & Synergy**

The College will develop new activities and programs locally, nationally, and globally that advance the College's mission through mutually supportive activities focused on needs and opportunities identified by the college, communities and institutions.

STRATEGY 4 **Global Reach**

The College will, through relationships with engaged institutions and faith-based organizations globally, extend the reach of our educational, research and service activities to areas of the world where such involvement benefits all involved participants.

STRATEGY 5 **Relationships**

The College will implement a continuum of supportive services for prospective students, enrollees, and alumni that facilitate their development at each stage of their careers and strengthen their lifelong links to the College.

STRATEGY 6 **Diversity**

The College will provide individuals of all backgrounds with a culturally-relevant academic experience in a welcoming and inclusive culture.

STRATEGY 7* **Quality Improvement**

The College will provide programs and services of exceptional quality in an environment that fosters recruitment and retention of students, faculty and staff.

STRATEGY 8* **Development**

The College will enhance its financial sustainability through coordinated efforts in fundraising and relationship building.

STRATEGY 9* **Communication**

The College will engage priority audiences in personally and professionally meaningful ways.

* *Cross-cutting strategies that support and enhance all other College strategies.*

STRATEGY 1: PEDAGOGY

The College will provide a learning environment that embodies the traditional strengths of Jesuit education while adapting the most effective pedagogical methods and tools to improve the quality of instruction and enhance learning.

OUR OPPORTUNITY

The College provides a unique environment for enriching the academic experiences of students at all levels whose concern for social justice has led them to pursue careers in public health, social work or criminal justice. We have an opportunity to enrich curricula for students at all levels and in all our academic areas by integrating concepts and information, where appropriate, to any constituent program's needs. We will incorporate into our courses best practices regarding the shared concern with the determinants of physical health and social well-being and methods to prevent adverse outcomes and create opportunity.

The College comes into existence at a time when models and methods of instruction are undergoing rapid change, providing another opportunity for innovation in pedagogy. The rapid growth of electronic communications of all types, and particularly of social media, is challenging traditional teaching methods, and fostering the development of revolutionary new models in education at all levels. The pressure on universities to adopt new approaches to teaching will grow exponentially as the next generation of students will have been active participants in these new approaches from pre-school. Ultimately, the relevance of institutions that fail to adapt to this reality will erode. The College, as a new academic unit, has the ability to incorporate new technologies and teaching methods from its inception.

OUR GOALS AND OBJECTIVES

GOAL 1.1 We will ensure that the College offers high quality educational programs that reflect current expectations and future needs of the field.

The College is committed to high quality, competency-based education that is both grounded in current theory and reflective of current needs in the fields of practice represented. This requires continuing efforts to assess the needs of the fields and appropriate evaluation and adjustment of educational programs. It also requires a robust system for monitoring course content and student performance.

OBJECTIVE 1.1.1 We will strengthen teaching performance in the College.

GOAL 1.2 We will offer degree programs and courses that incorporate components of Jesuit pedagogy.

The College's commitment to social justice flows naturally from its status as a unit within a Jesuit, Catholic university, making it part of a 470-year tradition of service to society's most vulnerable. An important part of the Jesuit tradition is a pedagogical model that stresses the socio-economic, political and cultural contexts in which learning takes place, strongly values reflection as a part of the learning process, and expects the learner to act on the knowledge attained. This model is particularly applicable to the fields represented in the College, and is fundamental to the design of our educational programs.

OBJECTIVE 1.2.1 We will increase the degree to which Jesuit pedagogical principles are applied in the core curriculum as measured by the percent of syllabi and learning objectives that reference Jesuit principles, as observed by peer mentors and evaluators.

Goal 1.3 We will use the most effective and appropriate program and course formats.

The College is being launched at a time of exciting and challenging changes in education. The development of new pedagogical techniques and technologies, coupled with the emergence of a generation of students who understand and expect the use of electronic media is driving these changes. We accept and embrace change, while recognizing that new applications of technology in education must be appropriate as well as popular.

OBJECTIVE 1.3.1 We will continuously identify, adapt, pilot and evaluate new pedagogical techniques and technologies.

STRATEGY 2: SCHOLARSHIP

The College will develop and apply new knowledge that enhances society's ability to promote and sustain health and well-being, with particular emphasis on interdisciplinary efforts across the College.

OUR OPPORTUNITY

Scholarship is the development and dissemination of knowledge gained from research activity. The lifeblood of these activities is generally contained within peer-reviewed scientific literature. However, books, book chapters, and technical translations for general audiences such as the public, agencies, policy makers, or practitioners are also impactful. Scholarship is a critical component of the College. The alignment of social work and public health—fields that have a focus on reducing inequities in opportunity and disparities in outcomes for the disadvantaged—opens an unmatched opportunity for coordinated research and dissemination activities to address those issues. This potential for synergy among the many disciplines included among our faculty is one of the strengths of our approach. Our overall aim is to create a culture that prizes scholarship by increasing the visibility, scientific, educational, and “real-world” impact of our efforts.

OUR GOALS AND OBJECTIVES

GOAL 2.1 We will increase faculty scholarly output when compared to baseline through an increase in externally funded support for scholarship and in the dissemination of research findings through publications.

The College brings together established and successful research programs in the School of Social Work and Public Health, creating new opportunities for interdisciplinary scholarship. These in turn open new avenues for research support for faculty and graduate students. We will support and incentivize efforts to fully realize this potential through an expanded research infrastructure and the promotion of faculty research and publication activities.

- OBJECTIVE 2.1.1 We will increase the number of external submissions, both federal and foundation, by 10% by the end of the '15-16 academic year.**
- OBJECTIVE 2.1.2 We will increase the percentage of externally funded dissertation fellowships to 15% of students.**
- OBJECTIVE 2.1.3 We will increase the percentage of faculty participating on external grant review panels to 15%.**
- OBJECTIVE 2.1.4 We will increase the percentage of students employed on externally funded grants to 75%.**
- OBJECTIVE 2.1.5 We will increase internal financial support for pilot grants.**
- OBJECTIVE 2.1.6 We will increase the percentage of peer-reviewed publications by 20%.**
- OBJECTIVE 2.1.7 We will increase the percentage of faculty-authored books and book chapters by 10%.**
- OBJECTIVE 2.1.8 We will increase the number of presentations at national meetings by faculty and students.**

GOAL 2.2 We will identify, and establish the College as a leader in, selected areas of scholarship utilizing an interdisciplinary approach.

Properly supported, innovative research efforts that take advantage of the range of interests and competencies in the College have the potential to make it an acknowledged leader in efforts to improve health and wellbeing in populations most at risk. Few other institutions can bring the same range of expertise—from population studies and policy and management through social infrastructure development—to bear on a community's challenges.

OBJECTIVE 2.2.1 We will increase the number of research proposal submissions with interdisciplinary faculty representation by 10%.

OBJECTIVE 2.2.2 We will increase the number of peer-reviewed publications with interdisciplinary faculty by 10%.

OBJECTIVE 2.2.3 We will develop a research agenda for joint interdisciplinary efforts between the College and selected institutions in other countries.

STRATEGY 3: INNOVATION AND SYNERGY

The College will develop new activities and programs locally, nationally, and globally that advance the College's mission through mutually supportive activities focused on needs and opportunities identified by the college, communities and institutions.

OUR OPPORTUNITY

The College brings together disciplines that together can facilitate and develop new initiatives. We have the opportunity to promote synergistic and innovative activities that serve to promote teaching, research and service that benefits the University, the College, faculty, staff, students, and communities.

As a major component of a Jesuit university in an urban setting, the college has a special responsibility to the communities of which it is a part and with which it can form mutually beneficial partnerships to improve quality of life and achieve both college and community goals. These communities may be defined in various conventional ways, such as geographic, political, racial/ethnic, income/poverty, environmental, or health/disease status. We have the opportunity to serve such communities in new synergistic, and innovative ways.

Given the College's mission—and its understanding of the social factors that influence the health and well-being of communities and their members—our approach to identifying potential partnerships will focus on *communities of opportunity* identified through data analysis and assessment activities, and *communities of solution*, which are comprised of the resources required to meet those needs. Communities of solution can include the communities of opportunity as well as faculty, staff, and students who share interests and expertise that match the needs identified in the environment external to the college.

The achievement of the Innovation and Synergy strategic goal requires the development of new structures and processes that support the identification of each of the communities described above. Regardless of the structure through which communities of solution are formed, the principle of mutuality applies from inception through evaluation. Our college is committed to fully involving communities with which it partners in identifying issues, designing approaches, managing projects and evaluating results from the community's perspective.

OUR GOALS AND OBJECTIVES

GOAL 3.1 We will develop and implement a coordinated program to foster faculty research and service activities, particularly those in community settings.

An effective college-wide effort to partner with communities using approaches consistent with the college's interdisciplinary strengths will be enhanced by the development and maintenance of an online, searchable database describing both current activities and new opportunities for such partnerships. Coupled with organized efforts to enhance relationships among several of the College's units, we will create a new collegiality that is fundamental to achieving the potential synergies that underlie the decision to create the College.

OBJECTIVE 3.1.1 We will develop an integrated research and service support system to facilitate identification of issues and opportunities for College faculty research and service efforts.

OBJECTIVE 3.1.2 We will create mechanisms of financial support for the development of new research and service activities.

OBJECTIVE 3.1.3 We will assure that the College has an established mechanism for facilitating College-community relationships.

GOAL 3.2 We will develop and implement new and innovative approaches to linking the College and selected communities of opportunity.

Each of the components of the College has long-standing relationships with communities, both locally and more broadly. In each case, these are mutual relationships; both the community and the academic program receive benefits. These relationships support activities such as service learning, community problem-solving, research, and dissemination. With the establishment of the College, we have an opportunity to provide a degree of structure and coordination to such efforts that has not been possible in the past. There are models where an academic unit has formalized its relationship with one or more communities to assure the benefits to both are fully realized. We intend to adapt some of these experiences to forging a new approach to structuring our relationships with the communities to which we relate or may relate in the future.

OBJECTIVE 3.2.1 The College will establish one or more “hubs” focused on:

- **Addressing disparities in identified and prioritized domestic communities of opportunity.**
- **Addressing health and well-being issues where interdisciplinary efforts hold promise for progress toward solutions.**

STRATEGY 4: GLOBAL REACH

The College will, through relationships with engaged institutions and faith-based organizations globally, extend the reach of our educational, research and service activities to areas of the world where such involvement benefits all involved participants.

OUR OPPORTUNITY

The global reach strategy extends the teaching, research and service activities of the College to securing the health and well-being of populations in a global context and transcends the perspectives and concerns of individual nations or states.

Global organizations sponsored by the Catholic Church, the Jesuit order, and other faith-based organizations—such as the Jesuit Refugee Service, Catholic Relief Service, and IMA World Health—play a key role in community engagement among the world’s people who face the greatest challenges to quality of life and productivity. Jesuit universities worldwide provide a unique collaborative opportunity for the College to bring added value to community service and service learning activities in developing countries.

With the formation of the College for Public Health and Social Justice, the potential for mounting effective collaborative efforts in areas of need globally has been enhanced by combining University financial and human resources in public health, social work, non-profit management, mental health, geriatrics, health policy and administration, and criminal justice. Each of these disciplines has high relevance to the issues faced in the developing world, and the College model provides opportunities for synergy that could not be realized otherwise.

OUR GOALS AND OBJECTIVES

GOAL 4.1 We will firmly establish the College as a leader in efforts to improve global health and well-being.

The College is the only accredited school or college of public health within a Jesuit university in the U.S., and the only such to include an accredited school of social work and a criminology and criminal justice program as an integral part of its organization. This combination aligns the college well with catholic social values, the Jesuit mission, and the activities of related international faith-based organizations and church-related agencies working in the global context. Each of these focuses their efforts on achieving social justice, a key component of which is achieving and maintaining health and well-being within a population at risk. Becoming an active participant in efforts to improve health and well-being across the globe is an *opportunity* for the College, but more importantly, is a *responsibility* given our history and values.

OBJECTIVE 4.1.1 We will design and implement the structural elements required to support a robust program of global activities both at the College and internationally.

OBJECTIVE 4.1.2 We will assure that the College program in global health and wellbeing has access to advice from those with global experience and/or those actively participating in reciprocal programs with the college.

GOAL 4.2 We will appropriately integrate the full range of the College's academic programs between the St. Louis and Madrid campuses of the University.

The Saint Louis University undergraduate campus in Madrid, Spain—the first American university to achieve accreditation from that country—began offering courses in public health in 2012. Discussions with the administration at SLU-Madrid suggest the potential for expanded offerings, including masters degrees, using available educational technologies to supplement face-to-face instruction.

- OBJECTIVE 4.2.1 We will jointly create the administrative and programmatic structures required for integration between the College and SLU-Madrid.**
- OBJECTIVE 4.2.2 We will develop a research agenda for joint efforts between the campuses.**
- OBJECTIVE 4.2.3 We will initiate graduate degree programs in public health and social work in Madrid.**

GOAL 4.3 We will fully implement a spectrum of degree and certificate programs in global health and well-being utilizing the most appropriate techniques and technologies available.

As the College expands its global activities, and particularly those that concentrate in a region via a hub, we will expand the range of courses focused on global health and wellbeing issues. These will include courses offered in St. Louis as well as distance learning opportunities, particularly in the hub countries.

- OBJECTIVE 4.3.1 We will implement global health and well-being concentrations in selected degree programs and enroll at least 25 students in the initial group.**
- OBJECTIVE 4.3.2 We will offer standard, distance learning, and accelerated options for both residential students and those in remote locations.**

STRATEGY 5: RELATIONSHIPS

The College will implement a continuum of supportive services for prospective students, enrollees, and alumni that facilitate their development at each stage of their careers and strengthen their lifelong links to the College.

OUR OPPORTUNITY

The success of the College is tied significantly to how well it manages transitions—from applicant to student to graduate to involved alumna/us. At each step in this sequence, the way that relationships are handled is critical. By increasing the coordination among these functions and providing valued services, we will create a more effective system for building loyalty and participation among all our stakeholders. In the future, our graduates' abilities to obtain jobs or other placements in their fields shortly after graduation will be a key factor in attracting and retaining students, gaining in national rankings, and in development. Students, alumni, and employers demand improved services in the areas of career services and job placement, alumni relations, and communications and networking. Academic institutions that have strong reputations both in the academic community and among potential students, current students and alumni have made a substantial investment in creating and maintaining an integrated external relations function. To distinguish itself from the competition, the college must have the best external relations organization in the field— one specifically designed to meet the needs of its stakeholders. We seek state-of-the-art approaches that will assure our stakeholders that we will seek and act upon their needs and interests.

OUR GOALS AND OBJECTIVES

GOAL 5.1 We will create an outstanding integrated external relations organization designed to meet the needs of college stakeholders including students and their families, alumni, employers, government entities and donors.

Creating seamless integration of College services for students, alumni, and other stakeholders in its success is a high-priority goal. We recognize that relationships are a continuum, and that our approach to these services must also be coordinated across the entire College.

OBJECTIVE 5.1.1 We will create a standing committee on relationships as the focal point for coordinating relationship efforts College-wide.

GOAL 5.2 We will develop and implement a superior career services program that builds upon the experiences of both schools and those of peer institutions.

The College units are properly focused on identifying and meeting needs of their field-specific potential and enrolled students. The College supports the units in those efforts, but has a larger responsibility for the total student experience from inquiry through graduation and beyond. It is particularly important that the College develop the systems and contacts required to assure graduates not only will find their first job, but that they can count on the College to support the development of their careers through retirement.

OBJECTIVE 5.2.1 We will actively involve students and alumni in developing an expanded career services program for the College, building on our own experiences and modeling on the most successful similar programs in peer institutions and in other fields.

GOAL 5.3 We will assure that alumni are supported and provided with opportunities to remain engaged with the College and its programs throughout their careers.

An engaged alumni community is critical to the long-term success of the College. Alumni are in a position to identify potential students and counsel them about the college's programs and the career paths available after graduation. They can provide internship and employment opportunities for students during their course of study, assist graduates in identifying employment opportunities, and serve as mentors as graduates develop their careers. Alumni are actively engaged in practice, and can identify trends and changing needs in the field: important information to the College in maintaining a curriculum that is relevant as well as of high quality. Alumni can provide financial support to the College through contributions, gifts and bequests.

OBJECTIVE 5.3.1 We will redesign our approach to supporting alumni affairs and provide the resources needed to establish the program as state-of-the-art.

STRATEGY 6: DIVERSITY

The College will provide individuals of all backgrounds with a culturally-relevant academic experience in a welcoming and inclusive culture.

OUR OPPORTUNITY

By its nature, the quest for social justice at the heart of the College mission has a particular focus on populations with greatest needs and fewest resources—the unserved and underserved. These populations exhibit persistent disparities in health status and typically have extensive social support needs. In both its internal and external activities the College’s programs must be sensitive to the diversity within society. We have a responsibility to assure that our college is an exemplar among academic organizations in its attention to differences among people and communities, whether based on race, ethnicity, culture, or socio-economic status, and to accommodate those differences in every aspect of our operations.

OUR GOALS AND OBJECTIVES

GOAL 6.1 We will increase the diversity of the College’s student population to be more representative of the communities and populations served by its graduates.

Although much of the work in public health and social work is conducted in or for communities with large minority populations, those communities are poorly represented in the College’s student population. Many factors underlie this situation—academic readiness for college, tuition and living costs, poor understanding of the careers available—are a few of many. We will examine the factors specific to our recruitment and retention of a diverse student body and take the actions required to improve our record.

OBJECTIVE 6.1.1 We will retain annually at least 90% of underrepresented minority students between freshman and sophomore years.

OBJECTIVE 6.1.2 We will increase the proportion of underrepresented students as follows:

MPH PROGRAM

African-Americans 2% per year to 20%; Hispanic to 10% per year; multiracial to 15% per year; international to 30%.

BSPH PROGRAM

African-American to 10%; Hispanic to 15%; multiracial to 8%; international to 5%.

PHD IN PHS PROGRAM

African-American to 10%; Hispanic to 5%; multiracial to 5%; international to 30%.

OTHER UNDERGRADUATE PROGRAMS

African-American 15% per year; Hispanic 6% per year; multiracial 15% per year; international 5% per year.

OTHER GRADUATE PROGRAMS

African-American 20% per year; Hispanic 6% per year; multiracial 6% per year; international 6% per year.

GOAL 6.2 We will create a welcoming culture within the College that embraces and celebrates diversity and inclusion.

A critical element in transition from the predecessor schools to the new College is a melding of different organizational cultures from which a “College culture” will emerge. We are committed to shaping a culture for the college that builds on those of the predecessors and which clearly and unambiguously accords priority to diversity and is an exemplar within the university and the larger academic community.

OBJECTIVE 6.2.1 We will increase the proportion of faculty, staff and students who report that the the College is welcoming to a diverse population by 15% in three years.

GOAL 6.3 We will assure that all relevant College policies contain the elements necessary to attract and retain underrepresented faculty, staff and students.

Institutional commitment to diversity and creating an inclusive culture are key elements in the College’s development. Translating that commitment into real change in the number of faculty and staff from underrepresented groups is a function of the policies and procedures governing recruitment, advancement and retention in the College.

OBJECTIVE 6.3.1 We will actively promote an environment in the college that promotes diversity and inclusion, and act swiftly and decisively if that commitment is breached by students, faculty or staff.

OBJECTIVE 6.3.2 We will review, develop, revise, and implement College policies that attract and retain underrepresented faculty and staff.

STRATEGY 7: QUALITY IMPROVEMENT

The College will provide programs and services of exceptional quality in an environment that fosters recruitment and retention of students, faculty and staff.

OUR OPPORTUNITY

The quality of an educational program or institution can be assessed in many different ways, each reflecting a different aspect of its operations and outcomes. Accreditation by outside entities is the most widely accepted measure, and is based on rigorous criteria, self-study, and peer review. National rankings are more subjective but still influential. Equally or more significant are an institution's or program's internal quality assessment measures: faculty evaluation, course evaluation, and periodic program reviews. The units that have been brought together to form the College both have long histories of accreditation by the appropriate national bodies, and both conduct a variety of internal quality reviews. Moving to the College structure requires a careful reassessment of quality efforts of the constituent schools and programs. The goal of this reassessment is to determine how effective past efforts to enhance quality of teaching, research and service have been and to identify areas for improvement and coordination of such efforts. This, in turn, provides the basis for the design of quality improvement programs across the college that advance its quality strategy.

OUR GOALS AND OBJECTIVES

GOAL 7.1 We will create a quality improvement program, building on the past quality improvement activities of the schools and programs in the College.

The College will develop a comprehensive quality assurance plan that incorporates the lessons from past efforts as well as best practices in the field, including a formal continuous quality improvement program to address issues identified by the standing committees and the college units.

- OBJECTIVE 7.1.1 We will complete an assessment of existing quality assurance and enhancement activities in the component schools and programs, including recommendations for enhancements in the quality area, and implement a continuous quality improvement program by the end of FY2016.**
- OBJECTIVE 7.1.2 We will design and implement a college-wide quality initiative focused on developing and maintaining a broad commitment to quality teaching, research and services among college stakeholders by the end of FY2016.**

GOAL 7.2 We will invest the time and resources required to systematically present accurate information concerning the College and its programs to both external and internal audiences.

Accreditation is the most widely-accepted evidence of a school's or academic program's quality, and is a factor in recruitment of students, faculty and supporters. There are currently three accreditations in the College: public health, social work, and health administration. The public health accreditation covers all programs within the college; the accreditations for social work and for health administration specifically accredit degree programs in social work and health administration respectively. Maintaining continual accreditation for all programs in the College requires reliable data and careful analysis, which in turn requires investment of resources on a continuing rather than episodic basis. Achieving and sustaining quality outcomes is a continuous process involving assessment, adjustment, and reinforcement. The College is committed to developing and maintaining such a process that involves all its constituent units and stakeholders.

- OBJECTIVE 7.2.1** We will invest the time and resources required to prepare an accurate description of the College and its programs in support of both achieving outstanding accreditation reviews and continual accreditation for the College and its components and of exceeding the expectations of our various stakeholders.
- OBJECTIVE 7.2.2** We will create by the end of 2015 a dashboard of indicators that will help the leadership team track progress in each of the strategies developed in support of the college mission.
- OBJECTIVE 7.2.3** We will take action steps in a timely manner to address variances in quality performance measures as indicated by a dashboard of indicators.

STRATEGY 8: DEVELOPMENT

The College will enhance its financial sustainability through coordinated efforts in fundraising and relationship building.

OUR OPPORTUNITY

As the College was developed, there were several themes that emerged as strengths from combining public health and social work in a single academic unit. Most can be categorized as synergies, where the combined resources within the College have the potential to accomplish more than might be expected from the individual units' efforts. Many are anticipated from the opportunities for interdisciplinary approaches to teaching, research and service activities of the College. Others grow from the various relationships previously established by the component schools and programs—to communities, to funders and to agencies and organizations in their fields. The challenge now for the College is to convert these new strengths into commitments—to study here, to support our research, and to provide the financial support we need to meet our potential. To do this, the college must establish an identity that the range of stakeholders essential to its success can clearly understand and embrace. Efforts to enhance the sustainability of the College involve several of the College strategies and require a high level of coordination and cooperation across units.

The College has the potential to attract supporters from a broad range of individuals, foundations, and corporations who share a passion for social justice and who have a broad national and global interest in health and wellbeing. Unlike many schools and colleges, we have great potential to supplement the donor base of Alumni and other SLU supporters

OUR GOALS AND OBJECTIVES

GOAL 8.1 We will establish and implement a development plan for the College and enlist full participation of leadership, faculty, students, staff, and alumni in its implementation.

Development activities are often seen as the responsibility of a development staff, when in reality they must be a shared responsibility of all faculty and staff of the college. Having a development plan is important; having full participation in its implementation is critical. The dean's role is central in this activity, but will be most effective if actively supported by the other administrators and the faculty.

- OBJECTIVE 8.1.1 We will develop, in conjunction with University development, a comprehensive development plan for the college detailing roles and goals with a specific timeline by the end of FY2016.**
- OBJECTIVE 8.1.2 We will achieve a 90% participation rate among College faculty and staff signifying their strong commitment to the College and its mission.**
- OBJECTIVE 8.1.3 We will model best practices in all our development activities, including leadership commitment, strong communications, careful planning, and active prospect management.**
- OBJECTIVE 8.1.4 We will increase alumni giving participation rate to 15% by the end of FY2016.**
- OBJECTIVE 8.1.5 We will establish a Dean's Council to provide advice and support to our development programs.**

OBJECTIVE 8.1.6 We will work with University Corporate and Foundation Relations and faculty members to obtain funding for special projects, lectures and scholarships.

GOAL 8.2 We will support increased enrollment in all College degree programs through improved coordination of services in the areas of student recruitment, career services and job placement, and alumni relations.

The College units are properly focused on identifying and meeting the needs of their field-specific potential and enrolled students. The college supports the units in those efforts, but has a larger responsibility for the total student experience from inquiry through graduation and beyond. Efforts in support of this objective will be coordinated with those of the standing committee on relationships.

OBJECTIVE 8.2.1 We will conduct a relationship inventory exercise with faculty and selected staff by the end of FY2016.

OBJECTIVE 8.2.2 We will work with faculty and staff of the College as well as the University advancement office to update alumni and key stakeholder data.

GOAL 8.3 We will work to bring the various components of the College together in a single location at the earliest possible date.

The current dispersion of the College's academic and research resources in multiple locations across the entire span of the University campus in St. Louis is a limiting factor in realizing the synergies that can result from the new structure. Securing a single location for the College is a priority need- one that impacts all of the College's strategies for the future.

OBJECTIVE 8.3.1 We will undertake an internal feasibility study to identify the advantages of co-location; the physical requirements for a facility, the optimal locations for collaboration with other key units in the University, and the potential sources of support for its construction or renovation.

OBJECTIVE 8.3.2 Based on the results of the internal study, we will prepare a proposal to the University to implement co-location.

STRATEGY 9: COMMUNICATION

The College will engage priority audiences in personally and professionally meaningful ways.

OUR OPPORTUNITY

Communication is at the foundation of the College's ability to establish and maintain its reputation, attract the best and brightest students, faculty, and staff, deliver a world-class educational experience, support sustainable financial growth, share with the world our academic excellence, and ultimately to achieve our mission. Communication supports the strategic goals of the College, often in a very direct and essential manner. Indeed, virtually every aspect of our strategic plan will be significantly enhanced by well-planned and executed communication.

The College's location within a Jesuit institution—and associated commitment to social justice—places us in a unique position in the marketplace, and provides an opportunity to demonstrate this position in a strategic and cohesive way. We will portray the College in a manner that reflects both who we are and who we aspire to be through the development of a unified and consistent brand and the communication activities that promote the brand. This opportunity is all the more salient during this time of transition, as the College builds its identity and culture.

OUR GOALS AND OBJECTIVES

GOAL 9.1 We will design, implement, and continually evaluate a system of reporting, information sharing, and internal communication.

While united by a common mission, academic and outreach activities in the College cover a broad area marked by great diversity. Further, the physical separation of our programs can challenge effective internal communication and information sharing. In this environment, a systematic approach to internal communication is vital to our goal of interdisciplinary research and practice, as well as efficient and integrated operations.

OBJECTIVE 9.1.1 We will identify key faculty, staff, and student positions whose roles together comprise a comprehensive view of activities at the College, including research, teaching, service, and outreach, and develop a systematic approach to gathering and receiving information from incumbents.

OBJECTIVE 9.1.2 Faculty, staff, and students will agree or strongly agree with the statement "I have a good understanding of what is going on across the College."

GOAL 9.2 We will develop and carry out a plan for external communication and produce world-class media and materials to support the College's strategies and goals.

Communication materials and media in many ways comprise the public face of the College, and the processes of their planning and development represent an opportunity to focus our mission and make it manifest in memorable and impactful ways.

- OBJECTIVE 9.2.1** We will develop a distinct and recognizable brand identity for the College, and articulate it in a style guide document.
- OBJECTIVE 9.2.2** We will identify and describe the information needs of key audiences.
- OBJECTIVE 9.2.3** We will increase the visibility of the College, its mission, and its programs within those key target audiences.

GOAL 9.3 We will implement systems of evaluating our communication efforts.

For communication to be truly effective in its support of the College's strategic objectives it must be continually evaluated and, when possible, its effects measured.

- OBJECTIVE 9.3.1** We will identify, in conjunction with faculty, students, and staff, pertinent measures, corresponding goals, and appropriate intervals for reporting progress. ■

Three-year Strategic Plan

PART B ~ Detailed Objectives and Actions

STRATEGY 1: PEDAGOGY**Goal 1.1 We will ensure that the College offers high quality educational programs that reflect current expectations and future needs of the field.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
1.1.1 We will strengthen teaching performance in the College.	a. Develop and pilot alternative course evaluation methods to assess student achievement and instructor performance.	Number of alternatives developed and piloted, establishment of the process for developing new methods.	1
	b. After conducting a needs assessment, develop resources to support faculty success (e.g., mentoring).	Number of faculty identified as peer mentors and mentees.	1
		Written policies that describe how the mentoring program will be administered by the Assoc Dean for AA.	
		Process established to announce highest performers (y/n), including student survey.	
	c. Increase the role of CTTL in faculty development, particularly in the sharing of best practices.	Number of faculty who have used CTTL (CTTL keeps records) and perceptions of usefulness 2. Number of sessions provided by CTTL to College.	2
d. Develop a system for disseminating effective teaching approaches.	Establishing Interest Groups for Pedagogy and peer teaching opportunities (See 1.2.3).	2	
e. Draft a “job-description” for course instructors that outlines expectations for technology, Jesuit focus, contact hours, accessibility.	Presence of a job description.	2	
	The job description is used in faculty evaluation discussions as reported by faculty and Chair.		

Goal 1.2 We will offer degree programs and courses that incorporate components of Jesuit pedagogy.

1.2.1 We will increase the degree to which Jesuit pedagogical principles are applied in the core curriculum as measured by the percent of syllabi and learning objectives that reference Jesuit principles; as observed by peer mentors and evaluators.	a. Offer training opportunities for integrating Jesuit pedagogy into courses.	Development of training opportunities.	2
	b. Provide opportunities for faculty to share pedagogy development experiences.	See interest groups above.	1
	c. Develop written material to describe Jesuit pedagogy elements, including case examples of Jesuit pedagogy in practice.	Number of written materials.	1

Goal 1.3 We will use the most effective and appropriate program and course formats.

1.3.1 We will continuously identify, adapt, pilot and evaluate new pedagogical techniques and technologies.	a. Expand partnership with CTTL.	Partnership parameters accepted.	2
	b. Revise administrative protocols to ensure technology resources are available to faculty (e.g., EMR access, databases for teaching, software for creating online content - such as Captivate and Camtasia).	Collect information from faculty on financial and institutional barriers to acquiring software.	1

STRATEGY 2: SCHOLARSHIP**Goal 2.1 We will increase faculty scholarly output when compared to baseline through an increase in externally funded support for scholarship and in the dissemination of research findings through publications.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
2.1.1 We will increase the number of external submissions, both federal and foundation, by 10% by the end of the '15-16 academic year.	a. Develop and implement a process for scientific proposal review.		1
	b. Develop and maintain a CPHSJ repository of examples of successful grant submissions available to faculty who are preparing grants.		1
	c. Provide structured research-focused professional development opportunities for junior faculty.	Number of external grant submissions. Per capita rate of grant awards.	1
	d. Showcase grants awarded.		1
	e. Develop a mechanism for faculty to obtain informal feedback about newly developing research ideas.		1
2.1.2 We will increase the percentage of externally-funded dissertation fellowships to 15% of students.	a. Develop and maintain a CPHSJ repository of examples of successful dissertation fellowships available to doctoral students and their mentors.		2
	b. Develop and implement a process for scientific proposal review.	Percentage of doctoral students receiving a dissertation fellowship.	1
	c. Provide grant writing opportunities and/or training for doctoral students and their mentors.		2
2.1.3 We will increase the percentage of faculty participating on external grant review panels to 15%.	a. Provide opportunities and/or training for faculty in grant review.	Percentage of tenured/tenure-track faculty serving on external grant review panels.	3
2.1.4 We will increase the percentage of students employed on externally funded grants to 75%.	a. Provide and promote incentives to include students on funded projects.	Percentage of students employed on externally funded grants of all such grants.	3
2.1.5 We will increase internal financial support for pilot grants.	a. Create a small pilot grant mechanism that can be used at the discretion of the faculty member to advance their scholarship.		1
	b. Provide competitive funds to support just-in-time research activities.	Amount of financial support for internal pilot grants.	2
	c. Make available dissertation-related grants to doctoral students.		1
	d. Create pilot funding mechanism focused on key College initiatives related to scholarship.		2
2.1.6 We will increase the number of peer-reviewed publications by 20%.	a. Implement support system for manuscript formatting and submission.		1
	b. Develop incentives to reward submission of peer-reviewed publications.	Total and per capita number of faculty published or accepted peer-reviewed manuscripts.	1
	c. Showcase important peer-reviewed publications.		1
	d. Increase the percentage of faculty with published or accepted manuscripts annually.		1

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
2.1.7 We will increase the percentage of faculty-authored books and book chapters by 10%.	a. Develop incentives to reward publishing books and book chapters.	Total number of faculty authoring books and/or book chapters.	2
2.1.8 We will increase the number of presentations at national meetings by faculty and students	a. Develop competitive system of travel awards to present at conferences.	Number of presentations at national meetings by faculty and students.	3
Goal 2.2 We will identify, and establish the College as a leader in, selected areas of scholarship utilizing an interdisciplinary approach to addressing health and social issues.			
2.2.1 We will increase the number of research proposal submissions with CPHSJ interdisciplinary faculty representation by 10%.	a. Identify unique cluster areas of scholarship where the CPHSJ can achieve leadership.		1
	b. Create pilot funding mechanism focused on interdisciplinary scholarship.	Number of research proposal submissions including faculty from more than one department or school.	1
	c. Develop incentives for interdisciplinary scholarship.		1
	d. Develop a sustainable infrastructure for centers of scholarly excellence		2
2.2.2 We will increase the number of peer-reviewed publications with interdisciplinary faculty by 10%.	a. Identify unique cluster areas of scholarship where the CPHSJ can achieve leadership		1
	b. Develop incentives for interdisciplinary scholarship	Number of peer reviewed publications including faculty from more than one	2
	c. Identify and obtain data sources that promote interdisciplinary scholarship.		2
2.2.3 We will develop a research agenda for joint interdisciplinary efforts between the College and selected institutions in other countries.	a. With leadership from the Associate Dean for Research develop a plan identifying potential global partners, covering joint interests, approaches to cooperative research activity and potential sources of funding.	Plan competed and implemented	2

STRATEGY 3: INNOVATION AND SYNERGY**Goal 3.1 We will develop and implement a coordinated program to foster faculty research and service activities, particularly those in community settings.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
3.1.1 We will develop an integrated research and service support system to facilitate identification of issues and opportunities for College faculty research and service efforts.	a. By end of AY 2015, the CPHSJ will create a structure and process for an online searchable, user-friendly database that contains faculty scholarship and community service data.	Database established, supported, “live”, and populated by 12/31/15.	1
	b. By end of AY 2015, create an internal procedure to both process and market community requests for community service and/or research opportunities that includes wide dissemination of opportunities to all CPHSJ faculty as measured by a summary document.	Creation of a summary document that stipulates process and administrative structure by 12/31/15.	1
	c. By end of AY 2015, improve the infrastructure to support new research endeavors and innovative work by establishing a Center for Research Support and Services, which will coordinate interdisciplinary expertise to assist faculty and graduate students in developing innovative research, scholarship, and service proposals that take advantage of the potential synergies represented in the CPHSJ’s multiple disciplines.	Center established with clear structure and staffing, services rendered, coordinated with the Associate Dean of Research by 12/31/16.	2
3.1.2 We will create mechanisms for financial support for development of new research and service activities.	a. By 2016, establish, develop funding for, and administer an Innovation Fund, which will provide small grants to assist faculty and graduate students in developing innovative research, scholarship, and service proposals that take advantage of the potential synergies represented in the CPHSJ’s multiple disciplines.	Innovation fund established and funded.	3
3.1.3 We will assure that the College has an established mechanism for facilitating College-community relationships.	a. Carefully define the community engagement responsibilities of the Associate Dean for Public Health Practice and communicate them widely internally and externally.	Clear mechanism established and communicated with all involved parties for connecting and facilitating partnerships between community entities and faculty. Evaluation structure for the process defined.	2

Goal 3.2 We will develop and implement new and innovative approaches to linking the College and selected communities of opportunity.

3.2.1 The College will establish one or more “hubs” focused on: • Addressing disparities in identified and prioritized domestic communities of opportunity • Addressing health and well-being issues where interdisciplinary efforts hold promise for progress toward solutions.	a. By the end of 2015, complete an analysis of potential sites and/or focus areas that have potential for mutually supportive relationships with the College.	Summary document completed and submitted to Dean by 7/1/2016.	1
	b. Select a site or sites for priority consideration based on need, potential and relationships.	Site(s) selected by 12/31/2016.	2
	c. Prepare a site/focus-specific plan for the structure and operation of a hub.	Plan completed by 12/31/2016.	2
	d. Prepare and submit a AY 2018 budget request based on the plan(s) above.	Budget request made.	3

STRATEGY 4: GLOBAL REACH**Goal 4.1 We will firmly establish the College as a leader in efforts to improve global health and well-being.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
4.1.1 We will design and implement the structural elements required to support a robust program of global activities both at the College and internationally.	a. By the end of AY2015-2016, establish and activate an Institute for Global Health and Wellbeing in the CPHSJ.	Institute funded, staffed and operational. Key faculty members for the institute Identified and recruited.	1
	b. By the end of AY2015-2016, finalize potential locations for Global Health and Wellbeing “hubs” to promote and support CPHSJ activities in a specific region, and establish and activate three such hubs.	Plan for hubs completed, sites selected, and agreements signed. Staff for each hub employed and placed.	1
4.1.2 We will assure that the College program in global health and wellbeing has access to advice from those with global experience and/or those actively participating in reciprocal programs with the College.	a. By the end of AY2015-2016, establish, and appoint members to an Advisory Council for Global Health and Wellbeing to assist CPHSJ and the Institute in planning and implementation of their programs.	Advisory Council members selected and appointed.	2
	b. By the end of AY2015-2016, develop and activate a reciprocal exchange scholar program with selected global academic partners to support shared understanding of issues and opportunities facing both partners and foster closer working relationships for the future.	First scholars under program selected and in place.	1
	c. Secure support mechanisms for the program, such as visiting scholar housing and a small amount of financial support for scholarship.		

Goal 4.2 We will appropriately integrate the full range of the College’s academic programs between the St. Louis and Madrid campuses of the University.

4.2.1 We will jointly create the administrative and programmatic structures required for integration between the College and SLU-Madrid.	a. By the end of AY2015-2016, initiate discussions with SLU-Madrid concerning details of the relationship.	Discussions complete and plan for relationship approved by both parties.	2
	b. Develop an agreement with SLU-Madrid covering administrative and financial issues involved in the cooperative venture.	Based on approved plan, a formal agreement is executed.	3
4.2.2 We will develop a research agenda for joint efforts between the campuses.	a. By the end of AY2015-2016, complete a proposed collaborative research agenda between SLU-Madrid and the College.	Proposed collaborative research agenda completed.	3
4.2.3 We will explore graduate degree programs in public health and social work in Madrid.	a. By the end of 2016, complete a market study to determine the level of demand for various graduate degree programs in Madrid.	Study completed.	1
	b. By the middle of 2016, based on the study and resources available, identify degree programs of greatest interest and develop a phased plan for their introduction in Madrid.	Topic areas of shared interest identified and curricula and descriptions completed and shared with College.	1

Goal 4.3 We will fully implement a spectrum of degree and certificate programs in global health and wellbeing utilizing the most appropriate techniques and technologies available.

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
4.3.1 We will implement global health and well-being concentrations in selected degree programs and enroll at least 25 students in the initial group.	a. Design curriculum requirements for the concentrations and secure necessary approvals.	Curriculum designed and approved.	1
	b. Actively recruit students for the concentration.	Initial cohort meets target level of 25 enrolled students.	1
4.3.2 We will offer standard, distance learning and accelerated options for both residential students and those in remote locations.	a. By the middle of 2015, complete a market study to determine the level of demand for graduate study in Global Health & Wellness in selected international locations, as well as the potential demand for non-residential degrees domestically.	Market study designed and carried out both domestically and in select global locations.	1
	b. By the middle of 2015, complete an evaluation of alternative modalities for delivering program content in remote locations, with particular emphasis on electronic means.	Experience of peer institutions in delivering curricula remotely and by electronic means reviewed. SLU capabilities for such delivery assessed. Resources required to implement the selected approach secured.	1
	c. By the end of 2015, based on the finding of the preceding studies, implement selected graduate programs remotely.	Program(s) implemented applying techniques and technology developed for their implementation.	2

STRATEGY 5: RELATIONSHIPS

Goal 5.1 We will create an outstanding integrated external relations organization designed to meet the needs of College stakeholders including students and their families, alumni, employers, government entities and donors.

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
5.1.1 We will create a Standing Committee on Relationships as the focal point for coordinating relationship efforts College-wide.	a. We will cross-train staff involved in career services, alumni affairs and communications to promote understanding of the relationships among these functions and to expand the potential resources for each.	Completion of cross-training for all staff with duties and responsibilities in career services and/or alumni relations and/or related communications.	1

Goal 5.2 We will develop and implement a superior career services program that builds upon the experiences of both Schools and those of peer institutions.

5.2.1 We will actively involve students and alumni in developing an expanded career services program for the College, building on our own experiences and modeling on the most successful similar programs in peer institutions and in other fields.	a. Recruit full-time career services position, and expand efforts that assist students in performing effective job searches, and in the application and interview process.	Assumption of duties and responsibilities by newly recruited employee. Methods to assist with job searches developed and operational.	1
	b. Enhance “job bank” program to meet the needs of graduating students, including a formalized support process.	Job bank expanded and formalized process established and operational.	1
	c. Systematically assess the work force needs of area employers relevant to CPHSJ.	Needs assessment and related analysis completed and reported to committee.	1
	d. In conjunction with SLU Career Services, develop a CPHSJ “Career Services Center” marketing plan focused on developing relationships with, and becoming a primary contact for, employers needing to fill positions.	CPHSJ-specific marketing plan developed and implementation initiated.	2

Goal 5.3 We will assure that alumni are supported and provided with opportunities to remain engaged with the College and its programs throughout their careers.

5.3.1 We will redesign our approach to supporting alumni affairs and provide the resources needed to establish the program as state-of-the-art.	a. We will conduct a relationship inventory exercise with faculty and selected staff and use the results to construct activities that strengthen relationships and their impact on the College programs.	Inventory exercise designed, administered and activities identified.	2
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STRATEGY 6: DIVERSITY**Goal 6.1 We will increase the diversity of the College's student population to be more representative of communities and populations served by its graduates.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
6.1.1 We will retain annually at least 90% of underrepresented minority students between freshman and sophomore years.	a. Increase the scholarship dollars devoted to helping support underrepresented minorities for both undergraduate students – tie to interest in community work.	Scholarship dollars awarded to students who work with and in the community.	1
	b. Meet with current and past underserved minority undergraduate students to learn from them what we can do to make the CPHSJ more attractive to present & future minority students.	Meetings with underserved minority undergraduate students each year.	1
	c. Include students on college committees.	Student representation on standing College committees.	1
6.1.2 We will increase the proportion of underrepresented students as follows: MPH PROGRAM African-Americans 2% per year to 20%; Hispanic to 10% per year; multiracial to 15% per year; international to 30%. BSPH PROGRAM African-American to 10%; Hispanic to 15%; multiracial to 8%; international to 5%. PHD IN PHS PROGRAM African-American to 10%; Hispanic to 5%; multiracial to 5%; international to 30%. OTHER UNDERGRADUATE PROGRAMS African-American 15% per year; Hispanic 6% per year; multiracial 15% per year; international 5% per year. OTHER GRADUATE PROGRAMS African-American 20% per year; Hispanic 6% per year; multiracial 6% per year; international 6% per year.	a. Earmark 2-3 of the GRAs and GAs for use in recruiting underrepresented students.	2-3 GRAs and GAs awarded to incoming underrepresented minorities.	1
	b. Increase the number of GRAs devoted to underrepresented students.	Number of GRAs and GAs specific for minorities	1
	c. Increase the scholarship dollars devoted to helping support underrepresented minorities for graduate students – tie scholarships to interest in community work.	Scholarship dollars awarded to students who work with and in the community.	2
	d. Market graduate programs to undergraduate institutions and events that serve a high percentage of underrepresented minorities.	Number of HBCUs visited each year.	2
	e. Develop and implement a peer mentoring and support system coordinated with University efforts (by end of academic year 2014/15).	Peer mentoring and support system developed (one for UG and one for graduates).	2
	f. Connect with TRIO and Upward Bound program on campus for recruitment.	Number of meetings; number of recruitment events as a result of meeting with these groups.	2
	g. Host a group of high schoolers that are underserved minorities to learn from them what we can do to make the College more attractive to underserved minority students.	The meeting occurs.	2
	h. Develop bridge programs, including programs with community colleges, to target underrepresented minority students to aid in preparing them to be competitive candidates for admission.	The bridge program is created.	2
	i. Work with President's Diversity Council to create connections with high schools.	Number of high schools visited.	1
	j. Create a Public Health & Social Justice Camp to introduce participants to College values and programs, coordinating effort with related University programs.	The camp is developed.	2
	k. Explore evening and other adult learning programs as a pathway to expanded minority enrollment.	Exploration completed and report presented.	2

Goal 6.2 We will create a welcoming culture within the College that embraces and celebrates diversity and inclusion.

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
6.2.1 We will increase the proportion of faculty, staff and students who report that the College is welcoming to a diverse population by 15% in three years.	a. Design and implement an ongoing cultural competency training program for faculty and staff that will comprise at least 2 trainings per year.	Number of trainings per year.	1
	b. Develop a promotional campaign by the end of the 2014/15 academic year directed at all individuals spending time in the CPHSJ facilities with the purpose of creating a heightened awareness and understanding of diversity and inclusiveness. Posters are to be an element of the campaign, i.e. "Potent Quotables".	Promotional campaign conducted; number of students involved.	2
	c. Regularly review and tailor marketing materials to adequately represent the diversity of the college.	Marketing materials tailored to represent college diversity.	1
	d. Adopt the Oath of Inclusion so to CPHSJ faculty, staff and students participate.	Oath of inclusion is adopted.	1
	e. Combine public health and social work covenants and display them throughout the buildings by the end of the 2014/15 academic year.	Covenant displayed in both buildings.	1
	f. Create safe opportunities for faculty, staff and students to discuss issues of racism and other forms to prejudice, e.g., intergroup dialogues.	Number of intergroup dialogues/ affinity groups, film viewings; attendance at groups.	1
	g. Assure that faculty sit on boards or committees of underserved minority organizations.	Number of boards or committees of underserved minority organizations.	2
	h. Conduct survey(s) to assess climate with regard to diversity and use results to inform diversity plans.	Survey conducted;% of faculty, staff, and students who report the CPHSJ is welcoming.	1
	i. Include questions on diversity and cultural competency on exit surveys.	Surveys are modified.	1

Goal 6.3 We will assure that all relevant College policies contain elements necessary to attract and retain underrepresented faculty, staff, and students.

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
6.3.1 We will actively promote an environment in the College that promotes diversity and inclusion, and act swiftly and decisively if that commitment is breached by students, faculty or staff.	a. In consultation with the University Office of Institutional Equity & Diversity, assess and revise as necessary, policies and procedures to prevent untoward behavior regarding diversity and inclusiveness involving students, faculty or staff, and to intervene where necessary.	Policies assessed and revised, as appropriate.	1
6.3.2 We will review, develop, revise, and implement College policies that attract and retain underrepresented faculty and staff.	b. Review existing policies to assess for elements that attract and retain underrepresented faculty and staff.	Policies reviewed and amended as appropriate.	2
	c. Target advertising to professional organizations that attract underrepresented minority faculty and staff.	Reflected in diversity plan; incorporate pictures of faculty on website.	1
	d. Train faculty to use networking opportunities to recruit underrepresented faculty and staff into open positions.	Conducted training.	2
	e. Create opportunities for potential faculty and staff to meet with others from their underrepresented minority backgrounds during recruitment.	Number of meetings, events that provide this opportunity.	2
	f. Develop a peer to peer mentoring program designed to ensure promotion and tenure of underrepresented minority faculty and job satisfaction of underrepresented minority staff.	Mentoring program developed.	2

STRATEGY 7 QUALITY IMPROVEMENT**Goal 7.1 We will create a quality improvement program, building on the past quality improvement activities of the schools and programs in the College.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
7.1.1 We will complete an assessment of existing quality assurance and enhancement activities in the component schools and programs, including recommendations for enhancements in the quality area, and implement a continuous quality improvement program by the end of FY2016.	a. Design and administer a comprehensive assessment of current state of quality-related efforts across the College.	Administration of assessment.	1
	b. Based on the assessment, design a College-wide CQI program.	Completion of assessment and design of program.	2
	c. Implement the CQI program in FY 2015.	Full implementation of CQI program.	2
7.1.2 We will design and implement a college-wide quality initiative focused on developing and maintaining a broad commitment to quality teaching, research and services among college stakeholders by the end of FY2016.	a. Using a participative and iterative approach, determine the elements of a program to developing consensus and commitment to quality in the College. Elements are to include accountability and transparency.	Elements study completed.	1
	b. Based on the elements identified, implement a program to develop and sustain a commitment to quality across the College.	Program implemented.	2

Goal 7.2 We will invest the time and resources required to systematically present accurate information concerning the College and its programs to both external and internal audiences.

7.2.1 We will invest the time and resources required to prepare an accurate description of the College and its programs in support of both achieving outstanding accreditation reviews and continual accreditation for the College and its components and of exceeding the expectations of our various stakeholders.	a. Develop a compendium of metrics and benchmarks to include accreditation requirements for all accredited College programs.	Metrics, benchmarks and supporting data identified for all relevant College programs.	1
	b. Establish and continuously maintain an electronic database of data and information relevant to the metrics being used and periodically report to the College and its stakeholders concerning current status of those measures and performance against benchmarks.	Database established and operational. Reports submitted to stakeholders.	1
7.2.2 By the end of 2015, we will create a dashboard of indicators that will help the leadership team track progress in each of the strategies developed in support of the College mission.	a. Determine key indicators for the College, create dashboard to monitor same.	Dashboard implemented.	1
7.2.3 We will take action steps in a timely manner to address variances in quality performance measures as indicated by a dashboard of indicators.	a. Senior Leadership will establish a calendar for regularly reviewing the dashboard.	Calendar established.	1
	b. Senior Leadership will develop and implement a protocol for addressing variances	Protocol designed and implemented.	

STRATEGY 8 COLLEGE DEVELOPMENT**Goal 8.1 We will establish and implement a development plan for the College and enlist full participation of leadership, faculty, staff, students, and alumni in its implementation.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
8.1.1 By the end of FY 2016, we will develop, in conjunction with University development, a comprehensive development plan for the College detailing roles and goals with a specific timeline.	Establish a development committee to put together plan to present to senior leadership as well as Executive Director, Medical Center Development.		1
8.1.2 We will achieve a 90% participation rate among College faculty and staff signifying their strong commitment to the College and its mission.	Hold an annual internal campaign offering incentives to the department with the most participation.	Track percentage rates.	1
8.1.3 We will model best practices in all our development activities, including leadership commitment, strong communications, careful planning, and active prospect management.	Research and identify best practices among other schools of public health and social work. Use findings to help create College development plan. Establish development and alumni engagement metrics.	Targeted appeals to donors/ alums. Review development and alumni engagement metrics monthly.	Ongoing
8.1.4 We will increase alumni giving participation rate to 15% by end of FY 2016.	Create bylaws for Council members including goals of this group.	Review participation rates monthly.	Ongoing
8.1.5 We will establish a Dean's Council to provide advice and support to our development programs.	Review list of potential council members and ask senior leadership for referrals.		2
8.1.6 We will work with University Corporate and Foundation Relations and faculty members to obtain funding for special projects, lectures and scholarships.	Submit (3) proposals in conjunction with university corporate and foundation relations department by end of FY 2015.		1

Goal 8.2 We will support increased enrollment in all College degree programs through improved coordination of services in areas of student recruitment, career services and job placement, and alumni relations.

8.2.1 We will conduct a relationship inventory exercise with faculty and selected staff by the end of FY 2016.	Conduct exercise.		1
8.2.2 We will work with faculty and staff of the College as well as the university advancement office to update alumni and key stakeholder data.	All departments should submit databases and alumni information to development director.		1

Goal 8.3 We will work to bring the various components of the College together in a single location at the earliest possible date.

8.3.1 We will undertake an internal feasibility study to identify the advantages of co-location; the physical requirements for a facility, the optimal locations for collaboration with other key units in the University, and the potential sources of support for its construction or renovation.	Create a task force to conduct the study.		3
8.3.2 Based on the results of the internal study, we will prepare a proposal to the University to implement co-location.			3

STRATEGY 9: COMMUNICATION**Goal 9.1 We will design, implement, and continually evaluate a system of reporting, information sharing, and internal communication.**

OBJECTIVE	ACTION ITEM	INDICATOR	PRIORITY
9.1.1 We will identify key faculty, staff, and student positions whose roles together comprise a comprehensive view of activities at the College, including research, teaching, service, and outreach, and develop a systematic approach to gathering and receiving information from incumbents.	a. Conduct an organizational survey to identify key individuals.	Survey completed.	1
	b. Develop and maintain a list of these individuals.	List, plan to maintain published.	
	c. Develop a calendar and process for systematically contacting these individuals	Calendar/process developed.	
9.1.2 Faculty, staff, and students will agree or strongly agree with the statement "I have a good understanding of what is going on across the College."	a. Develop and implement communication survey: baseline and follow up (2 yrs)	50% Increase over baseline of agree/strongly agree.	2

Goal 9.2 We will develop and carry out a plan for external communication and produce world-class media and materials to support the College's strategies and goals.

9.2.1 We will develop a distinct and recognizable brand identity for the College, and articulate it in a College Style Guide document	a. Work cooperatively with College, University, and external stakeholders (e.g. Faculty, MarComm, select community partners) to develop brand identity, operationalizing brand pillars into tangible brand assets.	Identify and engage stakeholders.	2
	b. Develop and publish style guide.	Style guide published.	
9.2.2 Identify and describe the information needs of key audiences	c. Identify and list key audience segments; articulate specific communication objectives per audience segments; and document in a communication plan	Communication plan complete.	1
9.2.3 We will increase the visibility of the College, its mission, and its programs within those key target audiences	c. For priority audiences: Define communication objectives Identify appropriate communication channels and messaging Execute communication campaigns	College ranking improvement Student survey (e.g. how found out). Social media engagement (e.g. impressions, Likes, shares, etc). Alumni engagement (e.g. event attendance, number of donors, amount of donations).	1

Goal 9.3 We will implement systems of evaluating our communication efforts.

9.3.1 We will identify, in conjunction with faculty and staff, pertinent measures, corresponding goals, and appropriate intervals for reporting progress.	a. Identify and list internal stakeholders.	Internal stakeholders identified.	1
	b. Systematically work with stakeholders identified in 1.1.1 to identify goals, appropriate measures, and data sources and Implement system to obtain above data at prescribed intervals.	List of goals, measures, data sources identified and published and data collected as appropriate.	
	c. Produce, present and discuss reports, changing communication approaches as necessary, feeding back to Objective 2.3.	Reporting completed, communication plan reviewed, edited as necessary.	3

Summary

Based on our commitment of service to others, we improve health and well-being locally, nationally, and internationally through unique interdisciplinary approaches that inspire students, generate knowledge, and engage individuals and communities.

OUR MISSION

OUR STRATEGIES

PEDAGOGY	SCHOLARSHIP	INNOVATION & SYNERGY	GLOBAL REACH	RELATIONSHIPS	DIVERSITY
The College will provide a learning environment that embodies the traditional strengths of Jesuit education while adapting the most effective pedagogical methods and tools to improve the quality of instruction and enhance learning.	The College will develop and apply new knowledge that enhances society's ability to promote and sustain health and well-being, with particular emphasis on interdisciplinary efforts across the College.	The College will develop new activities and programs locally, nationally, and globally that advance the College's mission through mutually supportive opportunities focused on needs and the college, communities and institutions.	The College will, through relationships with engaged institutions and faith-based organizations globally, extend the reach of our educational, research and service activities to areas of the world where such involvement benefits all involved participants.	The College will implement a continuum of supportive services for prospective students, enrollees, and alumni that facilitate their development at each stage of their careers and strengthen their lifelong links to the College.	The College will provide individuals of all backgrounds with a culturally-relevant academic experience in a welcoming and inclusive culture.
We will ensure that the College offers high quality educational programs that reflect current expectations and future needs of the field.	We will increase faculty scholarly output when compared to baseline through an increase in externally funded support for scholarship and in the dissemination of research findings through publications.	We will develop and implement a coordinated program to foster faculty research and service activities, particularly those in community settings.	We will firmly establish the College as a leader in efforts to improve global health and well-being.	We will create an outstanding integrated external relations organization designed to meet the needs of College stakeholders including students and their families, alumni, employers, government entities and donors.	We will increase the diversity of the College's student population to be more representative of communities and populations served by its graduates.
We will offer degree programs and courses that incorporate components of Jesuit pedagogy.	We will identify and establish the College as a leader in, selected areas of scholarship utilizing an interdisciplinary approach to addressing health and social issues.	We will develop and implement new and innovative approaches to linking the College and selected communities of opportunity.	We will fully implement a spectrum of degree and certificate programs in global health and wellbeing utilizing the most appropriate techniques and technologies available.	We will develop and implement a superior career services program that builds upon the experiences of both Schools and those of peer institutions.	We will assure that all relevant College policies contain elements necessary to attract and retain underrepresented faculty, staff, and students.
We will use the most effective and appropriate program and course formats.				We will assure that alumni are supported and provided with opportunities to remain engaged with the College and its programs throughout their careers.	

OUR CROSS-CUTTING STRATEGIES

QUALITY IMPROVEMENT • The College will provide programs and services of exceptional quality in an environment that fosters recruitment and retention of students, faculty and staff.

We will create a quality improvement program, building on the past quality improvement activities of the schools and programs in the College.

We will invest the time and resources required to systematically present accurate information concerning the College and its programs to both external and internal audiences.

DEVELOPMENT • The College will enhance its financial sustainability through coordinated efforts in fundraising and relationship building.

We will establish and implement a development plan for the College and enlist full participation of Leadership, faculty, staff, students, and alumni in its implementation.

We will support increased enrollment in all College degree programs through improved coordination of services in areas of student recruitment, career services and job placement, and alumni relations.

We will work to bring the various components of the College together in a single location at the earliest possible date.

COMMUNICATION • The College will engage priority audiences in personally and professionally meaningful ways.

We will design, implement, and continually evaluate a system of reporting, information sharing, and internal communication.

We will develop and carry out a plan for external communication and produce world-class media and materials to support the College's strategies and goals.

We will implement systems of evaluating our communication efforts.



SAINT LOUIS UNIVERSITY

Higher purpose. Greater good.™