



**MOVING
MARYWOOD
FORWARD**

**STUDENTS
FIRST**
— 2021-2025 —
STRATEGIC PLAN





EXECUTIVE SUMMARY

STUDENTS FIRST...MOVING MARYWOOD FORWARD
THE STRATEGIC PLAN FOR MARYWOOD UNIVERSITY (2021-2025)

At Marywood University, it is time to rise up and be bold. Our students are at the center of all we do. An effective strategic plan must put **Students First** to move Marywood forward. The worldwide pandemic in 2020 was unanticipated. Our response to the educational challenges that it presented demanded nimble thinking in the moment. It also inspired us to do more to strengthen Marywood, both now and in the future.

That's why this plan is a perfect bridge to our continued success and strength.

By 2025, we will be well on our way to becoming everything we imagined, completely transforming student life and learning.

It starts with how students learn.

We realize that education is not a one-size-fits-all endeavor, and students want a choice in how they learn. They want practical, real-world experiences. They want a curriculum that reflects diversity, community, and cross-discipline opportunities. Our HyBridge Education Model delivers that choice – in-person, remotely, or through a combination of the two learning styles. Moving forward, flexibility and adaptability will continue to guide us.

Marywood faculty are developing invaluable intergenerational and cultural learning experiences that are versatile in delivery and diversified in opportunity.

This comprehensive approach is instrumental to our mission of educating the whole person. As students discover their passion and realize their purpose, they learn to live responsibly, ultimately creating a better world – one that Marywood is committed to building. We also want to address community education, as we expand our commitment to professional continuing education and workforce development, providing greater learning opportunities for non-traditional learners and degree-completion students.





We support students from Day One.

This requires energy and dedication from everyone in our university community, and we are focused on strengthening student connections with alumni, student life services, and student success services, especially in the areas of equity and inclusion. These student-centered partnerships will improve the experiences of both residents and commuters alike.

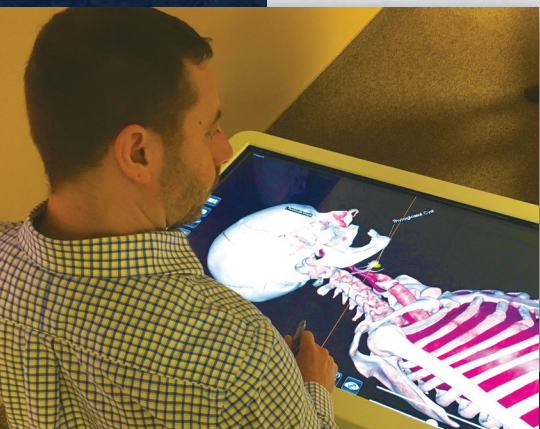
Marywood is as strong as the people who serve and attend the University.

Our long-term institutional growth depends on strategic investments in our people and proper resource allocation on our campus. We will recruit and retain the best talent to further advance Marywood's mission and provide professional development opportunities for all employees. We also are committed to environmental sustainability, attending to capital priorities, and creating learning spaces that promote academic excellence, collaboration, and campus beautification.



However, a great student experience relies on our ability to get the job done.

That means more than having a beautiful campus. It means having both the appropriate training and the right equipment to meet current and future demands, which allow our faculty and staff to grow and thrive, ultimately preparing our students to do the same, as they enter the work world fully prepared and ready to succeed.



Communication is the key to our overall success.

We need to say who we are and what we do, and deliver on both promises. By evaluating and improving our intra-campus information sharing and collaboration, we will be better able to communicate effectively and transparently with both our internal and external audiences. This way, we will deliver what we promise to students, alumni, benefactors, and the community, meeting or exceeding their expectations of the value of a Marywood education.





Our campus is home to five distinctive entities that serve a range of ages and life experiences, setting us apart from other universities and uniquely positioning us for the future. They include:

- » African Sisters Education Collaborative (ASEC)
- » Fricchione Early Learning Center
- » Marywood Heights
- » NativityMiguel School of Scranton
- » The Office of Military and Veteran Services

Marywood University is internally aligned and externally connected to the communities we serve—locally, nationally, and globally.

We aim to further develop intergenerational education, initiate new opportunities and strengthen existing ones, and collaborate and serve through community-focused endeavors. In all of these pursuits, we will emphasize leadership, critical thinking, communication, and problem-solving skills.

For more than a century, Marywood has been inspired by the dream of our IHM Founders, engaged to transform the world, and committed to the generations we serve.

We continue to empower students to discover their passion and realize their purpose, so they can take their talents, perspectives, and dreams and make the world a better place.

Turning a vision into a plan doesn't happen in a vacuum.

It is the result of the collaborative effort of cross-functional experts from across the University, who worked tirelessly and thoughtfully, along with the guidance of an external consultant and feedback gathered from the University community.

Who we are, and what we hope to become, is centered around our Mission and Core Values.

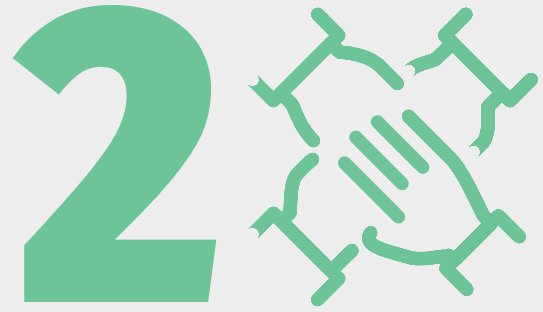
This strategic plan builds on our living mission, putting Students First to move Marywood forward confidently into a daring future.





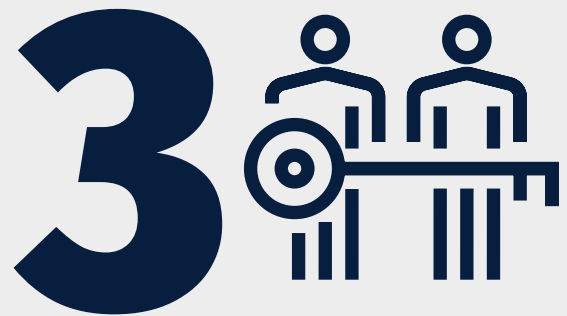
GOALS SUMMARY

STUDENTS FIRST...MOVING MARYWOOD FORWARD
THE STRATEGIC PLAN FOR MARYWOOD UNIVERSITY
(2021-2025)



Support Students from Day One

- A. Increase engagement with alumni, student life services, and student success services.
- B. Strengthen equity and inclusion within our welcoming and supportive community.
- C. Strengthen current and develop new effective advising strategies and processes.
- D. Enhance student-centered partnerships to improve the student experience, both residential and commuter.
- E. Develop and implement strategies to effectively improve financial literacy and minimize student debt.



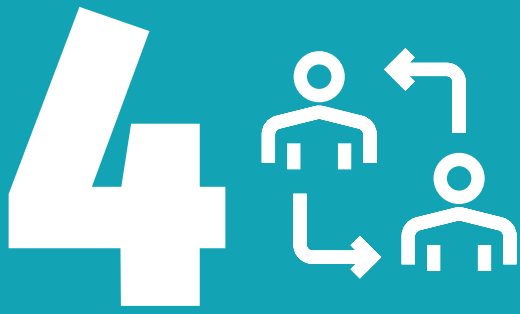
Create a Strong and Sustainable Technological and Physical Infrastructure.

- A. Actively support and seek opportunities for environmental sustainability initiatives.
- B. Assess, improve, and update training and equipment to meet current and future demand.
- C. Improve and enhance our physical spaces.



Create a Culture Focused on Addressing Critical Real-World Systemic Problems through Interdisciplinary, Interprofessional, and Intergenerational Initiatives.

- A. Expand interdisciplinary, interprofessional, and intergenerational experiences that allow our students and alumni to live our mission.
- B. Offer and assess integrative curricula that develop students' literacies and cognitive skills to collaboratively address real world issues to empower them to flourish in the interdependent world and workplace.
- C. Create an academic culture infused with high-impact practices (active, experiential learning) and characterized by programs delivered using transparent and inclusive pedagogies by expanding such practices in an intentional and systematic way.
- D. Increase participation in training initiatives for innovative pedagogies and various modalities.
- E. Expand Professional Continuing Education and Workforce Development.
- F. Expand academic program opportunities and workforce development for non-traditional learners and degree-completion students.



Continue to Provide Excellent Constituent Services along with Consistent and Transparent Institutional Communications

- A. Continue to provide an exemplary constituent service experience for all stakeholders.
- B. Research, adopt, and implement effective modes of communication for internal and external audiences.
- C. Evaluate and improve intra-campus information sharing and collaboration.



Strategically Allocate Resources to Achieve Long Term Institutional Growth.

- A. Invest in and implement targeted tactics for recruiting new markets/populations attracted to Marywood Programs.
- B. Recruit and retain the best talent who further advance the Marywood mission.
- C. Provide professional development opportunities for all employees.
- D. Inspire additional financial support from private donors and government entities.
- E. Continue to allocate appropriate funding for capital priorities.
- F. Evaluate, redesign, and renovate learning spaces that promote academic excellence, collaboration, and campus beautification.
- G. Support innovative and forward-looking facility growth to ensure a vibrant campus that attracts and retains students, faculty, and staff.



Develop Intergenerational Education by Mutually Engaging the Five Satellite Entities Located on Campus: African Sisters Education Collaborative, The Fricchione Early Learning Center, Marywood Heights, NativityMiguel School of Scranton, and the Office of Military and Veteran Services.

AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)

- A. Initiate opportunities for the Marywood community of faculty, staff, and students to learn about and participate in the work of ASEC in the ten sub-Saharan countries served by this collaborative and co-sponsored program.

FRICCHIONE EARLY LEARNING CENTER

- B. Realize the impact of the conversion of the Fricchione Day Care Center to an early learning center for preschool children by emphasizing the educational aspect of childcare and integrating the programs offered by the early childhood education and service programs of the University.

MARYWOOD HEIGHTS

- C. Develop the concept of a University Based Retirement Community between Marywood University and Marywood Heights to the extent that both entities realize their interdependence and their role in the development of its success among other such university communities.

NATIVITYMIGUEL SCHOOL OF SCRANTON

- D. Collaborate with the NativityMiguel School of Scranton in order to strengthen and support their mission while providing Marywood University students opportunities to offer service and to develop professional and interpersonal skills by tutoring, making presentations, partnering in civic projects and initiatives, and as aides and student teachers.

THE OFFICE OF MILITARY AND VETERAN SERVICES

- E. Provide resources to bolster and strengthen the Office of Military and Veteran Services in order to retain the status of this program, to attract new students, and to assimilate them into the life of the University.



The Strategic Plan *for*
Marywood University

2021-2025

MARYWOOD UNIVERSITY MISSION

Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

MARYWOOD UNIVERSITY CORE VALUES

In support of the mission, the Marywood University community actively espouses five core values:

Catholic Identity

The pursuit of truth, goodness, beauty, justice, and the common good within the context of the Catholic faith tradition and in dialogue and service with persons of diverse faiths and worldviews.

Respect

Honoring the uniqueness and dignity of each human person; demonstrating ethical and just interactions; and caring for the earth and all creation through a commitment to sustainability.

Empowerment

Access to education that enables all to achieve their full potential to live as conscientious citizens in a pluralistic society.

Service

A commitment to promoting social responsibility which fosters community engagement to meet real needs.

Excellence

Manifesting Marywood University's pursuit of the highest level of achievement in support of "Sanctitas, Scientia, Sanitas."

MARYWOOD UNIVERSITY ASPIRATIONAL STATEMENT: INSPIRED. ENGAGED. COMMITTED.

Inspired by the dream of our IHM Founders.

Engaged to transform the world.

Committed to the generations we serve.

Marywood University will be the premier institution of transformative and intergenerational learning in the Northeast. Inspired by more than a century of formative education, we will engage our strengths and creativity to respond to the world's evolving needs. We will collaborate across all areas of the university, regionally, and beyond to provide programs that foster a commitment to holistic human development over a lifetime. This strategic plan introduces a daring future for Marywood University.

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Create a Culture Focused on Addressing Critical Real-World Systemic Problems through Interdisciplinary, Interprofessional, and Intergenerational Initiatives.

Informed by our mission and Catholic Social Teaching, we will “prepare students to seek sustainable solutions for the common good” by creating interdisciplinary, interprofessional, and intergenerational initiatives. We will focus on solving aspects of critical problems such as systemic racism, equity and access to higher education, and environmental justice, performing a disruptive role by working together in action for justice.

Strategic Initiatives and Action Plans:

A. *Expand interdisciplinary, interprofessional, and intergenerational experiences that allow our students and alumni to live our mission.*

- » Create interdisciplinary, interprofessional, and intergenerational initiatives addressing pressing current problems and issues such as environmental justice that forward our mission and help us live our values
- » Develop a co-curricular record that will document skills and competencies students develop through interdisciplinary, interprofessional, intergenerational, and co-curricular programs and events offered through Academic Affairs and Student Life/Engagement
- » Create opportunities to ‘Build Your Own Degree’

Owners of this initiative: The Provost and Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences

Measuring our success:

- » The Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences has been established by Spring 2022
- » A seed grant program for initiatives has been established by Fall 2022
- » An assessment process for initiatives has been developed by Fall 2022
- » Initiatives have been proposed by Fall 2022 and at least two are running by Fall 2024
- » A co-curricular record has been developed by Spring 2022
- » A “Build Your Own Degree” task force has been convened by Fall 2021

B. *Offer and assess integrative curricula that develop students’ literacies and cognitive skills to collaboratively address real world issues to empower them to flourish in the interdependent world and workplace.*

- » Implement our new integrative Core with an annual assessment process of the Core student learning outcomes
- » Demonstrate achievement of student learning outcomes and impact on student retention and graduation
- » Fund part-time faculty compensation for Core training
- » Schedule accessible core classes during the academic year and summer sessions
- » Purchase Premium E-Portfolio and support with training a year before the first capstones roll out
- » Support existing and develop new and ongoing integrative programs

Owners of this initiative: The Core Director and Undergraduate Core Curriculum Committee supported by the Provost, Assistant Provost, and Deans

Measuring our success:

- » The new integrative Core with an annual assessment process rolls out in Fall 2022
- » Achievement of student learning outcomes in the integrative Core and its impact on retention and graduation are assessed yearly
- » A part-time faculty compensation structure for training has been implemented by Spring 2022
- » Regular surveys of student satisfaction with respect to the availability of Core offerings begin in Fall 2022
- » Premium portfolio has been purchased and faculty scheduled to teach capstones have been trained by Spring 2024
- » Existing integrative programs are effectively resourced and the development of new programs is routinely encouraged and adequately supported with financial and human resources by Fall 2022 onwards

C. Create an academic culture infused with high-impact practices (active, experiential learning) and characterized by programs delivered using transparent and inclusive pedagogies by expanding such practices in an intentional and systematic way.

- » Embed high-impact practices in every program to increase student engagement and achievement of learning outcomes
- » Create an annual event for faculty to showcase their innovative teaching strategies
- » Produce methods of assessing student involvement in high-impact practices
- » Identify the literacies and cognitive capacities developed in program curricula and link student learning outcomes with assessment
- » Identify the transferable skills developed through program curricula and articulate the skills in course syllabi to increase student awareness and promotion of skill development (e.g., use on resumes, applications, and at interviews for graduate programs or jobs)
- » Develop real-world experiences in each degree program
- » Competitively fund through the Provost's Office faculty proposals for high-impact practices such as first-year seminars and experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning/study abroad, service learning, community-based learning, internships, and capstone courses and projects

Owners of this initiative: The Provost, Deans, Director of the Center for Transformational Teaching and Learning

Measuring our success:

- » High-impact practices are used in every program by January 2022; annual program assessment thereafter demonstrates increased student engagement and achievement of learning outcomes
- » Yearly events in which faculty showcase their innovative teaching strategies occur by January 2022
- » An annual program assessment process addressing student achievement of learning outcomes via high impact practices has been established by Spring 2022
- » Programs have identified the literacies and cognitive capacities developed in their curricula and annual assessment of learning outcomes takes place by Spring 2022
- » Transferable skills have been identified and articulated on course syllabi and program websites by Spring 2022
- » Real-world experiences in each program exist by Spring 2023
- » Faculty receive competitively awarded funds to develop high impact practices by Fall 2022

D. Increase participation in training initiatives for innovative pedagogies and various modalities.

- » Make inclusive and transparent pedagogy a hallmark of a Marywood education
- » Develop industry-ready certificates and industry-ready credentials to be incorporated into curriculum and/or offered as additional educational experiences to multiple audiences
- » Establish an Industry Advisory Board

Owners of this initiative: The Deans and Provost

Measuring our success:

- » Inclusive and transparent pedagogy (universally defined and accepted by all) is visible in marketing materials, Admissions, webpage(s), communications, and syllabi by Spring 2022
- » Three industry-ready certificates and/or credentials have been implemented by Fall 2023
- » Enrollment in these programs increases yearly and appropriate metrics are set
- » An Industry Advisory Board has been created with a charter that includes success metrics by Fall 2021

E. Expand Professional Continuing Education and Workforce Development.

- » Develop additional regional partnerships
- » Resource the Professional and Continuing Education Department for growth
- » Create additional positions: Community Liaison(s) and Employer Relations Personnel for the Marywood campus
- » Develop credit and non-credit certificate programs that meet workforce needs
- » Offer regular workforce training opportunities and professional continuing education programs

Owners of this initiative: Director of Professional Continuing Education with support from the Deans and Provost

Measuring our success:

- » One new regional partnership is developed annually starting in Fall 2021
- » Professional Continuing Education has been allotted resources to grow beginning with Fiscal Year 2022
- » Community Liaison and Employer Relations staff have been hired starting in Fiscal Year 2023
- » Each college offers at least one certificate program meeting workforce needs by Fall 2022
- » Six new corporate partnerships with industry-specific training opportunities have been created by Fall 2022
- » At least two professional continuing education offerings run monthly, one online and one in person, by Fall 2022

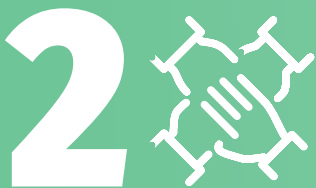
F. Expand academic program opportunities and workforce development for non-traditional learners and degree-completion students.

- » Create additional opportunities/pathways for high school students to earn college credits
- » Offer courses online, across the academic timetable, and in executive formats
- » Articulate current programs in each college that can be delivered at non-traditional times and formats
- » Develop programs for degree-seeking, credit-bearing, and non-credit activities for the non-traditional student
- » Financially support these initiatives with human resources and technology starting with the Fall 2020 budget process
- » Implement a system to identify and recruit non-traditional students
- » Conduct a comprehensive analysis of current articulation agreements, while exploring and executing additional agreements to ensure that they support timely degree completion for transfer students
- » Examine and adjust financial aid strategies for transfer students and non-traditional learners

Owners of this initiative: The Provost and Deans in collaboration with Student Success, Student Engagement, Admissions, and Marketing staff

Measuring our success:

- » Opportunities/pathways for high school students to earn college credits are in place by Fall 2021
- » Courses online, across the academic timetable, and in executive formats are scheduled by Fall 2022
- » Current programs that can be delivered at non-traditional times and formats have been articulated by Fall 2021
- » Programs for non-traditional students have been established and offered by Fall 2021
- » Programs have adequate budgetary resources; grants have been submitted by Spring 2021
- » A mechanism for delivering program information to non-traditional students exists by Spring 2022
- » A review of articulation agreements to ensure that all support timely degree completion for transfer students has been completed by Fall 2022; execution of new agreements that support timely degree completion for transfer students occurs in Fall 2022
- » Targeted financial aid strategies for transfer and non-traditional students are in place by Fall 2022



GOAL #2: Support Students from Day One

We will nourish a culture which supports students from “Day One” to build meaningful lifelong relationships with Marywood by increasing engagement with University-wide services and remaining committed to equity and inclusion. We will advise students through their academic journey and career preparation. We will provide desirable housing and dining options and help students navigate their financial obligations and options.

Strategic Initiatives and Action Plans:

A. Increase engagement with alumni, student life services, and student success services.

- » Develop a technology-based early intervention student success system designed to improve retention

- » Increase alumni engagement with faculty, staff, retirees, and the community
- » Strengthen the relationship between students and alumni through purposeful programming beginning at New Student Orientation to prepare students to become engaged alumni
- » Cultivate strong engagement and spirit among the internal campus community (current students, faculty, and staff) through a shared understanding of the Marywood experience
- » Design and implement a comprehensive, cohort-based first-year experience program addressing the needs of first-time students, transfer students, first generation, and online students

Owners of this initiative: Vice President of Advancement, Student Affairs, Assistant Provost for Student Success

Measuring our success:

- » An early intervention system is in place by Spring 2022 or earlier; disaggregated data shows incremental retention rate increases
- » Alumni engagement has increased by 20% over baseline by Spring 2023
- » Student participation in student engagement/alumni engagement co-hosted events and programs has increased measured by appropriate success metrics set moving forward
- » Strong student, faculty, and staff engagement increases and is assessed annually against baselines set by Spring 2021 as measured by satisfaction surveys and program participation (tracked by methods such as ID card swipes or Handshake)
- » The number of students participating in programs increases as measured by ID card swipes or Handshake; appropriate success measures will be set moving forward
- » A comprehensive, cohort-based first-year experience is running and student learning outcomes, such as awareness of services and resources, study skills, financial planning, and stress management, are assessed annually

B. Strengthen equity and inclusion within our welcoming and supportive community.

- » Create an Equity Action Plan to be led by the Director of Institutional Equity and Inclusion
- » Engage with experts in diversity, access, and equity to create inclusive practices and training
- » Embed perspectives that significantly integrate the experiences and work of historically marginalized populations in current courses, topics, scholarship, and materials
- » Create courses that significantly integrate the experiences and work of historically marginalized populations
- » Overhaul hiring and admissions practices to ensure intentional recruitment and retention of faculty, staff, and students of color
- » Sustain the Truth, Racial Healing & Transformation Center and increase engagement with it
- » Ensure that resource allocations, policies, and operations align with our institutional commitment to equity and inclusion
- » Become a Hispanic-Serving Institution (HSI)

Owners of this initiative: Human Resources Director, Director of Institutional Equity and Inclusion, Admissions Directors, Deans, Provost

Measuring our success:

- » The Equity Action Plan is operationalized by Spring 2022
- » Inclusive practices and training are established by Fall 2021
- » Current courses, scholarship, and materials significantly integrate the experiences and work of historically marginalized populations by Fall 2021
- » New courses significantly integrating the experiences and work of historically marginalized populations are running by Fall 2022
- » The recruitment and retention of faculty and staff of color increases by a 10% minimum over 4 years
- » The recruitment of students of color increases by a 10% minimum over 4 years
- » Retention and graduation rates for students of color remain on par with the entire student population
- » Annual mission-based events engage with local underrepresented populations to meet needs by Fall 2022
- » Admissions includes bilingual staff by Fall 2022
- » The Truth, Racial Healing, and Transformation Center remains and engagement with it increases (success metrics to be determined going forward)
- » Resource allocations, policies, and operations manifestly align with our institutional commitment to equity and inclusion
- » We achieve Emerging HSI designation by Fall 2024

C. Strengthen current and develop new effective advising strategies and processes.

- » Evaluate and enhance advisor training that incorporates academic and financial implications as well as training on campus resources that address student needs
- » Evaluate current advisement model and make data-informed improvements
- » Create a customized professional development plan to support alumni career goals by evaluating their current skill set with suggestions for upskilling, expanding their professional network by connecting them with other Marywood alumni, and strengthening their personal brand

Owners of this initiative: Assistant Provost for Student Success, Career Development Center, Alumni Engagement, Deans

Measuring our success:

- » Enhanced advisor training is implemented by Spring 2021
- » Data-informed improvements to the current advising model are made by Spring 2022
- » Alumni are offered a customized professional development plan by Spring 2021

D. Enhance student-centered partnerships to improve the student experience, both residential and commuter.

- » Enhance residential facilities as per Goal #5.F and 5.G
- » Establish a cross-functional student committee that encompasses all facets of the student community (such as commuters, residents, graduate students, non-traditional students) to establish directions for food service
- » Identify technology options which improve service (app ordering, kiosk ordering, delivery option) and inform students of meals remaining, meal equivalencies remaining, and points left at each swipe
- » Increase financial support for new dining initiatives

Owners of this initiative: Director of Buildings and Grounds, Vice President for Business Affairs, Student Government Association in cooperation with Student Engagement, Housing and Residence Life

Measuring our success:

- » Residential facilities are enhanced as per Goal #5.F and 5.G
- » Regular student satisfaction surveys begin in Fall 2021
- » Focus groups are conducted by Spring 2021
- » Technology options are identified by Spring 2021
- » Two new dining initiatives are funded per year through 2023

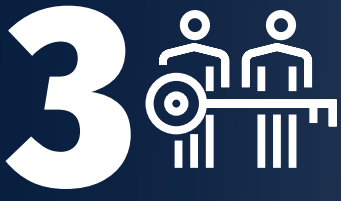
E. Develop and implement strategies to effectively improve financial literacy and minimize student debt.

- » As part of an overall website redesign, improve the financial information page encompassing both the Financial Aid and Cashier's offices, which is user-friendly, informative, assists with financial literacy training, and helps with FAFSA completion
- » Provide transparent and thorough support for families through resources including educational modules
- » Implement technology-focused delivery of financial literacy education in an ongoing process through 2024
- » Create an appropriate, comfortable, and safe physical space and environment that respects students' confidentiality needs
- » Increase institutional gift aid and strategically award annual and endowed scholarships and grants to reduce student debt
- » Explore the availability and feasibility for different programs and courses to lower the cost of learning resource materials, which may reduce student expenses, and ultimately debt, i.e. alternatives to purchasing textbooks

Owners of this initiative: Director of Financial Aid, Cashier's Office, Librarians and Faculty, Marketing, Advancement

Measuring our success:

- » A user-friendly, transparent, informative, and helpful financial information webpage including educational modules exists by Spring 2022
- » Financial literacy education has been delivered via technology through 2024
- » An appropriate, comfortable, and safe physical space and environment in the Financial Aid Office exists by July 2022
- » Student financial aid increases and student debt decreases through a comprehensive capital campaign by Fall 2024
- » Student expenses are decreased through alternatives to purchasing textbooks by Fall 2023



Create a Strong and Sustainable Technological and Physical Infrastructure.

Marywood will embrace sustainable technologies and infrastructure by actively engaging in environmental sustainability initiatives and by continually improving campus technology and technology training. Within the context of the evolving campus master plan, the University will strive to provide campus space and buildings that are compliant, user friendly, biophilic, and safe.

Strategic Initiatives and Action Plans:

A. Actively support and seek opportunities for environmental sustainability initiatives.

- » Expand and improve the university-wide recycling plan
- » Work with SGA to register for and compete in RecycleMania
- » Explore resources needed to increase the number of LEED buildings on campus
- » Incorporate biophilic design in campus buildings where possible
- » Regain and celebrate Arboretum status
- » Explore, design, and implement additional renewable energy sources
- » Survey refillable water stations on campus; explore grants and funding possibilities; install water stations in every building
- » Annually partner with SGA on sustainable projects

Owners of this initiative: Director of Buildings and Grounds, Director of the School of Architecture, Director of Student Engagement

Measuring our success:

- » An expanded/improved recycling plan is in place by June 2021
- » Students compete in RecycleMania by Fall 2021
- » Resources for additional LEED buildings have been explored by December 2023
- » Biophilic design review has been completed by Fall 2022
- » Arboretum status has been regained by December 2023
- » Additional renewable energy sources have been explored in 2021 and implemented by 2024
- » Water stations have been installed in every building by July 1, 2024
- » An annual sustainable projects partnership with SGA is in place beginning in Fall 2021

B. Assess, improve, and update training and equipment to meet current and future demand.

- » Create a five-year plan to meet best practices in academic technology across campus
- » Implement a five-year wireless upgrade plan
- » Implement a rolling five-year replacement plan for all current computers
- » Evaluate, design, and implement an improvement plan for the underground infrastructure and upgrade where necessary
- » Expand and develop cybersecurity compliance and training that includes student participation
- » Develop a Continuity of Operations Plan (COOP); review and update annually

Owners of this initiative: Director of IT, Technology Advisory Committee, Director of Buildings and Grounds

Measuring our success:

- » Academic technology will meet best practices by the end of 2025
- » Our students rank Marywood as providing excellent technology support by Spring 2025.
- » The initial five-year rolling plan to replace computers has been fully implemented by Summer 2024
- » Underground infrastructure evaluations have been completed by Summer 2021; upgrades are in process 2022-2024
- » Cybersecurity training and compliance are in place by the end of 2021
- » Annual COOP Reviews begin in Fall 2021

C. Improve and enhance our physical spaces.

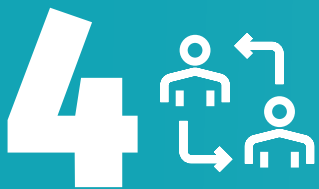
- » Evaluate all campus spaces for ADA compliance; make recommendations; implement changes

- » Evaluate spaces utilized by Marywood and outside communities, such as the Performing Arts Center & Athletic facilities; assess for health and safety concerns; create any remediation plans necessary
- » Redesign academic spaces to support world-class student experiences across campus

Owners of this initiative: Director of Buildings and Grounds

Measuring our success:

- » ADA compliance has been evaluated and feasible changes made by Fall 2021
- » Health and safety assessments and follow-up remediation have been completed by Fall 2021
- » Evaluation and redesign of academic spaces have been completed by Fall 2024



Continue To Provide Excellent Constituent Services Along With Consistent And Transparent Institutional Communications

We will continue to nurture a culture of excellent and improved constituent service experience for all the university's stakeholders. There will be a particular focus on current and prospective students. Marywood will employ renewed and effective modes of internal and external communications including targeted marketing and recruitment strategies that will assist in student enrollment. We will strive to enhance and improve intra-campus sharing and collaboration.

Strategic Initiatives and Action Plans:

A. Continue to provide an exemplary constituent service experience for all stakeholders.

- » Identify customer service training modules to ensure that exemplary constituent service is consistent across campus
- » Identify selected university services and/or offices to participate in a pilot study to evaluate the training modules
- » Assess the efficacy of the pilot study, review and revise training modules as indicated, and begin to implement the customer service program campus wide
- » Evaluate the success of the campus-wide program through surveys, focus groups, and one-on-one conversations with constituent groups and revise training program as needed
- » Adjust and standardize training and protocols to ensure that a consistent level of excellence in constituent service, through regular training, is provided to all stakeholders of the university
- » Standardize information and collateral training materials to ensure a consistent level of excellence in constituent service by all campus vendors
- » Continue to develop communication and collaboration mechanisms to increase the number of partnerships across campus between alumni engagement and key areas (academic affairs, student engagement, admissions, and career development) that result in meaningful alumni volunteer opportunities and alumni satisfaction
- » Continue to ensure that constituent messaging is aligned with Marywood's brand.

Owners of this initiative: Human Resources, Fiscal Services, Alumni, Marketing

Measuring our success:

- » The initial customer service training modules have been selected by June 2021
- » The pilot study has been completed by October 2021
- » Pilot study results have been evaluated, training has been revised, and wide-spread campus training has begun by January 2022
- » A survey of constituents concerning their experiences with Marywood's renewed excellent customer service program has

been conducted in Fall 2022

- » All campus vendors have been provided with information, training materials, and constituent service expectations by June 2021
- » The number of partnership-developed alumni volunteer opportunities/collaborations (speaking engagement, mentor program, etc.) have increased across key campus areas; the number of alumni engaged in such activities has increased
- » Brand training is provided in mid-2021

B. Research, adopt, and implement effective modes of communication for internal and external audiences.

- » Market and increase enrollment in the e2campus alert system for all constituents
- » Working within the current campus community/departments, evaluate, establish, and enhance partnerships with area businesses to identify and coordinate community collaboration opportunities
- » Develop methodologies for collecting and implementing suggestions for process improvements on the Marywood intranet
- » Perform regular evaluation and assessment of external communications' content, methodology, and frequency in order to consistently position and expand the university's branding and footprint in an evolving marketplace

Owners of this initiative: Campus Safety, Human Resources, Marketing

Measuring our success:

- » Enrollment in e2campus has increased by 15% each year through 2023
- » The university's partnerships with area businesses have been reviewed and expanded by December 2021
- » Methodologies for collecting and implementing suggestions for process improvements have been developed by Spring 2022
- » The first external communications efficacy assessment has been completed by June 2021

C. Evaluate and improve intra-campus information sharing and collaboration.

- » Analyze university processes to determine and benchmark campus workflow and notification systems and parameters
- » Identify, mitigate, and remedy areas of communication shortfalls on campus
- » Set goals and improve standards for exemplary communication processes throughout the campus
- » Make the MarywoodYou portal the single system sign-on for faculty and staff
- » Utilize the MarywoodYou portal to target and communicate information to specific campus constituents
- » Research, develop, implement, and enhance a comprehensive, campus-wide orientation and on-boarding process for new employees in order to impart the culture, mission, processes, and excellence in constituent services mindset at Marywood University

Owners of this initiative: Information Technology, Human Resources

Measuring our success:

- » Workflow and notification systems have been determined by June 2021
- » Existing shortfalls and breakdowns have been remedied by Fall 2021
- » Improved communications standards have been set by October 2021
- » MarywoodYou portal becomes the single system sign-on by June 2021
- » Messaging via the portal for specific campus constituents has been implemented by June 2022
- » The new employee orientation and on-boarding has been implemented by January 2022



Strategically Allocate Resources to Achieve Long Term Institutional Growth.

In support of the Marywood mission, we will further enhance our operational capacity and fortify our position by augmenting our current resources. We will do this by: making investments in our personnel through the provision of equitable compensation and continuous professional development; tactically addressing capital priorities, building and infrastructure renovations, and technology initiatives to ensure a more robust campus environment; securing new sources of revenue; and building the philanthropic support needed to help propel Marywood into its second century.

Strategic Initiatives and Action Plans:

A. Invest in and implement targeted tactics for recruiting new markets/populations attracted to Marywood Programs.

- » Develop at least two new experiences such as middle/high school programs, summer immersion programs, camps, or clinics annually
- » Host three high school-level academic competitions annually
- » Implement new/additional cooperative agreements with community colleges and high schools to offer pathways for students to pursue a Marywood education annually
- » Continue to retain an enrollment consultant to assist with identification of current and expanding of areas for enrollment market growth
- » Review and revise the existing and evolving comprehensive marketing plan to solidify current market area and to identify key areas for possible growth

Owners of this initiative: Vice President for Enrollment Services & Student Success, Provost, Director of Admissions, Deans

Measuring our success:

- » At least two new middle/high school programs, summer immersion programs, camps, or clinics are conducted annually beginning in 2021; annual prospective student participation goals will be set going forward
- » Three high school-level academic competitions are hosted annually beginning in 2022; annual prospective student participation goals will be set going forward
- » At least two new/additional cooperative agreements with community colleges and high schools are established annually; annual prospective student participation goals will be set going forward
- » Our enrollment consultant assists with identification of areas of market growth by June 2021
- » Our comprehensive marketing plan is regularly reviewed and revised, identifying areas of growth, by September 2021

B. Recruit and retain the best talent who further advance the Marywood mission.

- » Evaluate and modify job descriptions to match the University's needs
- » Establish peer benchmarks for salaries to achieve equity congruent with those of peer and local institutions
- » Develop and implement a plan to allocate resources over the next five years to meet the established peer benchmarks for salaries
- » Develop and implement a Performance Evaluation Program that includes a merit component and allows for salary increases

Owners of this initiative: Director of Human Resources, Area Vice Presidents, Area Directors

Measuring our success:

- » 100% of job descriptions have been evaluated and modified as appropriate in each Division by 2023
- » Peer benchmarks for salaries are established by 2021
- » A Peer Benchmark Salary Resource Allocation Plan has been developed and implemented beginning in 2021 and completed by 2024
- » A Performance Evaluation Program (with merit component and salary increases) has been developed and implemented by 2023

C. Provide professional development opportunities for all employees.

- » Assess professional development training needs across campus and provide internal professional development training programs
- » Allocate funding for a professional development resource pool
- » Develop a mechanism for allocation to address needs not met by the internal professional development programs

Owners of this initiative: Human Resources, Area Vice Presidents, Area Directors

Measuring our success:

- » Professional development training needs assessment is completed in 2021; an internal professional development training program has commenced in 2022; 100% of employees have participated in the internal professional development training program in a three-year cycle
- » Funding has been allocated for a professional development resource pool in 2021
- » The mechanism for allocation of the professional development resource pool has been implemented by 2023

D. Inspire additional financial support from private donors and government entities.

- » Engage the campus community in a comprehensive fundraising campaign that supports specific capital and programmatic funding priorities
- » Expand partnerships with businesses that result in financial and other support for the University
- » Increase engagement with local community and elected officials to assist with government grant opportunities and to advocate for the support of private higher education
- » Provide technical resources to facilitate increased submission of faculty- and staff-developed external grants
- » Establish and implement a program that funds student business ideas/pursuit of patents with a portion of profits returned to the University to support additional University innovations

Owners of this initiative: Vice President for University Advancement, Senior Director of Development, Director of Alumni Engagement, Provost, Deans, Grants and Sponsored Programs

Measuring our success:

- » Faculty and staff across campus have participated in the pursuit of public/private funding opportunities in support of a comprehensive fundraising campaign by 2022; a baseline for participation numbers will be set going forward
- » New partnerships have been established with businesses by 2022; a baseline and annual goals for the number of new partnerships will be set going forward.
- » Revenue from businesses has increased by 2022; a baseline and annual goals will be set going forward
- » The number of outreach visits/communications to local community and elected officials for the purposes of grant support or higher education policy advocacy has increased; a baseline and annual goals for outreach visits/communications will be set going forward
- » Submission of faculty-developed external grants has increased; a baseline and annual goals will be set going forward
- » A program for student business idea/patents has been developed and executed by 2023; a baseline and annual goals for student participation will be set going forward

E. Continue to allocate appropriate funding for capital priorities.

- » Develop and implement a process that strategically prioritizes the allocation of resources for capital priorities and technology projects annually
- » Develop a three-year budget cycle for capital priorities and technology projects and modify it annually, as needed
- » Strategically allocate funds to reduce total cost of capital priorities (facilities and technology)

Owners of this initiative: Director of Buildings and Grounds, Director of Information Technology, Controller

Measuring our success:

- » An annual process for strategic allocation of capital priorities and technology projects has been developed by Spring 2021
- » A three-year budget cycle for capital priorities and technology projects has been developed and prepared in Spring 2021; modified annually, if needed

- » Funds have been strategically allocated to reduce the total cost of capital priorities (facilities and technology); costs have been reduced by 40% over the three-year budget period beginning in Spring 2021 and every three-year budget period thereafter

F. Evaluate, redesign, and renovate learning spaces that promote academic excellence, collaboration, and campus beautification.

- » Re-authorize the University's Space Advisory Committee
- » Evaluate physical space on campus to support active, experiential learning and program growth
- » Improve and enhance classroom spaces to provide a flexible learning environment that supports a world-class student experience
- » Co-locate health and wellness programs to facilitate interprofessional initiatives
- » Update and beautify the campus as a visual representation of the mission and vision of the university

Owners of this initiative: President, Director of Buildings and Grounds, Provost, and Deans

Measuring our success:

- » The Space Advisory Committee, appointed and active as of January 2021, routinely evaluates space requests and makes recommendations to University leadership thereafter
- » An annual process for evaluation of physical campus spaces using financial and usage metrics occurs by July 2021
- » Classroom spaces in need of upgrades have been identified by June 2021; upgrades have been completed according to a prioritized schedule in August 2022 and 2023
- » A multi-phased plan to co-locate health and wellness programs has been developed by June 2021; Plan Phase 1 has been executed by August 2022 and Plan Phase 2 by August 2023
- » Strategic projects to update and beautify campus have been identified by June 2021; update and beautification projects have been completed by August 2022; the identification and execution process is repeated annually

G. Support innovative and forward-looking facility growth to ensure a vibrant campus that attracts and retains students, faculty, and staff.

- » Enhance and revitalize the Nazareth Student Center to engage students in co-curricular and intergenerational experiences
- » Create Nazareth Plaza and Marywood Main Street to connect Marywood Heights across the heart of campus to the Liberal Arts Center
- » Provide a dedicated "club house" space for student clubs and groups
- » Design and create a state-of-the-art esports space in the Nazareth Student Center
- » Enhance athletics facilities to encourage co-curricular activities and the education of the whole person through competition and individual fitness
- » Update residence halls in support of student needs and expectations
- » Update and enhance on-campus dining facilities
- » Design and construct a welcoming and comprehensive student-centered Financial Aid, Registrar, and Cashier Services Area

Owners of this initiative: Director of Buildings and Grounds, Student Engagement, Residence Life, Athletics

Measuring our success:

- » Plans have been developed for Nazareth Student Center enhancements by July 2021; renovations have been completed by July 2023
- » A Plaza Construction Plan has been developed by December 2021; construction has been completed by September 2022
- » Club house space has been identified by June 2021; club house space has been created and is available for student use by December 2021
- » An esports space has been designed by March 2021; the completed space is occupied by teams by August 2021
- » A plan for athletic facilities' enhancements has been developed by August 2021; enhancements have been completed by August 2022
- » A plan to update Residence Halls has been completed and approved by December 2021
- » A plan for on-campus dining updates has been developed by June 2021; enhancements have been completed by July 2022
- » A design plan for a welcoming and comprehensive student-centered Financial Aid, Registrar, and Cashier Services Area has been developed by June 2021; construction of the new area has been completed by July 2022

6



Develop Intergenerational Education by Mutually Engaging the Five Satellite Entities Located on Campus: African Sisters Education Collaborative, The Fricchione Early Learning Center, Marywood Heights, NativityMiguel School of Scranton, and The Office of Military and Veteran Services.

To further the aspect of Marywood University's mission to "educate global citizens to live responsibly in an interdependent world," we, as an academic community, will come to understand and integrate the educational, scholarly, and service aspects inherent in the satellite entities that reside on campus. We will see these entities as extensions of our academic work and welcome those who live and work in these entities as partners in our educational endeavors.

AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)

Strategic Initiative and Action Plans:

A. Initiate opportunities for the Marywood community of faculty, staff, and students to learn about and participate in the work of ASEC in the ten sub-Saharan countries served by this collaborative and co-sponsored program.

- » Foster the implementation of educational programs associated with student service trips to the ten sub-Saharan ASEC countries in order to broaden cultural, international, and service experiences for our students
- » Create a larger pool of faculty who teach the foundational courses in the HESA (Higher Education for Sisters of Africa) program in order to ensure that Marywood maintains a commitment to the education of African religious and the ASEC mission
- » Provide opportunities for the Marywood community to learn about the ASEC programs and services to African Sisters, as well as the statistical and professional outcomes of this 20+-year ministry
- » Continue to provide additional support services in areas of IT, finance, board service, and inclusion in Marywood events, celebrations, and cultural opportunities

Owners of this initiative: ASEC Executive Director, Deans of the Colleges, University Librarian, Campus Ministry/Office of Service-Learning and Community Service, Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences

Measuring our success:

- » A service trip populated by faculty, staff, and students takes place in at least one of the 10 sub-Saharan ASEC countries each May beginning in 2022
- » The pool of faculty to teach in the HESA program has expanded by one additional member in each of the years of this strategic plan
- » At least one educational program is provided to the faculty and staff of the Marywood community annually to encourage appreciation and understanding of the international long-term effects of ASEC programs
- » Additional support services are provided in accordance with ASEC's mission and goals.

FRICCHIONE EARLY LEARNING CENTER

Strategic Initiative and Action Plans:

B. Realize the impact of the conversion of the Fricchione Day Care Center to an early learning center for pre-school children by emphasizing the educational aspect of childcare and integrating the programs offered by the early childhood education and service programs of the University.

- » Move oversight of the Fricchione Early Learning Center from Human Resources to the Education Department
- » Incorporate educational modules into all aspects of the Fricchione program, which will be written into the curriculum with targeted outcomes that can be evaluated and reported at the conclusion of each semester
- » Provide regular opportunities for Marywood Early Childhood and Elementary Education and other students to participate as graduate assistants, observers, interns, and in other pre-professional roles that will prepare them to serve in the teaching profession
- » Provide work study and service-learning opportunities for Marywood students at the Center
- » Continue to provide additional support services in areas of finance, consultation, and inclusion in Marywood events, celebrations, and cultural opportunities

Owners of this initiative: Chair of the Education Department, Director of the Fricchione Early Learning Center, Campus Ministry/Office of Service-Learning and Community Service, Marketing

Measuring our success:

- » The Education Department oversees the Fricchione Early Learning Center by Spring 2021
- » End-of-semester reports of curricular and educational outcomes have been presented to the Education Department beginning with the Fall 2021 semester
- » At least one Marywood education student per semester will serve in a pre-professional role at the Fricchione Early Learning Center beginning in the fall of 2021
- » Service-learning and work study opportunities are provided for Marywood students in accordance with the Center's needs beginning in the fall of 2021
- » Additional support services are provided in accordance with the Center's mission and goals.
- » Marketing materials from the Center reflect the change in service to incorporate the educational component into the daycare setting by the fall of 2021

MARYWOOD HEIGHTS

Strategic Initiative and Action Plans:

C. Develop the concept of a University Based Retirement Community between Marywood University and Marywood Heights to the extent that both entities realize their interdependence and their role in the development of its success among other such university communities.

- » Develop a relationship between the administrations of both the University and Marywood Heights at the inception of this plan so that communication is regular and beneficial to both parties
- » Be recognized as a University Based Retirement Community
- » Support the professional development of Marywood students by encouraging them to serve in pre-professional roles in various areas of healthcare and other disciplines across the university
- » Build relationships and provide needs-based service experiences at Marywood Heights for our students through Campus Ministry and other organizations
- » Provide certain benefits for the administration and staff of Marywood Heights in order to incorporate them into the Marywood community. This would include such things as a reduction in tuition for the individual, use of Pacer Points to purchase meals and other products sold on campus, use of services in the Learning Commons and Wellness Center, and other related amenities (this will commence after COVID restrictions are lifted from campus)
- » Invite and welcome residents of Marywood Heights to campus activities, such as concerts, theatrical performances, art exhibits, lectures, open forums, and other educational activities
- » Preserve and continue the Catholic identity of Marywood Heights by providing pastoral and sacramental services to the patients and residents

Owners of this initiative: Marywood Heights Administrators, Marywood Heights Coordinator of Volunteers, Marywood Heights Advisory Committee, Provost, Deans of the Colleges, University Librarian, Human Resources, Vice President of Mission and Ministry, Assistant Director of the Office of Service-Learning and Community Service, the Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences, and Chaplain

Measuring our success:

- » Regular communication occurs between the University and Marywood Heights by Fall 2021
- » Marywood University and Marywood Heights will be numbered among other University Based Retirement Communities by 2023
- » Marywood students regularly serve in pre-professional roles beginning in Fall 2021
- » Students will routinely interact with patients and residents both at Marywood Heights and on campus by spring 2022
- » Students engage regularly in service projects, internships, graduate assistant roles, and other educational experiences at Marywood Heights beginning in fall 2021
- » Certain benefits for the administration and staff of Marywood Heights are provided by Fall 2021
- » Marywood Heights Advisory Committee will report annually on the attendance of Marywood Heights administrators, staff, and residents at campus activities, events, and other amenities beginning in spring 2022
- » In-service programs about the mission and ministry of Marywood University, as well as the principles of Catholic Social Teaching, are offered to the community of Marywood Heights at least once a year beginning in academic year 2021-2022

NATIVITYMIGUEL SCHOOL OF SCRANTON

Strategic Initiative and Action Plans:

D. Collaborate with the NativityMiguel School of Scranton in order to strengthen and support their mission while providing Marywood University students opportunities to offer service and to develop professional and interpersonal skills by tutoring, making presentations, partnering in civic projects and initiatives, and as aides and student teachers.

- » Ensure effective communication to the administration and staff of NativityMiguel School of Scranton regarding Marywood's events, celebrations, cultural opportunities, and other programs that strengthen the common bonds between these two entities
- » Develop a set of protocols to establish a process whereby students will be routinely scheduled to tutor, assist in classrooms, offer service, and, where appropriate, serve as student teachers
- » Promote Marywood University's relationship with the NativityMiguel School of Scranton
- » Marywood University will offer the NativityMiguel School opportunities to share the school's mission and work with our community

Owners of this initiative: Deans, University Librarian, Chair of the Department of Education, Executive Director and Principal of the NativityMiguel School of Scranton, Campus Ministry, Committee for Interdisciplinary, Interprofessional, and Intergenerational Initiatives

Measuring our success:

- » NativityMiguel administrators and staff are effectively informed of and invited to Marywood's events, celebrations, and programs that strengthen our common bonds by the fall of 2021
- » An organized, systematic set of protocols have been developed by the Marywood Chair of the Department of Education and the Principal of NativityMiguel School of Scranton by the fall of 2021
- » Marywood University promotes our relationship with the NativityMiguel School of Scranton in collaboration with the School
- » NativityMiguel personnel are invited to communicate their mission and activities so that we can support their work

THE OFFICE OF MILITARY AND VETERAN SERVICES

Strategic Initiative and Actions Plans:

E. Provide resources to bolster and strengthen the Office of Military and Veteran Services in order to retain the status of this program, to attract new students, and to assimilate them into the life of the University.

- » Develop a three-year strategic plan for the Office of Military and Veteran Services
- » Research and implement effective tools and methods for recruiting and retaining active military members and veterans
- » Provide assistance to active military members and veterans in non-academic ways in order to support them in completing their degree work
- » Engage active military members and veterans to participate in university programs and events in order to encourage their inclusion in the life of the university
- » Increase awareness of the role of the Office of Military and Veterans Services and the Student Veterans Alliance in supporting student veterans

Owners of this initiative: Director of the Office of Military and Veteran Services, Assistant Provost for Student Success, Counseling Department, Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences, Marketing

Measuring our success:

- » A three-year strategic plan for the Office of Military and Veteran Services has been presented to the Provost by fall 2021
- » Veteran enrollment increases by 5% annually for three years beginning in fall 2022 and retention rates comparable to the overall student population are maintained
- » Veterans are supported by services and programming related to their needs across the university by spring 2022
- » Veterans are engaged in university programs and events and integrate with traditional students by fall 2021
- » Through increased visibility of the Student Veterans Alliance and the programming of the Office of Military and Veterans Services, the Marywood Community has increased awareness of their roles in supporting student veterans





MARYWOOD UNIVERSITY

POSITIONED FOR THE FUTURE

At Marywood University, everything we do starts from who we are, centered around our Mission and Core Values. Our comprehensive academic, athletic, and workforce programs flow from and surround that central purpose. Additionally, our campus is home to five distinctive entities that serve a range of ages and life experiences, setting us apart from other universities and uniquely positioning us for the future. Marywood is internally aligned and externally connected to the communities we serve—locally, nationally, and globally.

