

Academic Affairs Strategic Goals and Objectives

Strategic Goal 1: *There is a broad consensus that our future as a national university hinges on the establishment of a distinctive, JMU blend of liberal arts, research, and professional education.*

JMU Goals: 3A, 4A, 6A, 6B, 6C

Strategic G1/Objective 1:

Create innovative academic programming and strengthen inclusive academic supports to encourage exploration, enhance student success and academic excellence, and prepare students to contribute to a dynamic society.

Subobjectives:

- 1-1. Develop and sustain new, high quality academic offerings (majors, minors, certificates) at the undergraduate and graduate levels that meet commonwealth needs and serve student interests.
- 1-2. Ensure Academic Program Reviews (APR) align with stated learning outcomes and include plans for improvement.
- 1-3. Develop infrastructure, policies and expertise to provide a range of options for degree completion for undergraduate and graduate students, e.g. flexible scheduling, varieties of course modality.
- 1-4. Build a sustainable advising framework and systems that strengthen transfer student support, first-year transitions, and exploratory and pre-professional pathways.
- 1-5. Develop Early Success / Early Alerts program to increase retention, engagement and degree completion for all students.
- 1-6. Develop comprehensive student mentoring, academic coaching and other academic supports for undergraduate and graduate students.
- 1-7. Expand internship, cooperative/early career and class offerings for undergraduate and graduate students to increase workforce readiness.

Action Items and KPIs:

- A. New and revised academic offerings (majors, minors, and certificates) will reflect the needs of the commonwealth and serve the interests of students. This will be explicitly referenced in curriculum proposals and used as a lens in the evaluation of curriculum proposals.
- B. In order to establish a benchmark for evaluating the ability of the curriculum process to respond to commonwealth needs and student interests, Faculty Affairs and Curriculum will gather data on the median time it takes for a curriculum proposal to move from Provost Leadership Team review to Board of Visitors approval.
- C. Optimize the student to adviser ratio by college and program type measuring from a baseline of 2021-22.
- D. Optimize the student to adviser ratio by advisor type (primary and faculty) measuring from a baseline of 2021-22.
- E. Increase the first-year retention rate for all students and identified student groups measuring from a baseline of 2021-22.
- F. Increase graduation rates for all students and identified student groups measuring from a baseline of 2021-22.

Academic Affairs Strategic Goals and Objectives

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| | | | <p>G. The Internship Task Force formed by the provost in Fall 2022 will support and guide the efforts of Academic Affairs to expand internship, cooperative/early career and class offerings that increase workforce readiness. Initial collaborative activities in the AY 2022-23 are expected to include:</p> <ol style="list-style-type: none"> a. Defining activities that constitute “work-based experiential learning” resulting in workforce readiness, whether currently available or not. b. Developing and determining baseline measures of current JMU student engagement in each work-based experiential learning area by program and/or college. This will include: <ol style="list-style-type: none"> i. Pruning the current High Impact Practices (HIP) measures list used in the university Strategic Plan Performance Measures (as defined by AAC&U) and adding measures where necessary. ii. Surveying institutional peers to learn about their methods of tracking and measurement. c. Develop approaches to enhance student reflection and metacognition on work-based experiential learning. |
| <p>JMU Goals: 1B, 3C</p> | <p>Strategic G1/Objective 2: Support and ensure competitiveness and sustainability of JMU’s graduate enterprise.</p> | <p>Subobjectives: 2-1. Analyze existing support structure for graduate students, programs and faculty. 2-2. Prioritize and strategically grow support structure to ensure:</p> <ul style="list-style-type: none"> • Competitiveness and sustainability of the eight research doctoral programs | <p>KPIs: A. At least 98% of graduate degree earners will have a positive career outcome within six months of graduating. (Primary Measure of University Strategic Priority #1)</p> |

Academic Affairs Strategic Goals and Objectives

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| | | <ul style="list-style-type: none"> • Adequate and efficient use of assistantship (tuition and stipend) budgets • Competitive graduate assistantship award amounts • Adequate auxiliary support such as housing, health insurance, graduate student instructor parking, etc. • Adequate Graduate School and program-level administrative support for all graduate programs • Sufficient faculty hiring for optimal doctoral program staffing, including sustainable course loads for doctoral faculty <p>2-3. Strategic development of new doctoral programs with sufficient resources to address needs of the Commonwealth of Virginia.</p> | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">JMU Goals: 1B, 4C</p> | <p>Strategic G1/Objective 3: Support and expand JMU's research and scholarship support infrastructure.</p> | <p>Subobjectives: 3-1. Analyze existing research support for faculty; prioritize and strategically grow these supports:</p> <ul style="list-style-type: none"> • Startup funds at hire, including course releases or stipends • Travel funds • Educational leave • Internal funded grants and awards - unit, college or university-wide • Ad hoc grants and awards (CGE funding for travel, support from centers (e.g., AAAD, CCE, etc.) • Competitive awards (Senate mini-grants, Inclusive Research and Pedagogies Seed Funds, etc.) | <p>KPI: A. JMU research expenditures will increase by 5% annually as reported through the Higher Education Research and Development (HERD) Survey.</p> |

Academic Affairs Strategic Goals and Objectives

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| | | <ul style="list-style-type: none"> Externally funded but centrally managed grants and awards (4-VA, etc.) <p>3-2. Analyze staffing levels for Libraries faculty, instructional faculty, and support staff; prioritize and strategically grow staffing.</p> <p>3-3. Analyze, prioritize and strategically grow research resources including databases, collections and academic software.</p> <p>3-4. Increase total research expenditures as reported through the National Science Foundation (NSF) Higher Education Research & Development Survey (HERD).</p> | |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">JMU Goals: 3C, 4D, 8D</p> | <p>Strategic G1/Objective 4: I pursue renewal of JMU’s core curriculum to provide all undergraduates with a high-quality General Education program.</p> | <p>Subobjectives:</p> <p>4-1. Use the 2021-22 APR to develop recommendations for revising and renewing JMU’s core curriculum to better incorporate contemporary expectations for the liberal arts and sciences.</p> <p>4-2. Expand communication and messaging about the General Education program’s role in JMU’s unique blend of liberal arts, research and professional education.</p> <p>4-3. Analyze staffing levels needed to meet SCHEV base adequacy guidelines; strategically grow full-time instructional positions to support the instructional needs of our core curriculum.</p> | <p>Action Items:</p> <p>A. By the end of AY 2022-23, the Core Curriculum Appraisal Task Force (CCATF) will have developed a plan for campus engagement and hired an outside consultant.</p> <p>B. By the end of AY 2023-24, the CCATF will have facilitated broad discussions with faculty resulting in a draft for a renewed core curriculum model.</p> <p>C. By the end of AY 2024-25, the renewed core curriculum model will receive the assent of instructional faculty and have completed the Curriculum & Instruction (C&I) approval process.</p> <p>D. The AY 2025-26 undergraduate catalog will incorporate the renewed General Education Program.</p> |

Academic Affairs Strategic Goals and Objectives

Strategic Goal 2: *Centering evidence-based anti-racist, anti-discriminatory and anti-harassment national best practices, Academic Affairs will foster an inclusive and evolving community that supports a thriving and supportive academic culture.*

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| <p>JMU Goals: 2A, 2B, 2E, 2F, 2G</p> | <p>Strategic G2/Objective 1: Progressively increase strategic activities that align with national anti-racist framework priority areas.</p> <ul style="list-style-type: none"> • Institutional Structure • Policies and Procedures • Resource Allocation • Academic Equity and Student Success • Curriculum and Pedagogy • Hiring, Retention, and Promotion • Institutional Programming • Education/Training/Employee Development • Campus Climate/Culture • Admissions and Access | <p>Subobjectives: N/A</p> | <p>Action Items:</p> <p>A. By the end of AY 2022-23, develop a reporting tool allowing DEI Leaders to:</p> <ol style="list-style-type: none"> a. Enter data that reflects specific actions in support of each priority area, and b. Indicate the level (basic, intermediate or advanced) of those efforts, using criteria established by the Strategic Initiatives and Global Affairs office in collaboration with the DEI Leaders. <p>B. By the end of AY 2023-24, establish baselines for each priority area identified from the data entered in the reporting tool.</p> |
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Academic Affairs Strategic Goals and Objectives

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| | <p>Strategic G2/Objective 2: Implement strategic activities that address discrimination, misconduct, harassment, adverse experiences, and promote mental wellness, as identified in the Climate Study and 2021 COACHE Survey, resulting in a more inclusive campus environment.</p> | <p>Subobjectives: N/A</p> | <p>Action Items:</p> <ul style="list-style-type: none"> A. In response to the results of the Climate Study: <ul style="list-style-type: none"> a. By the end of AY 2022-23, the Climate Study Response and Implementation Team will have begun to inform campus of the Climate Study results and will have sought input on implementing new and strengthening existing programs that will increase diversity, equity and inclusion. b. By the end of AY 2023-24, Academic Affairs will identify Climate Study themes centered in AA and collaborate with DEI Leaders to plan and implement measures that address the findings. B. In response to the results of the 2021 COACHE Survey: <ul style="list-style-type: none"> a. By the end of AY 2022-23, the Vice Provost for Strategic Initiatives and Global Affairs will meet with DEI Leaders to discuss and process 2021 COACHE Survey results. b. By the end of AY 2023-24, DEI Leaders and the Strategic Initiatives and Global Affairs office will execute initiatives that address 2021 COACHE Survey results. c. By the end of the AY 2024-25, a new COACHE Survey will be completed. |
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Academic Affairs Strategic Goals and Objectives

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| | <p>Strategic G2/Objective 3: Actively recruit and retain instructional faculty, A&P faculty and staff, who represent our increasingly diverse student body, to foster a more inclusive community.</p> | <p>Subobjectives: N/A</p> | <p>Action Items:</p> <ul style="list-style-type: none"> A. During AY 2022-23 and AY 2023-24, establish a culture of recruiting through the mentorship and guidance of search committees, creation of recruitment programs, and direct recruitment efforts. B. During AY 2022-23 and AY 2023-24: <ul style="list-style-type: none"> a. University data will be used to understand retention rates of instructional faculty, A&P faculty, and staff. b. The Strategic Initiatives and Global Affairs office will consult with HR to gain understanding of the exit interview process. c. The Strategic Initiatives and Global Affairs office will initiate efforts to identify and execute activities that address retention issues. |
| | <p>Strategic G2/Objective 4: Support the development of research and/or grant funded projects grounded in advancing diversity, equity, inclusion and social justice concepts.</p> | <p>Subobjectives: N/A</p> | <p>Action Items:</p> <ul style="list-style-type: none"> A. By the end of AY 2022-23, establish seed fund to support the development of research that leads towards grant funded projects. B. By the end of AY 2022-23, establish a collaborative project with R & S that further supports research and grant productivity. C. By the end of AY 2023-2024, assess the impact of seed support to establish a baseline for further support and programming. |

Academic Affairs Strategic Goals and Objectives

Strategic Goal 3: Academic Affairs uses the division’s expertise and experience gained in the pandemic and beyond to learn, grow and innovate together in order to positively impact the world.

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| <p>JMU Goal: 1C, 3F, 3G, 7A</p> | <p>Strategic G3/Objective 1: Expand community engagement by growing reciprocal partnerships and funding to enhance student learning opportunities and prepare students for the workforce.</p> | <p>Subobjectives: JMU will maintain the Carnegie Classification as a community engaged institution in 2026.</p> | <p>Action Items:</p> <ul style="list-style-type: none"> A. JMU will maintain existing and secure new community partnerships that are mutually beneficial and reciprocal. B. JMU will assess community perceptions of institutional engagement. C. JMU will track and record institution-wide engagement data. D. JMU will provide feedback mechanisms for external partners. E. JMU will explore creating policies to explicitly promote and reward the scholarship of engagement more fully. |
| <p>JMU Goal: 3E, 10E, 10F</p> | <p>Strategic G3/Objective 2: Develop JMU’s online capacity, presence and expertise.</p> | <p>Subobjectives:</p> <ul style="list-style-type: none"> 2-1. Build on JMU’s prior investments in online policy and instructional practice. 2-2. Apply market research to decision-making around new areas of investment. 2.3. Integrate expertise across academic disciplines, course design, IT and educational technology, digital content and collections, and other relevant areas. 2.4. Highlight the potential transformational power of hybrid and online learning for students, JMU and partners across the commonwealth, with attention to the Online Virginia Network. | <p>KPIs:</p> <ul style="list-style-type: none"> A. Increase the number of academic online programs measuring from a baseline of 2018-19 B. Increase the number of student enrollments in online programs measuring from a baseline of 2018-19 |

Academic Affairs Strategic Goals and Objectives

JMU Goal: 2C, 3B, 3C, 3E, 4B, 4D, 6A

Strategic G3/Objective 3:

Broaden worldviews and promote global understanding by cultivating, facilitating, and supporting global engagement at home and abroad.

Subobjectives:

3-1. Create transformative international experiences through teaching and learning, partnerships and research, study abroad, virtual exchange, and meaningful engagement with and a welcoming environment for international students and scholars.

3-2. Integrate cross-cultural perspectives and experiences into curricula and campus culture to develop globally competent students, faculty and staff.

Action Items:

- A. Establish a baseline for global engagement activities by the end of AY 2022-23 using the Global Engagement Reporting Tool (GERT) data.
 - a. GERT categories to be measured:
 - i. Engage in activities abroad (research, performance, Fulbright, lecture, presentation, exhibition, partnership development, program development, etc.)
 - ii. Host international visitor or delegation
 - iii. Engage in activities at home or abroad to develop curriculum, a program, or virtual exchange that focuses on student global learning outcomes.
 - iv. Engage in activities to recruit international students or faculty, to engage with alumni abroad, or to nurture donor/business development relationships.
- B. Develop the baseline metrics for the diversity of student participation in abroad programs by the end of AY 2022-23. The aspects of diversity measured will include:
 - a. Non-White (described elsewhere as Black, Indigenous, and People of Color)
 - b. 25 or older at entry
 - c. Received a Pell grant

Academic Affairs Strategic Goals and Objectives

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| | | | <ul style="list-style-type: none">d. From a county/city in the lowest quintile for higher education attainment in Virginia (Appomattox, Bath, Bland, Brunswick, Buchanan, Buckingham, Caroline, Charles City, Cumberland, Dickenson, Dinwiddie, Essex, Grayson, Greenville, Henry, Russell, Schott, Southampton, Sussex, Tazewell, Westmorland, Wise)e. First generation college students |
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