



**Increasing USD's Academic  
Excellence and Distinction:  
Charting our Path for  
2009 to 2014**

**February 2009**

## **Increasing USD's Academic Excellence and Distinction: Charting our Path for 2009 to 2014**

### **Purpose**

The University of San Diego's academic purpose is to make substantive contributions to society and culture through the education we provide, the research our faculty and students pursue, and the lives and undertakings of our graduates.

This plan provides a roadmap or framework for increasing our academic excellence and distinction over the next five years: 2009-2014. It will shape future decision making and guide the strategic allocation of new academic resources. As a result of the Board of Trustees' recent revision to the endowment growth plan, new resources will be released over the next five years as a portion of funds previously targeted to the growth of the quasi-endowment will be allocated to academic priorities. This framework is intended to guide that allocation and also to anticipate new and growing academic programs that impact our current campus planning initiative.

The plan provides only a guide. It will be assessed annually and revised and expanded as internal and/or external changes warrant. As part of this annual assessment, the Provost will provide a written report on the progress made on the implementation of the plan during the previous 12 months to the President's Cabinet and the Academic Affairs Committee of the Board of Trustees at their first respective meetings of the academic year.

This plan is situated in a larger and on-going planning context. In 2004, the University of San Diego approved a mission statement and core values that articulate the common ground upon which its principles and aspirations are built. These ideals, combined with the vision statement and strategic goals, also approved in 2004, provide a foundation for the work of the University. The University of San Diego's current Mission Statement, Core Values, Vision Statement, and Strategic Goals are provided in Appendix 1.

As evidenced in these statements, USD is a faith-based institution committed to Catholic intellectual and social traditions, academic excellence, and a liberal arts education. We pursue truth wherever that inquiry leads us and participate in the eternal dialogue between faith and the intellectual and philosophical reason of the time. We are committed to the rigorous questioning, the broad and holistic perspectives, and the transformational character of a liberal arts education. We also are committed to working for improvement of the human condition and a just and peaceful society. Finally, we are concerned with attending to the multiple dimensions of human development, including the spiritual.

In 2004-05, the University of San Diego community identified a number of strategic directions and initiatives necessary to achieving the aspirations articulated in the Mission Statement, Core Values, Vision Statement, and Strategic Goals. Since 2004-05, task forces and other working groups have made major progress in furthering strategic initiatives related to undergraduate enrollment management, information technology, inclusion and diversity, integrated learning, internationalization, Catholic social thought and intellectual tradition, and sustainability. Please see Appendices 2 – 8 for a description of the accomplishments, current activities, and future goals related to these strategic initiatives. These important initiatives are on-going and contribute significantly to USD's academic excellence and distinction.

### **USD's Foundation: Our Current Academic Strengths and Distinctions**

In charting our path to increasing USD's academic excellence and distinction over the next five years, we must begin with an assessment of our current academic strengths that form a foundation on which we can build. We have made significant progress in this assessment. In summer 2008, each of the deans, informed by their own unit's academic planning, completed a survey about their academic program vision and potential initiatives over the next 5 years and 10 years and how the campus does or does not facilitate these. In addition, the deans, associate provosts, and provost participated in an all-day retreat to discuss the vision for each School and the College, the programmatic opportunities for collaboration across academic units, the common academic traits and aspirations of the units, and how these define USD's distinguishing academic characteristics.

The following common elements emerged. USD must give primacy to ensuring the continued high quality and intellectual vibrancy of our teaching and research, scholarship and creative activity. Our teaching is characterized by academic rigor, a liberal arts foundation, and care towards our students. USD students are provided a broad, holistic, and rigorous education in a personalized setting. USD faculty are committed to student learning, actively involved with their students in and out of the classroom, and are mentors who contribute to the life-long success of their students. The faculty employ innovative pedagogy, such as experiential learning, problem-based learning, and guided inquiry. USD faculty also engage students in active learning, including student/faculty research, community service learning, and internships. By building bridges between the classroom and community, the faculty promote values far beyond volunteerism. USD faculty give reality to learning and help students discover themselves as real-world problem-solvers, bringing rapidly maturing skills to bear on their world's needs. The outcome of the high quality and intellectual vibrancy of our teaching is USD graduates who leave with a high level of preparedness for continued learning and career success.

USD faculty's research, scholarship and creative activity are complements to their teaching and are nurtured by a culture of intellectual inquiry. As mentioned above, faculty and students (both undergraduate and graduate) often collaborate on research and other creative activity. USD faculty's research and scholarship also is guided by a desire for impact – impact on their discipline, on practice, on community, on society, and/or on education and learning.

In addition to recognizing the primacy of our academic mission and the outstanding characteristics of our teaching and research on which we can build, four university-wide distinctive themes or attributes were identified as elements of academic strength on which we also can build. These four themes are interdisciplinary collaboration; international; social justice and sustainability; and leadership, innovation, and entrepreneurship. Each is described below.

There is a unique breadth and depth of interdisciplinary collaboration at USD. There are current or potential (being discussed) fruitful collaborations among every one of our academic units with every other one. In addition, USD faculty actively collaborate and partner with others outside the university, and often within the community. This level of cross disciplinary collaboration is extraordinary and important for our future. Our world becomes more interconnected every day. The problems of our future are complex and multi-dimensional. They will best be approached through the new lenses that often result from the type of cross disciplinary collaboration that exists and can continue to grow and flourish at USD.

The USD community embraces the interconnectedness of the world and views the world as the venue for our research and learning. In large part due to the leadership of our own faculty, our students' international experiences are rich and multi-faceted. These experiences include elements of learning, research, community service, internships, consulting, and/or spiritual reflection and occur in all parts of the developed and developing world. USD currently offers over 70 programs in 35 countries and 54 cities around the globe. Over 50% of our undergraduate students report that they have participated in at least one study abroad experience before graduation. Several of our graduate programs have started requiring international experiences for graduation. In addition, we embrace our unique location in San Diego, on the border of Mexico and with access to Latin America and Asia. San Diego offers opportunities for transnational studies and is a community replete with multicultural learning opportunities for our students and faculty. Also, Latin America and Asia are growing, dynamic, and culturally rich regions of the world, and there is increasing interest in deepening our engagement and expertise with these regions. In sum, USD has extensive and rich global engagement on which we can creatively build.

Social justice is a core value at USD. It reflects our mission and Catholic values. We are concerned about the totality of circumstances in which

people live and promote just development, development that secures each person's right and ability to contribute to, and benefit from, the common good. Encompassed by the social justice umbrella, there is a recent university-wide focus on sustainability. This focus, however, is not on sustainability in the narrow sense of only environmental sustainability. Rather, consistent with USD's mission, it is a focus on a more comprehensive, or three-pronged, notion of sustainability – environmental, economic and social sustainability. Tackling the issues of sustainability in a community often involves all three of these factors. USD can use its current and emerging strengths in the disciplines related to sustainability and its propensity for interdisciplinary collaboration to develop comprehensive solutions for building and maintaining sustainable communities.

Finally, leadership, innovation and entrepreneurship are areas of strength we can build on at USD. These terms are somewhat overused and often mean different things in different contexts. At USD, we use them to mean that in all of our academic programs, our objective is to create ethical and compassionate leaders who will transform our society and our culture. We develop lifelong skills for success, we emphasize team work and team building, and we create capabilities that allow our students and graduates to see relationships and opportunities where others do not. These are the types of skills and approaches our graduates will need to thrive and to identify and create exciting opportunities in an ever changing and dynamic world.

These four distinctive academic attributes or strengths are interconnected. Leadership and innovation link to social justice and sustainability, social justice and sustainability are international, and international is interdisciplinary. These attributes also are not unique in and of themselves. Many universities claim the same or similar attributes. These attributes are key differentiators for USD as they are conceptualized and actualized by our faculty and students within the context of USD.

## **Goals and Related Strategies**

This section describes four goals and related strategies for increasing USD's academic excellence and distinction over the next five years: 2009-2014. These goals and strategies are intended to build on and extend our current academic strengths and distinction.

### **Goal 1: Increase the Capacity of our Faculty to Provide Personal Student Learning, Develop and Communicate Knowledge, and Pursue Creative Activity**

The faculty are the foundation for our academic enterprise. USD takes pride in providing personal and enriching faculty-student interactions with appropriate class sizes. Thus, it is critical that we increase the size of our full-

time faculty to match the size of our student body. At the same time, we want to increase faculty capacity within disciplines and in the interfaces between disciplines in a manner that builds strength in core disciplines, provides creative synergies across disciplines, and is attentive to student demand and our competitive landscape.

***Strategy 1: Create new faculty lines in areas of strategic importance.***

Strategic importance is assessed by a number of factors including whether the hire:

- substantially contributes to an articulated strategic objective of the College or School seeking the hire,
- contributes to the intersection between the academic unit's priorities and USD's distinctive strengths,
- creates or augments an interdisciplinary or across-school partnership,
- brings intellectual resources to bear on an important societal issue or community need,
- contributes to the formation of a new academic program, and/or
- brings important external collaborations and/or funding to a department or program.

In all cases, it is paramount that the hiring unit has strong leadership and a clear vision of what it is trying to achieve.

***Strategy 2: Expand support for faculty research, scholarship, and creative activity***

Support for faculty research, scholarship, and creative activity includes financial support such as summer support, travel, data, supplies, etc. It also includes providing increased time for research through diminished teaching loads, sabbaticals, release time, buyouts from extramural grants, etc. In addition, it includes the services and support provided by the Office of Sponsored Programs in identifying and securing external funding.

***Strategy 3: Invest in our libraries to ensure the breadth and depth of resources and services needed to support the intellectual inquiry of our students and faculty.***

The intellectual resources necessary to support student and faculty inquiry and our academic programs include the collections, subscriptions, databases and digital resources maintained by our libraries, as well as the services provided by our librarians and others. We will benchmark our university and law library investments, general collections, digital resources, and some discipline specific collections (based on faculty input and need) with peer institutions. We will invest in our libraries' collections and services as dictated by this benchmarking and the needs of our students and faculty.

***Strategy 4: Invest in our academic technology infrastructure in a manner that supports and fosters new and innovative teaching, learning, and research within the campus and globally.***

The technology and staffing resources necessary to support teaching and learning include Learning Management Systems (LMS), collaborative learning and teamwork software/hardware, classroom instructional technology, podcasting and video archives, telepresence/video conferencing for distance learning, and the creation of innovative learning spaces. Technology research support includes research computing clusters, high-performance network resources that offer the capacity to share and access massive databases and execute complex experiments. We will benchmark our Information Technology budget/investments, instructional technology and “smart” classrooms, network and computing capacity, Learning Management System, video conferencing/distance learning facilities, and innovative learning spaces with peer institutions. We will invest in our technology infrastructure and information technology services as dictated by this benchmarking and the academic needs of our students and faculty.

## **Goal 2: Nourish and Create Signature Academic Programs and Initiatives**

USD will augment its distinction through nourishing and creating signature academic programs and initiatives that contribute to our society and culture.

We seek to strengthen our engagement with real world issues. We will contribute to meeting the current and future needs of our world by anticipating new and emerging areas of knowledge formation, applying knowledge to societal issues, and providing students with the skills to lead in these areas.

We also seek to strengthen our contribution to the fullness of human experience through the study of the liberal arts. A foundational liberal arts and sciences education provides historical and cultural insight, gives intellectual and emotional texture to daily life, offers diverse perspectives on human behavior and concerns, and provides the scientific literacy necessary to make informed, responsible choices regarding the scientific enterprise essential to our society.

In nourishing and creating signature academic programs, we seek to enhance existing peaks of excellence and establish new ones.

***Strategy 1: Provide seed funding and support to expanding existing and creating new signature academic programs and initiatives.***

Programs and initiatives will be assessed by whether they:

- build on and extend USD's current strengths and distinction,
- further a discipline or group of disciplines in meeting the important emerging and future needs of society,
- have attracted or are likely to attract significant external funding, and/or
- address an existing need in the San Diego region and beyond.

**Goal 3: Attract Graduate and Law Students of Exceptional Intellectual Promise and Fully Engage Them in Intellectual Inquiry**

We currently have graduate masters and/or law programs in each of our six academic units and doctoral programs in the School of Leadership and Education Sciences and the Hahn School of Nursing and Health Science.

*Strategy 1: Increase our efforts to secure externally-funded scholarships and prioritize and target additional internally-funded scholarships in order to achieve the greatest gains in attracting increasing numbers of exceptional graduate and law students.*

Our graduate and law students comprise approximately 40 percent of our student body, and in the near term these programs have the most potential for student growth. During the past three years, graduate and law student scholarships and other financial assistance have increased and played a significant role in our ability to attract graduate and law students of exceptional intellectual promise. However, there continues to be a need to increase our scholarship support to graduate and law students and to target this assistance where we can achieve the greatest gains in attracting increasing numbers of exceptional students.

*Strategy 2: Develop a comprehensive assistantship program for research-based masters and doctoral students based on new commitments of internal funds and additional external funds.*

We also affirm our commitment to the commonality of purpose of research-based graduate education: to educate the future intellectual leaders of society, develop new knowledge, build bridges between different fields of knowledge, and enhance the intellectual life of university faculty and students. In order to be more competitive in attracting graduate students of exceptional intellectual promise and in fully engaging them in acquiring the skills of intellectual inquiry and knowledge creation, we need to develop a comprehensive assistantship program tied to research, teaching, or other tasks that contribute to our graduate students' learning. Our objective is to guarantee assistantship funding for a specified period of time for a greater percentage of our graduate students.

The success of these two strategies will be measured by the academic profile, prior work experience, and diversity of our incoming students, as well as the

research and scholarship they produce, honors and awards they receive, and ultimately their placement and career success post-graduation.

#### **Goal 4: Expand and Enrich the Opportunities for USD Graduates**

A primary measure of the success of our academic mission is determined by the accomplishments of our graduates. Our mission is fulfilled by the success of our graduates in fulfilling their dreams and ambitions. Our graduates' success also plays a major role in our ability to increasingly attract outstanding students. Accordingly, the expectation by our students (both undergraduate and graduate) and their families for the services we provide as our students seek internships, field experiences, and post-graduation opportunities is very high. Such services encompass assisting students as they seek employment or graduate school opportunities and scholarships. Such services also encompass facilitating relationships with potential employers, USD alumni and friends, and community leaders.

*Strategy 1: Benchmark our current investment in career development and advancing post-graduate program opportunities (in terms of space, structure, services, and programs) relative to peer institutions and predicted future service models. Based on these benchmarking results, hire the necessary personnel and expand career and graduate school outreach, support programs, and services for our students.*

We will measure the success of these strategies by the number and scope of employment, volunteer, field, and study opportunities available to our students; our students' success in obtaining jobs, internships, admission to graduate school, and post-graduate scholarships and fellowships; the strength of our students' interactions with and connections to USD alumni and friends; and other milestones developed as a result of our benchmarking study.

## **Appendices 1 – 8**

The following appendices provide a context for this planning document. They summarize on-going initiatives and plans that also contribute significantly to University of San Diego's academic excellence and distinction.

## **Appendix 1**

### **University of San Diego's Mission, Values, Vision, and Goals**

The University of San Diego's mission statement and core values articulate the common ground upon which its principles and aspirations are built. These ideals, combined with the vision statement and strategic goals, guide the university community in decisions and directions. They are the foundation of the work at the University of San Diego.

#### **Mission Statement**

The University of San Diego is a Roman Catholic institution committed to advancing academic excellence, expanding liberal and professional knowledge, creating a diverse and inclusive community, and preparing leaders dedicated to ethical conduct and compassionate service.

#### **Core Values**

The University of San Diego expresses its Catholic identity by witnessing and probing the Christian message as proclaimed by the Roman Catholic Church. The University promotes the intellectual exploration of religious faith, recruits persons and develops programs supporting the University's mission, and cultivates an active faith community. It is committed to the dignity and fullest development of the whole person. The Catholic tradition of the University provides the foundation upon which the core values listed below support the mission.

#### **Academic Excellence**

The University pursues academic excellence in its teaching, learning and research to serve the local, national and international communities. The University possesses that institutional autonomy and integrity necessary to uphold the highest standards of intellectual inquiry and academic freedom.

#### **Knowledge**

The University advances intellectual development; promotes democratic and global citizenship; cultivates an appreciation for beauty, goodness, and truth; and provides opportunities for the physical, spiritual, emotional, social, and cultural development of students. The University provides professional education grounded in these foundations of liberal learning while preparing students to understand complex issues and express informed opinions with courage and conviction.

#### **Community**

The University is committed to creating a welcoming, inclusive and collaborative community accentuated by a spirit of freedom and charity, and marked by protection of the rights and dignity of the individual. The University values students, faculty and staff from different backgrounds and faith traditions, and is committed to creating an atmosphere of trust, safety and respect in a community characterized by a rich diversity of people and ideas.

#### **Ethical Conduct**

The University provides a values-based education that informs the development of ethical judgment and behavior. The University seeks to develop ethical and responsible leaders committed to the common good who are empowered to engage a diverse and changing world.

### **Compassionate Service**

The University embraces the Catholic moral and social tradition by its commitment to serve with compassion, to foster peace, and to work for justice. The University regards peace as inseparable from justice and advances education, scholarship and service to fashion a more humane world.

*(Mission Statement and Core Values were approved by the Board of Trustees on February 22, 2004)*

### **Vision Statement**

The University of San Diego is becoming a nationally preeminent Catholic university known for educating students who are globally competent, ethical leaders working and serving in our complex and changing world.

### **Strategic Goals:**

1. University of San Diego will become a more culturally diverse and culturally competent community through recruitment at all levels, deepening trans-border and international educational partnerships, and involving students and faculty in international learning experiences.
2. University of San Diego will provide integrated learning experiences across educational contexts and contribute to the scholarly research on ethics to develop intentionally the leadership capacities of all students.
3. University of San Diego will be a powerful advocate for social justice and human rights through the establishment of the Joan B. Kroc School of Peace Studies and the recruitment of international scholars and peace practitioners.
4. University of San Diego gives a privileged place to the liberal arts and sciences in its undergraduate curriculum and in its influence on graduate and professional programs.
5. University of San Diego will substantially increase its endowments, strengthen fiscal viability, and forge stronger relations with alumni and friends by developing a stronger and clearer institutional identity regionally and nationally.

*(Vision Statement and Strategic Goals were approved by the Board of Trustees on April 30, 2004)*

## Appendix 2 - Undergraduate Enrollment Management Plan 2007-2011

In 2005-06, an Enrollment Management Committee comprised of faculty, staff, and a trustee, reviewed USD's undergraduate recruiting practices and developed a set of undergraduate enrollment goals and strategies for the years 2007-2011.

The Enrollment Management Committee's activities included reviewing enrollment management literature and best practices, assessing USD's market position, establishing a set of benchmark schools, gathering enrollment data from the benchmark schools and comparing with USD, and establishing undergraduate enrollment targets for USD.

The following ten schools were identified as the set of benchmark schools:

California Schools: Loyola Marymount University, Pepperdine University, Santa Clara University, University of San Francisco, and University of Southern California

Out-of-State School: Fordham University, Seattle University, Seton Hall University, University of Dayton, and Villanova University

The Enrollment Management Committee affirmed that from 2007-2011, USD will endeavor to enroll 1090-1110 new freshman and 300-325 new transfer students every year to achieve a stable undergraduate enrollment between 4985 and 5000 students.

A total of twelve measurable targets were identified across three categories (academic, composition, and retention) for USD's enrollment profile for the entering freshman class in the year 2011 – the entering class five years from 2006.

### Academic

1. The mean GPA/SAT profile will be at least a 3.8 and 1200.
2. The middle 50% of SAT scores will be 1100 – 1300.
3. Student selectivity, as measured by the freshman admit rate, will be below 50%.
4. USD will be ranked among the top 100 of National Universities in *U.S. News and World Report*.

### Composition

5. At least 33% of students will be from underrepresented groups.
6. At least 5% of students will be African-American.
7. Students will enroll from all 50 states.
8. At least 50% of students will be non-California residents.
9. At least 5% of students will be international.
10. At least 58% of students will be Catholic.

### Retention

11. The freshman to sophomore retention rate will be at least 90%.

12. The 4/5/and 6-year graduation rates will be within the top half of the comparison set of universities.

Our progress in meeting our 2011 enrollment targets for our benchmark year (2006) through the present is summarized below.

<b>Enrollment Management Goal Results</b>			
<b>Goal by 2011</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b><i>Academic</i></b>			
Profile of entering class 3.8/1200 SAT	3.74/1174	3.76/1175	3.79/1190
Middle 50% SAT's 1100 – 1300	1080 – 1280	1080 – 1280	1120 – 1270
Admit rate under 50%	46%	48%	52%
Ranked within top 100 (US News & World Report)	#105	#107	#102*
<b><i>Composition</i></b>			
33% of entering class underrepresented	28%	29%	26%
5% of class African- American	3.3%	2.1%	1.5%
Enroll students from all 50 states	45	45	42
At least 50% from out of state	47%	48%	44%
Overall UG enrollment of 5% Int'l	2%	2.4%	3.1%
At least 58% of class will be Catholic	53.3%	54%	54.8%
<b><i>Retention</i></b>			
Retention rate of at least 90%	87%	85%	85%
Graduation rates in top half of comparison set	7/11	8/11	7/11

\* We were also included in the *U.S. News and World Report* top 10 list of “Up and Coming Universities.”

Our freshman class entering in fall 2008 was unusually large, 1260 students. The academic profile of the class strengthened. While the target composition percentages did not always increase, the *number* of minority, international, out-of-state, and catholic students all increased from 2007 to 2008. The class included the largest number of Asian-American and International students ever entering USD.

Many strategies are being employed to ensure our future progress in achieving our academic, composition and retention 2011 goals. In fall 2008, USD created and filled a new admissions position, Assistant Director for Multicultural Recruitment, to expand our outreach to diverse communities and high schools. We are increasingly using technology to target and attract students. USD will be among the universities featured on a new on-demand television channel targeted to prospective college students and their families. The Admissions' Office is employing a new Banner student system enrollment management module which enables targeted recruiting campaigns. They developed a new admissions yield video to distribute to all admitted students and are creating and maintaining facebook pages and blogs targeted to specific prospective student populations. USD also continues to increase the financial aid targeted to the most academically qualified and highest financial need prospective students. Other initiatives targeted at improving retention rates are the creation in 2009 of a new position, Associate Dean of Advising and Curriculum in the College of Arts and Sciences, who will work closely with a new office in Student Affairs, the Center for Student Success, to develop, implement, and assess strategies for improving retention; the 2009 redesign of support services for first generation and underrepresented students; the on-going development of the first- and second-year experience programs; and the development (with the aid of the recently implemented Banner student system) of intervention strategies for students potentially at risk of leaving the university.

## Appendix 3 – Technology

In 2004-2005, through a series of retreats, forums and workshops, USD identified information technology (IT) as one of its strategic initiatives. In early 2006, a new CIO was hired and an IT strategic plan, encompassing five IT goals, was developed under his leadership. The goals were presented and vetted through a series of committees and groups including the Provost's Office, Deans' Council, University Senate, Associated Students, and Information Resources Council. Since then, a number of major projects have been implemented to improve the IT infrastructure, resources, and services for the university community. The IT strategic goals, significant IT accomplishments, and additional aspirations for 2009 to 2014 are summarized below:

### **IT Strategic Goal 1: Maintain a reliable, robust, and secure information technology environment**

Information technology provides seamless and integrated access to information, education, and research resources for all students, faculty, and staff while recognizing the diverse and special needs within each of these groups. A state-of-the-art network and systems infrastructure is comprehensive, robust, scalable, and secure, and is recognized for providing a premier information technology environment in higher education.

Major IT Accomplishments 2006-2008:

Implemented redundant Internet connections and increased Internet capacity by 350 percent

- Implemented redundant Internet connections and increased Internet capacity by 350 percent
- Replaced all campus network electronics and installed campus-wide wireless network
- Completed replacement of academic and administrative server complexes, storage arrays, backup and redundancy of hardware
- Documented and tested all university systems "take-down and recovery" procedures for disaster recovery and maintenance purposes; implemented off-site monitoring of core systems
- Implemented major upgrades to cabling infrastructure (within buildings and between buildings)

IT Projects 2009-2014:

- Replace/upgrade all campus network electronics and upgrade campus-wide wireless network to most advanced version of wireless
- Implement off-campus disaster recovery facilities
- Offer option for high definition television services

- Implement “Green” IT technologies that reduce the demand for energy at USD
- Replace central academic and administrative server complexes/storage as hardware reaches “end of life”
- Assess emerging technologies (e.g., surface/touch computing, PDA’s/smart phones, and Telepresence technology) for effective academic and administrative uses

**IT Strategic Goal 2: Promote information technology services and support that meet the needs of faculty, students and staff**

Information technology encourages and supports an operational environment which is customer-centered and provides quality assurance.

Major IT Accomplishments 2006-2008:

- Replaced the University’s email and spam filtering environment with Microsoft Exchange and Mirapoint appliances; executed a test project to migrate student email to Google
- Introduced a pilot project to assess off-site help desk support from Perceptis to augment USD help desk support
- Completed web site redesigns for the School of Business Administration and School of Leadership and Education Sciences
- Expanded the number of student computing labs and publically available computers in labs and the libraries
- USD became an iTunes University

IT Projects 2009-2014:

- Expand help desk hours and support to the University community; and implement a critical alert system
- Replace the existing desktop/laptop asset inventory system with a networked asset inventory system that facilitates system upgrades/patches via network
- Expand media support for Apple iTunes content development including video/audio recording and streaming of instructional/academic activities and special events
- Develop and/or implement academic and administrative applications that are oriented to mobility (for use on PDA’s, smart phones and other handheld devices)
- Complete the University’s web site redesign in support of the academic mission with emphasis on new sites for the schools/college, Admissions, Student Life, and the University’s top-level web site
- Continue enhancements to email/messaging environments including improvements in spam/malware control and mail archiving (focus will be on Microsoft Exchange and Google mail solutions)

**IT Strategic Goal 3: Enhance Learning and Research**

Learning, research, and creative scholarly environments are empowered and enhanced by the transparent and seamless uses of technology. These uses of technology provide an environment conducive to effective and inspired teaching and learning, to scholarly research and creativity, and to continued professional development of faculty, students, and staff.

#### Major IT Accomplishments 2006-2008:

- Upgraded and enhanced the University's Learning/Instructional Management System (i.e., Web CT / Blackboard)
- Added state-of-the-art technology to enhance academic activities (e.g., Apple iTunes University, streaming video server, video conferencing, video/audio capture, chat, collaborative learning software, etc.)
- Added 40 "Smart Classrooms" with smart boards/symphodiums, projectors, document cameras, etc.
- Constructed a super computing cluster for computational chemistry research
- Doubled the number of major enhancements to the Legal Research Center and Copley Library and added 60,000 online electronic books
- Major computing lab enhancements: Replaced all computing systems and software in the Sci-Tech Geographic Information System computing lab, develop state-of-the art computing classrooms and labs for the NROTC, the School of Business, and Serra Hall.
- Introduced Student Technology Assistance program to aid faculty in the development of innovative instructional content and systems

#### IT Projects 2009-2014:

- Continue to offer faculty new and effective tools for instruction and learning (e.g., Web CT/Blackboard, iTunes University, social networks, virtual worlds, etc.)
- Continue support for the Student Technology Assistance program
- Provide scholars with technology that helps advance research activities (super computing clusters, high-performance network resources, etc.)
- Lead academic technology ventures that help foster interdisciplinary teaching and research
- Assist with efforts to improve the scholarly resources and learning environment within the Copley Library and Legal Research Center, with a goal of a ten-fold increase in electronic resources/digital archives by 2015
- Augment the number of "Smart Classrooms" by 5 per year for 5 years; include collaborative learning and teamwork software

#### **IT Strategic Goal 4: Provide Support for University Administration and Management**

Administrative information technology systems are developed and managed collaboratively with end-users to support the administration and management of the

university and are responsive to the diverse needs of students, faculty, staff, departments, colleges/schools, and divisions.

#### Major IT Accomplishments 2006-2008:

- Implemented the SunGard Banner student system, Luminis Portal, Xtender imaging, Banner Operational Data Store (ODS), and Cognos reporting system
- Upgraded and enhanced Oracle Human Resource/Finance, and the university Oracle database environment; Enhanced Auxiliary systems, payroll systems, financial reporting system, and implemented new campus ID/Bank cards
- Assisted University Relations with upgrades to BSR Advance fundraising system
- Implemented Studio Abroad software for the International Center
- Implemented Resource 25 course/room scheduling software

#### IT Projects 2009-2014:

- Select and implement improved administrative systems (Financials and Human Resources) that easily integrate with the Banner student system and better meet the business needs of the University
- Implement upgrades and enhancements to the Banner student system including enhanced admissions, recruiting, and financial aid applications; explore ways to enhance administrative systems that support USD's international programs
- Assess and implement technology that can assist with advancement and fundraising efforts for the University Relations division
- Implement an Identity Management System to improve security and aid in defining user access to systems and IT resources
- Expand the university data warehouse and Banner Operational Data Store (ODS) for use with business intelligence applications that can aid in decision-making

#### **IT Strategic Goal 5: Manage and Plan for Information Technology**

Information technology is effectively and efficiently planned and managed, reflecting both the complexity of the university's information technology environment and the need for increased participation by and communication with a wide array of university constituents.

#### Major IT Accomplishments 2006-2008:

- Helped form committees that support shared governance of technology and IT services (particularly the Information Resources Council and Innovative Learning Space Committee)
- Meetings with Associated Students and faculty groups to continue the flow of information about technology needs and requirements
- Introduced USD Faculty Technology Showcase to demonstrate successful uses of technology for academic purposes

- Drafted technology policies and guidelines for classrooms and learning spaces; developed University IT Strategic Plan and Goals; assisted with technology and infrastructure planning of USD capital projects (renovation and new construction)

IT Projects 2009-2014:

- Continue leading committee work that helps guide shared decision-making in regard to technology and IT services (the Information Resources Council and Innovative Learning Space Committee)
- Complete/update formal document of technology guidelines for classroom, formal and informal learning spaces
- Update the University IT Strategic Plan and Goals; assist with technology and infrastructure planning of capital projects; lead the development and modification of the University's IT policies and procedures in a manner that does not inhibit academic freedom
- Follow major technology advancements and direction for academia through EDUCAUSE, ECAR, and other organizations; and; participate in ECAR Student Technology Use Survey

## **Appendix 4 – Inclusion and Diversity**

During the 1990s, USD launched numerous projects to promote diversity and develop cultural competence, assisted by a series of three grants from the James Irvine Foundation. A new Ethnic Studies major was offered in fall of 2003, and the university adopted a diversity requirement as part of the 2004 revision of the core curriculum. All undergraduates are now required to take a course focusing on “the variety of experiences and contributions of individuals and social groups in the United States, especially of those traditionally denied rights and privileges.”

Because USD believes that inclusive engagement with diverse peoples and perspectives is a hallmark of academic excellence, inclusion and diversity was identified as one of the Strategic Directions initiatives. The Committee on Inclusion and Diversity (CID), formed during the fall of 2005, was charged “To advance initiatives and recommend changes in policies and practices that promote USD's goals of creating a culture of inclusion, promoting cultural competence, and recruiting and retaining diverse students, faculty, staff, and administrators.” To that end, the CID undertook several projects:

- Conducted an inventory of diversity efforts on campus;
- Studied admissions data, comparing USD to other schools with respect to student demographics, retention, and financial aid allocations;
- Piloted a phone bank, where faculty and staff phoned underrepresented applicants, congratulated them on being accepted to USD, and offered to answer their questions;
- Converted the Provost’s scholarships, awarded solely on merit, to Circle of Excellence scholarships, offered to applicants demonstrating academic excellence, qualities of leadership, and potential to advance the university’s goal of creating a diverse and inclusive community;
- Developed workshops and manuals to assist search committees in recruiting underrepresented faculty;
- Awarded a series of Inclusion and Diversity Grants to faculty for innovative projects fostering inclusion and diversity; and
- Co-developed and supported a special summer college success course for entering first-generation, low-income, and disabled students.

Each Strategic Directions committee was expected to develop a proposal for transitioning their work from a committee to a more permanent place in the university’s organizational structure. The CID recommended an institutional advisory board reporting to the president, and PABID (President’s Advisory Board on Inclusion and Diversity) was established on July 1, 2007. Several of the CID members were appointed to PABID and provided continuity during the transition.

PABID’s definition of diversity is considerably broader than that articulated for the Irvine Foundation grants of the previous decade. For PABID, diversity can encompass multiple social and cultural identities, such as ethnicity, gender, sexual orientation, class, group affiliation, ability, national origin, and religion. PABID endeavors to be a forum for

students, faculty, and staff, promoting meaningful dialogue on current issues and encouraging participation in campus activities and programs. In May of 2008, PABID presented six recommendations to the president to further her leadership in these areas:

- Adopt and publicly support a comprehensive hate crimes policy;
- Incorporate inclusion and diversity as a theme for the 2008-09 academic year;
- Launch a fundraising campaign with the goal of raising \$1 million per year for five years to fund the recruitment and retention of a diverse undergraduate student body;
- Create a new development position to raise scholarship money to attract and retain a larger yield of diverse students;
- Identify spaces for students to display works celebrating the diversity of its campus citizens; and
- Establish a community relations council with on- and off-campus members representing different ethnic and religious groups.

As a first step in addressing the campus climate issues inherent in these recommendations, PABID selected “On Our Campus” as a theme for the 2008-09 academic year and charged a task force named OOC@USD to begin work over the summer 2008. The “Hate Crimes and Bias Incidents Response Procedures” were adopted in September 2008 and posted on the Public Safety website. The theme “On Our Campus” was featured during 2008-09 in the President’s convocation speech, the staff Christmas Party, and the All Faith Service. Discussions concerning development and fundraising have been initiated with University Relations, and discussions concerning display spaces have occurred in the context of campus master planning.

Also during 2008-09, PABID is developing a strategic plan to present to the Executive Council in May of 2009. The plan will address issues in the areas of admissions/recruitment, academics, student life, campus climate, safety, and community. OOC@USD continues to advance a number of projects, including guest speakers, campus awareness initiatives, safe environments, and a video to showcase the diverse voices on our campus.

In addition, the University has adopted “Advancing Diversity in Campus Structure, Climate, and Curriculum” as one of three themes to be researched and evaluated as part of the current WASC reaccreditation process. The theme’s task force, working in conjunction with PABID, will strive to create a learning community characterized by inclusive engagement with diverse peoples and perspectives. Their endeavors will ensure that an emphasis on inclusion and diversity will continue to define USD in years to come.

## Appendix 5 – Integrated Learning

Two years before “integrated learning” was chosen as one of USD’s Strategic Directions initiatives, professional staff in Student Affairs were reaching out to key players in Academic Affairs to discuss ideas for re-energizing and redefining the first-year experience (FYE) for incoming freshmen students. The Executive Council elected to build upon this promising foundation by making it a Strategic Directions initiative in 2005, with the intention of later expanding the focus beyond the freshman year. Therefore, the task force was charged “to explore the features of integrated learning experiences at all levels and create the institutional framework to support those experiences, beginning with the freshman year and expanding to broader initiatives.”

During 2005-06, the task force developed a multi-pronged approach to facilitate students’ transition to college life:

- Enhance the intellectual component of freshmen orientation by developing a more academically-focused experience called “Torero Days,” with complementary targeted information sessions for parents. Incorporate “Discover San Diego” activities to introduce new students to the city.
- Expand the FYE Workshops to supplement Torero Days by providing continued assistance for freshmen adapting to life on the USD campus. Develop an FYE Resource Book of articles written by USD experts on a wide range topics related to college success. Provide a printed copy and also post it online for convenient access.
- Strengthen the preceptorial classes, which were originally developed to ease students’ transition to college by providing a Preceptor to serve as the course instructor as well as the students’ advisor.
  - Add an upper-class Preceptorial Assistant (PA) to each class to act as a peer mentor and serve as liaison between the faculty Preceptor and the freshmen students. PAs would be recruited and nominated by faculty members and selected through an application and interview process.
  - Decrease inconsistencies among preceptorial classes by training Preceptors and PAs to adhere to a set of common standards.
  - Develop a contract for Preceptors to articulate the roles and responsibilities of the position.
  - Recognize excellent service by creating an “Outstanding Preceptor” award to be presented to three recipients at the fall convocation.
- Enrich the residence hall experience for all freshmen living on campus.
  - Redefine the role of Resident Assistant (RA) to “FYE RA” with a more specific job description and specialized training. Through a program called “Project Blue,” connect every first-year student living on campus with an FYE RA.
  - Create the position of FYE Resident Director (RD) to coordinate activities across all freshman halls.
  - Establish a new residential learning community (RLC) limited to FYE students, titled “Thinking Globally.”

- Develop programs in the residence halls to smooth students' adjustment to college life.

The task force also developed an assessment plan so they could evaluate how well the program was working. In the course of assessing the program, they identified several areas that needed further development. Many freshmen did not use the resource book, and the PA role needed to be better defined to make PAs more helpful to students. On the positive side, assessment revealed that the collaboration between Academic Affairs and Student Affairs gave everyone involved a better understanding of the FYE process.

In subsequent years, the task force has worked to address program weakness. The resource book has become an extensive set of online resources, and the book is no longer printed. The FYE Workshop series, now called “Fresh@USD,” features over 40 sessions offered during fall semester on topics related to the academic, personal, and social transition to college. To help define and clarify the PA’s role in the preceptorial program, the task force created a PA Council of student leaders to oversee the program. The release time awarded to Preceptors was increased to enhance the attractiveness of the position.

The task force developed several possible alternatives for an organizational structure to support an integrated first-year experience. Currently, an FYE Advisory Board and several FYE Advisory Councils oversee the program.

A new initiative, the second-year experience (SYE), was launched in 2007 to expand integrated learning to the sophomore year. The new task force explored ways to build on the first-year experience and carry it into the second year. Freshmen students are required to live in residence halls, and this group was charged to investigate whether a second-year housing requirement would be beneficial for solidifying students’ connection to USD. The task force launched a summer newsletter to keep second-year students in contact with USD and hosted a barbecue to welcome them back in the fall. They developed a calendar of events for second-year students, including a workshop series, an internship fair, a majors fair, and a hunger banquet as the feature event. Planning is underway to enhance academic advising for second-year students to help bridge the gap between preceptorial advising and advising in the major.

Beginning in fall 2009, a formal “organizational partnership” between Student Affairs and Academic Affairs will be launched. The Center for Student Success (Student Affairs) and the College of Arts and Sciences’ Associate Dean for Advising and Curriculum (Academic Affairs) will share responsibility for leading and overseeing the first- and second-year experience initiatives and for developing and assessing targeted interventions to improve student retention. In addition, future plans for integrated learning will address the junior and senior years, with capstone experiences, career preparation, and other curricular and extracurricular preparation for life after USD. Integrated learning initiatives at the graduate level will reflect the priorities and experiences of different disciplines.

## Appendix 6 – International

In 2005, Internationalization was identified as a Strategic Direction for the University of San Diego. A committee of faculty and administrators from various offices across campus came together to form the Global Group. As the Global Group transitioned into the International Council in 2006, a recommendation was made to the administration to create an International Center to house and centralize our international efforts and streamline the process of internationalizing the USD campus. In fall of 2007, the International Center was inaugurated, and a new full-time leadership position, Associate Provost for Internationalization and Director of the International Center, was created and filled. In addition, two new oversight committees were created to provide vision and guidance to the International Center. The International Center Advisory Council and the International Studies Abroad Committee worked together to produce the following International Mission Statement:

The University of San Diego is committed to actively promoting awareness, appreciation, and respect for the complexity of cultural, political, environmental, and social issues worldwide while creating a campus environment that builds theoretical and practical skills needed to interact effectively in today's global society.

### **Accomplishments Since Fall 2007**

The establishment of the International Center made it possible to consolidate several previously existing offices from various areas on campus. The School of Business and College of Arts and Sciences undergraduate study abroad offices were consolidated into the International Studies Abroad area. The Student Affairs International Student Office and the Academic Affairs International Services office (Visa and Immigration office) were consolidated to create the International Students and Scholars area. In addition, the International Opportunity Grants for faculty and staff were expanded. The new grant program overseen by the International Center awarded grants totaling \$60,000 in 2007-08 and \$32,000 in fall 2008 to faculty and staff conducting research and participating in conferences in new international locations.

In the International Studies Abroad area, we have experienced an 80% increase in intersession abroad program enrollments since 2006 and a 32% increase in semester program enrollments. New program locations for undergraduate and graduate study now include: Argentina, Australia, Brazil, Chile, China, Costa Rica, Dominican Republic, Guatemala, Hungary, India, Northern Ireland, Morocco, Peru, Philippines, Puerto Rico, Turkey and Uganda. Since 2006, USD has climbed twenty points in the rankings and now ranks 6<sup>th</sup> in the nation among 40 top doctoral institutions for undergraduate student participation in study abroad programs according to the Institute of International Education and Open Doors report of 2008.

In the International Students and Scholars area, we have experienced a 50% increase in enrollments for fall 2008 of F1 Degree Seeking Freshman and a 35% increase in transfer students. The International Students and Scholars area also created a new program called Abroad at USD (Free Mover Program), which allows non-degree seeking students from

other countries to study at USD for one semester or one year and pay tuition directly to USD.

### **2009-2014 Goal Statement**

Over the next five years, the University of San Diego will become a well-recognized, leader among colleges and universities in the area of international affairs. We will strengthen our efforts to recruit more international students and scholars, as well as create new partnerships and affiliations for international study and service abroad opportunities for members of the USD community. In addition, we will develop a comprehensive marketing strategy to increase the international visibility of USD. To broaden our pool of qualified candidates, we will seek additional scholarships for incoming international students. We also will seek to enhance scholarship support for USD students studying abroad. Finally, we will continue to increase our funding for faculty research grants to further enhance the internationalization of the USD curriculum across the six academic units.

### **Specific Future Goals**

#### International Students & Scholars Area:

- Develop coordinated recruiting strategies for international students and scholars in collaboration with international admissions.
- Work more closely with deans to attract international faculty for full-time, tenure track positions as well as visiting scholar appointments and exchanges.
- Develop more aggressive marketing strategy for Abroad at USD program (Free Mover Program).
- Increase number of scholarships for international student applicants.
- Increase % of entering freshman class (F1 students) by 50% each year for the next five years and overall international student representation to 10% (currently at 3%) by the 5 year mark.

#### International Studies Abroad Area:

- Establish new partnerships for exchange to replace traditional enclave or island programs and create affiliations with less expensive third party providers in regions of the world in which enclaves are still necessary.
- Work closely with the ISA Faculty Committee to identify new locations for our students congruent with faculty and student areas of interest.
- Work closely with the ISA Faculty Committee to infuse existing programs with an integrated learning model to include internship, service learning and practicum training abroad.
- Work closely with the Deans of the School of Business and the College of Arts and Sciences to create a Studies Abroad Curriculum Committee to oversee and approve courses.
- Collaborate more closely with the graduate programs on international studies to ensure uniformity across campus.
- Institutionalize our new paperless portal (Studio Abroad) for all international programs on campus

Committees:

- Appoint members to the International Studies Abroad Committee and the International Center Advisory Council with commitment to and vision for USD internationalization efforts.
- Create more specific guidelines for funding International Opportunity Grants.
- Work more closely with faculty to internationalize the USD curriculum through workshops and professional development opportunities on campus and abroad.

Internationalization to International Affairs:

- Transition from Internationalization to International Affairs in order to move away from the process of internationalizing the campus to more implementation and management of international programs and outreach.
- Explore the creation of a Global Village to house the International Center and other areas on campus involved in the internationalization process, as well as residence halls for international students.
- Continue collaborative efforts between Academic Affairs and Student Affairs to cultivate existing intersections between domestic and international students and scholars.
- Operate with more meaningful intentionality with regard to cross-cultural programming during the on-campus orientations.
- Integrate International Students and Scholars by working more closely with residential life to create international residence halls.

We have made great strides over the last year, and we will continue our efforts to raise the profile of USD as a leader in international education.

## Appendix 7 – Catholic Social Thought and Intellectual Tradition

The Catholic Social Thought (CST) Strategic Directions Committee was formed during the 2005-06 academic year. Their excellent work through 2007-08 included identifying existing campus programs and services that support USD's core values; exploring additional avenues for engaging the campus in dialogue about Catholic social thought; and surveying other Catholic institutions about their values-based programs. The CST committee, often in partnership with other campus groups, sponsored public lectures for faculty, staff, and students by well-known academic experts around the country in various aspects of Catholic social thought and sponsored a faculty workshop on integrating Catholic social thought into the curriculum.

An important outcome of the dialogue stimulated by the CST Committee's work was an increased awareness of the extensive amount of CST-related activities taking place at USD and the numerous units and organizations involved in sponsoring these activities. These include: the Romero Center, the Center for Christian Spirituality, Community Service Learning / CASA, CHR@USD, the Institute for Peace and Justice, and the Trans-Border Institute. In 2008-09, a Council for the Advancement of Catholic Social Thought was formed with representatives from each of these groups and others. The Council's purpose is to communicate, coordinate, and grow USD's Catholic social thought activities.

In addition, the Center for Catholic Thought and Culture (CCTC) was launched in 2008-09. The purpose of the Center is:

- To develop thought-provoking programs that will engage the University and local community in critical dialogue with the Catholic intellectual tradition
- To promote Catholic Social Teaching and its integration into the academic life of the University community
- To provide conferences, liturgical and cultural events and exhibits that showcase the Catholic Church's rich heritage and its contributions to the arts, letters and sciences and to all which ennobles humans to pursue what is right and just
- To provide faculty with opportunities and financial support to develop quality courses that expose students to the Catholic intellectual tradition

Through the development of various programs and events, the Center will provide the University and the local community with opportunities to consider and find enrichment in the intellectual, social, cultural and spiritual traditions of the Catholic Church in which the University's identity is rooted. The Center encourages and welcomes the participation of all members of the University community. Dedication to academic excellence and relentless inquiry, regardless of academic discipline or religious tradition, is essential to the Center and the purpose and character of a Catholic university.

In 2008-09, the Center for Catholic Thought and Culture is developing and sponsoring many activities and events, including the new faculty orientation program, an inaugural

faculty travel seminar on Catholic Health Care and Health Care Ethics in Rome, a Catholic social teaching seminar for faculty, and public lectures by academic experts on topics such as the local and papal leadership of the Church and science and religion. The Center also is organizing and producing Lessons and Carols, a celebration of the Christmas story through scripture readings and hymns, for the USD and local community. In addition, the Center is leading a healing and reconciliation service for USD faculty and staff during Lent which considers our responsibility for and shortcomings with regard to care for the Earth. Finally, the Center sponsors faculty participation in academic programs offered at other universities, e.g., Collegium and Substantially Catholic, that explore the Catholic intellectual tradition and an academic vocation.

Future goals for the Center for Catholic Thought and Culture include securing funding for a full-time academic director of the Center, continuing and expanding the rich array of programs offered during the Center's inaugural year, hosting visiting scholars, and developing a resource collection available for USD faculty, staff and students.

## Appendix 8 – Sustainability

Strong interest from USD's student body provided the impetus for adding sustainability as a Strategic Directions initiative, coupled with the recognition that sustainability was an excellent fit with the university's Catholic identity, its grounding in Catholic Social Thought, and its emphasis on educating ethical citizens. A Sustainability/Climate Change Task Force with broad campus representation was convened in November of 2007 and charged by the President to "inventory educational, research operations, facilities initiatives, and service learning experiences currently in place at USD that support sustainability and/or climate change programs; survey best practices at other universities; and develop a strategic plan by March 2008 that will encompass the elements of education, research, service, and operations."

By joining AASHE, the Association for the Advancement Sustainability in Higher Education, the university allied itself with other schools committed to sustainability and began studying best practices. Task force members undertook an inventory of sustainable practices at USD, which revealed that many good practices were already in place. Nevertheless, the list of potential projects was almost limitless, and members recognized the need to select and prioritize a combination of short-term and long-term projects most practical and promising for USD. In implementing their charge, the task force members focused their efforts on the following areas:

- Academics: USD's size and academic composition offer unique opportunities to create distinctive interdisciplinary collaborations, both in teaching and research. Faculty investigated ideas for integrating sustainability into coursework and programs as well as developing educational seminars and speaker series.
- Outreach and Community Relations: The task force approved the "Be Blue – Go Green" motto and logo, launched a sustainability newsletter, and worked with students, faculty, and staff to participate in Earth Week, Focus the Nation, and campus events to promote sustainability and increase awareness of USD's efforts. Sustainability was the theme of USD's annual All Faith Service in February of 2008.
- Operations Management, Auxiliaries: By purchasing more green supplies and materials, offering healthier and more sustainable alternatives for campus dining, and recycling more discarded materials, USD reduces waste and models sustainable behavior for the campus community.
- Operations Management, Physical Plant: Perhaps the greatest challenge is to manage the university's use of energy and water to ensure operational sustainability in the face of changing supplies. Baseline data for planning was obtained through energy and water audits. Establishing green standards for construction and renovation will ensure a more sustainable campus for the future.
- Campus Life: Sustainability begins at home, and our campus home must showcase our commitment by embracing sustainable practices and raising awareness among our students, faculty, and staff through educational programs, activities, incentives, and good examples.

Finally, task force members recognized that a viable sustainability program will require an organizational structure to support it. Successful institutional sustainability programs are directed by individuals with the authority to make decisions and the power to enforce them. To this end, they recommended that the Executive Council create a permanent sustainability office staffed by a full-time director and a half-time coordinator to build and maintain programs across campus.

During 2008-09, the task force continues to plan and implement programs that manifest USD's commitment to creating a more sustainable and environmentally friendly campus. Work proceeds on several fronts.

**Academics:** Instructional and research opportunities can build on USD's strengths, particularly the university's size and the willingness of its faculty to engage in cooperative, interdisciplinary ventures.

- An academic committee called Sustainability 2020, with representatives from all six academic units, is working to chart the academic and research future of USD in the realm of sustainability and climate change.
- School-specific groups of faculty are meeting to explore ideas for new courses, new majors and minors, and new research and community service activities related to sustainability, social responsibility, and care for the environment.
- The Burnham-Moores Center for Real Estate launched the first program awarding a Certificate in Land Use and Sustainable Community Development.
- SDG&E is funding ten full scholarships for students who work for local government and nonprofit organizations, and the company expects to fund more educational opportunities.
- Faculty and staff are submitting grant proposals to funding agencies, such as the MacArthur Foundation, to develop interdisciplinary programs across USD's departments.

**Facilities:** The university strives to make measurable progress in conservation of natural resources.

- Photovoltaic cells will be installed on the West Parking Structure by June 2009. Negotiations are underway to thermally heat the pool and athletic facilities at the Jenny Craig Pavilion.
- The Student Life Pavilion is being constructed as USD's first LEED Silver building.
- Campus master planning will include several discussions about ways to make our campus more sustainable from the environmental, social, and economic perspectives
- From March 2008 to early 2009, 15 million gallons of water have been saved at USD by reducing irrigation at each station on campus. USD will be installing WaterLink System hardware on a 15.1 acre-feet landscaped area on campus.

**Recycling:** USD has recycled materials for years but is expanding the scope of its efforts.

- Building recycling containers, paired with additional trash cans, will increase recycling efforts on campus, and improvements in custodial recycling practices will enhance these efforts.
- All classrooms and offices have blue recycling wastebaskets for commingled recyclables, and Facilities Management has added more conservation and recycling programs.

Students: USD students exhibit great energy and enthusiasm for saving the planet. We make an impact on the future by encouraging sustainable lifestyles through education and by example.

- The task force approved plans for a community garden, primarily for student use. Some of the food will be showcased as healthy dining options in the Student Life Pavilion.
- The USD Bookstore offers a wide range of recycled, sustainable, and fair trade items for sale in its new sustainability section.
- Student organizations are planning year-round events, including campus participation in local and national activities to raise awareness. Earth Week, including USD-sponsored participation in Earth Fair at Balboa Park, will be the central piece of 2009 student activities.

Progress is well underway to make the USD campus a greener place to work, study, and live.