

Strategic Action Plan 2019-2029

Focus Area 2: Academics

Mission Statement: The University of Holy Cross, a Catholic institution of higher learning, is an inclusive student-centered learning community focused on academic excellence and innovative teaching. Rooted in the traditions of the Marianites of Holy Cross, the University is committed to educating the minds and hearts of its students through freedom of inquiry, the pursuit of truth, and compassionate care for all.

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Academic Programs & Student Learning			
Goal 1: Create and robustly support academic programs and resultant student learning.			
Objective 1: To implement educational practices that support an increase in the AY 15/16 a) first-year student retention rate from 63% to 69%, b) six-year undergraduate degree completion rate from 36% to 43% by the end of AY21/22, and c) graduate student success			
ACTION STEP 1 (priority H=High, M=Moderate, L=Low)	<input checked="" type="checkbox"/> H <input type="checkbox"/> M <input type="checkbox"/> L	Implement, maintain, and guide the "Let's Write Right" Quality Enhancement Plan (QEP) toward institutionalized status beyond the submission of its five-year impact report to our institutional accreditor, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).	
TIME FRAME (anticipated start/estimated completion)	Currently in progress; impact report due to SACSCOC in March 2023; expected implementation through 2029.		
RATIONALE (relationship to enrollment, quality programs)	Proficiency testing, supplemental writing instruction via ENG 201, and writing intensive courses at the 300 and 400 levels increase quality learning opportunities and resultant success rates amongst students, thereby acting in support of enrollment, retention, and completion.		
ASSESSMENTS & BENCHMARKS (include time frame)	QEP Impact Report; end of course surveys; National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) plus modules; syllabus and writing assignment checklists; Association of American Colleges and Universities (AAC&U), Valid Assessment of Learning in Undergraduate Education (VALUE) Rubrics for Written Communication and Integrative Learning (rubric benchmarks differ at the 300 and 400 levels).		
DOCUMENTATION (deliverables; proof that benchmark achieved)	QEP Impact Report; end of course surveys; NSSE and FSSE surveys and modules; syllabus and writing assignment checklists; AAC&U Written Communication and Integrative Learning VALUE Rubrics (benchmarks differ at the 300 and 400 levels).		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	QEP Co-Directors, including the VP for Academic Affairs/Provost, and Chair of the Humanities Department; QEP Committee; Academic Council; designated Writing Intensive Instructors		
ESTIMATED COSTS	In addition to the annual QEP budget, \$3,350 will be needed in AY 19/20 and AY 24/25 for assessment tools administered in five-year intervals, the NSSE and FSSE (plus modules). Total cost = \$6,700		
STATUS	Currently in progress.		

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<p>ACTION STEP 2 (priority H=High, M=Moderate, L=Low)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>H M L</p>	<p>Support the creation of new degree programs and concentrations (i.e., the Doctor of Education program in Nursing Education/Instructional Leadership) that use diverse modes of instructional delivery, are appropriate to the marketplace, and build upon institutional strengths.</p>
<p>TIME FRAME (anticipated start/estimated completion)</p>	<p>Funding to begin in AY 20/21 and continue through AY 28/29</p>		
<p>RATIONALE (relationship to enrollment, quality programs)</p>	<p>In a market driven economy, it is important to offer programs (face to face, distance, and hybrid) that respond to the emerging needs of current and potential students and thereby act in support of enrollment, retention, and completion.</p>		
<p>ASSESSMENTS & BENCHMARKS (include time frame)</p>	<p>Program proposals and curricular changes are brought before the Academic and Graduate Councils monthly during the academic year; enrollment data is monitored by department chairs subsequent to program implementation; the achievement of student learning outcomes is reported via annual preliminary and final Institutional Effectiveness Plans (IEPS).</p>		
<p>DOCUMENTATION (deliverables; proof that benchmark achieved)</p>	<p>Program proposals, Academic and Graduate Council minutes, enrollment data with completion rates, IEPS</p>		
<p>PERSON(S) RESPONSIBLE FOR IMPLEMENTATION</p>	<p>Provost and VP for Academic Affairs, Department Chairs, Academic and Graduate Councils</p>		
<p>ESTIMATED COSTS</p>	<p>During the development phase, \$2,500 per semester will be needed to compensate each instructor(s) who develops a new program. Compensation may be in the form of a stipend or one course reduction each semester of the development phase. Estimated implementation costs of new programs vary and are reflected in pro forma (included in new program proposals) developed in collaboration with the Finance Department. A one-time \$30,000 reserve fund for the development and implementation of new programs should be budgeted in AY 20/21. The Doctor of Education in Nursing Education/Instructional Leadership is unique in that it will require the hire of a full time director during the development phase. Unlike most academic departments, the nursing faculty is tightly scheduled; none have sufficient time to serve in this capacity. In AY 20/21 and 21/22, the Director's salary for development of the Doctor of Education in Nursing Education/Instructional Leadership will require a separate allocation of \$100,000 plus benefits at 20% (\$20,000) = \$240,000. Implementation costs will be determined at a later time.</p>		
<p>STATUS</p>	<p>Proposal stage</p>		

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<p>ACTION STEP 3 (priority H=High, M=Moderate, L=Low)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>H M L</p>	<p>Expand tutoring in the Center for Teaching and Learning (CTL) by increasing support for academic success in subject areas of greatest need, science and mathematics.</p>
<p>TIME FRAME (anticipated start/estimated completion)</p>	<p>Beginning with the fall 2020 and spring 2021 schedules, add three full tutoring contracts (six hours each per week) in biology, chemistry, and anatomy and physiology (gateway course for nursing and allied health); Beginning summer 2022, establish a summer schedule (currently tutoring available in fall and spring only) by budgeting one full tutoring contract in mathematics in each of the two summer sessions.</p>		
<p>RATIONALE (relationship to enrollment, quality programs)</p>	<p>Low completion rates, based on DFWI analysis in targeted courses, indicate additional academic support is necessary to sustaining optimum enrollment levels and satisfactory course completion. Students enrolled in mathematics classes during the summer (currently tutoring available in fall and spring only), especially those taking statistics and developmental mathematics, are in particular need of support, as do students enrolled in science classes in chemistry, biology, and anatomy and physiology (limited tutoring currently offered) during the fall and spring semesters.</p>		
<p>ASSESSMENTS & BENCHMARKS (include time frame)</p>	<p>CTL tutoring logs and student surveys, as well as course completion rate comparisons done on a semester-to semester basis, are expected to reveal incremental gains in support of the additional expenditure for tutoring services.</p>		
<p>DOCUMENTATION (deliverables; proof that benchmark achieved)</p>	<p>CTL tutoring logs and student surveys, course completion rate comparisons</p>		
<p>PERSON(S) RESPONSIBLE FOR IMPLEMENTATION</p>	<p>Provost and VP for Academic Affairs, VP for Student Affairs</p>		
<p>ESTIMATED COSTS</p>	<p>Beginning in AY 20/21, \$7,500 per semester for three full contracts would be added to the tutoring budget for spring and fall, totalling \$45,000. Over the course of eight years, the cost would be \$360,000. Beginning in AY 21/22, one full tutoring contract in each of the summer sessions would be an additional \$5,000 or \$35,000 over the course of seven years. The total cost for incremental increases in the number of CTL tutors in mathematics and the sciences would be \$395,000 over a period of eight years.</p>		
<p>STATUS</p>	<p>Proposal stage.</p>		

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ACTION STEP 4 (priority H=High, M=Moderate, L=Low)	<input type="checkbox"/>	H	Incrementally increase electronic library resources in support of academic programs and courses, thereby promote student success.
	<input checked="" type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	The Library budget should be increased incrementally, over a three year period of time (AY 20/21-AY22/23), to support the acquisition of needed resources heretofore unfunded.		
RATIONALE (relationship to enrollment, quality programs)	Library resources that are appropriate to course/program content enhance learning opportunities for students and act in support of enrollment, retention, and completion. Unfunded needs relative to electronic and print library resources place limitations on student success.		
ASSESSMENTS & BENCHMARKS (include time frame)	Anticipated library expenditures are included in pro forma for new programs and in new course proposals. Pro forma expenditures, when compared to actual expenditures, inform an evolving list of unfunded library resource needs, as identified by the Library Director and faculty.		
DOCUMENTATION (deliverables; proof that benchmark achieved)	Library budget and annual report, new program proforma; Library Committee, Graduate Council, and Academic Council minutes.		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Director of Library Services, Academic and Graduate Councils, Library Committee		
ESTIMATED COSTS	AY 20/21 Doody's Essential Collection eBooks one time purchase = \$10,685; AY 21/22 ATLA Religion Database with ATLASerials (\$8,879), Bates' Visual Guide to Physical Examination (\$8,673), ProQuest Dissertations & Theses Global Full Text (\$4,203) yearly subscriptions = \$21,755; AY 22/23 JSTOR Arts and Sciences VIII, X, XII, XII, XV (\$2,000), EBSCO's Scientific & Medical Art Imagebase (\$1,704), Visible Body on Ovid (\$5,820) yearly subscriptions = \$9,524 + \$21,755 = \$31,279 continuing through AY 28/29. Grand total for needed Library resources AY 20/21 through AY 28/29 = \$220,114. Note: additional resources have been identified, but as of March 22, 2019, pricing is not available. The grand total,		
STATUS	Proposal stage		

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ACTION STEP 5 (priority H=High, M=Moderate, L=Low)	<input type="checkbox"/>	H	To increase dual enrollment participation at UHC by high school juniors and seniors through various means, including participation in Course Choice, a cost free program offered to public high school students by the Louisiana Board of Elementary and Secondary Education (BESE).
	<input checked="" type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	Fall 2019 and throughout 2029		
RATIONALE (relationship to enrollment, quality programs)	Dual enrollment partnering with secondary schools in Louisiana has the potential to increase first-year undergraduate enrollment. Those who enroll as freshmen at UHC are moved closer to timely degree completion because of the early start that dual enrollment affords and significant cost savings.		
ASSESSMENTS & BENCHMARKS (include time frame)	Signed agreement with Louisiana BESE, listing of dual enrollment students and schools by semester, end-of-course student surveys; in AY 18/19 the number of dual enrollment students at UHC is sixty-one; it is expected that the number will have grown by approximately 25% or from sixty-one to seventy-five enrollees in AY 28/29.		
DOCUMENTATION (deliverables; proof that benchmark achieved)	Signed agreement with Louisiana BESE, listing of dual enrollment students and schools by semester, end-of-course student surveys		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Provost and VP for Academic Affairs, VP for Student Affairs, VP for Enrollment Management		
ESTIMATED COSTS	TBD		
STATUS	In progress		

Objective 2: To strengthen institutional effectiveness through enhanced research, assessment and monitoring, collaboration with other higher education institutions, and the acquisition of external funds in support of academics.			
ACTION STEP 1 (priority H=High, M=Moderate, L=Low)	<input checked="" type="checkbox"/>	H	Add a Director of Research and Assessment position in the Office of Academic Affairs.
	<input type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	The University's Fifth Year Interim review is due to SACSCOC in March 2023. Preparation for this report should begin two years in advance of the deadline. It is critical that the position be filled by AY 21/22.		
RATIONALE (relationship to enrollment, quality programs)	Institutional effectiveness monitoring is a critical element in ensuring quality programs and resultant student success. Currently, the Provost and Academic Vice President is acting in partial fulfillment of that role. Preparation for the SACSCOC Fifth Year Interim Report and the accompanying QEP Impact Report will require the assistance of additional personnel. At this time, the Provost and Academic Vice President is the primary possessor of the knowledge base needed for institution-wide compliance to accreditation standards. Aside from that consideration, the regular duties of a Director of Research and Assessment include assessment of program sustainability and effectiveness, assessment of administrative unit goals and outcomes, monitoring of the strategic plan, providing necessary data needed for budget preparation including salaries, etc.		
ASSESSMENTS & BENCHMARKS (include time frame)	Annual employee evaluations to include a review of goals and outcomes mutually agreed upon by the Director of Research and Assessment and the Provost and Vice President for Academic Affairs.		
DOCUMENTATION (deliverables; proof that benchmark achieved)	Employee evaluations, documents prepared in accordance with job responsibilities		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Director of Research and Assessment (proposed) and the Provost and Vice President for Academic Affairs		
ESTIMATED COSTS	Beginning in AY 21/22, funding for this position will be \$75,000 for salary plus \$15,000 in benefits (20%) annually or \$90,000. Over a period of eight years, from AY 21/22 through AY 28/29, the total cost for a Director of Research and Assessment would be \$720,000.		
STATUS	In progress.		

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<p>ACTION STEP 2 (priority H=High, M=Moderate, L=Low)</p>	<input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>H M L</p>	<p>Administer the Educational Testing Service (ETS) Proficiency Profile, a standardized assessment of general education core proficiencies in the dimensions of reading and critical thinking, writing, and mathematics.</p>
<p>TIME FRAME (anticipated start/estimated)</p>	<p>The ETS Proficiency Profile was previously administered in five year intervals (2010 and 2015); testing will again be needed in AY 19/20 and AY 24/25.</p>		
<p>RATIONALE (relationship to enrollment, quality programs)</p>	<p>Institutional effectiveness monitoring is a critical element in ensuring quality programs and resultant student success. Administration of this standardized test to students at the junior level helps meet requirements for accreditation and accountability initiatives.</p>		
<p>ASSESSMENTS & BENCHMARKS (include time frame)</p>	<p>2015 ETS Proficiency Profile results shall serve as the baseline; benchmarks will be to meet or exceed the percentage of respondents classified as marginal or proficient in each skill dimension (Reading Level 1, 70%; Critical Thinking, 7%; Writing Level 1, 85%; and, Mathematics Level 1, 60%).</p>		
<p>DOCUMENTATION (deliverables; proof that benchmark achieved)</p>	<p>Comparative analyses of ETS Proficiency Profile results from 2015, 2020, and 2025</p>		
<p>PERSON(S) RESPONSIBLE FOR IMPLEMENTATION</p>	<p>Provost and VP for Academic Affairs and Director of Research and Assessment (proposed)</p>		
<p>ESTIMATED COSTS</p>	<p>Each administration of the ETS will cost \$1,450. Total cost = \$2,900</p>		
<p>STATUS</p>	<p>In progress.</p>		

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ACTION STEP 3 (priority H=High, M=Moderate, L=Low)	<input type="checkbox"/>	H	Maintain, monitor, and increase the number of collaborative agreements with higher education institutions and related entities.
	<input checked="" type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	In process and on-going		
RATIONALE (relationship to enrollment, quality programs)	Agreements with other higher education institutions serve as positive publicity for the University and increases the likelihood that students will consider transferring to UHC; review of agreements provides quality assurances necessary to maintaining strong academic programs and resultant student success.		
ASSESSMENTS & BENCHMARKS (include time frame)	Periodic collaborative agreement reviews, according to the differing time frames within the agreements, shall include comparisons of student success rates for those participating in the agreement and a comparable set of those who are not. A benchmark for new agreements is to exceed the twelve agreements (1 transfer-only, 1 off-site, and 10 articulation) in place in Spring 2019 by 25% (fifteen) in AY 28/29.		
DOCUMENTATION (deliverables; proof that benchmark achieved)	Collaborative agreements and correspondence between partnered institutions. An increase in the number of agreements will be documented by a listing of active collaborative agreements maintained by the Provost. Students who enroll under the auspices of an agreement are coded and tracked in PowerCampus. Tracking affords compilation of comparative success rates to be used for documentation. Further deliverables include quality assurance reviews performed by UHC in collaboration with other higher education institutions.		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Provost and Vice President for Academic Affairs and Vice President for Student Affairs.		
ESTIMATED COSTS	None		
STATUS	In progress		

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ACTION STEP 4 (priority H=High, M=Moderate, L=Low)	<input type="checkbox"/>	H	Add a part time Director of Grants and Sponsored Research position in the Office of Academic Affairs.
	<input checked="" type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	This position should be added in AY 22/23 and continue through AY 28/29.		
RATIONALE (relationship to enrollment, quality programs)	Quality academic programs directly correlate to student enrollment. Thus, ensuring optimum enrollment and student success depends on academic programs being adequately supported by financial resources. Greater access to external funds and effective monitoring of sponsored program expenditures will benefit academic programs and increase institutional effectiveness.		
ASSESSMENTS & BENCHMARKS (include time frame)	Employee evaluations, documents prepared in accordance with job responsibilities, and funded grants that exceed the cost of salary and benefits associated with the position.		
DOCUMENTATION (deliverables; proof that benchmark achieved)	Employee evaluations, documents prepared in accordance with job responsibilities		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	Director of Research and Assessment (proposed) and the Provost and Vice President for Academic Affairs		
ESTIMATED COSTS	Beginning in AY 22/23, funding for this part time position would be \$35,000, with no benefits. Financial incentives will be added for the acquisition of funded grants exceeding \$100,000 per annum. Over a period of six years, from AY 22/23 through AY 28/29, the total cost of employing a part time Director of Grants and Sponsored Research, not including incentives = \$210,000. An alternate approach, with comparable cost, would be to release a faculty member from one half of his/her full time teaching schedule (with production bonuses) in order to fulfill this role.		
STATUS	Proposal stage		

Highly Qualified Faculty			
Goal 2: Recruit and retain adequate numbers of highly qualified faculty.			
Objective 1: To implement faculty pay schedules that are competitive in the local marketplace.			
ACTION STEP 1 (priority H=High, M=Moderate, L=Low)	<input checked="" type="checkbox"/>	H	In order to develop a plan for incremental salary increases for full time faculty at competitive rates, UHC needs to purchase access to and analyze CUPA-HR faculty salary data and filter according to peer institutions in the local marketplace and elsewhere, as applicable.
	<input type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	Conduct research in AY 21/22 using CUPA-HR data; develop and vet plan in AY 22/23; begin implementation of incremental salary increases AY 23/24 through AY 28/29.		
RATIONALE (relationship to enrollment, quality programs)	Competitive salaries are necessary to attract and retain the qualified faculty members who are responsible for the quality programs that attract student enrollment. 2017-2018 Higher Ed Jobs data (derived from open access CUPA-HR findings) indicates that Nationwide, across all departments, the average annual earnings of assistant professors (\$67,231), associate professors (\$75,284), and full professors (\$93,830) are higher than those afforded by UHC, whose starting salaries range from assistant professors (\$42,500-52,499), associate professors (\$52,500-62,499), and full professors (\$62,500-72,499). This apparent gap would be further clarified by UHC access to CUPA-HR full-time faculty salary data filtered according to peer institutions in the geographic area as well as other Holy Cross colleges and universities.		
ASSESSMENTS & BENCHMARKS (include time frame)	Report that includes incremental salary recommendations for full-time faculty, based on information gleaned from CUPA-HR data and UHC human resources records completed by the proposed Director of Institutional Research and Assessment (if funded; see Goal 1) by end of AY 21/22; vet recommendations through appropriate bodies by the end of AY 22/23; start implementation of incremental salary adjustments in AY 23/24		
DOCUMENTATION (deliverables; proof that benchmark achieved)	CUPA-HR invoices, HR data, salary report, meeting minutes and approvals, implementation completed by AY 28/29		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	VP and Provost for Academic Affairs, Director of Research and Assessment (proposed), Director of Human Resources, President, and VP for Finance		
ESTIMATED COSTS	Eight years of CUPA-HR institutional membership, AY 21/22 through AY 28/29 at \$615 per year would total \$4,920 (not including the cost of specialized services). Access to the data afforded by membership would only be an initial step in determining the extent of the pay gap and developing an action plan for incremental steps toward faculty salary equity with peer institutions from AY 23/24 through AY 28/29. At this initial stage, a mean comparison of average salaries for assistant professors, associate professors, and professors using 2017-2018 Higher Ed Jobs data (\$67,231 + 75,284 + \$93,830 = \$78,733) and mid-range averages of UHC full time faculty salaries (\$47,499 + \$57,499 + \$67,499 = \$57,499) indicates that a 38% increase would be needed to bring salaries up to national levels. Caveat: once the increases are in place, they may no longer be competitive. Equity with peer institutions is not expected to require as great an increase.		
STATUS	Proposal stage		

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ACTION STEP 2 (priority H=High, M=Moderate, L=Low)	<input checked="" type="checkbox"/>	H	Implement across the board stipend increases for adjunct faculty stipends and full time faculty overloads (over a three year period) that ultimately double what is currently allotted, making those allotments comparable to what is currently paid by a comparable four-year institution in the local marketplace. Caveat: once the increases are in place, they may no longer be competitive.
	<input type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	Implement cumulative increases to yield a 27% gain over a three year period, AY 20/21, AY 21/22, and AY 22/23.		
RATIONALE (relationship to enrollment, quality programs)	Competitive stipends are necessary to attract and retain the qualified adjunct and overload instructors that are needed for quality programs that attract student enrollment. In the past, UHC increased adjunct and overload stipends when they fell below the rate that Delgado offered. Now that UHC is a university, stipend increases should be commensurate with the least expensive, local four-year university, UNO.		
ASSESSMENTS & BENCHMARKS (include time frame)	It is difficult to access adjunct stipend and full time faculty overload compensation amounts awarded by other higher education institutions, especially for the private sector. Our last increase was in 2015 when UHC used Delgado's rate of pay as a benchmark. Delgado's rate has since surpassed that of UHC. Since UHC is now a University, the benchmark would be better served by a four year institution. Since UNO is our greatest competitor for adjunct instructors amongst four-year institutions, their rate of pay was selected as a benchmark. A comparison dated 4-2-19, finds that UHC pays master level instructors \$2,100 to teach three credit hour undergraduate courses, Delgado pays \$2,150, and UNO pays \$4,000. A \$4,000 benchmark was therefore set for master level instructors to teach three credit hour undergraduate courses. This target is to be achieved via incremental increases over a three year period of time (AY 20/21 to AY 22/23) starting with a baseline of \$760,327 in actual expenditures in FY18.		
DOCUMENTATION (deliverables; proof that benchmark achieved)	Budget reports, published stipend scales		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	President, Provost and VP for Academic Affairs, VP for Finance, Director of Human Resources		
ESTIMATED COSTS	In order to approach the benchmark of \$4,000 for masters level instructors to teach three credit hour undergraduate courses, it is important to consider the current UHC pay differential scale: master level teaching undergraduate courses (\$700 credit hour, \$2,100 three hour class); master level teaching master courses (\$725 credit hour, \$2,175 three hour class); master level teaching master courses (\$750 credit hour, \$2,250 three hour class); and, master level teaching master courses (\$800 credit hour, \$2,400 three hour class). The UNO benchmark (\$4,000) is 79% greater than the mean of the UHC scale (\$2,231). Incremental adjunct/overload faculty stipend increases of \$200,200 above the baseline (\$760,327) for AY20/21, AY21/22, and AY22/23 would result in \$600,600 additional expenditure . Over the life of the strategic plan, from AY 20/21 through AY 28/29, the additional cost would be \$3,603,600. Caveat: once the increases are in place, they may no longer be competitive.		
STATUS	Proposal stage		

Objective 2: To provide increased support for full time faculty professional development.			
ACTION STEP 1 (priority H=High, M=Moderate, L=Low)	<input type="checkbox"/>	H	Increase funds budgeted for professional development, including professional licenses, to \$1500 per full time faculty member.
	<input checked="" type="checkbox"/>	M	
	<input type="checkbox"/>	L	
TIME FRAME (anticipated start/ estimated completion)	AY 26/27 to AY 28/29.		
RATIONALE (relationship to enrollment, quality programs)	Increased professional development funding has been requested by full time faculty who are responsible for quality programs that attract student enrollment.		
ASSESSMENTS & BENCHMARKS (include time frame)	The FY 2019 annual budget includes \$82,900 (baseline) for full time faculty professional development.or an average allotment of \$1,315 per full time faculty member (63 as of 4/3/19). Reaching the \$1,500 benchmark (\$94,500) would be done via incremental, cumulative increases over a span of three years from AY 26/27 to AY 28/29, resulting in an overall ~14% increase.		
DOCUMENTATION (deliverables; proof that benchmark achieved)	budget reports		
PERSON(S) RESPONSIBLE FOR IMPLEMENTATION	President, Provost and VP for Academic Affairs, VP for Finance		
ESTIMATED COSTS	An incremental increase of \$3,900 each year from AY 26/27 to AY 28/29 would result in \$23,400 in additional expenditures over the life of the strategic plan. This would be above the FY 19 baseline of \$82,900 and represent a ~14% increase or \$1,500 per full time faculty member (63 on 4/3/19).		
STATUS	Yet to be implemented		