

STRATEGIC PLAN ANNUAL REPORT 2019-20

Envisioning 2024

Because the World Needs
Changemakers



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President's Message

Dear Campus Community,

As the University of San Diego finishes its fourth year of its *Envisioning 2024* strategic plan, it is clear that 2020 will continue to be a year of uncertainty.

In the midst of these tumultuous times prompted by the coronavirus, our students, alumni, faculty, and staff have been resilient in the wake of the global pandemic and in the face of racial injustices and other crises facing our nation. Toreros have been strong, but flexible, tenacious, and dependable, and always graceful in the face of change. This year, USD created a flexible academic plan that combines both in-person and remote instruction and the ability to shift from one mode to a hybrid approach depending on the volatile nature of the pandemic.

As we plan for our future, it's more crucial than ever to remain steadfast in our dedication to our five strategic goals: 1) Enhancing Student Learning and Success; 2) Strengthening Diversity, Inclusion, and Social Justice; 3) Improving Structural and Operational Effectiveness; 4) Elevating Faculty and Staff Engagement; and 5) Amplifying Local and Global Engagement and Reputation.

What we accomplished on this front during the 2019-20 academic year was significant before COVID-19 hit. To date, as part of our Strategic Initiatives effort, USD has provided over \$1.2 million over the past four years to 30 projects that support our goals. The Nonprofit Institute at USD facilitated hands-on internships with students at local San Diego organizations. The Urgent Challenges Collective focused on food insecurity and homelessness. And our Engineering Exchange for Social Justice finds just solutions to community challenges by combining technology with cultural, historical, and political knowledge. These and many more examples were highlighted during a virtual Summit held in the spring of 2020.

What the Torero family accomplished throughout the pandemic also exemplifies what it means to be an engaged, contemporary Catholic university where innovative Changemakers confront humanity's urgent challenges, our vision.

Our alumni, students, faculty, and staff manufactured ventilators, supported essential workers, and produced much-needed personal protective equipment. They wrote editorials cited in the Congressional Record of the U.S. Congress. They came together in song. They advocated for children. They prayed together and served on the front lines at the pandemic's epicenter.

We know when students begin classes next fall that their needs will be even greater than before. So, we focused our efforts on raising money for current-use scholarships, which can be awarded immediately to fill student needs and alleviate financial strain for students whose families have been hardest hit by this crisis. We also worked hard to make a USD education even more accessible to all students — especially those who are underrepresented or marginalized — by raising money to enhance existing scholarships and establish new scholarships.

Today's uncertainty calls upon us to continue aligning our decisions with our *Envisioning 2024* strategic plan. Now, more than ever, the world needs innovative Changemakers who will confront humanity's urgent challenges. In this report you will find myriad examples of how we are living up to that vision and why we are excited to look toward the horizon at what lies ahead as we empower students to live purposeful lives and prepare for our 75th anniversary in 2024.

A handwritten signature in black ink, appearing to read 'James T. Harris III'.

James T. Harris III, DEd



Mission

Why we are here

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 who are dedicated to ethical conduct and compassionate service.

Vision

Where we want to be by 2024

The University of San Diego sets the standard for an engaged, contemporary Catholic university where innovative Changemakers confront humanity's urgent challenges.

Core Values

Values we will use to get from our Mission to our Vision

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 have been adopted to support the mission and continued vision.

- Academic Excellence
- Knowledge
- Community
- Ethical Conduct
- Compassionate Service



Executive Summary

The University of San Diego's Strategic Plan *Envisioning 2024* was implemented in 2017. Since that time, the Strategic Planning Steering Committee and its subcommittees have worked to affirm USD's capacity to fulfill the institution's goals and opportunities through the integrated Strategic Planning process. This process includes dialogue with, and direction from, USD's Board of Trustees.



Despite the coronavirus pandemic impacting the university beginning in March 2020, the 2019-20 academic year yielded significant progress toward each of the five strategic plan goals. The *Core Curriculum finished its first complete cycle of assessment for all five competencies; the number of programs completing their

*Academic Program Reviews continues to progress; the Torero Promise program was expanded to guarantee that USD would meet 100% of the demonstrated financial need of accepted students; a new transfer of credit policy was adopted so that transfer students know how many and which of their completed courses will be accepted at USD; three USD students received Fulbright scholarships; the undergraduate Black non-Hispanic students' six-year graduation rate increased from 67% last year up to 77% this year with the prioritization of *diversity and inclusion initiatives; construction of the new Learning Commons and renovations to Copley Library were completed; approximately \$10.2 million in savings were identified through a combination of the Comprehensive Administrative Review process and efficiency initiatives; students, faculty, and staff developed real-world, hands-on, integrated courses and research projects designed to enhance sustainable environmental solutions on campus through the Campus as a Living Lab initiative; the newly completed 2018 greenhouse gas inventory revealed that USD



has decreased emissions by 21.3% and energy consumption by 35.5% versus the 2010 baseline; in accordance with the faculty compensation initiative, the first round of salary adjustments were provided to eligible tenure line faculty members with salaries below the minimum in the framework; in response to the rapid transition to remote teaching in Spring 2020, the Center for Educational Excellence immediately developed colleague-to-colleague support networks within departments with the Remote Faculty Facilitator Program; the School of Business, through the initiative and support of its Ahlers Center for International Business, launched USD's first residential degree offered outside of the U.S. (dual Master's of Science degree in Global Leadership in partnership with the Center for Technical and Higher Education University — or CETYS Universidad — in Mexico); and USD sports combined for the second-most team wins among West Coast Conference schools with 124 victories this year.

This report provides details on the various initiatives and measures in support of USD's strategic goals and pathways. Each of the five goals contains a dashboard with key performance indicators (77 KPIs in total), 27 (or 35%) in green have already met the 2024 target, 41 (or 53%) in yellow are progressing as intended toward the target, and 9 (or 12%) in red require attention to ensure USD meets its target. USD is looking forward to meeting all targets by 2024.

*Initiatives with an asterisk next to them are also initiatives related to USD's reaffirmation of accreditation with WSCUC in 2021.



Strategic Plan Explained

Inspired by faith, informed by our core mission and values, and dedicated to the ongoing legacy of our founders, the University of San Diego's strategic plan envisions a more distinctive identity among the most respected Catholic universities in the world. USD's vision (adopted September 25, 2016) is to set the standard for an engaged, contemporary Catholic university where innovative Changemakers confront humanity's urgent challenges. The strategic plan was created in 2016 to help the University realize its vision by 2024, the year of USD's 75th anniversary. The most fundamental element of the *Envisioning 2024* strategic plan is student success, which means helping our students to graduate with a global perspective as compassionate citizens and ethical leaders. The strategic plan also calls for the University to act in alignment with our Culture of Care (by being good stewards of God's creation), and by advancing community initiatives as an anchor institution for the City of San Diego, the neighborhood of Linda Vista, the US-Mexico border region, and beyond. *Envisioning 2024* was created by faculty, staff, students, and community stakeholders. It resulted in five measurable goals related to student success (bulleted) and six interconnected

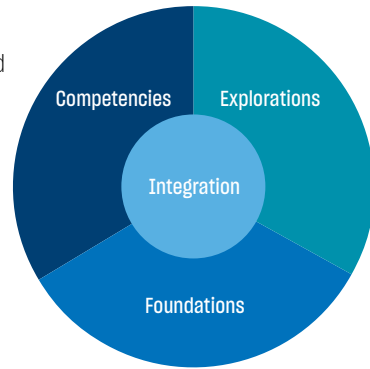
pathways (see visual on page 19) that provide organization for how USD acts as a Changemaker in addressing humanity's urgent challenges such as homelessness, climate change, peace at the border, health care, and more. The Strategic Plan is guided by a Strategic Planning Steering Committee (SPSC) and subcommittees for each of the five goals. This report details the various initiatives and measures in support of USD's strategic goals. The dashboard at the end of this report contains key performance indicators (KPIs) with targets to reach by 2024.

- Goal 1: Enhancing Student Learning and Success
- Goal 2: Strengthening Diversity, Inclusion, and Social Justice
- Goal 3: Improving Structural and Operational Effectiveness
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Goal 1: Enhancing Student Learning and Success

Core Curriculum

This was the third year of implementation of USD's revised Core Curriculum. At the end of this year, faculty had developed, revised, and approved more than 1,000 courses aligned with specific learning outcomes. While the process of evaluating student learning and achievement is ongoing, this year marked the completion of assessing all five competencies (at least once) and we are now working on implementing improvements, where needed, to further elevate student achievement. Our work is being recognized by external institutions and the wider community in the form of conference presentations (such as at the Assessment Institute hosted by Indiana University-Purdue University Indianapolis), particularly showcasing our integration process and our diversity, inclusion, and social justice component of the Core.



Academic Program Review

Academic Program Review (APR) supports the advancement of academic excellence in student learning, teaching, research, and service. The provost engages with program faculty members, staff, and administrators to discuss continuous improvement in their programs, meets with external reviewers to examine program strengths and

weaknesses, and discusses with deans evidence-based planning and budgeting. The review process culminates with a long-term plan and memorandum of understanding (MOU). The MOU formally acknowledges completion of USD's academic program review process and documents evidence-based planning for enhancing student learning and improving program quality. It functions as a reference to departments, deans, and university leadership during resource planning and budgeting. Moreover, the MOU functions as evidence to our regional accrediting agency, the Western Association of Schools and Colleges - Senior College and University Commission (WSCUC) of USD's commitment to advancing academic excellence. Twenty-one programs began Stage 1 of the academic program review process in the last four academic years since USD's Special Interim Report to WSCUC in 2016. Of these 21 programs, 17 (81%) have completed all four stages (as of AY 2019-20) and already have their next APR scheduled.

Academic Strategic Plan

The Dean's Council developed a framework for the USD Academic Strategic Plan (ASP) with five areas of envisioning and decision-making: 1) Schools and Programs; 2) Research and Intellectual Outputs; 3) Students; 4) Faculty; and 5) Academic Reputation. A new associate provost of academic planning and innovation joined the Office of the Provost this year to lead the ASP process. Five teams of provost and associate provosts, deans and associate deans, and faculty members will analyze the current status in the five areas and develop academic strategies for the future. A document of academic strategies will be produced next year.



Enrollment Plan and Torero Promise

Several strategies were launched this year to help us achieve our enrollment plan goals. First, we enhanced the Torero Promise program guaranteeing that USD would meet 100% of the demonstrated financial need of those accepted students. Second, we adopted a test-optional admission policy, recognizing the social and economic inequities associated with standardized testing. Third, under the leadership of Professor of Mathematics Perla Meyers, PhD, the Office of Undergraduate Admissions became a partner in the recently awarded National Science Foundation (NSF) grant to increase the number of low-income, academically-talented students with demonstrated financial need who seek to earn degrees in STEM-related fields. Finally, in partnering with the School of Leadership and Education Sciences (SOLES), the admissions team helped launch the first cohort of USD's ROTC-prep program, establishing a diversity pipeline to our nationally recognized Naval ROTC unit.

Retention Plan

Retention efforts this year were influenced by the coronavirus pandemic. The Office of Financial Aid administered more than \$1.5 million in CARES Act funding to help current students transition to remote learning. Student Affairs assisted with the evacuation of the residence halls and the relocation to local apartment complexes for approximately 100 students for whom returning home was not an option. With the assistance of the Toreros Together Fund and contribution of more than \$300,000 from student government bodies, the university supported the emergent needs of more than 200 students — including transportation home, shipping, storage units, and providing laptops and internet service. The Torero Connector Initiative was launched, offering personalized outreach and support to every current first- and second-year student. Enrollment offices including One Stop, Financial Aid, Registrar, and Student Accounts implemented a new phone system called Twilio, enhancing our ability to provide service to current students while working remotely. Approximately 150 students who were registered users of the USD Food Pantry and Torero Closet received stipends to help them with food expenses. Student Affairs and University Ministry staff were incorporated into Summer Send Offs, and the format and content of those sessions were redesigned to emphasize community, belonging, and well-being. Prior to the pandemic, other progress was made this year. A new transfer of credit policy was adopted so that transfer students know as soon as possible how many and which courses of their completed coursework will be accepted at USD. The university also purchased and implemented a new math placement exam to more effectively place students in the appropriate math course. Finally, USD created a new email alias, AskUSD@sandiego.edu, for students to use when they don't know where to start to seek support.

National Fellowships and Prestigious Student Awards

Three USD students received Fulbright scholarships in 2020. Additionally, Strategic Initiatives funding was awarded to enhance national fellowships advising at USD by creating a team advising model. The new team will begin recruitment and advising efforts for prestigious fellowships in Fall 2020.



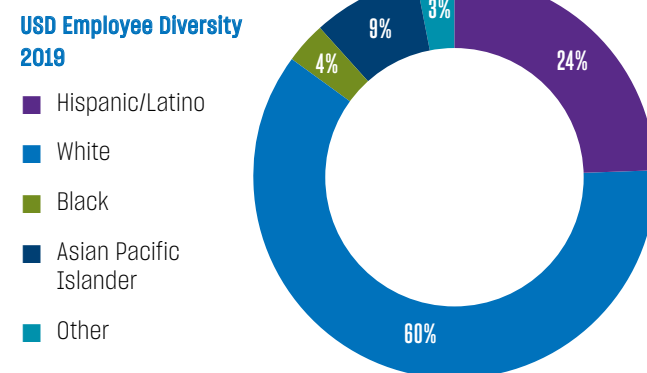
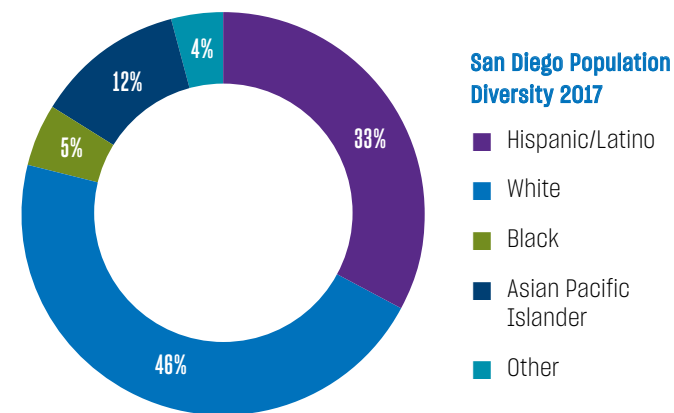
Enhance Post-Graduation Opportunities

The Career Development Center successfully pivoted in a time of challenge from the coronavirus pandemic to offer USD's Culture of Care to students and alumni. First, the Career Development Team created virtual workshops; in addition, all graduating seniors from the Class of 2020 had a dedicated career counselor to create an individualized career plan, and the center gained a 6% increase in students making an appointment compared to last year. Second, students in the Virtual Torero Treks program gained behind-the-scenes insight through conversations with alumni and employees at top organizations such as Google, Microsoft, and Gallup. Third, USD's job and internship posting platform, Handshake, was robust with more than 23,000 approved employers and 883 postings visible to students and alumni. Fourth, this year's Summer Internship Award provided 85 undergraduate students (up from 49 last year) financial assistance for participating in meaningful summer internships, undergraduate research, or career-related community service (many of which became virtual experiences). Finally, USD's online platform for mentorship and networking, T.E.A.M., had 3,362 total users comprising of alumni, students and parents, who are on the platform offering current students opportunities to have career advice, grow their networks, and gain insights into successful career building. Alumni connections were also created through Alumni Zoom trips and virtual interviews.

Goal 2: Strengthening Diversity, Inclusion, and Social Justice

Center for Inclusion and Diversity Refresh

This year, the Center for Inclusion and Diversity (CID) Working Group examined the current mission, goals, and vision statement of CID along with stated initiatives, reviewed research on best practices for similar centers, and recommended an appropriate structure to support its diversity work. The working group also recommended a set of philosophical principles that aligned with USD's Catholic identity, strategic plan, and USD's mission; these include generosity, solidarity, advocacy, empowerment, justice, and accountability. As part of this effort, the decision was made to elevate the Director of CID position to a rank of vice provost. The vice provost will be a member of the President's Strategic Leadership Team and will create a strategic plan for diversity, equity, and inclusion at USD that will advance and sustain the ongoing development of recruitment, climate, professional development, leadership initiatives, and retention practices. An interim vice provost for this position will begin Sept. 1, 2020.



Recruiting and Retaining a Diverse Staff and Administration

San Diego County has a diverse population and USD's workforce reflects this diversity. The pie charts show the distribution of USD's employee diversity in Fall 2017 alongside the distribution of San Diego County's population diversity as reported in the 2017 Demographic Profiles San Diego County report. The largest minority population in the county is Hispanic/Latino at 33%. Similarly, the largest minority group employed at USD is Hispanic/Latino at 24%. The university continues to implement staff and administration recruitment and selection toolkits, such as the one utilized by the Division of Student Affairs, which include tips on how to ensure a diverse applicant pool.

Recruiting and Retaining a Diverse Faculty

USD continues to diversify its faculty. The percentage of full-time, minority instructional faculty have increased each year since 2016. The College of Arts and Sciences Post-Doctoral Faculty Diversity program contributes to building an expanded pool of potential diverse tenure-track faculty hires. In addition, support mechanisms to retain faculty have grown. This year, department chairs and deans were provided anti-racist training. The University Senate is considering the creation of a standing Diversity and Inclusion committee. Academic units such as the School of Law have created diversity committees as well. The College of Arts and Sciences revised its rank and tenure policy to mandate a review of faculty member's attention to inclusion efforts as part of their service to the university and greater community.

Recruiting and Retaining a Diverse Student Body

The undergraduate Hispanic/Latino student population remains about 20%. USD seeks to become a Hispanic-serving institution (according to the U.S. Department of Education) once the institution's Hispanic/Latino enrollment reaches 25% and higher. The retention rate for all minority students (from first to second year) was 92.4% from Fall 2017 to Fall 2018. Six-year graduation rates for this same population were also high at 81%, with white students just one percentage point ahead at 82%. Efforts to continue these trends were important throughout the year. The School of Leadership and Education Sciences and the Athletics Department implemented mental health programming for USD's Black student population. The Board of Trustees fully funded the endowment for Black student scholarships, and the Alumni Association continues to raise scholarship monies for those underrepresented. The Division of Student Affairs also led Student Success Summits. The fall theme was "sense of belonging" and the spring theme focused on the retention of the LGBTQ+ student population. In addition, the Information Technology Services department provided hardware to students in need when the university transitioned to remote learning as a result of the coronavirus pandemic.

Building an Inclusive Campus Environment

Building an inclusive campus environment for faculty, staff, and students, and fostering leaders who are dedicated to ethical conduct and compassionate service is paramount to our mission as a university. The School of Leadership and Education Sciences led its third Annual Diversity, Inclusion, and Social Justice showcase, which provided faculty and students a platform to share their research as it relates to inequality,

multiculturalism, and historically under-resourced populations. USD also hosted its first supplier diversity fair in October 2019 with more than 200 local suppliers and vendors resulting in more contracts to support small businesses, particularly those owned by underrepresented populations such as women, African Americans, veterans, and indigenous people. The Office of Alumni Relations led virtual programs for the Black Alumni Network, the Latino Alumni Network and the Native Alumni Network during the pandemic, and Diversity and Inclusion will be a key initiative in their new strategic plan. Over the summer, the Joan B. Kroc Institute for Peace and Justice facilitated a series of online dialogues to discuss anti-Black violence, systemic racism and the fundamental inequalities that the pandemic revealed.

Catholic Student-Focused Initiatives

The University of San Diego draws from the wisdom of its Catholic tradition and provides means for all members of the Torero community to grow in their understanding and expression of the Catholic faith. It also welcomes persons of other faith traditions and those who hold no tradition, and it welcomes diversity and ecumenism, and is pluralistic and inclusive. To this end, the Office of Mission and Ministry held a faith and justice film series this year and will offer lectures, such as the "Catholic Perspectives on Racism and White Supremacy Series: Embodied Spirituality: Resistance and Resilience in a Culture of White Privilege," led by Karen Teel, PhD, of USD and C. Vanessa White, DMin, of the Catholic Theological Union in the coming fall. Many services were also dedicated to social justice including the Mass of the Holy Spirit.



Goal 3: Improving Structural and Operational Effectiveness

Renaissance Plan

The Mission and Ministry Building named after Vice President Dan Dillabough was completed in Summer 2019 and includes beautiful wall tapestries from many inspirational and international figures. Construction of the new Learning Commons and renovations to Copley Library were completed on schedule for the start of the Fall 2020 semester. Restoration of the campus legacy buildings — including Founders, Camino and Sacred Heart halls — has commenced. Programmatic and design development are complete on the Knauss Center for Business Education and Olin Hall; pre-construction will begin in Fall 2020, full construction will start in Spring 2021, and completion is anticipated for August 2022.

Increase Endowment, including Student Scholarships

In academic year 2019-20, USD raised more than \$36.8 million — which included \$4 million for endowed funds, \$2.3 million for endowed scholarships and \$2.2 million — for current-use scholarships.

STRIDEto2024@USD and New Budget Model

StrideTo2024@USD includes three key elements: a series of initiatives to enhance efficiencies and achieve savings, the Comprehensive Administrative Review (CAR) process, and the Budget Redesign process. The 2024 goal is to reallocate a minimum of \$15 million to enhance student financial aid, attract and retain top talent, and advance new strategic initiatives. As of June 30, 2020, approximately \$10.2 million, or 68%, in savings, have been identified through a combination of the CAR

process and efficiency initiatives; additionally, the university recognized, and re-directed \$4.2 million of identified savings. Consistent with the stated goals, \$2.2 million was directed to enhance student financial aid and \$900,000 toward salary increases to attract and retain top talent. Sample initiatives undertaken in fiscal 2020 included a restructuring of the university's debt portfolio, strategic sourcing and contract negotiations with key university vendors in Information Technology Services and Facilities Management, and evaluation of coffee and water services to provide not only cost savings but environmentally sustainable sourcing. The Budget Model Redesign process, designed to move USD from an incremental budget model to an incentive based model, remains in progress at the start of fiscal year 2021. The new incentive model will provide a transparent and accountable budget process that facilitates the growth of the academic and auxiliary programs.

Campus as a Living Lab

Starting formally in Fall 2019, students, faculty and staff developed real-world, hands-on integrated course and research projects designed to enhance sustainable solutions on campus. Topics that were addressed included food waste, food insecurity, fast fashion, transportation, climate action plan, investment, energy, building design, supply chain, procurement process, and communication and marketing of USD's efforts in these areas. Faculty across the academic units, supported by staff and administration, deeply engaged their students in these projects and their efforts have been and can be shared with decision-makers.



Climate Action Plan

The newly completed 2018 greenhouse gas inventory reveals that USD has decreased emissions by 21.3% and energy consumption by 35.5% versus the 2010 baseline; most of the progress made to date has been in the realm of energy savings. President Harris signed the Second Nature Climate Commitment in October 2019 and set USD on a path to climate neutrality by 2035, a goal that is significantly more aggressive than the original aim to reduce emissions by 50 percent by 2035. To that end, USD has embarked on several initiatives to accelerate climate initiatives. In late 2019, the university entered into an agreement with the engineering firm, Willdan, to develop a comprehensive energy master plan to achieve carbon neutrality in our energy systems by 2035. This will serve as the cornerstone for a new Climate Action Plan (CAP). In Fall 2019, USD also convened a Waste Task Force that developed a plan to take the next steps toward zero waste. USD has been working with representatives from San Diego Gas and Electric (SDG&E) on a potential new partnership on a variety of energy issues, including the creation of a comprehensive plan to support USD's CAP efforts.

AASHE STARS Sustainability Rating

USD completed its third Sustainability Tracking, Assessment, and Rating System (STARS) evaluation in Spring 2020 and achieved a gold rating. After a final round of vetting, this will be submitted to the Association for the Advancement of Sustainability in Higher Education (AASHE) for review and confirmation.

Climate Change Opportunities for Students

Advanced Integration courses are ideal academic landscapes to push for analysis and implementation of some components of a new Climate

Action Plan (CAP). Two courses in Spring 2020, one in sociology and one in environmental and ocean sciences, had students review the existing CAP and then propose integrated solutions which contained sound science and social and environmental justice components. More opportunities for students to work on the new CAP will be available in the coming years.

In order to improve the data gathering and dynamic response of changing courses, faculty members, and research projects, the Equinox Quality of Life Dashboard in partnership with the Director of the Care for Our Common Home pathway are working with an undergraduate student to review, revise, and update the existing list of courses and faculty projects, and design a searchable database for use by USD and by our community partners.

Energy Savings

From FY 2018 to FY 2020, USD saw significant resource savings. The university had a 5.42% decrease in total energy, a 4.87% decrease in electrical consumption, and a 6.09% decrease in natural gas consumption, due to efficiency and conservation measures alone. These resulted in financial savings of approximately \$836,837. USD also produces some of its own power, accounting for 30.5-35.4% of total electrical consumption. These projects created cost savings of over \$1.8 million. Finally, as a direct access customer, USD negotiated its energy commodity rate and, by doing so, saved \$36,350 in natural gas and \$1.65 million in electricity costs. This totals approximately \$4.3 million saved. Since 2010, USD's energy consumption is down 35.5% which will lead to increased savings.



Goal 4: Elevating Faculty and Staff Engagement

Faculty Workload

In its two years, the faculty workload pilot in the College of Arts and Sciences established the strong value of a workload model that supports High Impact Practices (HIPs) and undergraduate research, developed a functional administrative apparatus, and successfully addressed problems of inequity by including full-time non-tenure-track faculty. There is wide interest among other departments in implementing this model, which would improve inequities among faculty who are currently doing HIPs without remuneration. This model would provide impetus for curricular development, helping move USD further toward the creative use of HIPs. The workload advisory committee urges USD to look into expanding this program, with the goal of eventually including all departments in the College.

Faculty Compensation

In order to address the need of a competitive, comprehensive program to attract and retain exceptional tenured and tenure-track faculty, the Faculty Compensation Taskforce was formed in 2018. Soon after the completion of the salary framework by the Faculty Compensation Taskforce in Spring 2019, the Faculty Compensation Working Group convened to create a Faculty Compensation Policy. The policy was presented to the University Senate in Fall 2019 and it passed an amended version in December 2019. President Harris sent this version back to the Senate with some suggested changes in Spring 2020. The first round of salary adjustments, effective January 1, 2020, were provided to eligible tenure line faculty members with salaries below the minimum in the framework. An additional round of salary adjustments will be made next year and further changes will be approved as appropriate.



Faculty Engagement with the Center for Educational Excellence

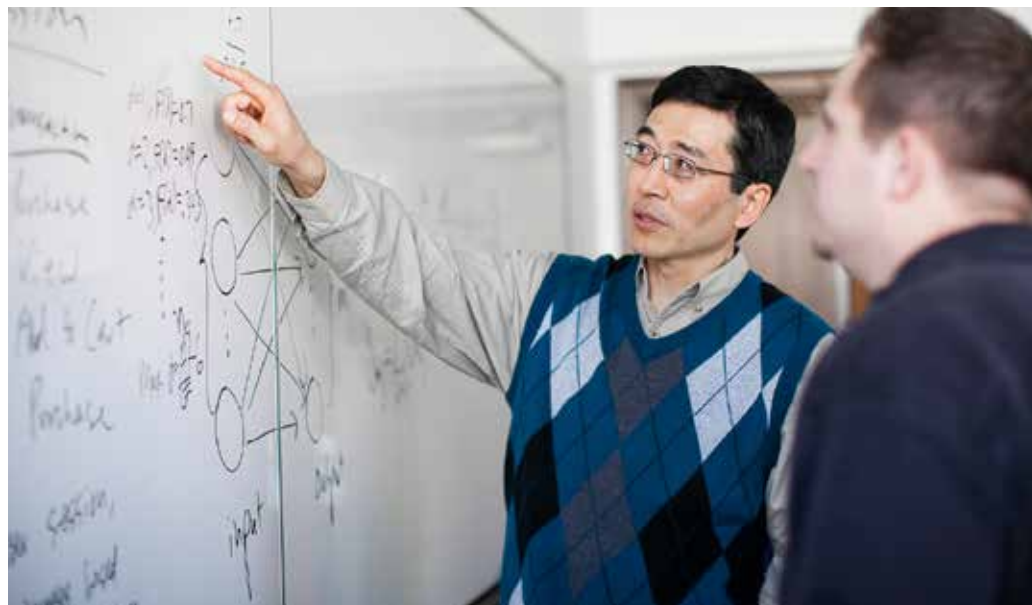
In response to the rapid transition to remote teaching in Spring 2020 due to COVID-19, the Center for Educational Excellence (CEE) immediately developed colleague-to-colleague support networks within departments with the Remote Faculty Facilitator Program. Each Faculty Facilitator did weekly outreach to a list of colleagues in his or her department, sharing tips and strategies for remote teaching and serving as a point person to connect faculty to technology and troubleshooting resources on campus. Forty-five Faculty Facilitators served in this role across 25 departments and schools throughout the Spring semester. Additionally, 83 faculty members engaged in Summer 2020 pedagogical development programs through the CEE, namely in Communities of Practice which met weekly to discuss topics and dilemmas of remote teaching.

Faculty Engaged Scholarship

This year the Office of Sponsored Programs assisted 78 faculty members across all academic units with submitting 154 proposals valued at \$32,782,660. In addition, 171 awards were received valued at \$18,164,826. Total awards during this period include multi-year awards from previous fiscal year submissions and administrative actions. External funding provides an opportunity to further USD's mission and vision. Awards identified by faculty directly supporting *Envisioning 2024* Goals 1-5 are provided in the following breakdown, with some awards meeting more than one goal: Goal 1, 56%; Goal 2, 46%; Goal 3, 15%; Goal 4, 91%; and Goal 5, 96%.

Changemaker Fellows

The Changemaker Faculty Fellows Development Program provides faculty with opportunities to learn about practicing changemaking, as well as



Staff and Administrator Compensation

The new Staff and Administrator Compensation Structure was implemented in 2019-20 and is being used to appropriately classify positions into pay grades aligned with market values. Employees paid below the minimums of their new pay grades received increases to bring them into the appropriate range. Next steps toward this goal include identifying where additional salary adjustments may be warranted

due to salary compression concerns and/or moving individual employee salaries closer to the midpoint of their assigned paygrade (market value), when appropriate.

how their colleagues from other schools strive to make a positive impact in teaching, research, and community engagement. Since 2018, 48 faculty from across the university have participated in this program. Through a series of workshops during the academic year, faculty learn how to incorporate the practice of changemaking and social innovation into their classrooms. Faculty members are also provided the opportunity to visit one of the other 40 Ashoka Changemaker Campuses so that they can better engage this network of higher education institutions.

Department Chair Leadership Development

Four programs were deployed across campus, designed to make leadership development opportunities broadly accessible across the institution and deepen our collective leadership capacity. These included: (1) the Collaborative Leadership for Change program (a partnership with USD's Conscious Leadership Academy) which is a cohort of faculty and administrators across units, exploring complex leadership issues; (2) the President's Coaching Program (through USD's Conscious Leadership Academy) which matched five Cabinet members with executive coaches for the academic year; (3) the LEAD@USD program designed for positions in mid-level management positions and focused on topics like emotional intelligence, conflict management, and leading through change; and (4) the Executive Assistant Leadership Development Series which aims to enhance the unique skill set required to support executives and their departments, including building relationships across campus.

The Department Chair Leadership Development Program design phase focused on blending advanced leadership content with USD-specific processes and policies to prepare and support department chairs in their role. Due to COVID-19, the program's design quickly shifted to a virtual format and the team collaborated with Harvard's Adaptive Leadership



Network and an Italian-based innovative design group to create an engaging program in an online format. Included in this program will be timely issues most relevant for leaders, such as leading in uncertainty, having a nimble mindset, and explicitly addressing issues of diversity and inclusion. The first cohort will begin in Fall 2020.

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Staff and Administrator Leadership Development

Four programs were deployed across campus, designed to make leadership development opportunities broadly accessible across the institution and deepen our collective leadership capacity. These included: (1) the Collaborative Leadership for Change program (a partnership with USD's Conscious Leadership Academy) which is a cohort of faculty and administrators across units, exploring complex leadership issues; (2) the President's Coaching Program (through USD's Conscious Leadership Academy) which matched five Cabinet members with executive coaches for the academic year; (3) the LEAD@USD program designed for positions in mid-level management positions and focused on topics like emotional intelligence, conflict management, and leading through change; and (4) the Executive Assistant Leadership Development Series which aims to enhance the unique skill set required to support executives and their departments, including building relationships across campus.

Employee Recognition Programs

USD continued to recognize some of our best employee role models on campus through the Community of Human Resources at USD (CHR@USD) awards, which celebrate faculty members, staff and administrators who demonstrate the university's values and goals in their work and interactions with others. Individuals across campus nominate their colleagues and a committee reviews submissions and selects six awardees each semester. Additionally, 220 employees were celebrated at the annual USD Service Awards, recognizing employees celebrating significant anniversary milestones and dedicated university service.

Goal 5: Amplifying Local and Global Engagement and Reputation

Study Abroad and International Experiences

Internationalization and cross-cultural programming and connections run deep and wide at USD. The COVID-19 pandemic during academic year 2019-20 challenged international mobility, global collaborations and partnerships, but in some cases they were positively enhanced or newly developed. For example, this year the Joan B. Kroc Institute for Peace and Justice co-founded the Peace in Our Cities initiative, a global network of 16 cities whose mayors have pledged to halve urban violence by 2030. Cities ranging from Cali, Colombia to Durban, South Africa to Oakland, California have established systems to share effective, evidence-based strategies to reduce violence even during the challenges the COVID-19 pandemic has created. In another example, the School of Business, through the initiative support of their Ahlers Center for International Business, launched USD's first residential degree offered outside of the U.S. The MS Global Leadership (MSGL) is being offered as a double degree program in partnership with CETYS University in Mexico to develop future bilingual business leaders with the necessary cross-cultural skills to contribute toward the growth and development of our cross-border region. Continued development during a pandemic truly demonstrates the high value USD places on developing global Changemakers to confront the world's most urgent challenges through international collaborations and experiential learning activities.



Changemaker Hub

Over the last nine years, the Changemaker Hub has sponsored or co-sponsored a variety of curricular and co-curricular opportunities for students, faculty, and staff to practice changemaking. The vibrant Ashoka Changemaker campus network comprises more than 40 institutions dedicated to institutional change. For the last five years, USD has not only been a member of this network, but it has been selected for leadership roles within Ashoka, which have been crucial to expand opportunities for our students, faculty, and staff. In 2019-20, the Hub focused on supporting USD's commitment to addressing humanity's urgent challenges through its focus on homelessness and food insecurity.



National Branding and Marketing Campaign

As part of *Envisioning 2024*, the University of San Diego embarked on an endeavor to breathe new life into the brand and showcase it in a new comprehensive institutional marketing plan. First, a Brand Council was established to conduct research and message testing as it relates to what it means to be a part of USD. Next, contemporary fonts, new designs and a new voice and tone to connect with university audiences were introduced. Finally, the new brand was brought to life in the comprehensive institutional marketing plan. The plan includes video, audio, out-of-home, digital and social

channels targeting reputation-based messaging, as well as enrollment support for undergraduate and graduate recruitment, and provides more than 83 million impressions that enhance the university's brand and provide for increased visibility locally, regionally, and nationally.



Anchor Institution and Community Engagement

Given the global pandemic and calls for greater racial and economic justice, USD's anchor institution initiative of intentionally strengthening and deepening reciprocal and democratic partnerships remains critical.



Successes from the 2019-20 year include: 1) USD is one of only 31 colleges and universities to be a part of the Anchor Learning Network; 2) USD is the only higher education institution that has a bi-national anchor commitment with the Tijuana Hub set to launch next year; 3) the Anchor High School Scholarship was administered for the first time this year to two students; 4) USD became part of the Local Initiative Support Corporations' Inclusive Economic Recovery Advisory Committee for City Heights; 5) School of Business Dean Tim Keane, PhD, will serve as co-chair for the Regional Economic Development Corporation's Anchor Initiative; 6) the BRINK continues to provide remote assistance to small businesses in partnership with the County of San Diego; and 7) The Nonprofit Institute played an important role in the San Diego Foundation's COVID-19 relief fund, as well as capacity building to nonprofits applying for the paycheck protection program.

Success in Athletics

Rooted in its vision of Winning in the Classroom, Winning on the Playing Field, and Winning in the Community, USD Athletics assembled an astounding year in 2019-20. Torero scholar-athletes posted a 3.48 cumulative GPA in the spring semester and contributed more than 4,000 hours of community service this year. Along with academic success, USD sports combined for the second-most team wins among West Coast Conference schools with 124 victories. Football continued its dominance by winning its sixth straight Pioneer Football League title and reached the Football Championship Subdivision playoffs for the fourth year in a row, while our very own Torero quarterback Reid Sinnett signed with the Tampa Bay Buccaneers following the NFL Draft. Volleyball captured the West Coast Conference title for the second time in the last three years and reached the NCAA Tournament for the 23rd time in program history. Individually, four Toreros were named All-Americans and two were named Academic All-Americans. Women's rower Clare Adams earned the Alcalá Award, which is presented to two seniors who exemplify the balanced and holistic development that is the primary goal of a USD education.



Strategic Initiative Funding Program

Inspired by faith, informed by our core mission and values, and dedicated to the ongoing legacy of our founders, the University of San Diego's strategic plan envisions a more distinctive identity among the most respected Catholic universities in the world. USD's vision (adopted September 25, 2016) is to set the standard for an engaged, contemporary Catholic university where innovative Changemakers confront humanity's urgent challenges. The current strategic plan was created in 2016 to help the University realize its vision by 2024, the year of USD's 75th anniversary. The strategic plan was thus titled *Envisioning 2024*.

One of the opportunities identified in the *Envisioning 2024* strategic plan was that USD wanted to create an environment that fosters and rewards creativity, innovation, and interdisciplinary collaboration. From this, the strategic initiative funding program was born beginning in the 2017-18 academic year.

The funding program supports teams or individual faculty members, staff, students or administrators as they pilot innovative initiatives in support of USD's five strategic goals. The purpose of the fund is to jump-start, but not permanently fund, initiatives for a two-year time frame. The initiative must span across multiple units on campus or extend out into the community.

The chart below serves as a summary of the number and amount of awards funded from this program thus far.

Year	# of Pre-Proposals	# of Full Proposals	# of Awards	Total USD Funding
2017-2018 (Cohorts 1 & 2)	92	38	15	\$500,000
2018-2019 (Cohort 3)	31	18	8	\$410,000
2019-20 (Cohort 4)	33	22	7	\$375,000

The seven newly funded projects for Fiscal Year 2021 and 2022 (the 2019-20, Cohort 4 awardees) are described below. Updates from strategic initiatives in Cohorts 1-3 may be found in the 2019-20 Strategic Initiatives Annual Report.

Mixtec Community Garden: Ways of Knowing, Being, and Doing

This initiative is based on collaboration with the Mixtec community in USD's Linda Vista neighborhood. It is multi-faceted and focuses on multiple aspects of the community including a community garden, linguistic mapping and development, preservation of indigenous knowledge, medicinal usage, and traditional foods. All are linked to student learning at USD in multiple disciplines.

Project contact: Professor of Spanish and Director of Latin American Studies Kevin Guerrieri, PhD. Most directly related to Goal 5.



The Equinox Project at the University of San Diego

The Equinox Project will more deeply engage faculty and students by providing opportunities for research in support of the Quality of Life Dashboard's data for the purpose of knowledge generation, as well as opportunities to connect students with the Leaders 2020 young professionals network in service of student learning, student success, and community impact. Bolstering the Equinox Project with broader ties to USD faculty and students, will elevate its profile as the leading source of community-wide data on critical issues to our region's quality of life.

Project contact: Nonprofit Institute Executive Director Emily Young, PhD. Most directly related to Goal 3.

Environmental Integration Lab

The project seeks to create an Environmental Integration Lab that will bring together faculty and students in a concerted effort to connect campus-wide sustainability endeavors as it relates to climate change. USD has a variety of experts on environmental science, real estate sustainability, sustainable supply chain, carbon footprint measuring, green engineering product design and process development, environmental policy analysis, sustainable management, and climate justice that have never been formally brought together. The lab will harness USD resources and talent to be integrated, leveraged, and made much more effective at addressing the issues of climate change and sustainability.

Project contacts: Assistant Professor of Management Nichole Wissman-Weber, PhD and Associate Professor of Sociology Julia Cantzler, PhD. Most directly related to Goal 1.

Towards a Goal for an International/Multicultural Experience for all Undergraduate Students

Approximately 50% of USD graduates study abroad, compared to 10% nationally. USD consistently ranks in the top 10 Universities nationwide for this statistic. In addition, approximately another 30% of USD students engage in multicultural experiences such as cross-border engagement or community-engaged learning in the San Diego area. The purpose of this project is to research why the remaining 20% of students do not study abroad or engage in a multicultural experience in the hopes of making this a graduation requirement for all undergraduate students. The project also seeks to identify additional opportunities for engagement.

Project contacts: Associate Provost for International Affairs Denise Dimon, PhD and Associate Vice President for Community Engagement Chris Nayve, JD. Most directly related to Goal 5.



National Fellowships

The purpose of the National Fellowships strategic initiative project is to implement a faculty team approach to better support USD students in their applications to Rhodes, Goldwater, Marshall, Truman and other national fellowships.

Project contact: Director of Pre-Health Advising Services Cassandra Gomez. Most directly related to Goal 1.

The PAX Initiative (USD Stopping Traffic Initiative)

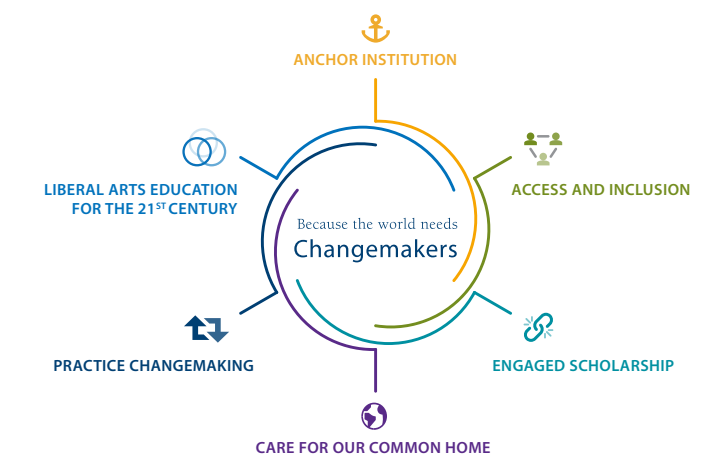
The Partners Against eXploitation (PAX) Initiative will build on the opportunity USD has to be a leader in the fight against human trafficking. Situated in a large, diverse, and border city, USD is a multidisciplinary University with a focus on changemaking. This perfectly positions the University to drive change in the fight against human trafficking. The PAX Initiative will facilitate communication and connections between the University's various units to collaborate on innovative solutions to the urgent challenge of human trafficking.

Project contacts: Children's Advocacy Institute Staff Attorney Melanie Delgado, JD and Associate Professor at the Joan B. Kroc School of Peace Studies Ami Carpenter, PhD. Most directly related to Goal 5.

The Food Studies Initiative at USD

Working over four academic semesters, the Food Studies Initiative will execute a series of diverse campus meetings and events that will simultaneously serve as a laboratory to better understand USD community values related to food, accelerate the creation of a permanent Food Studies Program, support related fundraising, and transform food at USD from an "auxiliary" part of campus life to a powerful vehicle both for expressing values and for enhancing USD's educational mission.

Project Contacts: Associate Professor of Theology and Religious Studies Aaron Gross, PhD, Assistant Professor of Theology and Religious Studies Christopher Carter, PhD and Assistant Professor of Philosophy Nick Riggle, PhD. Most directly related to Goal 5.



Key Performance Indicators by Goal

GOAL 1: Enhancing Student Learning and Success Key Performance Indicators

ID	Key Initiative or Measure	2016-2017	2017-2018	2018-2019	2019-2020	2024 Target
A	Academic Master Plan	—	Planning	Framework created	New Associate Provost of Academic Planning and Innovation hired	Document with strategies and measures created
B	Career Readiness Program	Planned	Implemented	Implemented	Implemented	Full implementation
C	Core Curriculum Implementation	Designed	Implemented	4/5 competencies assessed	5/5 competencies assessed	5/5 competencies assessed
D	Enrollment Plan and Torero Promise	Planning	Planning	Implemented	Implemented	Full implementation
E	National Fellowship Plan	—	—	—	Funding began for advising team	Increase in applications and awards from benchmark year
F	Student Success Action Plan	Designed	Implemented	New policies, onboarding and orientation	Student success summits began	Increased retention rates
G	^UG Enrollment (Fall census)	5,711	5,744	5,855	5,919	5,900-6,000
H	^GR Enrollment (Fall census)	2,797	3,131	3,218	3,262	3,100-3,500
I	^UG Transfer Enrollment	31% of new students	29% of new students	25% of new students	29% of new students	25%
J	^Undergraduate Retention Rate (first to second year)	87.2% (F15 returned F16)	90.4% (F16 returned F17)	89.8% (F17 returned F18)	92% (F18 returned F19)	92%
K	^UG Transfer 1-Year Retention Rate	89.9% (F15 returned F16)	86.2% (F16 returned F17)	88.6% (F17 returned F18)	88.1% (F18 returned F19)	92%
L	^Six-Year Graduation Rate for First Year UG	78% (enrolled F10)	82% (enrolled F11)	80% (enrolled F12)	81% (enrolled F13)	80%
M	^Student to Faculty Ratio per Common Data Set	13.9:1	13.7:1	13:1	12.9:1	13:1
N	Student participation in Experiential Learning	—	—	94.0% (per class of 2019)	Not yet available	90%
O	Employed in field that aligns with career goal	94.5% (per class of 2017)	93.2% (per class of 2018)	94.9% (per class of 2019)	Not yet available	95%
P	Average Starting Salary	\$52,645 (per class of 2017)	\$53,587 (per class of 2018)	\$55,747 (per class of 2019)	Not yet available	3% increase from prior year
Q	Median earnings of former students who received federal financial aid (10 years after entering institution) from College Score Card	—	—	—	\$60,000 (as of 6/1/2020 data file)	Increase from prior reporting
R	Senior students' responses on NSSE "very much" or "quite a bit" in terms of their learning experience within the categories	Not a survey year	CT — 87 Writing — 77% Speaking — 77% Working with others — 76% Personal values — 71% Numerical — 71%	Not a survey year	Not a survey year	CT — 75% Writing — 75% Speaking — 75% Working with others — 75% Personal values — 75% Numerical — 75%
S	Completion of academic program review process (percent can change each year as new programs are added and removed from the total)	10%	22%	41%	39%	100% of programs have gone through the entire APR process since 2012

*2014-2015 results were 88%, 77%, 76%, 79%, 66%, and 62% (same order as above).

^Data from USD's Office of Institutional Research and Planning

`Data from USD's Career Development Center

■ Already met the 2024 target ■ Progressing as intended toward the 2024 target ■ Requires attention to ensure USD meets its 2024 target

GOAL 2: Strengthening Diversity, Inclusion and Social Justice Key Performance Indicators

ID	Key Initiative or Measure	2016-2017	2017-2018	2018-2019	2019-2020	2024 Target
A	Center for Inclusion and Diversity Refresh	—	—	Working group formed	Working group recommendations provided; Vice Provost position approved	New strategic plan with measures of performance
B	Core Curriculum Diversity Requirements	Proposal	Development	Development	Began	Assessments to show improvement from benchmark
C	Diversity Toolkits	Implemented	Implemented	Implemented	Implemented	Fully implemented; provide updates as needed
D	^Catholic faith of UG first time, first-year students (at time of enrollment)	40.9%	42.6%	44.5%	39.8%	55%
E	^Catholic faith of all students	37%	35%	35%	34%	40%
F	^UG total Minority student enrollment	36%	37%	37%	38%	50%
G	^GR total Minority student enrollment	37%	38%	39%	40%	50%
H	^UG Hispanic/Latino student enrollment	19%	19%	20%	20%	25%
I	^UG first generation student enrollment	19%	18%	18%	17%	20%
J	^UG Pell eligible student enrollment	16%	18%	17%	15%	20%
K	^UG international student enrollment	9%	9%	10%	9%	12%
L	^UG/GR Military-connected student enrollment	7.6%	8.5%	8.6%	8.5%	>8%
M	^UG Minority retention rate (first to second year)	87.1% (F15 returned F16)	91.6% (F16 returned F17)	89.2% (F17 returned F18)	92.4% (F18 returned F19)	87%
N	^UG total Minority student 6-year graduation rate	79% (enrolled F10)	83% (enrolled F11)	76% (enrolled F12)	81% (enrolled F13)	75%
O	^UG Black non-Hispanic student 6-year graduation rate	64% (enrolled F10)	69% (enrolled F11)	67% (enrolled F12)	77% (enrolled F13)	75%
P	^UG Pell Grant recipients 6-year graduation rate	77% (enrolled F10)	84% (enrolled F11)	75% (enrolled F12)	79% (enrolled F13)	80%
Q	^UG first generation eligible student 6-year graduation rate	78.4% (enrolled F10)	81% (enrolled F11)	79.5% (enrolled F12)	82.1% (enrolled F13)	80%
R	^Minority all employees (staff, faculty and administrators)	33%	35%	37%	37%	50%
S	^Minority all instructional full-time faculty	23%	24%	25%	26%	30%
T	^Female tenured faculty	41.5%	41.2%	43.4%	43.4%	50%
U	U.S. News Campus Ethnic Diversity index (between 0 and 1)	-	0.59	0.60	Not yet available	>.75
V	Average student debt according to College Insight	\$30,854	\$31,264	Not yet available	Not yet available	Less than \$30,000
W	^NSSE Campus Environment Survey student response on "encouraging contact among students from different backgrounds"	Not a survey year	8% lower	Not a survey year	Not a survey year	Equal to comparison group

*2014-2015 results were 9% lower

^Data from USD's Office of Institutional Research and Planning

■ Already met the 2024 target ■ Progressing as intended toward the 2024 target ■ Requires attention to ensure USD meets its 2024 target

GOAL 3: Improving Structural and Operational Effectiveness Key Performance Indicators

ID	Key Initiative or Measure	2016-2017	2017-2018	2018-2019	2019-2020	2024 Target
A	Campus as a Living Lab	—	—	—	In development	Fully implemented across all academic units with direct connections to USD's operational efficiency and CAP
B	New Climate Action Plan (CAP)	Old plan developed	Old plan implemented	Old plan implemented	President's new Climate Commitment; Energy Master Plan created; 21.3% decreased emissions since 2010	New plan implemented; become carbon neutral by 2035. Reduce GHGs by 26.7% (from 2020) by 2024 to stay on track for 2035.
C	AASHE STARS Sustainability Rating	Gold rating	Gold rating	Gold rating	Gold rating	Platinum rating
D	Number of courses teaching sustainability to students, whether in a related or focused way	415	408	491	537	Increase each year
E	StrideTo2024	Development	Comprehensive Administrative Review (CAR) completed	CAR recommendations implemented; Expense efficiencies recognized	\$10.2 million in savings identified (as of 6/30/20)	\$15 million in savings identified
F	Energy Savings	Efficiency and conservation measures in progress	Efficiency and conservation measures in progress	Efficiency and conservation measures in progress	35.5% decreased energy consumption FY10, new baseline taken for FY20, \$4.3 million in savings FY 18-20, new Direct Access agreement	20% reduction in total energy consumption from FY20 baseline with a minimum of \$515,000 in savings per year
G	Budget Model Redesign	—	Under development	Under development	Parallel testing of new incentive budget model with old incremental budget model	Fully implemented incentive budget model
H	*Increase endowment assets (value at end of fiscal year)	\$503,568,000	\$529,998,000	Not yet available	Not yet available	>\$600 million
I	Moody Bond Rating	A1	A1	A1	A1	A1
J	Renaissance Plan	Many projects in pre-planning or planning stages	Many projects in pre-planning or planning stages; Mission and Ministry and Engineering construction	Learning Commons construction; Copley Library renovation; Engineering Space completed	Founders and Camino Halls renovation; School of Business planning; Olin Hall planning; Mission and Ministry Center completed	Renaissance Plan Completed completed and on budget

*Data from NCES/IPEDS

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GOAL 4: Elevating Faculty and Staff Engagement Key Performance Indicators

ID	Key Initiative or Measure	2017-2018	2018-2019	2019-2020	2024 Target
A	Staff and Administrator Compensation Initiative	Internal review	Committee created, research and benchmarks completed	Structure implemented: salary increases	Employee compensation at market
B	Faculty Compensation Initiative	Taskforce formed	Salary framework completed; Faculty Compensation Policy created	Policy in revision, first round of salary adjustments completed	Employee compensation at market
C	*Average Full Professor Salary	\$139,790	\$137,909	Not yet available	Increase from prior year
D	*Average Associate Professor Salary	\$101,917	\$103,072	Not yet available	Increase from prior year
E	*Average Assistant Professor Salary	\$82,465	\$84,063	Not yet available	Increase from prior year
F	HR Practice of Joining Tradition	Began for all new employees	Continued	Continued	Employee orientation to focus on mission, values, history of USD
G	Employee participation in HR development programs	50 events to 1000 participants	100/2622 employee engagement: 3.8% have completed a program	Not yet available	5% to have completed a program
H	Faculty/Staff CEE Development	100 events to 1000 participants	240/2622 employee engagement; 9.1% have participated in a program	259/2638 employee engagement; 9.8% have participated in a program.	10% of employees to participate in programming
I	Changemaker Faculty Fellows (percent of TT faculty who have completed program)	—	9%	12.6%	20%
J	Faculty and Staff Engaged Scholarship — new external funds	93 awards totaling \$11.3 million	93 awards totaling \$9.6 million	127 awards totaling \$18.1 million	100+ awards totaling \$11 million awarded
K	Research and Development according to NCSES HERD Survey	\$3,876,000 for FY 2017	\$5,642,000 for FY 2018	Not yet available	Increase from prior year
L	Intellectual Property Policy	Taskforce formed	Under development	Under development	Policy formed and in effect
M	Increase number of externally funded professorships and endowed chairs	—	23	22	25
N	Increase number of faculty-led study abroad courses (UG & GR)	90	104	94	Increase from prior year
O	Increase number of faculty involved in community projects	96	105	Not yet available	Increase from prior year
P	Campus Climate survey responses (strongly agree or agree to knowing how work contributes to mission and values)	Not a survey year	Staff — 87% Admin — 85% Faculty — 79%	Not a survey year	Staff — 80% Admin — 80% Faculty — 80%

*Data from NCES/IPEDS

■ Already met the 2024 target
 ■ Progressing as intended toward the 2024 target
 ■ Requires attention to ensure USD meets its 2024 target

GOAL 5: Amplifying Local & Global Engagement and Reputation Key Performance Indicators

ID	Key Initiative or Measure	2017-2018	2018-2019	2019-2020	2024 Target
A	Comprehensive Institutional Marketing Plan	Research and Brand Council Recommendations completed	Creative Development	Implemented	Implemented
B	University of San Diego Media hits (according to Meltwater)	31,374	29,374	21,350	30,000
C	Creation of Athletics Strategic Plan	Developed	Implemented	Implemented	Fully implemented
D	Student athlete community service	5,500+hours; WCC Community Service Trophy	5,000 hours; WCC Community Service Trophy	4,000 hours	More hours than the prior year; winner of the WCC Community Service Trophy
E	Carnegie Classifications	R2; Community Engagement Classification	R2; Community Engagement Classification	R2; Community Engagement Classification	R2; Community Engagement Classification
F	Anchor Partnerships (with formal agreements in place)	Formal agreement process developed	39	46	>50
G	Increase USD purchases from local, diverse (minority, service-disabled/veteran, small business, and women-owned) vendors	< 2.5%	2.5%	3.5%	13%
H	Rome Location	—	Strategic initiative funding granted	In progress, locations explored	Establish and launch USD Rome Center
I	Multicultural experience for all students	—	—	About 80%; SI funding granted	100% of students to have one

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