ACADEMIC STRATEGIC PLAN | DRAFT



TRAJECTORY TO EXCELLENCE

JUNE 2015

SYRACUSE UNIVERSITY

FOREWORD

Dear Colleagues and Friends,

This Academic Strategic Plan is the culmination of a process that began in July 2014 to refine our institutional vision and identify priorities to help us best achieve that vision. It has required us to ask hard questions about who we are, where we have been, and where we want to go as a university.

We did not undertake this process lightly. Today's higher education environment is shifting dramatically, and colleges and universities face unprecedented levels of scrutiny. This is not a bad thing. Rather, it challenges us to re-examine the status quo and calls upon us to strategically focus our energy and resources to best meet the evolving needs of students and advance research attuned to the changing needs of the world. This plan provides a structure for us to do that.

The plan was formulated on the foundational belief that a truly great university must be larger than the sum of its parts. The goals and recommendations within are organized into six themes that cut across all schools and colleges and advance our future as One University. They build on distinctive strengths that have informed our past and provide a firm foundation upon which to further distinguish Syracuse as a place where excellence in scholarship and research intersects with emerging needs. The plan provides strategic guidance for us to move forward while preserving our capacity to respond nimbly to unanticipated opportunities that may arise down the road.

This was a highly collaborative process. It was challenging at times, as is to be expected from any effort to capture the priorities and aspirations of such a vibrantly diverse campus community into one document. But it also was energizing and deeply rewarding. We would like to thank everyone who contributed to the planning process, especially those who served on the seven Working Groups and the countless campus community members who provided their ideas and feedback. We could not have done it without you.

We look forward to continuing our collaborative efforts as we begin the process of identifying and implementing specific strategies and action steps to achieve the goals in this ambitious plan. This is an exciting time for Syracuse University. Thank you for being a part of it.

Sincerely,

Kent Syverud

Kent Syverud, Chancellor and President

Elizabeth D. Liddy

Elizabeth D. Liddy, Interim Vice Chancellor and Provost

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INTRODUCTION

These are extraordinary times for higher education and for students aspiring to succeed in a rapidly changing world. Technology is changing the way we learn, teach, and do just about everything; access, affordability, and return-on-investment are growing concerns; student demographics are dramatically shifting; and debates continue to simmer over whether colleges and universities should be professional training schools, liberal arts schools, research powerhouses, or something more. These are unprecedented challenges that go to the heart of all we do and why we do it.

Syracuse University has a robust history of responsiveness to the times and to the evolving needs of students and the world. But given the rapid rate of change in the world, the complexity of challenges facing it, the evolving expectations of both the marketplace and prospective students, and the rigorously competitive higher education environment, it is more critical than ever that we strategically anticipate needs and opportunities and refine our institutional vision of who we are and what we stand for in this new higher education landscape.

This Academic Strategic Plan was conceived in the summer of 2014 as the academic piece of the University's three-pronged Fast Forward Syracuse initiative, which also includes the Campus Framework and the Operational Excellence initiative. It was designed to help us collectively refine our institutional vision and mission in light of current and emerging challenges, needs, and opportunities, and to identify those overarching goals and priorities that will advance our progress toward achieving that vision. The strategies in this plan both build on longstanding strengths and identify new areas that have the potential to advance Syracuse University in innovative new directions.

The Academic Strategic Plan reflects the findings of seven Working Groups, each of which focused on a single targeted area of concern, as well as input from hundreds of students, faculty, staff, alumni, University trustees, and supporters. The findings, collected and compiled over 10 months, were reviewed by a Steering Committee comprising faculty, staff, administrators, and students, and grouped into six thematic areas, or overarching goals, along with recommended actions to move us toward those goals.

In the spirit of One University—where the whole is greater than the sum of its parts—this is an aspirational plan for the entire University. Its intent is not to dictate specific action steps for the schools, colleges, and relevant administrative units to follow but rather to serve as a guiding foundation by which they can develop their own strategic road map forward. It is also a living document, with the expectation that other ideas and opportunities may emerge to further our trajectory to excellence and better position the University—and our students—to flourish in the years ahead.



THE PLANNING PROCESS

Chancellor Syverud launched the Academic Strategic Plan process in the summer of 2014 as part of Syracuse University's three-pronged Fast Forward Syracuse initiative. In July of 2014, then Vice Chancellor and Provost Eric Spina convened a 27-member Academic Strategic Plan Steering Committee comprising faculty, staff, administrators, and students. The committee, led by Spina for its first five months and then subsequently by Interim Vice Chancellor and Provost Liz Liddy, met regularly over eight months, from July 2014 through March 2015. Members were tasked with structuring and guiding the planning and fact-finding process, assessing preliminary findings, soliciting campus input to the findings, formulating final recommendations and goals, and ultimately drafting a plan.

Early in the process, the Steering Committee appointed seven Working Groups, engaging a total of 93 faculty, staff, and student representatives, to drive the fact-finding process. Each group had a designated area of focus:

- Undergraduate Excellence
- Research and Doctoral Programs
- Leadership in Veteran and Military Affairs
- Enhancing Internationalization
- Innovation and Institutional Renewal
- Student- and Faculty-centered Operations
- Professional Programs Excellence

Over the fall 2014 and spring 2015 semesters, the Working Groups collected data and solicited input through multiple channels, including open forums, surveys, focus groups, and interviews. They assembled their findings and recommendations relating to their focus area into a report. From those reports the Steering Committee analyzed findings, identified overarching themes, and prioritized a set of preliminary recommendations and goals, which were shared with the Board of Trustees, the University Senate, and other campus constituencies. Findings were also shared with the entire campus community during a February "Day of Conversation," during which participants were invited to offer suggestions and feedback. In all, more than 1,300 pieces of distinct feedback were received over the course of these public review processes.

A preliminary short-version draft of the Academic Strategic Plan, encompassing all focus areas, was developed and posted online for additional campus feedback in April. Provost Liddy shared a subsequent version of the plan with the University Board of Trustees at its May meeting, and members approved moving forward with the draft plan. This report expands on that short-form report, incorporating more information and context from the Working Group reports.

The Vision and Mission statements in this plan also were a collaborative effort guided by the Steering Committee. A proposed draft of the statements was first presented to the University community in the fall of 2014 with an open comment period. After some revisions based on that initial feedback, a draft was submitted to the Board of Trustees for preliminary review, which was then followed by a second open comment period. In sum, a total of 145 comments were received during both open comment periods, and these were used to guide revisions to the statements. The Steering Committee arrived at the final versions, as they appear in this plan, in April 2015.

While the Academic Strategic Plan will function as a living document open to revision as needs and opportunities dictate, this document concludes the Steering Committee's planning process. The implementation process is guided by the Academic Strategic Plan Oversight Committee.[1]

[1] See page 20 for the Implementation Plan.

VISION

Syracuse University aspires to be a pre-eminent and inclusive student-focused research university, preparing engaged citizens, scholars, and leaders for participation in a changing global society.

MISSION

As a university with the capacity to attract and engage the best scholars from around the world, yet small enough to support a personalized and academically rigorous student experience, Syracuse University faculty and staff support student success by:

- Encouraging global study, experiential learning, interdisciplinary scholarship, creativity, and entrepreneurial endeavors
- Balancing professional studies with an intensive liberal arts education
- Fostering a richly diverse and inclusive community of learning and opportunity
- Promoting a culture of innovation and discovery
- Supporting faculty, staff, and student collaboration in creative activity and research that address emerging opportunities and societal needs
- Maintaining pride in our location and history as a place of access, engagement, innovation, and impact



CHALLENGES IN HIGHER EDUCATION

A great university is a place that stimulates inquiry and enlivens education, not only in the present, but in anticipation of new societal, economic, and global challenges. The early models of higher education, based on siloed and highly specialized disciplines, must be broadened as the world and its challenges become increasingly complex and interconnected. The Academic Strategic Plan was designed with a keen awareness of this dynamic landscape. The following are the major issues considered in charting the next phase of Syracuse University's evolution.

DEMOGRAPHICS

Within the U.S. and globally, there are dramatic demographic shifts occurring that will have significant impacts on higher education as we now know it. Today's typical college student is no longer an 18- to 24-year-old studying full time on campus; he or she is likely to be older, have a history of work experience, and be more economically and racially diverse. As the traditional college age population declines, domestic undergraduate enrollment is slowing and we are experiencing an increase in international populations pursuing their educations at U.S. institutions. In order to remain competitive in attracting the next generation of students, higher education must be prepared to adapt and change course to improve the quality of the student experience. This increasingly broad range of learners has implications for, among other things, recruitment strategies, academic program offerings, faculty composition, pedagogy, and career services.

TECHNOLOGY

Technology is clearly one of the most impressive forces altering the landscape of higher education today and into the future. The digital revolution has impacted the profile of our student population and driven the majors we offer, the courses we teach, and how we deliver them. While many question the value of technology-laden instruction, these tools are facilitating new ways of connecting with students and enhancing current teaching methods. For the institution, technology enables greater communication and process efficiencies, yielding higher productivity and improving the student experience. And technology propels students to be the best they can be in their chosen fields, as they develop and utilize digital tools to solve challenges in health, environment, policy, engineering, education, and other arenas.

COMPLEXITY OF WORLD PROBLEMS

Universities play a vital role in cultivating the next generation of thinkers and leaders who are able to understand and contribute to solutions that address major issues of the day. Yet, our world demands more than a linear approach. Today's most urgent challenges encompass cultural, legal, economic, and social dimensions, requiring our students to integrate multiple bodies of knowledge amid changing circumstances and realities. Students, and those employing them, increasingly value an education that blends specialized knowledge with cross-disciplinary perspectives.

GLOBALIZATION

As the world's problems become more global in their causes and impacts, the education we provide our students must span an international horizon. Global teaching and learning can no longer be isolated in schools of international relations, for all disciplines benefit from—and require—a world view. From finance and policy to culture and the humanities, global networks and technologies create a planet that is highly connected and interdependent. Globalization will continue to impact what and how we teach, and will require multicultural competencies and an embracing of diverse experiences and points of view.

THE VALUE PROPOSITION OF HIGHER EDUCATION

The cost of a higher education degree is significant and increasingly less affordable for many families, leading students and their families to weigh the potential return on their financial investment, including the prospect of employment opportunities. Likewise, universities face increased pressure from the federal government and regional accrediting agencies for accountability of learning outcomes and services, with states investigating funding formulas based on institutional performance. Within this environment, universities must also seek new ways to manage rising costs, decreases in funding, growing financial aid requests, and the pressure to slow tuition growth. The demand for accountability requires that universities clearly articulate and demonstrate the compelling, long-term impact of higher education on their students, the nation, and the world.

DISTINGUISHING STRENGTHS

When James Roscoe Day became Syracuse University's fourth Chancellor in 1893, he said upon his arrival, "I see in my mind's eye a great university on the Hill. Instead of three colleges, I see a dozen colleges. Instead of several buildings, I see a score of buildings." The University was barely into its second decade, but spurred by Day's compelling vision, it launched a building boom that in the ensuing decades would substantially reshape both the physical and the intellectual landscape of the University. The expansion marked the start of its transformation over the next century from a small college with modest aspirations into a major research university with global impact and scope.

Fueling that growth were key strategic decisions keenly attuned to emerging needs of students, communities, the workplace, and the world—and to shifting expectations about the role and mission of higher education. This Academic Strategic Plan takes as its starting point several key attributes that developed as a result of those strategic decisions—attributes that have informed our past and hold potential to further distinguish Syracuse as a place where scholarship and research excellence intersect with pressing needs and opportunities of the day.

INNOVATION

Syracuse University—like the region that it calls home—has a long legacy of innovation in response to the times. From founding the first degree-granting College of Fine Arts to establishing the first disability studies program in the nation, the University has consistently evolved in ways that expand its reach and magnify its impact.

This propensity to innovate continues today, spurring development of a number of cross-disciplinary initiatives and internal and external collaborations that enhance and expand traditional classroom scholarship. The capacity to advance scholarship that transcends conventional physical and intellectual boundaries and opens up new avenues for learning will be more critical than ever as public expectations of higher education and the needs of the workplace and world continue to grow in scope and complexity.

The universities that will thrive against the headwinds facing higher education are those that resist complacency and work to advance scholarship that keeps pace with the changing needs of students and the world today. The same innovative spirit that has shaped who we are today positions us strongly for this challenge, and it informs every aspect of the Academic Strategic Plan.

FOUNDATIONS OF EXCELLENCE

Syracuse encompasses 11 academic schools and colleges spanning the liberal arts, sciences, and professional education. Several of them are nationally recognized as among the finest in their field. The University also has earned national distinction for a number of its programs, including entrepreneurship, an area of burgeoning interest to students and employers today. Those substantial assets form a strong foundation on which to expand our excellence to encompass every aspect of the academic enterprise.

The wide spectrum of disciplines, programs, and fields of study across the schools and colleges also holds great potential to further seed collaborative scholarship and research that build on signature and complementary areas of strength. We are committed to ensuring that students, across every school and college, receive a rigorous education that gives them





the knowledge, skills, and attitudes needed to both adapt and succeed in a rapidly evolving marketplace and world.

INCLUSION

Access and opportunity for talented students from all walks of life has been a hallmark of the Syracuse tradition since the University first opened its doors in 1870 to all, regardless of gender, ethnicity, or culture. The University's embrace of scores of veterans after World War II helped democratize higher education by making a college degree attainable to students from all walks of life. In recent years, we have recruited an undergraduate student body that is among the most diverse for an institution of its kind. Today, numerous alumni echo a common refrain: "Syracuse took a chance on me, and I have made the most of it."

Syracuse's commitment to access, opportunity, and inclusion is rooted in the belief that an education informed by multiple points of view, life experiences, ethnicities, cultures, and belief systems, undergirded by a shared commitment to excellence, benefits all students—and the world they are preparing to enter. As the nation's demographics shift toward greater diversity along multiple indices—ethnic, socioeconomic, and (dis)ability, among others—the capacity to attract, support, and retain outstanding students of all walks of life will be a significant advantage.

VETERANS' INITIATIVES

When Chancellor Tolley resolved in 1944 to open the University's doors to any veteran who wanted a chance at a college education, he nearly tripled University enrollment overnight and transformed Syracuse from a modest-sized regional college to a national university.

The "GI Bulge" after World War II deeply underscored the University's commitment to military veterans, and we continue to build on it today, with the Institute for Veterans and Military Families (IVMF) leading the way. Launched in 2011, the IVMF is the first university-based institute in the U.S. focused on the social, economic, educational, and policy needs of veterans and their families.

Syracuse's programmatic infrastructure targeting the needs of veterans presents great potential at a time when the number of returning servicemen and -women continue to grow. We have the capacity and expertise to be the premier university in the world for veterans. It is a distinction we aspire to achieve—not only because our veterans deserve the opportunity to reach their full potential but because the qualities they bring to the classroom enhance the academic enterprise for all.

GLOBAL PRESENCE

Syracuse University was an early leader in advancing global education opportunities, with one of the oldest study abroad programs in the nation. Today the University maintains study abroad centers in eight countries over four continents and sponsors a wide range of additional opportunities through its World Partner programs. Nearly 49 percent of Syracuse students currently participate in some type of international study experience.

While we continue to expand our global footprint into new corners of the world, we are simultaneously committed to maintaining a thriving international campus community of scholars at home in Syracuse. The demographic makeup of students in recent years includes approximately 19 percent international undergraduate and graduate students from more than 120 countries. The University also facilitates global scholarship and understanding through its many regional studies programs.

Our strong study abroad infrastructure and international profile present significant assets at a time when students increasingly view global experience as a critical part of the academic experience. We have the potential to distinguish ourselves even more by building on these strengths in a way that not only expands opportunities for global scholarship but also promotes global engagement from the moment students arrive on campus.



THEMES AND GOALS

The Academic Strategic Plan engages six overarching themes: The Student Experience, Discovery, Internationalization, Commitment to Veterans and Military-connected Communities, Innovation, and One University. The goals under each theme reflect our vision of how we can strategically build on our strengths in ways that intersect with emerging needs of the day and offer potential for further distinction. They are high-level goals designed to guide the schools and colleges as they strive to identify and implement specific strategies and measurable outcomes that are both appropriate to their circumstances and in alignment with our institutional priorities.

THE STUDENT EXPERIENCE: Provide all students with a world-class learning experience that prepares them for future success

Syracuse University is committed to providing all students with an excellent and highly distinctive educational experience that prepares them for academic, personal, and professional success in an increasingly complex, diverse, and interconnected world. We will do that by instilling in them a capacity to think deeply and analytically; to listen and learn from diverse life experiences, cultures, and points of view; to act with ethical and academic integrity; and to engage in ways that enrich scholarship and enhance our communities and world. Drawing on our strengths in the liberal arts, sciences, and professional schools, and building on our historic commitment to access, opportunity, and global engagement, we will cultivate in students those distinct skills, competencies, and experiences that exemplify Syracuse as a place of excellence in higher education.

We also recognize that true undergraduate excellence can only be achieved when attention is paid to the "whole student." We will do that by working collaboratively to address campus culture and nurture the personal, professional, and social development of all students, and to create the conditions that support excellent teaching, learning, retention, and success.

GOAL: Boldly instill in all undergraduate students those core competencies and values, and provide the dynamic learning experiences, that drive intellectual excellence, feed creativity, and cultivate the skills needed to excel.

In order to compete in an increasingly discriminating higher education environment, Syracuse must clearly and collectively articulate what we want all students to know, do, and value. We will identify and develop a set of core competencies that transcend the renowned but often compartmentalized reputations of specific schools, colleges, and programs to give all students the critical skills that inform academic, personal, and professional success. In doing so, we will better leverage University-wide areas of expertise, building on efforts to identify core competencies that go beyond degree-required coursework in arts and sciences to encompass courses and curricula that can be developed and delivered across all schools and colleges.

These competencies would connect traditional academic work (such as critical thinking, oral and written communication, scientific and quantitative reasoning, and global competencies) with essential life skills (such as resilience building and cultural and global awareness and sensitivity) and soft skills (such as teamwork and adaptability). Strategies to achieve these skills and values should be both curricular and co-curricular.

Because knowledge is not static and meaningful scholarship cannot thrive in isolation, student learning will be tested and nurtured through signature experiential, entrepreneurial, and global opportunities that merge theory with practice in ways that spur innovation, enhance scholarship, encourage identity as global citizens, and facilitate substantive engagement in our communities and world. Experiential education and engagement in local and global communities are distinctive strengths at Syracuse, and they become increasingly important as employers seek employees who have real-world experience in putting theoretical knowledge into context and practice.

As the heart of the academic enterprise and the college with the largest undergraduate enrollment, the College of Arts and Sciences will be unrivalled at providing a distinctive, deep and broad education in the liberal arts and sciences to all of our students. Along with that, the University will work to maximize the potential, and

expand the institutional reach, of the Renée Crown Honors Program, currently based within the College of Arts and Sciences. Finally, as the demands of today's workplace continue to evolve at a relentless pace, and the challenges facing the world reach unprecedented levels of complexity, one of the most crucial skill sets will be the capacity for innovative thinking and technological literacy. Syracuse students will develop habits of mind and technology know-how that allow for flexibility, creativity, collaboration, and adaptability to change that will enable them to thrive as citizens, professionals, entrepreneurs, and leaders in a dramatically changing marketplace and world.

GOAL: Sustain an inclusive, accessible campus of opportunity for a richly diverse student body, including international students, students with disabilities, underrepresented students, and veterans.

Syracuse has long ascribed to the fundamental belief that a diversity of voices, cultures, life experiences, and backgrounds is an essential component of academic excellence. We have a strong track record of recruiting and enrolling a student body that is richly diverse along multiple indices. We will work to further elevate strategies that highlight our longstanding commitment to fostering and supporting an inclusive campus community. Among those efforts will be enhanced strategies to build on the strengths and core values of the Taishoff Center for Inclusive Higher Education and the School of Education to pioneer an inclusive disability agenda to help students with intellectual and developmental disabilities achieve their full potential through post-secondary education.

As part of our commitment to sustain a diverse and inclusive campus community, we will strengthen those resources and services that promote retention and success and assure full accessibility of facilities for all. We will provide robust support structures that address unique areas of need and implement education opportunities that advance cultural competence among faculty, staff, and students—all of whom play a crucial role in sustaining an inclusive, respectful campus community.

Because inclusion means not only celebrating our differences but also fostering connectedness, we will work to create more common whole-University curricular and co-curricular experiences that are both academically grounded and appealing to all. These experiences might include common book readings, famous writer/lecture series with intentional supportive co-curricular activities, multicultural programming, and recreational events with supporting curricular connections. They will be designed to maximize participation and actively address the needs, and leverage the strengths, of the entire undergraduate population.

GOAL: Adapt and enhance graduate programs to anticipate needs and opportunities and cultivate the capacity for sustained success in a swiftly evolving marketplace.

Graduate programs are a key source of strength and differentiation for Syracuse University. Many of our professional graduate programs are ranked at or near the top of their respective fields and hold great potential for enrollment growth and for further enhancing the University's profile and brand in professional sectors. Expanding technologies and rapidly shifting needs and expectations of employees and employers create an opportunity for Syracuse to further distinguish itself as a leader in this realm. Toward that end, we will look for opportunities to launch new programs and align existing offerings with market demands and potential for external collaborations.

Through coordinated market research, we will seek to better understand, and quickly respond to, the educational needs of the professional community. This would entail evaluating the potential for alternative delivery systems, hybrid programs, and other curricular and programmatic innovations designed to meet the evolving needs and expectations of today's workforce and world. We need to be open to needs and opportunities that we may not yet have considered but that tap into our existing strengths. For instance, our solid line-up of faculty who teach the core required sciences for a medical degree may position us to partner with local hospitals in addressing the critical need for skilled physicians. Marketing and communication efforts between centralized units and the professional schools must be enhanced and coordinated to assure continuity across marketing, recruitment, and yield activities. Syracuse's Executive Education programs draw mid-career professionals from around the world. To ensure these important programs receive optimal support, we must incentivize and better engage faculty and expand the infrastructure that supports these programs.

We also will work to ensure students on the humanities tracks have access to a broad range of career options spanning both the academy and the private sector. Tapping our strengths across both the liberal arts and the professional disciplines, we will further enhance collaboration among the College of Arts and Sciences and the professional schools to realize a University whose whole is greater than the sum of its parts.

Achieving the aforementioned goals will require regular program assessments and an organizational structure that anticipates market opportunities, optimizes the potential for internal and external collaborations, provides coordinated leadership and management, and strengthens infrastructure supports.

GOAL: Nourish the whole student to support academic, social, and emotional well-being.

Academic success requires that all students have access to a holistic network of supports that facilitate academic, social, and emotional well-being, and lay the groundwork for a successful transition from college to career. Syracuse will conduct a University-wide overhaul of advising practices with a view toward improved training of and support for advisors, improved coordination of advising across all schools and colleges, and better integration of advising and career services. Such an overhaul might lead to co-location of advising and career services, an advising center with flexible hours, or advising software to better track students' skills and interests. We will further advance University libraries' capacity to support student/faculty research and scholarship, promote information literacy, assure accessibility to a full range of information resources, and lead the way in envisioning new roles for the 21st academic library.

To address student needs beyond the academic realm, we will work to better coordinate all student services both organizationally and physically, and assure full accessibility. Research and data support a strong link between mental and behavioral health issues and students' ability to learn and feel a part of their campus community. Collaboration across divisions, particularly Academic Affairs and Student Affairs, will advance a seamless and robust approach to the learning, advising, counseling, engagement, and development of the whole student. The University will also develop a comprehensive strategy for identifying those areas of student support services most in need of development and enhancement to ensure optimal effectiveness.

We are deeply committed to maintaining a campus community where all feel valued and respected. Through both curricular and extracurricular channels, students will develop the capacity to listen to and learn from diverse perspectives and life experiences, and will be expected to act in a way that reflects the highest ethical standards. Every member of the campus community will be accountable for advancing a campus culture characterized by mutual respect, honesty, ethical and academic integrity, and safety for all.









GOAL: Rigorously advance a University-wide culture of teaching excellence that prizes innovation and drives successful student outcomes.

A thriving, productive, engaged, and dedicated faculty provide the crucial link between students and an outstanding education. We will develop University-wide criteria to thoroughly and consistently evaluate teaching excellence and to support faculty at all levels as they strive to achieve excellence. We will provide pedagogical development for faculty at all levels, especially with regard to the skills necessary to successfully teach a diverse student body. As part of that, we must define and develop the skills necessary to assist researchers and professionals in making a smooth transition to a classroom that is increasingly diverse across multiple parameters. Tenure, promotion, and annual review policies and practices must appropriately and consistently define, value, and reward teaching excellence.

The University will further provide incentives for curricular innovation and interdisciplinary teaching that help fuel scholarship and learning reflective of the multifaceted challenges of the world today. Resources should be designated to encourage faculty to pursue pedagogical projects that lie outside the core mission of the department, to incentivize them to engage in cross-disciplinary initiatives, and to encourage them to pursue and share innovative teaching methods. These efforts will open new channels of discovery across the schools and colleges; help students grasp connections across disciplines; and advance efforts to develop a shared set of core competencies based in questions and aptitudes rather than rigid disciplinary categories.

DISCOVERY: Promote creativity and discovery attuned to important challenges and emerging needs

Creative activities and research are fundamentally coupled to our educational mission. Research and creative activities nourish the intellectual and physical well-being of society and drive a prosperous and diverse high-tech economy. We seek to advance research excellence in both disciplinary and interdisciplinary endeavors by supporting a wide range of scholarship, including activities poised to address pressing global needs, basic research that advances fundamental understanding, and curiosity-driven inquiry. To maintain a strong culture of research across the campus we will provide high-quality, centralized, and coordinated support and facilities. We celebrate and reward those who excel in research and creative endeavors and ask them to provide leadership, mentoring, and guidance as we advance scholarly work as an institution. We seek to elevate signature areas of inquiry where our strengths coincide with areas of external opportunity.

As we generate knowledge, we simultaneously inform teaching and learning, offer experiential learning opportunities for students, and establish a conduit for interactions with broader communities. Collectively, these activities provide a platform to enhance the impact of our creative endeavors around the globe. Strong doctoral programs play a key role in our research enterprise. Rigorous doctoral training and experience are essential in the development of new generations of scholars and researchers, and they enhance the intellectual vitality of the University and beyond. Our research operation functions as an interconnected academic pipeline from new undergraduate scholars to established senior faculty. We will continue to engage and encourage students at all levels in scholarship through robust and dedicated support structures, planting seeds for a culture of inquiry that will accompany them in all their future endeavors.

GOAL: Foster a University-wide culture that celebrates and advances creative work and research in ways that inspire discovery, enhance teaching and learning, and magnify our impact and interconnections with the world.

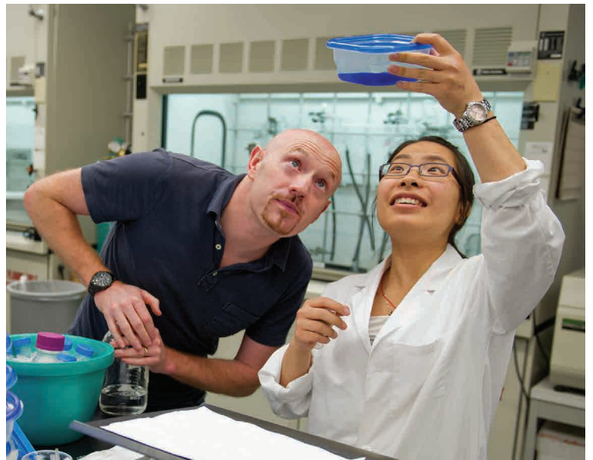
Syracuse University is committed to excellence in creative activity and scholarship, including basic and applied research. This commitment begins by implementing changes in research administration and services that will foster a culture of scholarship, establish mechanisms for facilitating and coordinating research investments across units, and provide faculty with supportive structures that incentivize research activities. We will give attention to specific mechanisms needed to enhance both traditional disciplinary work and interdisciplinary collaborations. We strive to attract outstanding faculty scholars and to facilitate their development at every stage of their careers. In collaboration with departments and colleges, a range of University resources may be provided through the Office of Research to promote scholarship. Such resources include start-up funding, synergistic hires, competitive seed funding, teaching relief for center proposals, local and centralized services for proposal development and grant administration, shared computational and laboratory facilities, policies for teaching loads, merit raises that reflect research achievement, local overhead return, dedicated advancement efforts, strengthening of local and global collaborations, and research recognition awards.

In order to ensure and facilitate University-wide coordination, support, and leadership for scholarly activities, the role of the Office of Research will be elevated and resources made available to ensure appropriate support of research as a key component of the University's mission. To acknowledge the level and impact of exceptional scholarship already occurring, we also will identify and pursue strategically focused investments in cross-cutting areas of strength and opportunity. To further our standing as an innovation leader, we will promote translational research and discoveries as well as inventions development and their path to implementation.

GOAL: Cultivate doctoral program success to further optimize quality and productivity, advance our commitment to dynamic learning and knowledge discovery, and develop "new scholars" at all levels.

Syracuse University is also committed to the development, training, and experience of "new scholars." In this spirit, we will amplify support for doctoral students and postdoctoral researchers. We will also provide opportunities for undergraduates and master's students to participate in cutting-edge creative work in areas of interest. Syracuse has a strong legacy of creative works conducted by and with scholars from underrepresented groups. Building on that legacy, we renew our commitment to provide opportunities for underrepresented groups to conduct high-quality scholarly work. New scholars will be nurtured through robust and dedicated support structures. Those structures might include a clearinghouse with information about research opportunities and internships at the University and elsewhere around the globe; the allocation of competitive research funds at all levels; and the fostering of developmental, tiered mentoring that pairs undergraduates with graduate students and their faculty supervisors. We recognize that research mentoring at all levels—doctoral student, post-doctoral associate, master's, and undergraduate—is a critical part of the faculty teaching workload.

We value the fundamental role doctoral students play in enhancing the quantity and quality of scholarly activity on campus. We will work to attract and retain outstanding doctoral students, including those from underrepresented groups. We also will enhance recognition of and support for doctoral programs by providing competitive stipends, benefits and workloads; increasing University and dissertation fellowships and awards for summer research and travel; and facilitating professional growth and networking opportunities. We also understand the unique needs of veterans and part-time doctoral students, and we are committed to facilitating their pursuit of advanced degrees. The career landscape for doctoral students is changing, with fewer Ph.D.s being employed in academic institutions and more finding positions in industry, government, non-government organizations, and other institutions. With our high-quality professional schools, we are committed to implementing innovative training opportunities for Ph.D. students who are considering diverse career paths.





INTERNATIONALIZATION: Enter the Campus, Engage with the World

Syracuse University, grounded by a tradition of international scholarship and engagement, dedicates itself to fostering and sustaining an international community of scholars that values and supports all students and prepares them to thrive in a globally connected world. We do that not only by advancing global study, research, and internship opportunities—a signature of the Syracuse academic experience—but also by developing and expanding institutional structures, programming, and opportunities in such a way that students engage with the world from the moment they arrive on campus. We will leverage our substantive strengths in global regional studies, international institutional partnerships, and growing multinational body (students/faculty/alumni) to truly internationalize Syracuse University.

We will make internationalization a key strategic priority for the University, recognizing that students and their families value global study and cross-cultural experiences as distinguishing features of an outstanding education, and that employers seek students with the skills to innovate within and navigate through the economic, cultural, and political systems of the world.

GOAL: Enhance and expand institutional mechanisms to better cultivate, welcome, support, and value the contributions of our international student community, facilitate cross-cultural interaction, and advance cultural understanding.

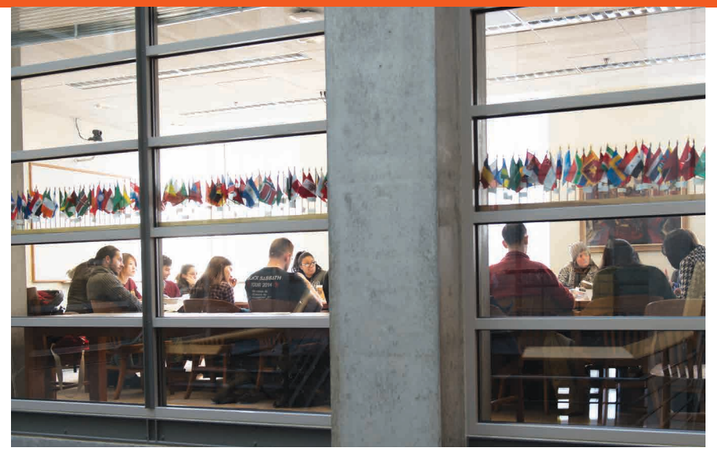
"Enter the Campus, Engage with the World" signifies a two-way street of knowledge and understanding. Syracuse's broad offerings of international education and experiences instill in our students core competencies across global and comparative dimensions—and augment that learning with study abroad, immersion and other activities. At the same time, a growing international student body affords opportunities for deep and sustained engagement across cultures. Campus living-learning options with a global focus, regional studies' internships and research, campus mentoring, and service activities all promote student, faculty, and staff interaction, contributing to a richer understanding of the world.

Fully recognizing the value and contributions of our international student community, and the challenges they face when entering our campus, we will advance a strategy to improve and better integrate curricular and support services for this ever-expanding population. In addition to academic advising and support, these students require customized career services, health care, counseling, writing and tutoring services, and housing and residence life services, among others. We propose that all units engaged with international programs and students align their efforts within a University-wide administrative structure that will support, promote, implement, and assess this strategy as well as the University's broader internationalization agenda. (This might entail, for example, reimagining the role of the associate provost for international education to oversee all research and curricular matters, and creating a new position, vice president for global engagement, to implement a coordinated internationalization strategy at Syracuse.) In this way, units such as SU Abroad, the English Language Institute, a proposed Global Center for Living and Learning (to provide residential services for domestic and international students as well as globally oriented programming), the Slutzker Center for International Services, and our regional centers will assess and prioritize current offerings, and more fully leverage their strengths to collectively forge a path for the future.

We will explore the possibility of creating a University Internationalization Council to foster communication among stakeholders and support the development and accountability of a globalization strategy. The council will have representation from the schools, colleges, and relevant units, including Enrollment Management, the Division of Student Affairs, Advancement and External Affairs, and others.

GOAL: Facilitate distinctive global learning experiences that expand our students' capacity to live, work, and thrive in a deeply interconnected world.

We believe that a long-term commitment to an internationalized campus curriculum and an education abroad experience for students will more fully prepare them as globally attuned professionals. To that end, we will adopt a focused set of core competencies that will manifest as a sequence of courses and projects to strengthen students' capacities to succeed in their chosen fields and as global citizens. This will ensure that Syracuse students are literate about, and engaged in, the economic, political, social, and cultural systems of the world. As students prepare to study abroad we must provide more possibilities for them to develop the necessary language skills; an understanding of the history, art, culture, and politics of the country in which they will study; the ethnographic and participant-observation skills necessary to maximize experiential learning opportunities abroad; and intercultural capabilities. Academic advisors must be fully knowledgeable about the range of University international opportunities to assist students in a way that encourages their global identities.





Nearly 49 percent of our students study abroad through short-term, semester, summer, and featured programming. Study abroad at Syracuse has always been about field study, about the importance of experiencing and engaging with other cultures, histories, and languages. But it is also about global interconnectivity: understanding how to live and work in a highly interactive, technologically mediated transnational marketplace and grappling with issues of global scope and consequence.

To make study abroad more meaningful, we will integrate these experiences more directly and substantively with the campus curricula. Utilizing the strengths and talents of our alumni base and partnerships with universities across the globe, we will look for new opportunities to develop, expand, and apply students' learning in comparative, international, and practical ways as they address urgent global issues. We will strive to substantially increase the percentage of undergraduate students studying, researching, and interning abroad (with a long-term goal of 75 percent), and specifically tailor more global study opportunities for graduate students.

GOAL: Expand our relevance and impact in global scholarship and further internationalize the curriculum.

The seven regional or area studies programs housed in the Maxwell School's Moynihan Institute of Global Affairs—Europe, Latin America and the Caribbean, Middle East, South Asia, East Asia, Korean Peninsula, and Africa—constitute the University's largest resource of human capital to support internationalization. These interdisciplinary regional studies programs serve as research incubators for international education and provide funding and mentoring for student internships and field research outside the U.S. Students in these programs might engage in discussion groups where researchers of a particular region interact and share their scholarly work, or learn about current events and culture as they practice regional languages. These intellectual hubs also facilitate interaction with experts from both inside and outside the University, including international scholars from partner institutions and alumni at the top of their fields.

To focus our efforts and adequately resource those programs on the path to excellence, we will identify and invest in select regions of strategic importance, taking into account student demand, current institutional assets, and the long-term political and economic significance of the region. Each regional program will employ an interdisciplinary approach, with multiple engagement points across the campus and a unified strategy for funding, hiring, and student recruitment efforts.

We will further sustain campus internationalization by intentionally infusing global perspectives and content into a greater number of courses across the schools and colleges. We will design incentives for faculty to develop and adapt courses within and across disciplines to expose students to global issues, and provide meaningful integration of academic and learning abroad experiences.

COMMITMENT TO VETERANS & MILITARY-CONNECTED COMMUNITIES: Distinguish Syracuse as the premier university for veterans, military-connected students, and families

Syracuse University has a distinguished legacy of leadership in addressing the needs of our nation's veterans and military-connected communities, and of responsiveness to the needs of the day. Data suggests that post-9/11 veterans and their families are taking advantage of the GI Bill program at an increasing rate. We anticipate that those needs and educational aspirations will continue to grow, and with that in mind, we are committed to being the premier university for veterans and military students. Building on our faculty and staff expertise, programmatic infrastructure, and institutional resources, we also are uniquely positioned to serve as a thought leader in areas relating to the social, economic, and wellness concerns of the nation's veterans and military-connected communities.

Syracuse today is already home to several ground-breaking veteran and military-connected initiatives, including the nationally recognized Institute for Veterans and Military Families, the Entrepreneurship Bootcamp for Veterans with Disabilities, the Defense Comptrollership Program, the Military Visual Journalism Program, and the V-WISE entrepreneurship program for women veterans. Building on this, we will ensure that veterans and individuals associated with the military are accommodated and integrated fully into the campus community, and that our recruitment, academic offerings, and support services are aligned with the needs and aspirations of this richly diverse population. In turn, we must leverage cross-University academic expertise to develop and enhance interdisciplinary research in critical areas related to veterans, military affairs, and national security.

Ensuring that those who have served our nation in uniform receive a rigorous education and the supports they need to thrive not only meets a critical national need; it also makes the University and our entire student population better. Veterans and military-connected students bring tremendous assets to academic life, including strong leadership and teamwork skills, an entrepreneurial spirit, an astute world view, and a desire to get the most out of their education. The growing need for programming and research in veteran and military-related areas and for promoting the well-being of veterans and their families provides opportunities to illuminate Syracuse's outstanding reputation in veteran and military affairs—and to have a meaningful impact on the world.

GOAL: Enhance and expand programs that address the needs and interests of veterans, military-connected students, and military families, recognizing the significant role higher education can play in advancing successful post-service outcomes.

Given the growing need and interest among our veterans to pursue higher education, we have strong potential to further distinguish ourselves as a university where they can pursue an academically rigorous education and receive the critical support services needed to facilitate a smooth and productive transition for them back to civilian society. To do so requires action on multiple levels.

Academically, we must identify existing programs and explore potential for new programs aligned with the interests and aspirations of veteran/military students as well as the needs of government funders. Where current programs and emerging needs align, we must advance and elevate those programs to enhance their appeal to potential student veterans. Where gaps exist, we must develop new programs. As part of this effort, we will leverage and enhance faculty expertise focused on veteran, military, and national security interests; and invest in technology and off-site infrastructure and personnel needed to provide state-of-the-art education and training in those areas. Examples of existing programs would include the Certificate of Advanced Study in Security Studies, offered through the University's Institute for National Security and Counterterrorism; programming from the interdisciplinary Crisis and Disaster Management Initiative; and school-specific programs such as the Defense Comptrollership Program. A potential new program might be medical training specifically tailored for the needs of veterans.

With heightened interest in national security threats of all kinds and mounting concerns over the health and well-being of returning military personnel, such topics will likely be at the forefront of many research agendas. At Syracuse, we are well positioned to make a major commitment to support and grow this nexus of research areas. Those areas where we have a comparative research advantage include biomedical technologies, including biomaterials for repair of injured limbs and other injury-related needs; aerospace technologies; cybersecurity technologies; and forensic technologies, among others. Other research strengths that can be built upon include veteran employment/entrepreneurship; veteran health, including post-traumatic stress disorder and traumatic brain injury; veteran education, including GI Bill benefits and enrollment in STEM fields; and implications of military service for family members. Potential ways to advance such scholarly activity might include hiring clusters of new faculty members with expertise in military, national security, or veteran research and incentivizing faculty interest in these areas.

As a greater number of institutions pursue funding for work in veteran and military research, education, and support services, we anticipate increasing competition for resources. We must scale our capabilities and focus our efforts in government relations and both corporate and major donor advancement accordingly.

In order to increase veteran enrollment, retention, and graduation rates, we must also shore up staffing, administrative support, and student life services. This would include identifying, strengthening, and better coordinating those services that correlate with persistence and academic success among student veterans. Other means of support might include "student veterans" articulation agreements with community college partners to facilitate transfers; enhanced housing opportunities—including units that accommodate families; better connections with professional counseling and wellness services; and continued development of an employee education program designed to confer cultural competencies related to veteran-specific issues and concerns for faculty and staff.

We also must better facilitate post-graduation engagement of our veteran alumni, through, for example, employment and graduate/professional school matriculation. Finally, we must institutionalize support for and value contributions by the significant number of University employees who are themselves military veterans. Among the potential recommended measures are a University Veterans' Hiring Initiative and a designated office to leverage contributions and address needs and interests of veterans who work at Syracuse.











INNOVATION: Nurture an entrepreneurial culture

Against the backdrop of significant external forces that will affect higher education over the next 25 years, Syracuse University will define its own path of change and institutional renewal, one distinguished by its unique past and guided by its virtues. We have a long record of trail-blazing innovation and creativity, including veterans' programs, entrepreneurial activity, the arts, disability studies, campus-community engagement, and industry partnerships, to name a few. We will strive to ensure that our culture, structures, and mechanisms continue to fuel productive change and empower us to respond nimbly to emerging needs and opportunities. We will work to cultivate an enterprising mindset characterized by visionary thinking and creative problem-solving, and the capacity to channel ideas into actions. Such an environment will attract the best and brightest students, faculty, and staff and incite external partnerships with those on the cutting edge.

Respecting and retaining the culture and expertise that have defined Syracuse for more than a century, we will nurture an entrepreneurial mindset, not solely in a business sense, but in a way that embraces new models of discovery in every corner of our campus. From pedagogy and student services to administrative processes and technology, we will establish a culture of boldness, empowering those closest to the core to make decisions that create opportunity and improve efficiency. We will view multifaceted societal challenges as opportunities to coalesce disciplinary and interdisciplinary teams to seek creative and impactful solutions, energizing students, faculty, staff, and alumni around a mission that resonates with their desire to make a difference in the world.

GOAL: Seed and nurture a campus-wide culture of continuous innovation that incentivizes students, faculty, and staff to "do change right, the Syracuse way."

The power of a culture of innovation lies in its ability to connect people and ideas. To accelerate this environment, Syracuse will seed innovation across people and places on campus to strengthen the collaboration and communication necessary to ignite change.

Typically, innovators are assumed to be those who think outside the box—looking for novelty outside their designated norms. We, however, will strive to effectively innovate from within, selecting and supporting champions of change from across the University community to function as a "hub" for thinking and doing in new ways. Among the hub's proposed activities are the establishment of a comprehensive data system of University innovations and the hosting of virtual and in-person charrettes to develop trust, break down silos, and build collaboration across campus. This hub will fuel innovation in all areas, as faculty explore pedagogical experiments, students connect with creative courses and faculty, and staff learn more efficient business models. Groups of collaborators and innovators will form pockets of innovation and unique, self-organized groups that will be supported by the infrastructure and resources of the hub, encouraging partnerships that will enable them to take their projects to scale.

We anticipate that these annually rotating champions of change will oversee a newly established Innovation Seed Fund to catalyze activity across the University. They will also test and adapt proposed models of innovation and help ensure the vitality of the innovation across the







University, strengthening connections across institutes, centers, programs, and people. For faculty champions, executing and testing the innovation model may lead to new research opportunities. Along with these internal champions, we envision establishment of an externally competitive program to invite "Innovation Fellows" to join the internally appointed group and further enrich the potential for productive change.

This commitment to innovation is bolstered by an existing programmatic infrastructure that has earned us a national reputation and high rankings for student entrepreneurship. This campus-wide ecosystem includes an array of academics, incubation/hatcheries, acceleration, funding, co-curricular and networking opportunities. In addition to the Student Sandbox, the Couri Hatchery, the South Side Innovation Center, and the Raymond von Dran IDEA initiative for cross-campus entrepreneurship, we offer programs for industry-specific entrepreneurship in design, media, arts, music, retail, technology, engineering, and other fields. Moreover, courses offered in a range of disciplines across the campus infuse entrepreneurship into the classroom.

Students will benefit from this culture in new and expanded ways, as entrenched silos are broken down and cross-disciplinary opportunities increase. Recognizing that co-curricular activity—an essential element of the undergraduate experience—is often the source of transformative learning, we will seek additional opportunities to engage students outside the classroom, including long- and short-term immersion experiences, global study, internships, consultancies, and student research. We will also create more spaces on campus, including sandboxes and innovation labs, to facilitate intentional and fruitful "collisions" that seed innovation across disciplines and perspectives.

Our strengths in both professional studies and liberal arts education fuel opportunities for students to contribute their energy and ideas to enterprising opportunities. Students will be motivated to excel—and their contributions will be richer—as they integrate core disciplinary competencies with skills in global understanding, writing, critical thinking, leadership, and team work.

While the virtual world is increasingly more central to the flow of knowledge in higher education, students also crave accessible physical spaces on campus to create and collaborate. In concert with the Campus Framework, we will reimagine spaces as accessible, inclusive, and useable portals to innovation. We likewise will transition and re-engineer traditional spaces like libraries to complement new and virtual media. Dedicated spaces such as study pods, cafes, public study spaces, and collaborative technology are needed across campus to further encourage constructive innovation.

Many of these spaces facilitate engagement with external partners. They provide links with industry and other organizations, including targeted capstone

projects where students serve as consultants on real-world problems. Innovation test beds may serve as spaces for student engagement, research, and market testing; for social embedding of ideas and products; and for forging connections with government, nonprofits, and industry.

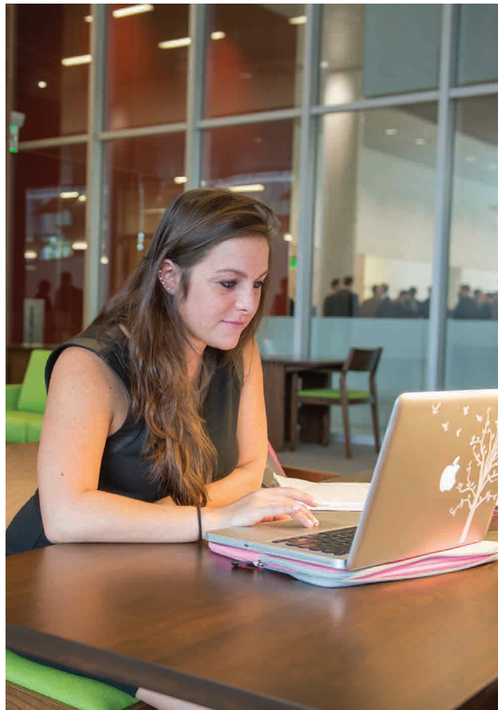
Well-considered risk-taking must be valued as an essential step toward positive change, and it must be modeled at the highest levels. “Doing change right, the Syracuse way” means focusing on change from within, drawing on existing assets, strengths, and spaces—and supporting a culture of change that celebrates creativity and boldness in ways that reinforce innovation and institutional renewal. We will recognize such creativity and risk-taking through a reward structure, including, for example, a seed fund to inspire and grow ideas, an annual celebration to showcase campus innovation, and modification of current structures to allow time for experimentation. In keeping with the essence of One University, we envision the funding of “staybaticals” for faculty to experience other parts of the University for a semester or more.

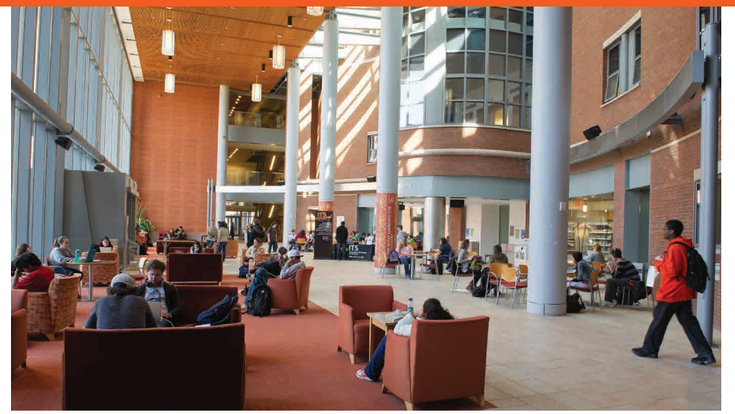
We also will design a University-wide set of operational processes that encourage and empower agents of change to drive ideas forward. Developing an ethos of continuous improvement will make us better, as staff create new systems to simplify support functions and faculty identify state-of-the-art technology to foster deeper learning.

Syracuse, like many successful research universities, is complex, yet it has an innate capacity to be nimble due to its relatively small size, critical assets, and valuable physical and virtual spaces. We will strive to create an environment that thrives on problem-solving. It will require greater transparency, an increase in the pace of our work, and safe spaces where individuals and groups are free to “fail forward.” Along with this, institutional initiatives and experiments must be regularly assessed and have accountability to be sustained.

The above strategies are vital for the cross-fertilization of ideas across a range of disciplines and perspectives. Similarly, external partnerships bolster our capacity to innovate and enrich scholarship by giving it real-world context. We will seek expanded partnerships with those in the private, civic, and government sectors to inform our innovation efforts and make our work more meaningful and relevant. We will also utilize our substantial national and international alumni networks to recruit mentors for faculty and students, enhance entrepreneurship education and student experiences, and support campus innovation efforts.









ONE UNIVERSITY: Galvanize institution-wide excellence

As One University, Syracuse supports progress toward our mission by consistently pursuing excellence in all areas of University operations. We achieve this by providing all those engaged in reaching our mission a workplace that proactively supports their personal and professional needs, challenges them to grow, respects diverse points of view, and recognizes excellence. Administrative and support staff, both on campus and at satellite locations—many of whom are the first line of contact for students seeking assistance—play a crucial role in advancing the goals of this plan and assuring the success of our students. We aim to be recognized as a model employer, including for those groups less traditionally represented among higher education professionals and who may need targeted recruitment efforts and supports. We must ensure that in every capacity, our operations are efficient and effective, and that employees at every level recognize their role in advancing our mission and sustaining a thriving, supportive campus community for all.

GOAL: Advance excellence in every capacity to fuel staff and faculty success.

Syracuse is committed to maintaining a workplace environment that is supportive, challenging, responsive, and rewarding for all employees. Toward that end, we must ensure that they have opportunities for professional development and for advancement, with appropriate training, to higher levels of responsibility. This includes training for faculty who move into administrative leadership roles. In doing so, we strengthen morale, elevate quality and productivity, inspire dedication, and enhance retention of talented employees. As part of this effort, we also aspire to continue earning recognition as a “Best University to Work For.” Such distinctions signify us as a place that values and inspires excellence, and boost our capacity to attract and retain outstanding faculty and staff.

A strong, engaged workplace also requires strong campus-wide channels of communication. We will employ strategies to enhance internal communication structures and protocols to ensure that employees feel connected to, engaged with, and invested in our institutional work. Enhanced lateral communication will serve to further inform and galvanize cooperation and collaboration across all levels of activity—academic, administrative, scholarly, and co-curricular. Governance structures also must be examined to determine the best model for assuring responsiveness, effectiveness, and accountability to goals. The balance of centralization versus decentralization of University services cannot and should not be unilaterally determined. In cases where “local” procedures yield better results, improvement will come from better coordination of college/University efforts. Guided by input from the Operational Excellence portion of Fast Forward, we also will continually assess University operations and protocols to assure efficient use of resources and enhance accountability.

These strategies are designed to drive our commitment to fostering and sustaining a University-wide sense of community rooted in shared purpose, respect, and recognition of the vital role each one of us plays in elevating the University as a place of excellence. Whether they work on the main campus or at a satellite center in Florence or Beijing, all members of our campus community must feel valued and supported. They likewise must recognize and be accountable for their part in achieving our institutional vision and mission and for helping students fulfill their academic potential.

IMPLEMENTATION

Syracuse University's Academic Strategic Plan is the first phase toward focusing our institutional priorities and moving us closer to achieving our vision and mission. Along with the University's Campus Framework and Operational Excellence initiatives, the Academic Strategic Plan outlines a structure for institution-wide decision making while charting a course forward. As such, it is just a beginning. The second phase is implementation, which is guided by the Academic Strategic Plan Oversight Committee.

The Oversight Committee is charged with the following activities:

- Convene sub-committees and working groups necessary for the implementation of the plan
- Develop objectives and strategies appropriate to each theme and its goals
- Develop metrics for the objectives and strategies
- Develop an implementation timeline, including project milestones
- Identify faculty and staff resources required to implement the objectives and strategies
- Provide oversight and tracking of the Academic Strategic Plan progress
- Report on progress by providing an annual performance report
- Ensure continuous improvements through implementation, action, and assessment

The Oversight Committee, supported by designated working groups, faculty, staff, and others, will develop strategies and metrics to measure institutional effectiveness and assess outcomes.

CONCLUSION

Syracuse University has a long and distinguished history of responsiveness to the times and to the needs of students, our communities, our nation, and the world. We have been leaders in advancing inclusion, global study, cross-sector collaboration, and scholarship that intersects with areas of great need. The Academic Strategic Plan builds on these and other key themes that we believe hold significant potential to further distinguish us as a place of excellence in teaching, learning, and scholarship, and advance our standing as a great, student-focused, international research university.

Syracuse is what it is today because of a willingness to take bold action in service to a compelling vision. Given the rapid pace of change in the world and the shifting expectations and pressures impacting higher education, the times again call for bold action. We have amazing strengths, but we can, and must, be much more. This plan begins that process by identifying key areas of strength and opportunity that coincide with the needs of students and the world today.

While this plan concludes 12 months of intensive planning, more hard work lies ahead as schools, colleges, and administrative units begin to shape and implement strategies for achieving these goals. We must work collaboratively and in common purpose. And we must treasure our most valuable resources—the students, faculty, staff, and alumni who make up the Syracuse University community. Together, we are greater than the sum of our parts. Together, as One University, we will continue our trajectory to new levels of excellence that signify Syracuse University as a place that transforms lives and makes a distinctive difference in the world.










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