JOHN BROWN UNIVERSITY
STRATEGIC PLAN 2015-2020

Hope and a Future in a Changing World
“Seek the peace and prosperity of the city to which I have carried you into exile. Pray to the Lord for it, because if it prospers, you too will prosper. … For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future.”

JEREMIAH 29:7, 11 (NIV)

General

JBU’s last strategic plan began primarily with an internal perspective on how better to articulate and implement JBU’s mission, vision and values. We still wholeheartedly affirm that articulation and many of the strategies that we have put in place over the last five years. However, since the economic and cultural context in which JBU operates seems to be changing in significant ways, we have decided that this strategic plan should start with a more external perspective about how those changes could affect JBU. The narrative that develops is sobering based on the challenges facing higher education, and, in particular, Christian higher education; however, it is also deeply encouraging to recognize how JBU’s location, people, resources, and institutional history and momentum enable us to respond and flourish. Even if we find ourselves becoming more resident aliens than citizens in this changing world, God continues to call us to serve the larger community, and he affirms his promise to give all of us a hope and a future.

Higher Education

Higher education in the U.S. is the envy of the world, yet it is also under significant economic stress. The market has more than recovered from the Great Recession of 2008-2009, yet incomes for middle class families have remained relatively stagnant, making access to college more difficult for many. Students are increasingly taking out more loans to pay for college, and the default rate on those loans is increasing. The federal and state governments are concerned about these trends because of: 1) constituents’ concerns about access; 2) their direct and indirect support of higher education through grants and loan subsidies; and 3) U.S. competitiveness. In response, the federal government has initiated new oversight and reporting requirements for higher education, such as the proposed new college scoreboard. These federal government initiatives
seem to be encroaching on the independent regional accreditation system that has served higher education so well for so long. Many colleges and universities have tried to respond to these cost concerns by limiting increases in tuition and fees and by rapidly increasing scholarship discounting, yet enrollments have remained relatively flat or down and so net tuition revenue has been flat or down. Many schools have responded to these negative revenue trends with cost reductions, primarily in human resources, including eliminating positions or programs, freezing salaries and reducing retirement contributions, and restructuring health plans.

JBU has performed better than many colleges and universities during this time of economic stress. While JBU has also limited its increases in tuition and fees (the 3.36% increase for 2015-2016 was the lowest in over 25 years) and increased its scholarship discounting (from 30% in 2008 to 37.9% in 2014), it has experienced growth in enrollment and net tuition revenue in its traditional undergraduate program. Moreover, JBU has seen significant growth in its graduate and non-traditional programs and relative enrollment stability in its degree completion program. These positive revenue trends, along with a conservative budgeting process, have enabled JBU to be relatively financially stable, which has meant consistent salary increases, retirement contributions, research support, and health care costs; no significant program or personnel restructuring; and operating surpluses each year over the last decade.

JBU still offers a good value to students with a stated tuition in the bottom 1/3 among member schools of the Council for Christian Colleges and Universities (CCCU) yet maintains endowment support per student that is among the top 5% in the CCCU. In particular, JBU has increased its annual endowed scholarship support from $618,000 a year to $1.9 million a year over the last decade. The overall endowment has grown from $51.5 million to over $100 million. Moreover, 70% of JBU facilities are new or completely renovated in the last 14 years. The generosity of JBU donors has been remarkable and a great blessing from God. Since 2004, JBU has received over $175 million, approximately $16.5 million a year, which places us third among CCCU schools in the Voluntary Support of Education annual report. Much of this giving has come from a small but generous and faithful cohort of lead donors for whom we are very grateful, but which makes us vulnerable to shifts in giving patterns. JBU must continue to expand its donor base.
JBU’s average family income has risen from $63,000 in 2004 to $93,300 in 2014, but 32% of our families are still Pell-eligible, the most financially needy families by federal standards. The average cumulative JBU student loan has increased from $15,900 over four years in 2004 to $22,985 in 2014, but it is still below the state average of $25,375 and the national average of $28,400. JBU’s loan default rates have increased from 0.6% to 4.8% in the same time but again are well below the state average of 15.8% and the national average of 13.7% and are the second lowest in Arkansas among four year schools (2011 Cohort).

JBU’s overall financial strength is perhaps best represented by its consistent composite financial index (CFI) score in the top quartile in the CCCU (JBU’s most recent score was 7.4 on a 10-point scale with any score of 3 or above considered financially healthy). Even so, JBU is not immune from the larger financial pressures facing higher education, so we will need to continue to respond creatively to these challenges as part of this new strategic plan.

Christian Higher Education

Christian higher education is a small but significant segment of higher education in the U.S. Approximately 3-4% of all colleges and universities are similar to JBU in their distinctly Christian mission. The CCCU has 120 members and serves as the largest national organization to represent the interests of Christian higher education. JBU was a charter member of the CCCU and has been actively involved in volunteer leadership positions throughout the CCCU’s 40-year history. From 1990-2004, CCCU member institutions grew significantly faster than other segments of higher education, growing at 70.6% as compared to 12.8% in public universities, 28% in independent universities, and 27.5% in religious-affiliated campuses. Much of this growth has occurred through CCCU schools’ entrepreneurial efforts in adult and non-traditional programs. JBU has long been an innovator in these programs, starting degree completion (1993), graduate programs (1995), and online degrees (2009). These programs have expanded JBU’s mission and provided additional revenue to support the traditional undergraduate program. The breadth of our programs can create difficulties, such as some “brand” confusion in markets in Arkansas, but the value of our program diversity far exceeds any difficulty. The growth rate in CCCU institutions has slowed over the last decade, but they still
educate over 400,000 students every year and employ over 30,000 faculty. CCCU schools have experienced the financial stress that has affected all of higher education in the last decade, and approximately 50% of the CCCU institutions have a CFI score below the suggested standard for financial health.

While the financial pressures are significant for Christian higher education, the most significant challenge may be how the changing cultural, legal and regulatory treatment of lesbian, gay, bisexual, and transgender (LGBT) people will affect the operations of Christian colleges and universities. Almost all of the CCCU institutions, including JBU, have employment and student life policies that reserve sexual intimacy for a man and woman in a covenantal relationship of marriage before God, as well as policies for single-sex residence halls, floors, locker rooms, and washrooms.

The Supreme Court’s decision in Obergefell v. Hodges (2014) has now clearly established the civil right to same-sex marriage. The majority opinion comments briefly on religious liberty of organizations such as JBU: “Finally, it must be emphasized that religions, and those who adhere to religious doctrines, may continue to advocate with utmost, sincere conviction that, by divine precepts, same-sex marriage should not be condoned. The First Amendment ensures that religious organizations and persons are given proper protection as they seek to teach the principles that are so fulfilling and so central to their lives and faiths, and to their own deep aspirations to continue the family structure they have long revered. The same is true of those who oppose same-sex marriage for other reasons.” However, Chief Justice Roberts in his dissenting opinion calls into question how much protection will be afforded to organizations such as JBU. “The First Amendment guarantees, however, the freedom to “exercise” religion. Ominously, that is not a word the majority uses. ... Unfortunately, people of faith can take no comfort in the treatment they receive from the majority today. Hard questions arise when people of faith exercise religion in ways that may be seen to conflict with the new right to same-sex marriage—when, for example, a religious college provides married student housing only to opposite-sex married couples, or a religious adoption agency declines to place children with same-sex married couples. Indeed, the Solicitor General candidly acknowledged that the tax exemptions of some religious institutions would be in question if they opposed same-sex marriage. See Tr. of Oral Arg. on Question 1, at 36–38. There is little doubt that these and similar questions will soon be before this Court.
Accordingly, it is unclear how the Supreme Court’s decision may affect JBU, but it is clear that our policies may be challenged as inappropriately discriminatory through the courts, legislation, regulation, or accreditation standards. These challenges could affect whether an institution qualifies for federal funding for its programs or for its students, a major component of most schools’ revenue. JBU is a deeply Christian organization, and it is governed by an independent board, all of whom are Christians who affirm JBU’s articles of faith. However, JBU has chosen not to be controlled by a religious denomination, which may make it more difficult for us to rely on religious liberty exemptions to certain laws and regulations. Approximately 44% of JBU’s current revenue is connected to state or federal funds, so any change in the law or accrediting standards that would make access to those funds contingent on changing our policy would be a significant hardship. JBU’s current administration is actively involved in CCCU volunteer leadership, and is working closely with CCCU leadership in advocacy and public relations to keep abreast of these issues and to respond appropriately.

At the same time, many Christian colleges and universities, including JBU, are also seeking to offer support, protection, love and encouragement to LGBT students and employees on their campuses within the context of their Christian commitments about sexuality and gender. JBU continues to address these questions in a variety of venues, including chapel and resident hall programming, a fall faculty and staff workshop, and a board retreat and regular board reports. Communicating on these issues with wisdom, clarity, truth, love, and grace both to internal and external constituents has become an increasingly important and difficult task.

Northwest Arkansas

JBU has greatly benefited from being located in Siloam Springs in Northwest Arkansas. The region has grown to over 500,000 and has one of the fastest growing economies in the country, rated 69th out of 379 metropolitan statistical areas by Area Development magazine. NWA’s unemployment rate historically runs 2-2.5% below the national average, and the projected job growth rate over the next seven years will be 3rd best in the country behind only Austin, TX, and Charlotte, NC. The average wage in NWA was $56,000 in 2013, which is equivalent to $64,000 after adjusting for the region’s cost of living. We have seen great investments in the quality of life in the region, including Crystal Bridges Museum of American Art, Siloam Springs Kayak Park, Slaughter Pen Hollow and Greenway Bike Trails, Arvest Ballpark, and Walmart Arkansas Music Pavilion. There are also extensive natural recreational areas, including Beaver Lake, Devil’s Den State Park, and the Buffalo National River. Expanding job opportunities and a high quality of life have attracted a growing number of young people to the region; in the last five years, the number of people ages 25-44 has grown by 8.5% in NWA as compared to 1% in the U.S. or Arkansas. The NWA workforce is also highly educated, with 28% of the population 25 or older having a BA degree or higher as compared to just 20% in Arkansas. We also have 73,000 neighbors to the west of campus in Northeast Oklahoma, many of whom face significant financial challenges with about 15-20% of the families below the poverty line. As Christians, we should learn from, and serve with, people from all walks of life, and JBU’s location is a great opportunity for that to happen. Most people from outside our region do not realize the advantage that comes with living and studying here, so we must continue to communicate the value of the region in recruiting faculty, students, and staff.
Siloam Springs has also grown in ways that have been good for JBU. Main Street Siloam Springs has done a wonderful job of encouraging revitalization in the downtown with new restaurants, coffee shops, and boutique stores added in the last five years. A new hospital, new high school, and, soon to be, new public library and possibly new city museum also greatly enhance the quality of life in this community. There is a dynamic and cooperative “town and gown” relationship between the City of Siloam Springs and JBU, which benefits everyone. JBU also benefits from a denominationally-diverse, strong and supportive church community in Siloam Springs.

JBU desires to increase the diversity of its faculty, staff, and students to honor how all humans are created in the image of God, to reflect better the diversity of the Kingdom of God, to further our Christian commitment to justice, and to increase the quality of our educational experience. JBU has made some measure of success in economic and international diversity, but we can make more progress in the gender and ethnic diversity of faculty, staff and students. We have made some progress in the ethnic diversity of full-time teaching faculty, from 5% to 11% non-white over 10 years, but have made only slight progress in gender diversity from 24% to 26% female. JBU’s traditional undergraduate students are 78% white, 8.7% international, 5.3% Latino, 1.6% Black, 1.1% Native American, 0.8% Asian, and 4.5% other, which reflects, in many ways, the region in which we are located. Northwest Arkansas has become slightly more ethnically diverse in recent years, but it is still significantly white (74% white in 2013 as compared to 81% in 2005). The Latino population has grown from 12% to 16%, but less than 50% of Latinos in NWA have earned a high school diploma. The rest of the region is 3% Asian, 3% Black, 1% Native American, and 3% other. Siloam Springs’ demographics are similar to JBU and NWA with a slightly more white and Latino population. In addition, we recognize the challenge faced by some ethnic minority members of our community because there are so few ethnic or multi-ethnic churches in NWA, and fewer still in Siloam Springs. Reflecting existing demographics is not necessarily the goal in God’s economy, and we recognize that we must continue to explore ways to respond creatively to the opportunities and challenges of diversity.
JBU has improved significantly in the last decade, not just in enrollment or facilities, but also in people and academic quality. For example, JBU has gone from 12th to 1st in US News and World Report in our category over the last decade. In addition, 58% of the full-time teaching faculty and 41% of administrative staff are new since 2004, and the scholarly work of the faculty and staff has grown exponentially. It is likely that JBU faculty and staff members have published more books in the last decade than in the previous 80 years combined. JBU faculty have also won prestigious awards, including being named Fulbright Scholars, receiving National Science Foundation grants, INBRE grants, EPA grants, and winning national and international art competitions. Students' evaluations of faculty teaching have also improved significantly from an average of 3.4 to 3.7 (5 point scale) in the last 10 years. We have received generous gifts to fund full or partially endowed faculty chairs and programs in Visual Arts, the Abila Archeology project, the Soderquist College of Business, and Graduate Counseling/Center for Healthy Relationships. We are about to launch our largest new academic initiative in many decades with the nursing program, and we have received strong support from the State Board of Nursing, donors, and prospective students. JBU administrators have been selected for positions in national higher education associations, including the CCCU, the Association for Christians in Student Development (ACSD), the National Association of Christian College Admissions Professionals (NACCAP), and the National Association of College and University Business Officers (NACUBO). JBU’s sustainability efforts have saved an estimated $775,000 a year in energy costs and have been recognized by NACUBO, Citiscapes, and the Northwest Arkansas Business Journal. We are hosting more and larger events, including the Southwest Conference on Christianity and Literature, the Soderquist Center for Leadership and Ethics 15th Anniversary, the Giving Voice Writers Conference, the Paradosis Center inaugural conference, the CHR Valentine’s Banquet, and ACSD and NACCAP national conferences. JBU academic programs have received or renewed special program accreditations in Business, Education, Engineering, Counseling, Construction Management, and, soon to be, Nursing.

JBU has also recruited stronger traditional undergraduate students who are performing better by almost every measure over the last decade: the average freshman ACT has risen from 24.6 to 25.3; the average
first to second year retention rate from 77% to 83%; and the average graduation rate from 57.4% to 64.8%. JBU students are also receiving regional and national recognition for their academic and professional achievements. For example, JBU business students involved in the Reynolds Cup competition have won over $500,000 since the beginning of that program, and JBU Enactus teams regularly place in the top 16 in the country. The Arkansas Fellowship program was established in 2014 to keep the best business students in Arkansas, and 5 of the 11 students selected in the first class were from JBU. In 2013, we had a record 27 JBU graduates accepted to graduate school in pre-professional health professions, and we have alumni graduating from some of the best graduate programs in the world, including Princeton, Edinburgh, Oxford, University of Texas-Austin, University of Chicago, and Yale. JBU’s Construction Management teams regularly win the Disaster Shelter competition and JBU’s engineering teams place well in NASA robotics competitions. JBU’s men’s basketball team won a national championship in 2005, and its women’s team was in the Final Four in 2014. JBU students are more consistently involved in spiritual formation activities; for instance, 80% of student Bible study groups are persisting throughout the year as compared to just 60% three years ago.

Our graduate programs have also seen dramatic growth in students, from 245 to 619 over the last decade, and in scope of influence with the starting of the graduate education program, and expanding the business and graduate counseling programs to Little Rock and online. The graduate counseling program has become a leader in Play Therapy with a state-of-the-art facility, and educates more marriage and family counselors than any other program in Arkansas. JBU’s degree completion program has graduated over 2,100 students in the last decade, and has developed new offerings to include fully online degrees in business and liberal arts. Graduate and degree completion programs have also moved into wonderful new facilities in Rogers and Little Rock. JBU’s non-traditional program has served almost 1,500 high school or link year students. Soderquist Leadership has expanded its program and effectiveness in leadership development both in the for-profit and the non-profit world, particularly with its Walmart Transitions, Renew, and Amplify Effect programs. Soderquist Leadership serves an average of 3,100 customers a year, and 40% of those customers come to JBU’s campus. The Center for Healthy Relationships has received over $5.6 million in federal funds and served over 20,000 people in its NWA Healthy Relationship initiative. KLRC has expanded its signal to reach over 100,000 and is now regularly in the top three most listened to stations in NWA.
JBU has a great history and wonderful institutional momentum, for which we are deeply grateful to God. We are well positioned to respond creatively to the challenges and opportunities ahead. Christian higher education is needed now more than ever, so we enter this strategic planning process with faith that God will continue to use this institution to give coming generations of JBU students a hope and a future.

**JBU’s Mission, Vision, and Values**

**Mission**
John Brown University provides Christ-centered education that prepares people to honor God and serve others by developing their intellectual, spiritual, and professional lives. JBU’s mission is summarized in its two historic mottos: “Christ Over All,” and “Head, Heart and Hand.”

**Vision**
A Christ-centered, interdenominational university that leads the nation in integrating faith, learning and living, fostering holistic spiritual formation, promoting pragmatic liberal arts education, and preparing people to follow Christ’s call to serve others in all areas of life.

**Values**
1. **Christ-centered.** We pray and worship together as a community; we submit to God’s truth and authority as expressed faithfully through His inspired Scriptures; we seek to restrain evil and to promote good through our work and service; and we educate students to serve Christ and His Kingdom because we are followers of Jesus Christ, the incarnate and visible person of the triune God.

2. **Pursuit of Learning.** We educate students to seek, and exemplify ourselves, a globally-aware, holistic, curious and lifelong pursuit of learning because God created the world good and it is part of our worship of God to learn as much as we can about Him and His world.

3. **People.** We seek to make decisions that are in the best interest of students; we extend hospitality to strangers; we recognize the God-given gifts of our colleagues; we act and treat each other with integrity; we respectfully engage and encourage a variety of differences among people; we nourish relationships; and we study and learn in community because God has created people in His image.

4. **Service.** We listen and learn from others, recognize and meet their needs and engage and create cultures to imagine new opportunities for people to flourish because God has called us to love our neighbor.

5. **Stewardship.** We strive to be wise stewards of our time, talents, and financial and natural resources because this world belongs to God.

6. **Excellence.** We seek to do all things well and then strive to do them better because God calls us to do all things in honor of Him.
JBU’s Operating Principles

JBU was founded, and continues to operate, as a Christian institution of higher education in which the board, faculty and staff bring together their Christian commitments and their academic and professional expertise to educate students to honor God and serve others in all areas of their lives. We live out this operating principle in many ways:

1. We regularly worship and pray together as a community.

2. We study, interpret, and rely on God’s truth and authority as expressed faithfully in the Bible and as historically understood by the church to understand God and his world and to shape the policies and practices of our life together.

3. We require all JBU students to take courses in Biblical studies and theology, and we offer regular professional development opportunities to JBU faculty and staff with similar content, to enable everyone at JBU to deepen their knowledge of scripture and theology.

4. We are an independent, interdenominational Christian university governed by a self-perpetuating board of trustees, all of whom are Christians affirming JBU’s articles of faith and half of whom must be JBU alumni or parents. As a consequence, we are organized and operate in many ways like an interdenominational, evangelical church.

5. We only employ Christian faculty and staff who are excellent in their academic disciplines or professional roles, who annually affirm JBU’s articles of faith, who live in accordance to, and sympathy with, our Christian commitments as expressed in our employee expectations, who integrate their Christian faith with their research, work, teaching, learning, service and living, and who are willing to serve as role models for JBU students.

6. We know that all employees contribute to the education and spiritual mentoring of JBU students through teaching in the classroom or laboratory, mentoring on the playing field or in the residence hall, counseling in a faculty or staff office, sharing a meal in the cafeteria or in a home, preaching in chapel or leading a Bible study, and building relationships through work study; so we see all JBU employees as an essential part of carrying out JBU’s Christian mission.

7. We communicate as clearly as possible the benefits and expectations of working at JBU so that prospective employees can make an informed decision before voluntarily choosing to be employed.

8. We seek to educate the whole person – head, heart, and hand – because God calls us to help people develop intellectually, spiritually, emotionally, relationally, and professionally in order to glorify him and to serve others more effectively.
9. We educate students to pursue a lifetime of learning as an expression of gratitude and worship of God and to enhance their God-given gifts to serve all people as an expression of a Christian’s love for their neighbor.

10. We seek to educate students from around the world and from diverse ethnic and economic backgrounds because we believe that all people should hear the good news of the Christian faith and that all JBU students should increasingly have a global perspective and be prepared to engage and learn from others.

11. We are open to any student who wants to receive a Christian education, so we have never required prospective students to affirm a doctrinal statement or even to claim to be Christian to be admitted. This open enrollment policy is an extension of our Christian commitment to share our faith with others and to love our neighbor.

12. We have developed new educational programs such as degree completion, graduate, online, concurrent and the Centers to expand the reach of JBU’s mission, to share our faith with more people, and to love our neighbor.

13. We recognize that most of our students are Christians, primarily from evangelical churches, and JBU is a partner with the church and parents in educating those students to follow Christ in all areas of their learning, life and work.

14. We communicate as clearly as possible the benefits and expectations of the Christian education offered by JBU so that prospective students can make an informed decision before voluntarily choosing to enroll.

15. We set our student expectations to encourage learning and virtuous living in accordance with our Christian commitments. Those expectations vary appropriately according to the age and educational context of the student’s program (e.g. residential or nonresidential, concurrent, young adult or adult, or classroom, hybrid or online). We provide residential options to students consistent with JBU’s Christian mission and institutional policies.

16. We fall short of living up to our Christian commitments in both small and significant ways. When that happens in significant ways, we seek first to restore the student or employee in the community through a process of acknowledgment, contrition, forgiveness, counseling, accountability and support. Each person’s situation is different, so we seek to handle each situation independently, discretely and wisely. Occasionally this process of restoration does not work, and the person is asked to leave the community. We seek to implement this process in keeping with our Christian commitments about sin and forgiveness, truth and grace.
17. We extend hospitality to others by serving the broader community in which we are located: for example, by opening up our fitness center to community members, by partnering with the city to provide walking trails to community members, and by renting specific facilities to community organizations or groups whose proposed use is consistent with JBU’s Christian mission and institutional policies.

JBU Strategic Plan

Section 1
Strengthen Christian Mission: More effectively and winsomely carry out JBU’s Christian mission in an increasingly secular and pluralistic context.

STRATEGY 1.1 Engage JBU’s constituencies and others in the question of how Christians should best respond on the most important cultural issues of the day (e.g. pluralism, technology, sexuality, diversity, civic engagement, globalism)

GOAL 1.1.1 Engage the board at least annually with a speaker, reading, or discussion

GOAL 1.1.2 Engage the faculty and staff at least once a semester with a lunch speaker, reading, or discussion

GOAL 1.1.3 Engage the students at least once a semester in appropriate forum (chapel, residence hall, sponsored-lecture)

GOAL 1.1.4 Establish discussion/support groups of faculty, staff, and students who will have ongoing conversations and provide support on a particular topic

STRATEGY 1.2 Encourage JBU participation in global, national, state, and local organizations, particularly higher education organizations

GOAL 1.2.1 Active participation in Christian higher education associations (e.g., CCCU, ACSD, NACCAP), with a goal of 8-10 JBU people participating in annual conferences and 2-3 people in leadership roles

GOAL 1.2.2 Active participation in non-Christian higher education associations (e.g., NAICU, CIC, NACUBO), with a goal of 5-7 JBU people participating in annual conferences and 1-2 in leadership roles
GOAL 1.2.3  Active participation in regional and discipline-specific accrediting organizations, with 5-7 JBU people participating in site visits

GOAL 1.2.4  Active participation in scholarly or professional organizations, with a goal of 6-8 JBU people participating in annual conferences

GOAL 1.2.5  Active participation in regional organizations such as AICU and NW Arkansas Regional Council, with a goal of 1-2 JBU people in leadership positions

GOAL 1.2.6  Active participation in local organizations such as the city board, city museum board, Main Street Siloam Springs, Siloam Springs School Board, Chamber of Commerce, and other nonprofits with a goal of 8-10 people participating

STRATEGY 1.3  Better communicate the public value of private Christian higher education to external audiences who may not understand or be familiar with Christian higher education

GOAL 1.3.1  Review JBU’s current policies and procedures to determine if they best express JBU’s Christian mission

GOAL 1.3.2  Develop a “white paper” that presents the evidence of the public value of private Christian education (e.g. graduation rates, low debt default, service to community, economic impact, lower incident of sexual assault, etc.)

GOAL 1.3.3  Develop “white papers” and FAQs to explain JBU’s positions on current cultural issues

GOAL 1.3.4  Engage legal and public relations consulting services to give advice on JBU’s policies and communications strategies

GOAL 1.3.5  Expand staff support for government relations

GOAL 1.3.6  Evaluate how to communicate the value of CHR’s NWA Healthy Relationships to government funding organizations
Section 2
Strengthen the Quality of the JBU Educational Experience: Evaluate, pilot, expand, and implement programs, strategies, and policies that continue to increase the quality and reputation of JBU’s educational efforts.

**STRATEGY 2.1** Maintain and/or enhance retention and graduation rates in all programs

**GOAL 2.1.1** Increase or maintain graduate rates in undergraduate, graduate, and degree completion programs at 70 percent or above for the appropriate cohorts

**GOAL 2.1.2** Evaluate and improve our existing advising, academic support, early alert, disability services, and predictive modeling systems in ways that will have a demonstrable return on investment

**GOAL 2.1.3** Evaluate and engage consulting partnerships and/or innovative strategies to improve retention and graduation rates in ways that will have a demonstrable return on investment

**STRATEGY 2.2** Review and improve co-curricular activities to enhance the quality of the undergraduate experience

**GOAL 2.2.1** Develop an evaluation system for student participation in co-curricular activities, and develop specific plans to enhance their effectiveness and students’ experience

**GOAL 2.2.2** Develop an evaluation system for student participation in campus-wide spiritual formation activities, and develop specific plans to enhance their effectiveness and students’ experience

**GOAL 2.2.3** Develop an evaluation system for co-curricular offerings to commuting students, and develop specific plans to enhance their effectiveness and students’ experience

**GOAL 2.2.4** Pilot three new significant co-curricular programs in the next five years

**STRATEGY 2.3** Improve and expand internship, senior experience, and career placement opportunities in all programs

**GOAL 2.3.1** Expand and coordinate better opportunities both on and off campus so that 85% of JBU traditional undergraduate students graduate with a significant internship or capstone experience in their program of study
GOAL 2.3.2 Develop and pilot curriculum for the integration of faith and practice across all programs

GOAL 2.3.3 Evaluate and pilot three new strategies to increase career and graduate school opportunities

STRATEGY 2.4 Support innovation that promotes vibrant teaching and transformative learning

GOAL 2.4.1 Evaluate and pilot innovative pedagogical approaches that more actively engage and transform students

GOAL 2.4.2 Expand support to foster a more vibrant culture of teaching and learning

GOAL 2.4.3 Refine our assessment systems, program review processes, and institutional learning outcomes to enhance our educational efforts

STRATEGY 2.5 Strengthen scholarly engagement with the larger world

GOAL 2.5.1 Increase support for faculty development efforts, particularly those related to professional development and external engagement

GOAL 2.5.2 Increase the percentage of faculty with terminal degrees, particularly in our graduate and degree completion programs, to the levels recommended by external accreditation bodies

GOAL 2.5.3 Explore the feasibility of new academic institutes/centers as well as doctoral level programming

GOAL 2.5.4 Increase the percentage of students who have presented at competitions or professional associations and who have applied for graduate school

Section 3
Expand Access and Increase Efficiency: Study, develop, and implement programs, strategies, and policies that bring Christian higher education to wider audiences and in more efficient ways.

STRATEGY 3.1 Evaluate, pilot, and implement new programs or majors that have strong student enrollment demand and can generate net revenue as supported by market research

GOAL 3.1.1 Launch a new nursing major and evaluate one other undergraduate health-related major
GOAL 3.1.2 Evaluate RN to BSN/MSN options once the nursing major has been fully implemented

GOAL 3.1.3 Evaluate and pilot at least two additional online and hybrid degrees

GOAL 3.1.4 Evaluate and pilot at least one additional concentration in the MBA program and evaluate one additional concentration in undergraduate business

GOAL 3.1.5 Revise and pilot M.ED/MAT programs to meet market demands

GOAL 3.1.6 Pilot MFA in Collaborative Design and evaluate feasibility of graduate degrees with small numbers of students

GOAL 3.1.7 Explore the feasibility of opening a new location for adult programs

GOAL 3.1.8 Evaluate new intercollegiate athletics offerings

GOAL 3.1.9 Evaluate and pilot new club sport opportunities

GOAL 3.1.10 Evaluate one other new program or concentration in undergraduate, graduate, and degree completion programs

GOAL 3.1.11 Evaluate and develop the institutional services and resources necessary to support any new program

STRATEGY 3.2 Continue to improve the effectiveness and efficiency of our academic institutional efforts

GOAL 3.2.1 Streamline transfer credit policy by creating more articulation agreements with community colleges and international universities and by developing guidelines to help departments approve equivalencies

GOAL 3.2.2 Evaluate the size, scope, and goals of our undergraduate Core Curriculum and degree completion General Education

GOAL 3.2.3 Evaluate how to most effectively offer online courses to residential undergraduate students

GOAL 3.2.4 Reorganize academic units into more of a college structure
GOAL 3.2.5 Expand the number of 4+1 and 3+2 arrangements between our undergraduate and graduate offerings

STRATEGY 3.3 Review, improve and expand our non-traditional outreach efforts to targeted constituencies and demographics

GOAL 3.3.1 Expand our concurrent program to more high schools within our recruiting range with the goal of attracting 10% of the seniors involved in these programs to apply to our residential campus

GOAL 3.3.2 Expand our offerings to, and evaluate online delivery options for, our concurrent students

GOAL 3.3.3 Evaluate and pilot innovative non-traditional programs for other non-traditional partners (churches, businesses, camps, etc.)

GOAL 3.3.4 Evaluate business incubator ideas, entrepreneurship possibilities, certificate options, and corporate training programs in partnership with Soderquist Leadership as a means to connect better to area constituencies

GOAL 3.3.5 Evaluate and develop the institutional services and resources necessary to support growing programs

Section 4
Recruit, Market and Communicate Better in a Changing World: Adapt our methods of recruiting, marketing and communicating to external and internal audiences to grow our student body and more effectively convey JBU’s mission.

STRATEGY 4.1 Improve the traditional undergraduate recruitment process to increase enrollment and net revenue

GOAL 4.1.1 Maintain enrollments and net revenue in existing programs with growth in both categories necessary to support any new programming

GOAL 4.1.2 Evaluate and expand predictive models to process more and better prospects

GOAL 4.1.3 Evaluate and enhance social media and e-recruitment strategies

GOAL 4.1.4 Expand targeted recruitment of local Hispanic students
GOAL 4.1.5 Evaluate strategies and expand efforts to recruit students of diverse ethnic backgrounds

GOAL 4.1.6 Evaluate strategies and partnerships to recruit other international students

GOAL 4.1.7 Pilot two new undergraduate enrollment initiatives

STRATEGY 4.2 Improve the graduate and degree completion recruitment process to increase enrollment

GOAL 4.2.1 Finalize centralization of degree completion and graduate enrollment processes for greater efficiency

GOAL 4.2.2 Maintain existing enrollments in degree completion programs in existing sites and programs; increase enrollment by 2% through new sites and programs

GOAL 4.2.3 Increase graduate enrollment by 2% a year in existing sites and programs; increase graduate enrollment an additional 2% a year through new sites and programs

STRATEGY 4.3 Improve and better coordinate our public relations and marketing efforts to increase enrollment and better communicate JBU’s mission

GOAL 4.3.1 Strengthen online presence, including increased constituent engagement through the use of analytic data to improve our web, email, and social media efforts

GOAL 4.3.2 Evaluate and enhance the effectiveness of JBU’s social networking endeavors

GOAL 4.3.3 Evaluate JBU’s communication model and coordinate more closely our marketing and communication efforts across all programs

STRATEGY 4.4 Capitalize on JBU’s facilities to host more guests on campus

GOAL 4.4.1 Become a regional conference center for Christian guidance counselors, heads of Christian schools, churches, and parachurch organizations

GOAL 4.4.2 Become a regional center of academic conferences and workshops

GOAL 4.4.3 Become a regional center for hosting business, church, and other conference events
GOAL 4.4.4  Become a regional conference center for summer sports, music, academic, and other camps

GOAL 4.4.5  Partner with Soderquist Leadership and CHR to host events on campus

GOAL 4.4.6  Increase the hosting of external audiences on JBU’s campus by 2% a year

GOAL 4.4.7  Evaluate and develop the institutional services and resources necessary to support growth in the use of facilities

Section 5
Reflect the Diversity of God’s Kingdom: Increase the diversity of JBU’s faculty, staff, and students to carry out better JBU’s mission to educate students in an increasingly diverse and global society.

STRATEGY 5.1  Develop and pilot strategies to recruit, develop, and retain a more diverse faculty, staff, and student body to honor how all humans are created in the image of God, to reflect better the diversity of the Kingdom of God, to further our Christian commitment to justice, and to increase the quality of our educational experience.

GOAL 5.1.1  Increase diversity among students, staff and faculty toward a goal of reflecting our local and regional diversity

GOAL 5.1.2  Increase diversity of full-time teaching faculty from 11% to 16% non-white and from 26% to 31% female

GOAL 5.1.3  Increase diversity of staff from 10% to 15% non-white

GOAL 5.1.4  Maintain gender diversity in traditional undergraduates (current 44% male/56% female)

GOAL 5.1.5  Maintain economic diversity of at least 25% of traditional undergraduates being Pell-eligible

GOAL 5.1.6  Maintain international diversity of at least 8% of traditional undergraduates

GOAL 5.1.7  Maintain “missionary/third culture” diversity of at least 8% of traditional undergraduates

GOAL 5.1.8  Increase the capacity of our enrollment team to recruit a more diverse student body, including hiring a more diverse enrollment staff
STRATEGY 5.2 Evaluate, pilot, and promote efforts to create a better climate of diversity at JBU and to prepare our students for a more diverse and global society

GOAL 5.2.1 Highlight and raise awareness of the issues of gender, race, ethnicity, and disability that may affect people at JBU

GOAL 5.2.2 Increase involvement in curricular and co-curricular efforts that connect students, staff, and faculty with people who are different from themselves

GOAL 5.2.3 Expand support for leadership in diversity efforts

GOAL 5.2.4 Expand promotion of diversity-related events on JBU’s campus through coverage online, in social media, and in JBU publications

Section 6
Steward Resources Strategically: Strengthen JBU’s mission by wisely stewarding its physical plant, financial resources, and people.

STRATEGY 6.1 Complete the Next Century Capital Campaign ($125 million goal)

GOAL 6.1.1 Receive gifts for capital expansion and renovation projects ($30 million)
  6.1.1.1 Receive final pledges for Northslope Apartments
  6.1.1.2 Receive final pledges for Simmons Great Hall
  6.1.1.3 Receive final pledges for J. Alvin Renovation
  6.1.1.4 Health Education Building
    a. Meet fundraising goal of $12 million
    b. Construct facility
  6.1.1.5 Walton Lifetime Health Complex Renovation
    a. Meet fundraising goal of $5 million
    b. Complete renovation

GOAL 6.1.2 Receive endowment gifts ($20 million)
  6.1.2.1 Raise $10 million for endowed funds for student scholarships
  6.1.2.2 Raise $10 million for endowed funds for Academic Excellence projects
  6.1.2.3 Reduce spending rate on endowment to 4.5%
  6.1.2.4 Achieve endowment investment returns consistently above the benchmarks
  6.1.2.5 Allocate 50% of any TUG surplus for endowment match
GOAL 6.1.3 Secure planned gifts and estates for future endowment ($25 million)
   6.1.3.1 Develop a more robust planned giving program so that JBU is named in 50 new estate plans
   6.1.3.2 Pilot and expand use of PhilanthroCorp to encourage planned giving

GOAL 6.1.4 Receive JBU Scholarship Fund gifts ($5.8 million goal)
   6.1.4.1 Evaluate and meet JBU Scholarship Fund goal every year
   6.1.4.2 Reduce reliance on large gifts for JBU Scholarship fund (meet goal with no gift over $50,000)
   6.1.4.3 Expand the JBU Founder’s Circle to 400 members
   6.1.4.4 Maintain annual alumni-giving percentage at 15%

GOAL 6.1.5 Receive annual operating support ($39.2 million)
   6.1.5.1 Consistently operate the Walton International Scholars Program and graciously steward the support of the program
   6.1.5.2 Meet annual fundraising goal for KLRC

GOAL 6.1.6 Explore feasibility of other projects for campaign
   6.1.6.1 Explore feasibility of raising funds and/or using institutional resources for townhome renovation
   6.1.6.2 Explore feasibility of new project space for Engineering and Art
   6.1.6.3 Explore feasibility for expanding/improving athletic fields
   6.1.6.4 Explore feasibility of expanding Care Clinic facility
   6.1.6.5 Explore feasibility of renovation of LRC, including secure data center
   6.1.6.6 Explore feasibility of renovation of Mayfield Hall
   6.1.6.7 Explore feasibility of expanding residential capacity if needed
   6.1.6.8 Explore feasibility of expanding endowment for current centers and new endowment for centers or academic institutes
   6.1.6.9 Explore feasibility of raising funds for more academic chairs, summer faculty fellowships, or academic programs
   6.1.6.10 Explore feasibility of receiving new matching funds for endowed scholarships

GOAL 6.1.7 Develop plans to celebrate JBU’s 100th Anniversary to honor the past, celebrate the present, and promote the future of JBU
STRATEGY 6.2  Secure federal grant funding

GOAL 6.2.1 Renew TRIO grant program

GOAL 6.2.2 Renew healthy relationships grant for CHR

GOAL 6.2.3 Research federal grant opportunities for nursing program

STRATEGY 6.3  Expand sustainability efforts

GOAL 6.3.1 Invest up to $100,000 a year in sustainability projects with no more than a five-year pay-back

GOAL 6.3.2 Evaluate the feasibility of two significant digitization projects

STRATEGY 6.4  Implement a rotating departmental budget evaluation process with a two-fold goal to identify opportunities for reallocation or reduction in operational costs, while preserving quality, and to create a strategy for planned further reductions in expenses if the institution faces a downturn in revenue

GOAL 6.4.1 Self-evaluate 25% of the university’s budget each year

GOAL 6.4.2 Identify, document and review with the CFO the contingency plan to reduce overall departmental expenses by 5%, 3% and 2%

GOAL 6.4.3 Identify, document and review with the CFO the contingency plan to reduce non-payroll expenses by 10%, 5% and 3%

GOAL 6.4.4 Implement any opportunities identified during the process to reduce costs while not reducing quality

GOAL 6.4.5 Track reductions made and budget reallocated as a result of 6.4.4

STRATEGY 6.5  Review human resource policies to improve quality and reduce cost

GOAL 6.5.1 Review compensation philosophy biennially and compensation benchmarks annually to offer competitive compensation plan

GOAL 6.5.2 Maintain no more than 27% benchmark for ratio of benefits as a portion of total compensation
GOAL 6.5.3  Maintain at least 95% participation in wellness incentives

GOAL 6.5.4  Require departments to show that an evaluation was conducted to determine part or full-time status before HR posts a new job opening

GOAL 6.5.5  Implement performance review system for staff beginning in spring of 2015

GOAL 6.5.6  Develop and implement an employee leadership development program with the assistance of Soderquist Leadership

GOAL 6.5.7  Pilot the use of a cross-functioning team to identify, gather and assess relevant data to support cabinet in making key strategic decisions at JBU