

STRATEGIC PLANNING AT XAVIER UNIVERSITY

An Overview of Where We Are, Direction, and How We Get There

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CONTENTS OVERVIEW

A.	INTRODUCTION	Page 3
B.	2003 STRATEGIC PLAN – AN OVERVIEW	Page 4
C.	PLANNING ACTIVITIES – CURRENT AND IN PROCESS	Pages 4-5
D.	THE PLANNING PROCESS	Pages 6-8
E.	BRIEF RECAP	Page 8
F.	XAVIER DEMOGRAPHICS SECULAR TRENDS AND KATRINA	Pages 8-14
G.	LESSONS AND FOCUS STRENGTHS, WEAKNESSES, THREATS, OPPORTUNITIES	Pages 14-15
H.	SIX STRATEGIC QUESTIONS	Page 16
I.	CONCLUSION	Page 16

A. INTRODUCTION

Dr. Scheye in his presentation has (will have) laid out some of the daunting challenges that we face in the emerging world of higher education. We know how Katrina has upended our campus, our neighborhood and our city. We experience vividly the Katrina effects as we struggle to recruit new freshman classes, recruit and retain staff and faculty, and accommodate the added faculty and staff workload. Our strategic planning is a process by which we rise to these challenges. We begin with tremendous strengths. We have demonstrated to the world the resiliency of our institution as we re-opened only a few months after Katrina's physical devastation. We have a strong presence in New Orleans and our region. We have exceptional leadership in Dr. Francis. We have a strong senior staff team here at Xavier. My colleagues are talented, experienced, hard working, dedicated, and committed. We also have a building national reputation. This was brought home to me personally when I considered whether to become a part of the Xavier community. I spoke with Hanna Gray, former president of the University of Chicago and presently chairman of the board of the Howard Hughes Foundation. Mrs. Gray spoke highly of Xavier achievements in the sciences, of its record in sending minority students to medical school, pharmacy school and on to graduate education. She indicated that Xavier provided an excellent liberal arts education and had a strong core curriculum. So I can report that we are known in Chicago. And I have to say after having now become a member of the Xavier community that Mrs. Gray had it exactly right.

My theme is that Xavier has great strengths; there are tremendous opportunities for us in our future; and through the coming months we will rise to the occasion and become even better than we were before Katrina.

B. 2003 STRATEGIC PLAN – AN OVERVIEW

Before turning to planning activities in process let me remind you of the four priorities from our previous strategic plan that were approved by the board in 2003. Dr. Gene D'Amour led that process and in his report he summarizes our progress. Obviously Katrina has had a major impact on the plan and on our current priorities. I have parsed each of the priorities into its component parts

1. Priority 1
 - Enhance excellence in the sciences
 - Increase the number of graduates in education
 - Increase the number of graduates in business
 - Increase the number of graduates in the arts and sciences
 - Especially focus on increasing the number of black male graduates
2. Priority 2
 - Recruit and retain a high quality, diverse faculty
 - Increase the number of Xavier students entering graduate and professional school
3. Priority 3
 - Expand Xavier's leadership in producing Pharm D and Phds
 - Expand Xavier's leadership in research to eliminate minority health disparities
4. Priority 4
 - Enrich campus programs that promote core values, leadership and a commitment to spirituality

C. PLANNING ACTIVITIES – CURRENT AND IN-PROCESS

- Before Katrina Manning Architects and Eskew-Dumez-Ripple were engaged to begin development of a Xavier phased master plan that would address land and facilities over the next twenty years. Ray Manning and Allen Eskew are with us

today. Following this presentation Mr. Ray Manning will lead you through a summary of that process

- In July 2006 under the sponsorship of the Executive Leadership Counsel, Deloitte Consultants conducted a two day workshop among senior Xavier staff. That workshop focused on Xavier's mission, its values and the vision of Xavier. At that workshop senior staff began to reflect on priority areas for focus and began to brainstorm about goals and objectives. Highlights from the discussion of mission, values and vision are in your packet.
- Deloitte Consultants are now focused on systems, processes and service in four areas critical to students – admission; registrar; financial aid; fiscal services. In December Deloitte interviewed senior staff, including senior and key staff from each of the four areas.

Last week Deloitte interviewed students and faculty and spent “a day in the life” in each of the four areas. The consultants will return to campus for two days to begin to map out process redesign and integration. The goal is to develop a detailed plan to improve effectiveness and efficiency, and to make our services student-oriented. That meeting will lead to a plan for action.

Mr. Carl Brooks, President and CEO of the Executive Leadership Council visited us in December. He indicated that this initiative and the HR initiative discussed below are priorities for the ELC; that the ELC intends to see these efforts through to a successful conclusion.

- In December faculty responded to a Xavier faculty and staff survey tailored to address quality of life, morale and personal issues in the wake of Katrina. Staff participated in the same survey in January. We have some preliminary findings that are summarized in your packet of materials.
- In January the faculty and senior and mid-level staff participated in a community forum devoted to major trends and factors affecting higher education. A general session included a presentation by Dr. Scheye and discussion, followed by fourteen breakout discussion groups, each of which addressed one of four topics in the context of the changing face of higher education: strengths, weaknesses, threats and opportunities. This event was underwritten by support from both Deloitte Consultants and the ELC. Highlights from those discussion groups have been included in your packet.
- In process is a series of student focus group discussions lead by Dr. Louis Mancuso, Entrepreneurship Professor in the Business Department. Additionally Dr. Mancuso has conducted a student survey from a representative sample of the Xavier student population. The aim of the focus groups and the student survey is to better understand why student chose Xavier; what their expectations in coming here were; how well those expectations have been realized; what they think about services and facilities and quality of life at Xavier, in the neighborhood and in N.O.

D. THE PLANNING PROCESS

These activities have a general purpose and focus – to engage, focus and mobilize our community; to assess the current state of affairs here at Xavier; to begin a process that will set goals and objectives for our future. If our planning is done well the goals and objectives we choose will respond to the threats we have identified, leverage our strengths to take advantage of the opportunities we have identified and correct areas of weakness that leave us vulnerable. The life blood of planning is data and information. We are beginning to gather a broad range of information about Xavier, about its competitors, about its environment. There is much that we know; even more that we do not yet know, but the process of collecting, analyzing and reporting data and information has begun.

The literature suggests that most strategic plans at higher education institutions fail; one study suggests a failure rate as high as 90%. Dr. Scheye in quoting T.S. Eliot has noted in the beginning is the end, in the end is the beginning. What and how we do things at first will determine where and how well we end up. There are things we must do in our planning process to reduce the likelihood that our plan goes unrealized. Planning must openly engage our broad community. I think some of the initial activities we have undertaken have met with general enthusiasm and positive response. We now must widely consult, broadly include, openly communicate, actively listen and heroically synthesize and seek timely criticism and feedback. The process needs focus. This will require an oversight planning group as well as carefully chosen task forces addressing specific issues and questions. There must be open communication and two-way dialogue

to build a sense of community involvement and to facilitate timely adjustments to goals and objectives. Open forums, town-hall type meetings, faculty and staff lunches, meetings with individual departments and units are a part of this process. I have met with Warren Bell and his staff to discuss how we can comprehensively and consistently keep the Xavier community apprised of the state of planning and the planning process. Ms. Cathy Lewis and her staff have organized a website that will soon have planning-related information and topics for the Xavier community to review and respond to.

Faculty and staff are skeptical about planning. Most have been around long enough to have witnessed plans gathering dust on shelves. While beginning openly and developing a process that will legitimate the goals we select, we must think about demonstrating importance and payoff. It is wise to plan for some early successes in our planning—to have resources available so that we can quickly achieve a key objective or two. We must celebrate our plan when we have identified our goals. Our plan must be seen to guide our decisions and actions—in how we budget our resources and in how we point our decisions and actions always to elements of our plan. Planning does not end with the plan. The plan is but the beginning of our journey. And most importantly, strategic plans do not succeed unless there is critical buy-in by the trustees. A successful plan must be “owned” by the trustees.

I envision that we will have reached general consensus on a set of strategic goals for the Board to consider in the fall. After that consideration we should have defined a set of four to six strategic goals. These goals will be presented to the Xavier community and

we will begin a process to identify quantifiable objectives for each goal that will tell us whether or not we are succeeding.

E. BRIEF RECAP

I have laid out a few of the planning initiatives we have undertaken, have given you a very broad sketch of where our planning process will lead and when you might expect to review and consider a set of general consensus goals. I have sketched some of the critical factors we must address in the planning process to increase the prospects for our success and have indicated to you in a general way how I think we can organize the structure and process.

F. XAVIER DEMOGRAPHICS – SECULAR TRENDS AND KATRINA

I now want to set the stage for your discussion at the upcoming meeting by briefly taking up one of Dr. Scheye's themes—demography is destiny. I want to review some of the data we have been able to assemble regarding: Who comes (and who doesn't); who stays (and who doesn't); of those who graduate, where do they go and how well have we done? I then want to sketch some key issues and themes that have emerge as a result of the surveys and activities that I outlined in the opening of this presentation. You will see from the sketch that much data gathering and analysis remains to be done.

Demographic Trends

- **Admission Funnel – Totals by Category – College of Arts and Sciences**

		New Freshmen – Admission Funnel			
	APPLIED	2003-FA	2004-FA	2005-Tot	2006-FA
Total		4172	4248	4205	1692
	ACCEPTED	2003-FA	2004-FA	2005-Tot	2006-FA
Total		3508	3516	3447	1056
	ENROLLED	2003-FA	2004-FA	2005-Tot	2006-FA
Total		917	1001	1016	444
	NOT-ENROLLED	2003-FA	2004-FA	2005-Tot	2006-FA
Total		2591	2515	2431	612

- **Admission Funnel – Local versus Non-Local – College of Arts and Sciences**

		New Freshmen - Local versus Non-Local			
	APPLIED	2003-FA	2004-FA	2005-Tot	2006-FA
	Local	18.5%	16.2%	16.8%	26.5%
	Non-Local	81.5%	83.8%	83.2%	73.5%
	ACCEPTED	2003-FA	2004-FA	2005-Tot	2006-FA
	Local	19.3%	16.7%	16.9%	32.6%
	Non-Local	80.7%	83.3%	83.1%	67.4%
	ENROLLED	2003-FA	2004-FA	2005-Tot	2006-FA
	Local	32.9%	28.7%	26.7%	56.1%
	Non-Local	67.1%	71.3%	73.6%	43.9%
	NOT-ENROLLED	2003-FA	2004-FA	2005-Tot	2006-FA
	Local	14.5%	11.9%	12.8%	15.5%
	Non-Local	85.5%	88.1%	87.2%	84.5%

- **Demographic Trends – Religious Affiliation**

Trends in Religious Affiliation - College of Arts and Sciences

	2000-FA	2001-FA	2002-FA	2003-FA	2004-FA	2005-FA	2006-FA
Information Not Provided	23.5%	26.9%	29.3%	31.8%	35.6%	37.4%	42.6%
Baptist	36.4%	34.8%	33.0%	32.1%	30.5%	27.4%	26.2%
Catholic	25.8%	24.9%	25.1%	23.8%	22.3%	23.0%	20.7%
Other Protestant	13.0%	12.0%	11.6%	10.9%	10.0%	9.8%	8.5%
Other	1.4%	1.4%	1.1%	1.4%	1.7%	2.4%	2.0%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Enrolled	2,965	3,046	3,140	3,093	3,251	2,332	2,265

Trends in Religious Affiliation - College of Pharmacy

	2000-FA	2001-FA	2002-FA	2003-FA	2004-FA	2005-FA	2006-FA
Information Not Provided	18.4%	19.6%	19.0%	22.9%	23.6%	23.0%	25.4%
Baptist	25.6%	25.1%	25.4%	24.0%	22.4%	20.8%	18.4%
Catholic	40.0%	41.1%	42.8%	41.9%	43.6%	44.5%	43.5%
Other Protestant	11.0%	9.8%	8.7%	7.5%	7.6%	7.8%	7.5%
Other	4.9%	4.5%	4.1%	3.7%	2.7%	3.8%	5.2%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Enrolled	472	470	484	520	589	600	637

- **Demographic Trends - Racial and Ethnic Composition of Xavier**

Trends in Race/Ethnicity - College of Arts and Sciences

	2000-FA	2001-FA	2002-FA	2003-FA	2004-FA	2005-FA	2006-FA
Black	96.8%	92.4%	88.1%	85.3%	84.7%	81.6%	78.5%
Information Not Provided	0.4%	4.3%	6.9%	7.8%	7.5%	8.2%	10.3%
Asian	1.9%	2.3%	3.5%	4.8%	5.4%	7.2%	7.8%
White	0.3%	0.5%	0.9%	1.2%	1.6%	1.5%	1.7%
Other	0.2%	0.2%	0.2%	0.4%	0.4%	0.9%	1.2%
Hispanic	0.4%	0.3%	0.4%	0.5%	0.5%	0.5%	0.4%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total Enrolled	2,965	3,046	3,140	3,093	3,251	2,332	2,265

Trends in Race/Ethnicity - College of Pharmacy

	2000-FA	2001-FA	2002-FA	2003-FA	2004-FA	2005-FA	2006-FA
Black	66.3%	65.3%	59.9%	57.3%	57.7%	53.7%	51.0%
Asian	13.3%	14.3%	17.1%	18.5%	20.0%	24.2%	25.9%
Hispanic	1.3%	1.5%	1.0%	1.0%	0.7%	0.8%	1.7%
White	17.4%	16.2%	16.7%	15.4%	12.9%	13.0%	12.4%
Other	1.5%	1.7%	1.9%	2.5%	2.0%	1.7%	2.2%
Information Not Provided	0.2%	1.1%	3.3%	5.4%	6.6%	6.7%	6.8%
Grand Total	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Grand Total	472	470	484	520	589	600	637

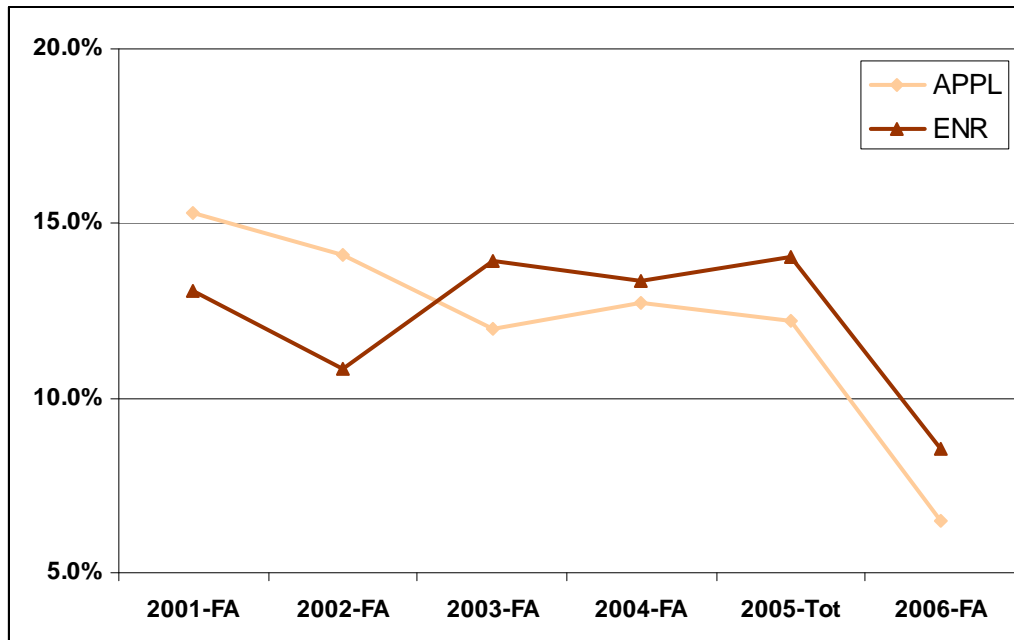
- **Demographic Trends – Students with Top Quadrant Quality Scores¹**

**New First Time Freshmen - Applicant Funnel
Quality Quadrants (ACT and H.S. GPAs)**

Quality Grouping	2001-FA	2002-FA	2003-FA	2004-FA	2005-Tot	2006-FA
Bottom-Q	1652	1367	1858	1815	1840	640
Mid-Qs	1710	1515	1814	1892	1851	942
Top-Q	608	474	500	541	514	110
Grand Total	3970	3356	4172	4248	4205	1692

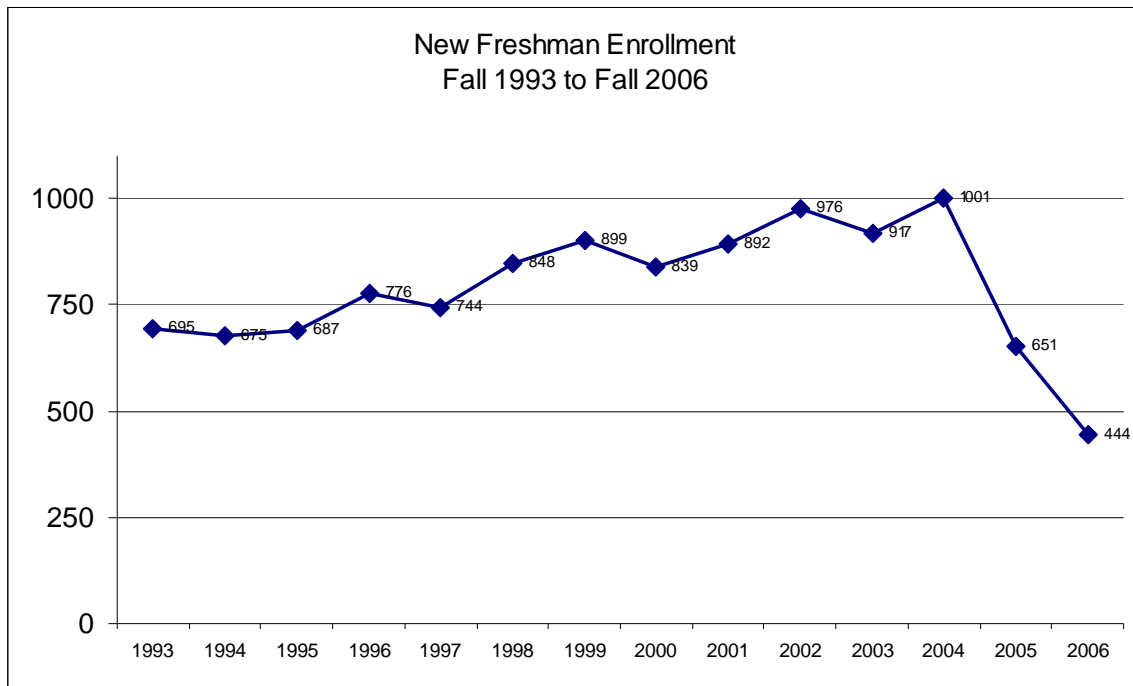
% TopQ in Category	2001-FA	2002-FA	2003-FA	2004-FA	2005-Tot	2006-FA
Top-Q - % Tot Applied	15.3%	14.1%	12.0%	12.7%	12.2%	6.5%
Top-Q - % Tot Admitted	17.9%	14.1%	14.2%	15.3%	14.8%	10.2%
Top-Q % Tot Enrolled	13.1%	10.9%	14.0%	13.4%	14.0%	8.6%
Top-Q Not-Enrolled	19.6%	15.5%	14.3%	16.1%	15.1%	11.4%

- **Fraction of Applicants (APPL) and Enrollees (ENR) in Top Quadrant (TopQ)**

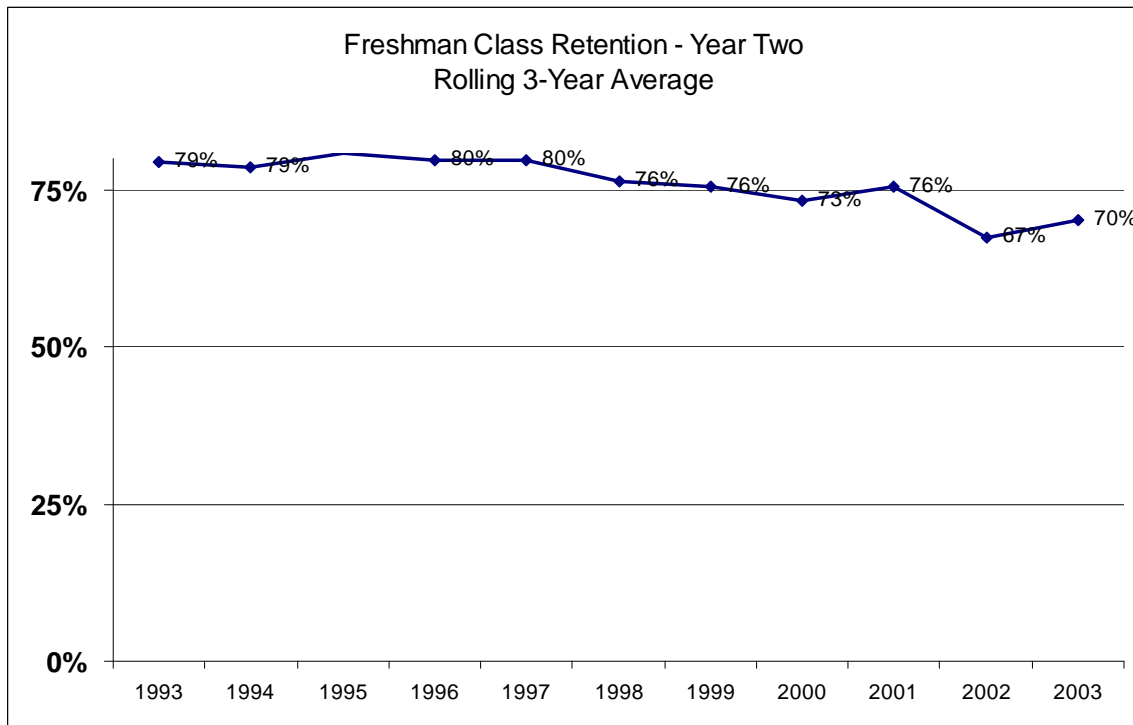


¹ Quality score components are calculated as follows: Those with both high ACT (25+) and high GPA (3.0+) = TopQ; those with both low ACT (<25) and low GPA (<3.0 GPA) = BottomQ; others = MidQs.

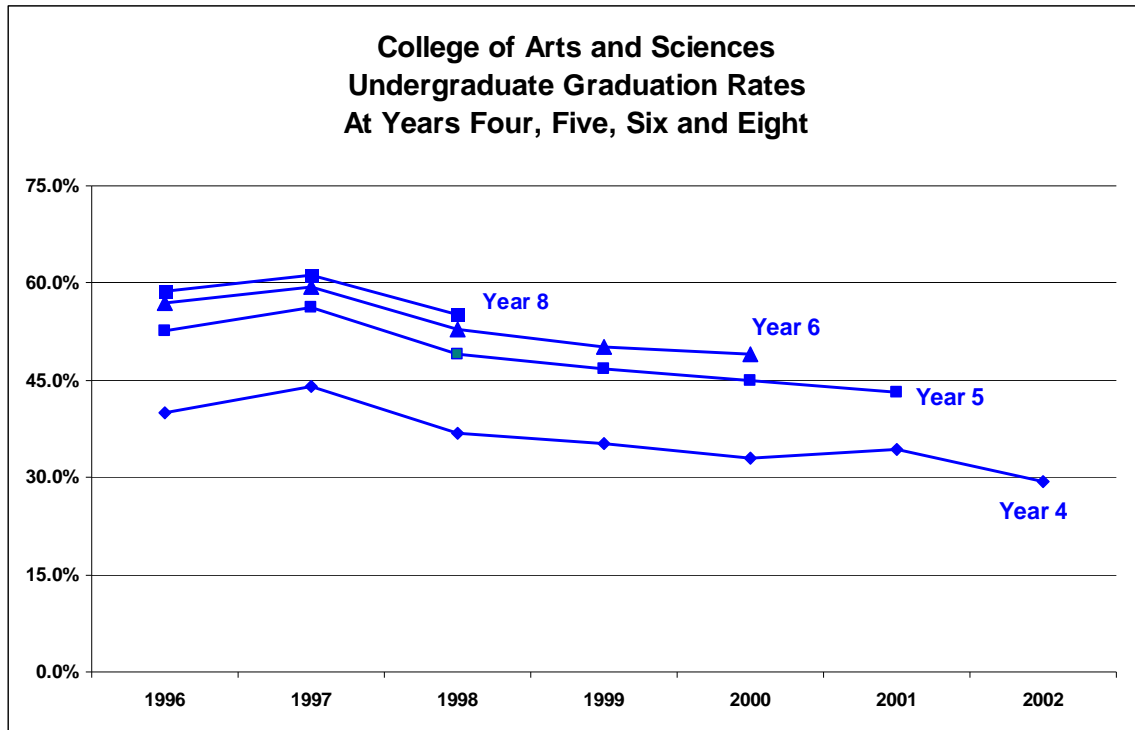
- **Trends in New Freshman Enrollment**



- **Retention of New Freshmen to Year Two**



- Trends in Graduation Rates Classes from 1996 to 2002



The significance of these trends will be highlighted during my oral presentation to the Board on February 8th.

G. LESSONS AND FOCUS: STRENGTHS, WEAKNESSES, THREATS, OPPORTUNITIES

I now want to turn to what have we learned about areas for focus and attention from our analysis of our strengths, weaknesses, threats and opportunities—these are preliminary thoughts and have not yet been tested against community reaction and critique. It will be one of my challenges to keep these issues and opportunities before our community as we develop our preliminary set of goals so that consensus and priority can emerge for the board’s consideration. I should say that I think to date we have been better at identifying internal issues that need addressing than in honing in on specific external opportunities or

in addressing some of the long-term issues that Dr. Scheye has raised. It is (will be) clear from Dr. Scheye's presentation that there are major forces at work affecting the higher education landscape and some of these will present special challenges for Xavier.

Among these are demographics, technology, globalization, economics, the changing face of faculty and the changing face of students.

These challenges present the key strategic challenge we face: We are organized in the manner of a traditional liberal arts college regarding our departments, services, students (18-23, full time, graduating in 4-8 years) and faculty (traditional tenure-tenure track; full time; few adjuncts). We bring special qualities into the mix but we are a "traditional" style college when the emerging higher education is increasingly "non-traditional." How will Xavier respond?

Key issues and areas of focus:

- Our student services in four key areas may need revamping—admissions; registrar; financial aid; fiscal services. The question is how can we make these processes more efficient, more effective and more student friendly?
- Dr. Barron in her report has emphasized the need to focus attention on the academic experience of new students in their first year and possibly into their second year in order to address the declines in retention
- Our campus must be made secure, attractive, and provide quality of life and recreational opportunities for our students, faculty and staff (Ray Manning will be addressing some ideas along these lines)
- Dr. Barron notes in her report that our graduate education needs a change in focus and direction
- Faculty recruitment and retention have become critical issues for us to retain our standing and our academic excellence; some of the faculty issues that have emerged are summarized in the survey results materials and in the summaries of strengths, weaknesses, threats and opportunities
- The systems, policies, procedures and priorities that support our human resources endeavors need to be critically examined and modernized to provide a modern, effective and efficient workforce and to address service and business issues
- A number of comments in our discussion groups felt there was a serious threat that a pharmacy competitor would emerge in our market area; the strategic question is how do we respond to that prospect?
- From intensive discussion with students we are warranted in looking into our dorms, residency rules and policies, quality of life and living on campus

H. SIX STRATEGIC QUESTIONS

In closing, I would like to pose six strategic questions for your consideration:

1. How do we adapt our mission, vision and values to the sea change that is in process in higher education?
2. How do we organize to appeal to a national market?
3. How do we generate in the short term the necessary operating revenue to both meet day to day needs and to create the organizational slack in staff time and resources to attend to implementing our goals?
4. How much risk can we accept if we depart from our “traditional” model and in what way might we become more “non-traditional?”
5. What is the impact imposed by demographic trends and Katrina upon who we are and how we see ourselves as the religious affiliation and ethnic composition of our student body changes?
6. How will we respond to the threat of an emergent competitor to pharmacy in our market?

I. CONCLUSION

I have tried to tell you a bit about what planning activities are underway and in prospect.

I have laid out some of the things that get in the way of achieving and implementing a successful strategic plan and actions that we might take to mitigate those risks. I have mentioned a few of the changes in Xavier’s demographics driven by some of the forces that Dr. Scheye has identified shaping the landscape in higher education and by the effects of Katrina. Finally, I have summarized in a very general way some of the themes and areas of needed focus, and strategic questions that have begun to emerge from our planning to date.

Mr. Ray Manning will describe for you (in his presentation to the Board on February 8th) where things stand in developing a master plan for land and facilities.