Marywood
UNIVERSITY

FACT BOOK 2022-2023

Office of Planning and Institutional Effectiveness

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Mission Statement

Marywood University, sponsored by the Congregation of the Sisters, Servants of the Immaculate Heart of Mary, roots itself in the Catholic intellectual tradition, the principle of justice, and the belief that education empowers people. The University integrates an enduring liberal arts tradition and professional disciplines to create a comprehensive learning experience. Our undergraduate and graduate programs promote academic excellence, advance innovative scholarship, and foster leadership in service to others. Within a welcoming and supportive community, Marywood challenges individuals of all backgrounds to achieve their full potential and make choices based on spiritual and ethical values. Marywood University prepares students to seek sustainable solutions for the common good and educates global citizens to live responsibly in an interdependent world.

MEMORANDUM

TO: Marywood University Colleagues

FROM: Leslie Worrell Christianson, M.S.L.I.S.
        Associate Provost

RE: Fact Book 2022-2023

DATE: January 19th, 2023

The Marywood University *Fact Book 2022-2023,* twenty-eighth edition, presents concise tables of data counts and trends on students, personnel, finances and facilities. Input is submitted by many campus departments and units and then assembled and published by the Office of Planning and Institutional Effectiveness. Sincere thanks to our campus colleagues for their assistance.

We welcome your comments and suggestions for producing a *Fact Book* with the most timely and useful information possible for the entire campus. The contact person in the Office of Planning and Institutional Effectiveness for questions and comments on the *Fact Book 2022-2023* is Leslie Worrell Christianson, who may be reached at lchristianson@maryu.marywood.edu or 570-348-6211.

I. STUDENTS

Synopsis of Baccalaureate Degree Programs and Majors
(Total 58)

BA   Art Therapy

BA   Arts Administration

- Art
- Music
- Theatre

BA   Communication Arts/Secondary Education

- Theatre

BA   Criminal Justice

BA   English

- Literature
- Writing

BA   English/Secondary Education

BA   History

BA   History/Pre-law

BA   History-Social Science/ Secondary Education

BA   Multimedia Communication
- Film, TV, and Digital Communication
- Journalism
- Public Relations and Image Management
- Sports Media
- Interdisciplinary (Build Your Own Track)

BA   Music (Musical Theatre)

BA   Philosophy

BA   Religious Studies

BA   Sociology

BA   Spanish

BA   Spanish/Secondary Education

BA   Theatre

BArch   Architecture

BBA   Accounting

BBA   Aviation Management

- Airline/Airport Management
- Professional Pilot/Flight Operations

BBA   Financial Planning

BBA   International Business

BBA   Management

BBA   Management

- Health Services Administration
- Hospitality Management
- Sports Management

BBA   Marketing

BEDA   Environmental Design - Architecture

BFA   Design

- Graphic Design

BFA   Studio Art

- 3D
- Ceramics
- Illustration
- Painting
- Photography
- Sculpture

BIA   Interior Architecture

BM   Music Education

Source: Office of the Registrar

Synopsis of Baccalaureate Degree Programs and Majors
(Continued)

BM   Music Performance

BM   Music Therapy

BS   Biology

BS   Biology

- Medical Laboratory Science
- Pre-Chiropractic
- Pre-Physician Assistant Studies
- Pre-Professional

BS   Biology/Secondary Education

BS   Biotechnology

BS   Communication Sciences and Disorders (Pre-Professional)

BS   Computer Science

BS   Early Childhood and Elementary Education

BS   Early Childhood and Elementary Education/Special Education

BS   Environmental Science

BS   Environmental Studies

- Environmental Science
- Environmental Justice
- Environmental Humanities

BS   Exercise Science

BS   Exercise Science (Athletic Training)

BS   Health Sciences

BS   Information Security

BS   Mathematics

BS   Mathematics/Secondary Education

BS   Nutrition and Dietetics

BS   Nutrition and Dietetics/Spanish

BS   Psychology

BS   Psychology

- Clinical Practice

BS   Respiratory Therapy

BS   Respiratory Therapy (RRT to BSRT)

BS   Special Education

BS   Special Education

- Early Childhood Education - PK-4
- English Secondary
- Mathematics Secondary

BSN   Nursing

- LPN to BSN
- Pre-Service
- RN

BSW   Social Work

Source: Office of the Registrar

Synopsis of Graduate Degree Programs
(Total 29 Masters, 1 EdS, 2 Doctoral)

MA	Art Therapy
MA	Clinical Mental Health Counseling
MA	Professional Writing
MA	Psychology

- Clinical Services
- General Theoretical

MA Studio Art

- Ceramics
- Painting
- Photography
- Printmaking
- Sculpture

MAT PK-4 Education

MAT Secondary/K-12 Education

MBA Business Administration

- General Management
- Finance and Investments
- Management Information Systems

MFA Visual Arts

- Graphic Design
- Illustration

MHSA Health Services Administration

MIA Interior Architecture

MPA Public Administration

MS Biotechnology

MS Counseling Psychology

MS Counselor Education PK-12

MS Criminal Justice

MS Higher Education Administration

MS Management Information Systems

MS Nutrition

MS Physician Assistant Studies

MS Reading Education

MS School Leadership

MS Special Education

MS Special Education Administration and Supervision

MS Speech-Language Pathology

MS Sports Nutrition and Exercise Science

MS Sports and Human Performance Nutrition

MSAT Athletic Training

MSW Social Work

EdS School Psychology

PhD Strategic Leadership and Administrative Studies

PsyD Clinical Psychology

Source: Office of the Registrar

Degrees Granted by College and Department

Degrees granted in primary major only

College of Health and Human Services

	2017-18	2018-19	2019-20	2020-21	2021-22
Athletic Training, Exercise Science*					
B.S.	48	37	38	23	23
M.S.	22	28	37		
Nursing, Respiratory Therapy & Health Services Administration *					
B.A.				1	1
B.S.	0	1	2	5	6
B.S.N.	39	36	38	46	39
M.H.S.A.				4	4
Nutrition & Dietetics *					
B.S.				16	16
M.S.				38	42
Physician Assistant					
M.S.	88	47	54		53
School of Social Work					
B.A.	0	9	0		
B.S.W.	10	9	2	8	6
M.H.S.A	0	0	8		
M.S.W.	104	115	91	74	75
Communication Science and Disorders					
B.S.	20	26	20	28	30
M.S.	27	23	24	17	18
Counseling and Psychology					
B.S.	21	30	18	13	14
M.A.	49	32	33	37	30
M.S.	10	10	2	12	7
Ed.S.	8	6	1	1	1
Psy.D.	10	11	6	7	10
Total Bachelors	**138**	**148**	**118**	**140**	**119**
Total Masters	**300**	**255**	**249**	**235**	**229**
Total Education Specialist	**8**	**6**	**1**	**1**	**1**
Total Doctoral	**10**	**11**	**6**	**7**	**10**

*Nutrition and Dietetics included within Athletic Training and Exercise Science previous to 2020-21
**Respiratory Therapy and Health Services Administration moved into Nursing in 2020-21

Source: Office of the Registrar

Degrees Granted by College and Department
(Continued)

Insalaco College of Arts and Sciences

	2017-18	2018-19	2019-20	2020-21	2021-22
Communications, Language, and Literature					
B.A.	23	27	21	16	17
M.A	10	8	1	2	2
Science, Math, & Comp. Science					
B.S.	38	74	63	71	66
M.S.	8	3	6	3	3
Philosophy, Religious Studies					
B.A.	2	1	1	1	1
Social Sciences					
B.A.	19	18	11	14	18
B.S.	0	1	0	0	0
M.S.	5	2	4	4	4
Art					
B.A.	22	18	12	23	19
B.F.A.	18	15	20	18	16
M.A.	18	13	27	3	6
M.F.A.	10	13	12	3	6
Music, Theatre & Dance					
B.A.	3	4	1	3	3
B.M.	12	14	13	9	6
M.A.	0	1	2	0	0
Total Bachelors	**137**	**172**	**142**	**155**	**146**
Total Masters	**51**	**40**	**52**	**15**	**21**

Source: Office of the Registrar

Degrees Granted by College and Department
(Continued)

Reap College of Professional Studies

		2017-18	2018-19	2019-20	2020-21	2021-22
Architecture						
	B. Arch	27	24	21	30	28
	B.E.D.A	1	2	1	0	1
	B.F.A.	10	1			
	B.I.A	0	16	8	18	17
	M.A.	1				
	M.I.A.	0	0	0	3	3
	M.Arch	0	0	3		
Education						
	B.S.	20	23	14	21	21
	M.A.T.	14	12	10	17	16
	M.S.	20	18	16	17	21
Business and Global Innovation						
	B.A.	2	3	0	0	0
	B.B.A.	50	65	39	50	44
	M.B.A.	32	30	34	15	15
	M.H.S.A.	6	6	0	1	0
	M.S.	1	2	3	3	3
Public Administration						
	M.P.A.	9	4	7	4	6
Ph.D.						
	Ph.D.	10	12	11	5	4
Total Bachelors		**110**	**134**	**83**	**119**	**111**
Total Masters		**126**	**83**	**72**	**60**	**64**
Total Doctoral		**15**	**10**	**12**	**5**	**4**

University Overall

	2017-18	2018-19	2019-20	2020-21	2021-22
Total Bachelors Awarded	**385**	**445**	**343**	**415**	**376**
Total Masters Awarded	**434**	**367**	**374**	**310**	**314**
Total Educational Specialist Awarded	**8**	**6**	**1**	**1**	**1**
Total Doctoral Awarded	**20**	**23**	**17**	**12**	**14**
Total All Degrees Awarded	**847**	**841**	**735**	**738**	**705**

Source: Office of the Registrar

Admissions Activity

Undergraduate Fall Full-Time and Part-time New Students

	2018	**2019**	**2020**	**2021**	**2022**
Applied	**2,462**	**2,280**	**2,497**	**2,845**	**2,976**
First-year	2,137	2,005	2,231	2,541	2,647
Transfer	325	275	266	304	329
Offered Admission	**1,779**	**1,717**	**1,975**	**2,236**	**2,302**
First-year	1,607	1,559	1,830	2,080	2,137
Transfer	172	158	145	156	165
Offer Rate	**72.3%**	**75.3%**	**79.1%**	**78.6%**	**77.4%**
First-year	75.0%	77.7%	82.0%	81.9%	80.1%
Transfer	52.9%	57.5%	54.5%	51.3%	50.2%
Current Confirmed	**500**	**472**	**497**	**550**	**550**
First-year	407	376	414	464	457
Transfer	93	96	83	86	93
Yield Rate	**27.8%**	**27.4%**	**25.2%**	**24.6%**	**23.9%**
First-year	25.0%	24.3%	22.6%	22.3%	21.4%
Transfer	54.1%	60.8%	57.2%	55.1%	56.4%

Source: Admissions

2018 - 2022 Admissions Activity
Graduate Full- and Part-time New Students by Calendar Year

		2018	2019	2020	2021	2022	2018-2022 % of change
CHHS							
	Applied	936	932	879	935	711	
	Accepted	332	373	366	395	332	
	Enrolled	256	284	259	287	220	
ICAS							
	Applied	268	100	81	72	88	
	Accepted	222	50	64	34	55	
	Enrolled	128	37	45	22	36	
RCPS							
	Applied	268	294	277	326	453	
	Accepted	222	216	177	235	361	
	Enrolled	128	128	120	190	270	
Total							
	Applied	**1,275**	**1,326**	**1,237**	**1,333**	**1,252**	**-1.8%**
	Accepted	**614**	**639**	**607**	**664**	**748**	**21.8%**
	Enrolled	**424**	**449**	**424**	**499**	**526**	**24.1%**

Source: Admissions

Average SAT Scores for First-time Full-time Students

	Critical Reading	Math	Writing	Total
Fall 2013	523	529	519	1571
Fall 2014	515	518	510	1543
Fall 2015	514	517	507	1538
Fall 2016	515	523	508	1546
Fall 2017	554	544	N/A	1098*
Fall 2018	547	559	N/A	1106*
Fall 2019	551	542	N/A	1093*
Fall 2020	557	544	N/A	1101*
Fall 2021	560	546	N/A	1106*
Fall 2022	594	575	N/A	1169*

*Represents a change in the SAT format.

Source: Admissions

Fall 2022 Headcount and FTE Enrollment by College and Time Status

Colleges	CHHS	ICAS	RCPS	HR
Undergraduate FT	443	683	598	4
Undergraduate PT	38	75	13	62
Undergraduate Total	**481**	**758**	**611**	**66**
Undergraduate FTE	**457.9**	**712.5**	**603.1**	**28.4**
Graduate FT	405	45	107	0
Graduate PT	56	3	74	0
Graduate Total	**461**	**48**	**181**	**0**
Graduate FTE	**426.4**	**46.1**	**135.3**	**0**

Total University

	2018	2019	2020	2021	2022
Undergraduate FT	1,756	1,649	1,680	1,678	1,728
Undergraduate PT	204	167	130	138	188
Undergraduate Total	**1,960**	**1,816**	**1,810**	**1,816**	**1,916**
Undergraduate FTE	**1,835.4**	**1,714.6**	**1,731.1**	**1732.2**	**1801.8**
Graduate FT	764	731	678	632	557
Graduate PT	155	145	127	225	133
Graduate Total	**919**	**876**	**805**	**857**	**690**
Graduate FTE	**824.9**	**786.4**	**726.5**	**718.0**	**643.0**

Source: Institutional Research

Fall 2022 Headcount Enrollment by College and Ethnicity/Race

College	Ethnicity/Race	Undergrad FT	Undergrad PT	Grad FT	Grad PT
CHHS	American Indian/Alaska Native	0	0	0	0
	Asian	5	1	5	5
	Black or African American	13	1	23	3
	Hawaiian/Pacific Islander	0	0	0	0
	Hispanic	44	4	29	4
	Non-resident Alien	0	0	11	0
	Two or more races	13	1	7	3
	Unknown	17	2	53	2
	White	351	29	277	39
	Total	**443**	**38**	**405**	**56**
ICAS	American Indian/Alaska Native	1	0	0	0
	Asian	16	0	2	0
	Black or African American	14	0	0	0
	Hawaiian/Pacific Islander	1	1	0	0
	Hispanic	58	5	6	0
	Non-resident Alien	4	39	1	0
	Two or more races	16	1	0	0
	Unknown	28	2	0	0
	White	545	27	36	3
	Total	**683**	**75**	**45**	**3**
RCPS	American Indian/Alaska Native	3	0	0	0
	Asian	14	0	1	0
	Black or African American	18	1	5	0
	Hawaiian/Pacific Islander	0	0	0	0
	Hispanic	62	2	5	2
	Non-resident Alien	6	1	6	2
	Two or more races	13	0	2	1
	Unknown	34	0	0	0
	White	448	9	88	69
	Total	**598**	**13**	**107**	**74**

Source: Institutional Research

Fall 2022 Headcount Enrollment by College and Ethnicity/Race
(Continued)

College	Ethnicity/Race	Undergrad FT	Undergrad PT	Grad FT	Grad PT
HR	American Indian/Alaska Native	0	0	0	0
	Asian	0	0	0	0
	Black or African American	0	18	0	0
	Hawaiian/Pacific Islander	0	0	0	0
	Hispanic	0	0	0	0
	Non-resident Alien	0	0	0	0
	Two or more races	0	0	0	0
	Unknown	1	36	0	0
	White	3	8	0	0
	Total	**4**	**62**	**0**	**0**
Total Univ.	American Indian/Alaska Native	4	0	0	0
	Asian	35	1	8	5
	Black or African American	45	20	28	3
	Hawaiian/Pacific Islander	1	1	0	0
	Hispanic	164	11	40	6
	Non-resident Alien	10	40	18	2
	Two or more races	42	2	9	4
	Unknown	80	40	53	2
	White	1,347	73	401	111
	Total	**1,728**	**188**	**557**	**133**

Source: Institutional Research

Headcount Enrollment by College, Department, and Level – Fall 2018 to Fall 2022

College of Health and Human Services		2018	2019	2020	2021	2022
Athletic Training & Exercise Science*	Undergraduate	146	130	44	36	33
	Graduate	66	75	0	0	0
Nutrition	Undergraduate	-	-	52	45	44
	Graduate	-	-	74	74	66
Nursing, Resp. Therapy, and Health Services Admin.**	Undergraduate	202	175	181	179	188
	Graduate	0	0	3	10	9
Physician Assistant	Graduate	75	90	91	90	76
School of Social Work	Undergraduate	26	22	32	42	38
	Graduate	265	234	188	167	141
Communication Sciences and Disorders	Undergraduate	90	95	90	81	83
	Graduate	26	29	25	32	25
Counseling/Psychology	Undergraduate	85	73	74	83	95
	Graduate	153	140	143	142	143

Fall 2020: Nutrition Program Separated from Athletic Training and Exercise Science
**Respiratory Therapy and Health Services Administration moved into Nursing in 2020-21*

Insalaco College of Arts and Sciences		2018	2019	2020	2021	2022
Communication, Language, and Literature	Undergraduate	93	85	64	60	107*
	Graduate	8	4	2	1	1
Philosophy and Religious Studies	Undergraduate	3	3	2	3	3
Science, Math, and Computer Science	Undergraduate	296	300	308	308	293
	Graduate	4	6	5	4	4
Social Sciences	Undergraduate	64	65	71	69	85
	Graduate	7	6	11	10	5
Art	Undergraduate	151	147	138	139	136
	Graduate	62	53	44	41	38
Music, Theatre & Dance	Undergraduate	89	83	88	86	88
	Graduate	2	1	0	3	-
Retention	Undergraduate	44	39	58	39	46
	Graduate	0	0	0	0	-

Source: Institutional Research

*39 are Intensive English Students

Headcount Enrollment by College, Department, and Level – Fall 2018 to Fall 2022
(Continued)

Reap College of Professional Studies		2018	2019	2020	2021	2022
School of Architecture	Undergraduate	239	257	284	283	310
	Graduate	5	9	7	4	3
School of Business and Global Innovation	Undergraduate	206	169	173	181	190
	Graduate	73	57	35	114	26
School of Education	Undergraduate	100	99	97	110	111
	Graduate	103	101	112	99	95
Ph.D.	Graduate	38	38	47	56	47
Public Administration	Graduate	20	18	13	10	9

HR		2018	2019	2020	2021	2022
Registrar	Undergraduate	124	74	54	72	66

Fall 2022 Headcount Enrollment by College and Gender

	CHHS	ICAS	RCPS	HR	Total University
Undergrad FT Women	383	476	301	3	**1,163**
Undergrad FT Men	60	207	297	1	**565**
Undergrad FT Total	**443**	**683**	**598**	**4**	**1,728**
Undergrad PT Women	32	63	4	50	**149**
Undergrad PT Men	6	12	9	12	**39**
Undergrad PT Total	**38**	**75**	**13**	**62**	**188**
Grad FT Women	333	33	68	0	**434**
Grad FT Men	72	12	39	0	**123**
Grad FT Total	**405**	**45**	**107**	**0**	**557**
Grad PT Women	41	2	53	0	**96**
Grad PT Men	15	1	21	0	**37**
Grad PT Total	**56**	**3**	**74**	**0**	**133**

Source: Institutional Research

Fall Full-Time Undergraduate Enrollment by On/Off-Campus Living

		Fall <u>2018</u>	Fall <u>2019</u>	Fall <u>2020</u>	Fall <u>2021</u>	Fall <u>2022</u>
On-Campus						
First Year		259	268	261	292	286
Total	Women	424	417	313	423	476
	Men	<u>208</u>	<u>164</u>	<u>154</u>	<u>189</u>	<u>228</u>
	Total	**632**	**581**	**467**	**612**	**704**
Off-Campus						
Full-time	Women	760	693	824	729	687
	Men	<u>365</u>	<u>367</u>	<u>392</u>	<u>338</u>	<u>337</u>
	Total	**1,125**	**1,060**	**1,216**	**1,067**	**1,024**
Part-time	Women	149	109	76	100	147
	Men	<u>52</u>	<u>57</u>	<u>51</u>	<u>37</u>	<u>38</u>
	Total	**201**	**166**	**127**	**137**	**185**

Source: Institutional Research

Students with Disabilities

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Undergraduate	173	178	171	187	221	363
	8.8%	9.1%	9.4%	10.3%	12.8%	18.9%
Graduate	39	36	31	29	31	73
	3.9%	3.9%	3.5%	3.6%	4.3%	10.6%

Source: Disability Services, Office of Student Success

Center for Global Engagement
(Formerly the Office of International Affairs)

Study Abroad Program
Locations and Majors of Students Fall 2022

18 Students Abroad

16 students ISI Florence (Italy) – Architecture

2 students API Salamencia (Spain) – International Business & History

International Student Enrollment

	Fall 2018		Fall 2019		Fall 2020		Fall 2021		Fall 2022	
	N	%	N	%	N	%	N	%	N	%
Undergraduate	38	2	30	1.7	15	0.8	6	4	50	2.6
Graduate	36	3.5	28	3.2	19	2.4	9	1.3	18	2.6

By Country of Origin – Fall 2022

Undergraduate		Graduate	
Barbados	1	Canada	1
Canada	1	China	1
China	2	Peru	1
Germany	1	Haiti	1
Ghana	1	India	6
India	1	Iran	1
Nigeria	3	Nepal	1
N/A	1	Nigeria	2
Pakistan	1	N/A	1
Saudi Arabia	1	Peru	1
South Korea	39	Saudi Arabia	1
Vietnam	1	South Korea	1
		Vietnam	1
		Zambia	2
Total Undergraduate:	**50**	**Total Graduate:**	**18**

International Students - Major Course of Study – Fall 2022

Undergraduate

Architecture	4
Biotechnology	1
Business Management	1
Computer Science	1
Financial Planning	1
Intensive English Program	39
International Business	1
Music Education	1

Graduate

MBA Finance	1
MHSA Health Services Administration	4
MBA Management Information Systems	1
MS Management Information Systems	5
MS Nutrition	3
MA Psychology (Clinical)	2
MA Studio Art (Painting)	1
MSW Social Work	1

Source: International & Multicultural Initiatives

Honors Program - Majors Represented

BA Pre-Physician Assistant Studies
BA Art History
BA Art Therapy
BA Criminal Justice
BA English (Literature)
BA English (Writing)
BA English/Secondary Education
BA History
BA History-Social Studies/Secondary Education
BA Religious Studies
BArch Architecture
BBA Accounting
BBA Management
BFA Design (Graphic Design)
BIA Interior Architecture
BM Music Education
BM Music Performance

BM Music Therapy
BS Athletic Training
BS Biology (Pre-Professional)
BS Biotechnology
BS Communication Science & Disorders (Pre-professional)
BS Early Childhood and Elementary Education
BS Early Childhood and Elementary Education/Special Ed
BS Early Childhood Education/Special Education PK-8
BS Environmental Biology
BS Information Security
BS Mathematics
BS Nutrition and Dietetics
BS Psychology
BS Psychology (Clinical Practice)
BSN Nursing (Pre-Service)
BSW Social Work

Honors Courses Offered in 2022-2023

Fall 2022

ARCH	Global Urban Ecologies I
ART	Honors History of Art I
	Art in the Modern Era
	Women in Art
BIOL	General Microbiology
CSD	Audiology
ENGL	Composition and Rhetoric
HIST	Roots of the Modern World
	Nazi Germany & The Holocaust
MTH	Music in Therapy
MUSC	History of Music I
ND	Nutrition I
	Sports Nutrition in Health Professions

PHL	Introduction to Philosophy
RST	Modern Belief
THEA	Fundamentals of Theater

Spring 2023

ARCH	Design Studio IV
ART	Honors History of Art II
BIOL	Immunology
ENGL	Introduction to World Literature
HIST	French Revolution in Global Context
MUSC	History of Music II
NUTR	Nutrition II
RST	Introduction to Eastern Religions

Enrollment in Honors Courses

| Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
87	101	80	69*	92

Source: Honors Director
* This number was sourced from the report server and may be conservative.

Retention and Graduation Rates for First-Time Full-Time Students by Year of Entry - Fall 2011 to Fall 2022

	Retention Rates									Graduation Rates					
Entering Term Fall	1st Fall	2nd Fall	3rd Fall	4th Fall	5th Fall	6th Fall	7th Fall	8th Fall		within 3 yrs	within 4 yrs	within 5 yrs	within 6 yrs	within 7 yrs	within 8 yrs
2011*N	455	383	335	312	62	14	3	4		4	251	298	313	314	317
%	100.0%	84.2%	73.6%	68.6%	13.6%	3.1%	0.7%	0.9%		.9%	55.2%	65.5%	68.8%	69.0%	69.8%
2012N	454	368	332	305	94	16	4	2		9	215	293	303	308	310
%	100.0%	81.1%	73.1%	67.2%	20.7%	3.5%	.9%	0.5%		2.0%	47.4%	64.5%	66.7%	67.8%	68.3%
2013*N	403	323	292	266	67	9	3	1		14	209	266	272	273	273
%	100.0%	80.1%	72.5%	66.0%	16.6%	2.2%	0.7%	0.2%		3.5%	51.9%	66.0%	67.5%	67.7%	67.7%
2014N	368	305	279	262	67	12	6	1		13	197	253	262	268	270
%	100.0%	82.9%	75.8%	71.2%	18.2%	3.3%	1.6%	0.3%		3.5%	53.5%	68.8%	71.2%	72.8%	73.4%
2015N	369	308	284	267	51	7	2	2		5	206	249	256	256	
%	100.0%	83.5%	77.0%	72.4%	13.8%	1.9%	0.5%	0.5%		1.4%	55.8%	67.5%	69.4%	69.4%	
2016N	323	279	262	243	62	10	5			11	184	234	244		
%	100.0%	86.4%	81.1%	75.2%	19.2%	3.1%	1.5%			3.4%	57.0%	72.4%	75.5%		
2017N	446	383	360	330	86	17				14	240	308			
%	100.0%	85.9%	80.7%	74.0%	19.3%	3.8%				3.1%	53.8%	69.1%			
2018N	388	334	307	280	94					11	191				
%	100.0%	86.1%	79.1%	72.2%	24.2%					2.8%	49.2%				
2019N	360	298	260	256						5					
%	100.0%	82.8%	72.2%	68.3%						1.4%					
2020N	408	327	302												
%	100.0%	80.1%	74.0%												
2021N	452	373													
%	100.0%	82.5%													
2022N	443														
%	100.0%														
			NOTE: Average 6-year graduation rate computed by Student Right to Know												
*Student(s) removed from cohort			(**SRK**) formula for 4-year programs is 67.9%												

Source: Institutional Research

Trends in 1-Year Retention from 2008 to 2021
6-Year Graduation Rates of First-time Full-time Students from 2008 to 2016
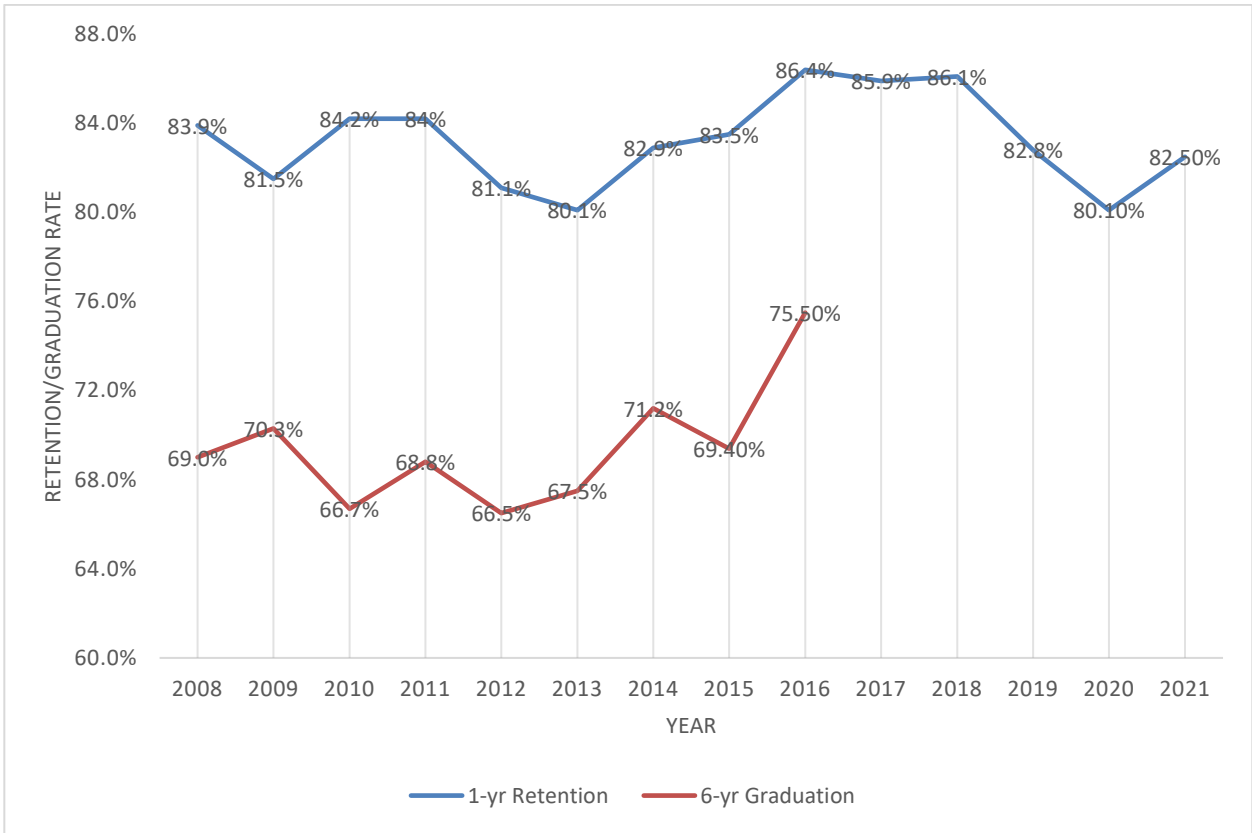
Source: Institutional Research

ATHLETICS AND RECREATION

Twenty-four varsity teams plus esports (coed) are sponsored. The University is a member of the National Collegiate Athletic Association (NCAA) Division III, the Atlantic East Conference (AEC), the Eastern College Athletic Conference (ECAC) and the Landmark Conference (women's golf). Men's Rugby participates in the Mid-Atlantic Rugby Conference (MARC) while Women's Rugby are members of the Eastern Pennsylvania Rugby Union (EPRU). Esports competes in the National Esports Collegiate Conference (NECC).

13 sports are offered for women and 11 for men, and esports is coed:

Women	**Men**
Basketball	Baseball
Cross Country	Basketball
Field Hockey	Cross Country
Golf	Golf
Lacrosse	Lacrosse
Rugby	Rugby
Soccer	Soccer
Softball	Swimming/Diving
Swimming/Diving	Tennis
Tennis	Track & Field (Outdoor)
Track & Field (Outdoor)	Track & Field (Indoor)
Track & Field (Indoor)	
Volleyball	**Coed**
	Esports

A selection of intramural and club sports is also available. Club sports have included: climbing, dance team and cheerleading among others. A wide range of activities is offered through the intramural sports program. Traditional team activities such as basketball, volleyball, flag football, tennis and softball are available in addition to innovative programs like ultimate frisbee and 100 Mile Fitness Club. Recreation programs include land and water aerobics classes and fitness challenges. The Center for Athletics and Wellness is a state-of-the-art facility with a fitness center, climbing wall, an elevated running track, a dance/aerobics studio, a 1,500 seat arena and high tech athletic training areas. The Aquatics Center features eight lanes, one meter and three meter diving boards, spectator seating and team rooms. The major expansion of the university's athletics and recreation facilities within the last decade was designed to complement the outdoor facilities that include a lighted multipurpose turf field, tennis courts, sand volleyball court, basketball courts and three grass fields.

Source: Department of Athletics and Recreation

Athletic Honors/Achievements

TEAM NCAA APPEARANCES - 12
INDIVIDUAL NCAA APPEARANCES - 8
NCAA "ZONE MEET" QUALIFIERS - 2
ATLANTIC EAST WOMEN'S COMMISSIONER'S AWARD - 1
ATLANTIC EAST "DISTINGUISHED SERVICE" HONOREE - 1
ATLANTIC EAST "SPORTSMANSHIP TEAM OF THE YEAR" – 1
ATLANTIC EAST "MEDAL OF INSPIRATION" - 2
CSAC PRESIDENT'S CUP OVERALL TITLES - 1
CSAC PRESIDENT'S CUPS MEN'S TITLES - 1
CSAC PRESIDENT'S CUPS WOMEN'S TITLES – 4
CSAC INSTITUTIONAL EXCELLENCE AWARD - 2
CONFERENCE TEAM ACADEMIC AWARDS - 37
CONFERENCE CHAMPIONSHIPS - 57
CONFERENCE RUNNERS-UP - 58
CONFERENCE COACH OF THE YEAR - 76
ALL-CONFERENCE SELECTIONS – 1,518 (total since 1992, does NOT include CSAC All-Sportsmanship Team)
CSAC TEAM SPORTSMANSHIP AWARDS – 4
CSAC 3-D SPORTSMANSHIP AWARDS – 6
CONFERENCE PLAYER/RUNNER/DIVER OF THE YEAR -47
CONFERENCE ROOKIE OF THE YEAR – 29
CONFERENCE CROSS COUNTRY INDIVIDUAL CHAMPIONS - 15 (6 male, 9 female)
CONFERENCE MEN'S GOLF INDIVIDUAL CHAMPIONS (MEDALISTS) - 3 CONFERENCE TOURNAMENT MVPs - 5
CONFERENCE SCHOLAR-ATHLETE OF THE YEAR - 7 (3 male, 4 female)
ATLANTIC EAST "ELITE 20" AWARD WINNERS - 6
NCAA POST-GRADUATE SCHOLARSHIPS - 3 (1 male, 2 female)
ECAC CHAMPIONSHIPS - 2
ECAC RUNNERS-UP - 5
ECAC TOURNAMENT MVPs - 2
ECAC PLAYER OF THE YEAR - 3
ECAC ROOKIE OF THE YEAR - 1
ECAC INDOOR TRACK & FIELD CHAMPIONS – 6
ECAC OUTDOOR TRACK & FIELD CHAMPIONS - 4
ECAC ALL-STARS - 42
NATIONAL ALL-AMERICANS – 10
NATIONAL PRE-SEASON ALL-AMERICANS - 2
NATIONAL ALL-AMERICAN ROOKIE TEAM MEMBERS - 3
REGIONAL ALL-AMERICANS - 76
REGIONAL ALL-FRESHMAN TEAM (CROSS COUNTRY) - 5 (2 male, 3 female)
NATIONAL ACADEMIC ALL-AMERICAN (CoSIDA) - 3
REGIONAL ACADEMIC ALL-AMERICAN (CoSIDA) - 17
NATIONAL ACADEMIC HONORS (Coaches' Organizations) - 284
REGIONAL ACADEMIC HONORS (Coaches' Organizations) - 9
REGIONAL COACH OF THE YEAR (since 1992) - 1 (WXC)
REGIONAL ASSISTANT COACH OF THE YEAR (since 1992) -1 (WSOC)
NATIONAL ASSISTANT COACH OF THE YEAR (since 1992) - 1 (WVB) NATIONAL
TEAM ACADEMIC AWARDS (Coaches' Organizations) – 99

Source: Department of Athletics and Recreation

II. PERSONNEL
Employees by Ethnicity, EEO Category and Time Status

Table A	Faculty and Staff Profile – Full-Time & Part-Time				
	2018-19	**2019-20**	**2020-21**	**2021-22**	**2022-23**
Faculty					
Full-Time Instructional Faculty	143	151	149	154	141
Full-Time Librarians	6	6	6	4	3
Pro-Rata Faculty	11	4	3	3	3
Part-Time Faculty	230	207	189	195	199
Executive/Administrators/Staff					
Total	363	358	314	300	298
Full-Time	314	307	268	249	249
Part-Time	49	51	46	51	49

Table B	2018-19		2019-20		2020-21		2021-22		2022-23	
	White	**Other**	**White**	**Other**	**White**	**Other**	**White**	**Other**	**White**	**Other**
Faculty										
Full-Time Instructional Faculty	126	17	132	19	133	16	132	22	121	20
Full-Time Librarians	4	2	4	2	4	2	2	2	2	2
Pro-Rata Faculty	10	1	4	0	3	0	2	1	2	1
Part-Time Faculty	220	10	195	12	177	12	180	15	179	20
Executive/Administrative/Managerial										
Full-Time	32	2	31	2	31	4	30	7	32	6
Part-Time	0	0	0	0	0	0	0	0	0	0
Professional										
Full-Time	104	6	101	7	89	6	87	9	91	10
Part-Time	27	3	29	4	29	6	30	6	33	6
Secretarial/Clerical Staff										
Full-Time	71	2	70	1	58	1	52	0	49	0
Part-Time	9	1	8	2	7	1	9	2	6	1
Technical/Paraprofessional Staff										
Full-Time	13	1	14	1	13	1	4	1	4	1
Part-Time	2	0	2	0	1	0	1	0	1	0
Skilled Craft Staff										
Full-Time	15	1	16	2	15	2	15	2	15	2
Part-Time	0	0	0	0	0	0	0	0	0	0
Service/Maintenance Staff										
Full-Time	61	6	57	5	45	3	38	4	34	5
Part-Time	7	0	6	0	2	0	0	0	2	0
Totals										
Full-Time	426	37	425	39	388	35	360	47	348	45
Part-Time	265	14	240	18	216	19	223	33	221	27
Pro Rata	10	1	4	0	3	0	2	1	2	1

Source: Department of Human Resources

Full-time Employees by Gender and Ethnicity

Table C	2018-19		2019-20		2019-20		2021-22		2022-23	
	M	F	M	F	M	F	M	F	M	F
Executive/Administrative/Managerial										
White	9	23	11	20	13	18	11	19	12	20
Black	1	1	1	0	1	1	1	1	1	1
Hispanic	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	1	0	1	0
Other	0	0	0	1	1	1	1	3	1	2
Faculty (includes librarians)										
White	48	82	49	87	50	87	47	87	41	82
Black	1	0	1	0	1	0	1	1	0	1
Hispanic	2	1	1	2	1	2	4	2	4	2
Asian/Pacific Islander	5	7	5	4	7	4	6	5	5	6
Other	1	2	2	6	1	2	3	2	2	1
Professional Staff (does not include librarians)										
White	33	71	31	70	26	62	25	62	29	62
Black	1	2	1	2	0	2	0	2	0	3
Hispanic	1	1	1	1	1	2	2	2	1	3
Asian/Pacific Islander	0	0	0	1	0	1	0	1	0	2
Other	0	1	0	1	0	1	1	1	0	1
Secretarial/Clerical Staff										
White	4	67	4	66	4	54	5	47	1	48
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	0	2	0	1	0	0	0	0	0	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	1	0	0	0	0	0
Technical/Paraprofessional Staff										
White	8	5	9	5	8	5	3	1	4	0
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	0	0	0	0	0	0	0	0	0	0
Asian/Pacific Islander	0	1	0	1	0	1	0	1	0	1
Other	0	0	0	0	0	0	0	0	0	0
Skilled Craft Staff										
White	15	0	16	0	15	0	15	0	15	0
Black	0	0	0	0	0	0	0	0	0	0
Hispanic	1	0	1	0	1	0	1	0	1	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Other	0	0	1	0	1	0	1	0	1	0
Service/Maintenance Staff										
White	30	31	27	30	26	19	22	16	20	14
Black	0	0	0	0	0	0	1	0	1	0
Hispanic	1	0	1	0	1	0	1	0	1	0
Asian/Pacific Islander	0	0	0	0	0	0	0	0	0	0
Other	2	3	2	2	1	1	1	1	2	1
Totals	163	300	164	300	160	263	153	254	143	250

Source: Department of Human Resources

Number of Full-time and Pro-rata Faculty by College

		2020	2021	2022
CAS				
	Full-time	57	60	59
	Pro-rata	1	1	1
	FTE	57.5	60.5	59.5
CHHS				
	Full-time	64	69	59
	Pro-rata	2	1	1
	FTE	66	69.5	59.5
CPS				
	Full-time	28	25	26
	Pro-rata	0	1	1
	FTE	29	25.5	26.5
Librarians				
	Full-time	6	4	3
TOTAL				
	Full-time Faculty	149	154	144
	Pro-rata Faculty	3	3	3
	Part-time Faculty	189	195	199
	Full-time Librarians	6	4	3
	Faculty FTE*	218.9	223.85	211.17

*FT Faculty (155) + Pro Rata Faculty (3 x 0.5) + PT Faculty (189 x 0.33)

Tenure Status among Full-time Faculty (includes Librarians)

	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%
Professor	15	100.0	15	100.0	20	100.0	20	100.0	19	100.0
Assoc Professor	49	83.3	51	83.3	47	75.8	47	78.3	40	80.0
Asst Professor	2	5.3	2	3.9	1	2.2	1	1.9	1	1.8
Total University	**66**	**46.9**	**68**	**43.0**	**68**	**43.8**	**68**	**43.0**	**60**	**40.0**

Highest Degree Attained by Full-Time Instructional Faculty 2022-23

	CAS	CHHS	CPS	Total
Bachelor's	0	0	0	**0**
Master's	8	19	6	**33**
Terminal Master's	6	7	3	**16**
Doctorate	45	33	17	**95**
Total	**59**	**59**	**26**	**144**

Source: Academic Affairs

Number of Full-time Faculty by Rank and Gender **

		2018	2019	2020	2021	2022
Professor						
	Male	10	11	15	14	12
	Female	5	4	5	6	7
	Total	**15**	**15**	**20**	**20**	**19**
Associate Professor						
	Male	27	26	22	22	19
	Female	34	35	40	36	31
	Total	**61**	**61**	**62**	**58**	**50**
Assistant Professor						
	Male	19	15	17	16	17
	Female	32	37	28	37	37
	Total	**51**	**52**	**45**	**53**	**54**
Instructor of Practice*						
	Male	-	3	2	1	0
	Female	-	9	9	13	13
	Total	**-**	**12**	**11**	**14**	**13**
Instructor						
	Male	1	5	6	6	6
	Female	8	12	11	5	5
	Total	**9**	**17**	**17**	**11**	**11**
Clinical						
	Male	0	-	-	-	-
	Female	13	-	-	-	-
	Total	**13**	**-**	**-**	**-**	**-**
Total Full-time*		**149**	**157**	**155**	**158**	**144**

Includes Librarians
*** In 2018 Clinical Faculty were re-designated Professors of Practice and will now be counted according to rank.*
**** Instructor of Practice previously included in Clinical category*

Source: Academic Affairs

III. FINANCES

Operating Revenue/Expense

OPERATING REVENUE	FY 2018-2019		FY 2019-2020		FY 2020-2021		FY 2021-2022	
	$	%	$	%	$	%	$	%
Tuition & Fees	$ 78,674,401		$ 77,754,250		$ 78,245,708		$ 79,247,622	
Institutional Aid	(31,602,053)		(31,760,146)		(33,908,408)		(35,366,193)	
Net Tuition and Fees	47,072,348	65%	$ 45,994,104	68%	$ 44,337,300	67%	$ 43,881,429	60%
Federal Grants & Contracts	663,603	1%	$ 2,201,168	3%	3,062,098	5%	4,031,504	6%
State & Local Grants & Contracts	960,155	1%	$ 829,891	1%	912,235	1%	649,203	1%
Private Gifts & Grants	11,898,720	16%	$ 8,214,038	12%	8,968,733	14%	13,192,892	17%
Income from Investments	603,167	1%	$ 586,519	1%	291,001	0%	642,898	1%
Endowment Spending Policy	1,023,000	1%	$ 1,012,000	2%	1,791,000	3%	1,370,000	2%
Other Income	517,678	1%	$ 1,026,642	2%	527,460	1%	527,460	1%
Loss of Sale of Assets	-	0%	$ -	0%	(352,839)	-1%	(795,924)	-1%
Sales & Services- Educational Activities	9,769,428	13%	$ 7,493,125	11%	6,248,275	9%	9,052,873	12%
Net Assets Released	-	0%	$ -	0%	-	0%	-	0%
Total Operating Revenues	$ 72,621,099		$ 67,436,833		$ 65,856,815		$ 72,998,538	
OPERATING EXPENSE	FY 2018-2019		FY 2019-2020		FY 2020-2021		FY 2021-2022	
	$	%	$	%	$	%	$	%
Instruction & Research	$ 26,709,752	40%	$ 26,604,008	42%	$ 24,875,463	39%	$ 27,041,335	37%
Academic Support	10,255,442	15%	9,182,747	14%	9,876,268	16%	10,270,885	14%
Student Services	10,916,323	16%	10,089,159	16%	9,853,376	15%	9,769,328	13%
Institutional Support	11,781,156	18%	12,200,228	19%	13,676,649	21%	15,942,720	22%
Auxiliary Enterprises	6,969,556	10%	5,997,470	9%	5,436,016	9%	9,912,034	14%
Total Operating Expenses	$ 66,632,229		$ 64,073,612		$ 63,717,772		$ 72,936,272	
NET CHANGE IN OPERATING ACTIVITIES	$ 5,988,870		$ 3,363,221		$ 2,139,043		$ 5,023,138	

Source: Office of Business Affairs

Tuition, Fees, Room, Board Rates

TUITION, FEES, ROOM, BOARD RATES	FY 19-20	FY 20-21	FY 21-22	FY 22-23
TUITION PER CREDIT RATES (Fall/Spring)				
Undergraduate	650	670	670	685
Master	824	824	824	824
Masters of Education	515	515	515	528
Masters of Fine Arts	618	618	618	618
Master of Interior Architecture	979	979	979	1,000
Master of Physician Assistant	1,030	1,030	1,030	1,030
Doctoral	953	953	953	977
FEES (Full-Time Rates/Per Semester)				
General Fee- UG	750	750	750	770
General Fee- GR	375	375	375	385
Student Activity Fee-UG	125	125	125	128
Student Activity Fee- GR	25	25	25	25
New Student Matriculation Fee	250	250	250	-
ROOM CHARGES (Annual Rate)				
Regina Hall: Single Occupancy	9,298	7,738	9,484	9,720
Regina Hall: Multiple Occupancy	7,670	7,738	7,824	8,020
Loughran and Madonna Hall: Single Occupancy	9,770	8,138	9,966	10,210
Loughran and Madonna Hall: Multiple Occupancy	7,978	8,138	8,138	8,340
Woodlands I	8,470	8,640	8,640	8,856
Woodland II	9,022	9,204	9,204	9,434
Graduate Housing	6,892	7,030	7,030	7,206
BOARD CHARGES (ANNUAL RATE)				
Residential: 19 meals per week + 200 Dining Dollars	6,078	6,200	6,200	6,360
Residential: 15 meals per week + 300 Dining Dollars	6,078	6,200	6,200	6,360
Residential: 150 Block Plan + 500 Dining Dollars	4,736	4,832	4,832	4,940
Commuter: 16 Meal Plan + 55 Dining Dollars	524	536	536	550
Commuter: 32 Meal Plan + 55 Dining Dollars	932	952	952	976

Source: Office of Business Affairs

Student Cost of Attendance

STUDENT COST OF ATTENDANCE	FY 2020-2021				FY 2021-2022		
	On Campus	**Commuter**	**Off-Campus**		**On Campus**	**Commuter**	**Off-Campus**
Tuition	$ 35,534	$ 35,534	$ 35,534		$ 35,534	$ 35,534	$ 35,534
General Fee	1,500	1,500	1,500		1,500	1,500	1,500
Activities Fee	250	250	250		250	250	250
Room	8,138	1,100	5,000		8,138	1,000	6,000
Board	6,200	1,100	5,000		6,200	1,200	5,000
Books and Supplies	1,250	1,250	1,250		1,250	1,250	1,250
Personal/Transportation/Loan fees	1,200	1,200	1,200		1,870	2,620	2,620
TOTAL	**$ 54,072**	**$ 41,934**	**$ 49,734**		**$ 54,842**	**$ 43,354**	**$ 52,154**

Endowment Fund

ENDOWMENT FUND	FY 18-19	FY 19-20	FY 20-21	FY 21-22
Quasi Endowment	$ 10,546,362	$ 10,832,947	$ 15,879,820	$ 12,370,752
True Endowment	30,028,137	34,060,901	45,036,049	38,709,585
Pacer Fund (Student Managed)	886,776	959,098	1,167,998	1,023,624
TOTAL ENDOWMENT FUND	$ 41,461,275	$ 45,852,946	$ 62,083,867	$ 52,103,971
The above figures represent each fund's Market Value at 6.30.22				

Source: Office of Business Affairs

Total Gifts and Grants
Purposes of Support (Cash)

Purposes of Support	FY '18 Amount	FY '19 Amount	FY '20 Amount	FY '21 Amount	FY '22 Amount
1. Current Operations					
a. Unrestricted	212,249	287,282	278,519	310,361	359,622
b. Restricted	1,548,387	1,166,808	1,335,708	1,790,453	2,765,900
Sub-total, Current Operations	*1,760,636*	*1,454,090*	*1,614,227*	*2,100,814*	*3,125,522*
2. Endowment	788,623	3,455,174	1,055,370	1,863,580	1,138,839
3. Capital	1,121,228	627,861	1,218,123	836,629	1,163,912
Total	**$3,670,487**	**$5,537,125**	**$3,887,720**	**$4,801,023**	**$5,428,273**

Donor Giving Levels (Hard Credit)

Giving Levels	FY '18 # of Donors	FY '19 # of Donors	FY '20 # of Donors	FY '21 # of Donors	FY '22 # of Donors
$10,000 and greater	52	49	48	50	48
$5,000-$9,999	36	48	33	47	40
$2,000-$4,999	101	102	97	101	99
$1,000-$1,999	121	125	79	128	113
$500-$999	140	128	97	146	119
$250-$499	217	195	170	223	250
$100-$249	1,051	928	829	980	1,105
$1-$99	2,062	1,912	1,710	1,525	1,618

FY22 Sources of Support 7/1/21 - 6/30/22

Bequests 11%
Foundations 13%
Individuals 46%
Corporations/Organizations 30%
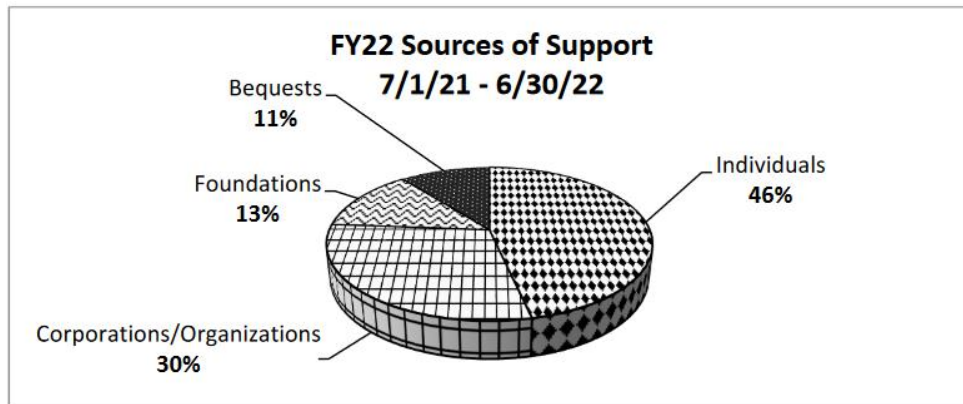
Undergraduate Alumni Giving*

Fiscal Year	Number of Donors	% Participation
2022	1,796	8.70

*Based on gifts received

Source: University Advancement

IV. FACILITIES

Land and Building Inventory

Land (In Acres):

	June 30, 2018	June 30, 2019	June 30, 2020	June 30, 2021	June 30, 2022
Land in Scranton, PA	71.4	71.4	71.4	71.3	71.3
Land in Dunmore, PA	51.4	51.4	51.4	43.4	43.4
Total	**122.8**	**122.8**	**122.8**	**114.7**	**114.7**

Buildings:

Building	Predominant Function	Usable Square Footage
Adams Avenue Property (#2205)	President's Residence	5,555
Adams Avenue Property (#2305)	Residence	2,924
Adams Avenue Property (#2349)	Residence	2,857
Bethany Hall and Garage	Administrative	4,966
Center for Architectural Studies	Academic	25,424
Center for Athletics and Wellness	Academic/Athletics/Recreation	80,170
Center for Natural and Health Sciences	Academic	45,453
Tony Domiano Center for Friends of the Poor	Special/Administrative	2,810
Emmanuel Hall	Administrative	8,359
Fricchione Early Learning Center	Special	8,397
Immaculata Hall	Administration	31,994
Insalaco Center for Studio Arts	Academic	56,020
Keith J. O'Neill Center for Healthy Families	Academic	24,820
Learning Commons	Library	71,158
Liberal Arts Center	Academic/Administrative	70,251
Loughran Hall	Student Residence/Administrative	109,247
Madonna Hall	Student Residence	51,674
Maria Hall	Administrative	5,017
McCarty Hall	IHM Residence	4,921
McGowan Center for Graduate and Professional Studies	Academic	55,252
Perpetual Help Hall	Student Residence	3,574
Power Plant and Maintenance Building	Support	20,518
Printing and Mailing Center	Support	3,674
Regina Hall	Student Residence/Administrative	56,907
Sette La Verghetta Center for Performing Arts	Academic	39,769
Shields Visual Arts Center	Academic	56,707
Student Center (Nazareth Hall)	Campus Life	55,942
Woodland Residences I	Student Residences	10,442
Woodland Residences II	Student Residences	26,869
Woodland Residences III	Student Residences	14,617
Total Square Footage		**956,288**

Net Book Value of Buildings (historical cost less accumulated depreciation) $145,295,470
Cost of Replacement $252,437,389
Leased facilities:
   DeSales University - School of Social Work

Source: Buildings and Grounds

University Library

	2018-2019	2019-2020	2020-2021	2021-2022
Total Collection Counts				
Print Books/Journals	154,135	155,239	156,874	201,077
Journal Titles-Electronic/Print	56,934	73,691	86,376	90,003
Audiovisual Materials	20,860	20,520	18,400	18,514
Total Electronic Resources Counts				
Internet Databases	62	63	76	84
Full-Text Databases	49	50	52	53
eBooks	246,623	246,623	247,360	262,814
Total Expenditures				
Print Books/Journals	$190,000	$116,115	$100,251	$118,245
Electronic Resources	$90,000	$132,000	$158,000	$140,130
Journal Binding	$1,351	$1,250	$1,250	$1,818
Supplies	$1,800	$900	$900	$961
Total Interlibrary Loan Transactions				
Borrowed	2,831	1,900	1,581	1,521
Loaned	3,248	2,132	1,443	1,383
Library Instruction				
Total Library Instruction Sessions	58	60	50	17
No. of Students/Faculty Attending	958	1,080	685	295
Weekly Reference Transactions				
In-person (average per week)	28	66	16	<1
Online (average per week)	-	-	8	2
Total Circulation Transactions	4,181	3,497	3,366	2,583
Hours of Service per Week	98	84	92	92
Staff				
Faculty	5.0	3.5	4.5	4.5
Professional	1.0	1.0	1.0	1.0
Clerical	8.5	7.0	5.0	4.5
Student Assistants (part time)	4.0	4.0	4.0	4.0

Source: Learning Commons

Office of Information Technology

Information Technology (IT) is responsible for providing technology and related support to the Marywood University campus. In service of this purpose, IT is comprised of four operational areas: Educational Technology Services, User Services, Enterprise Services, and Infrastructure Services.

Educational Technology Services
The team at ETS works diligently to create an environment that promotes collaboration and communication across the University. They strive to follow the mission and core values of the University as they acknowledge the importance of educating global citizens in a digital society. It is their goal to provide educational technology opportunities for faculty to ensure an optimized student learning experience. In order to accomplish this goal, the team assists faculty with the integration of technology to create and deliver course content using research-based practices in the field of higher education.

Their services provide technology-enhanced training for teaching and learning for online, hybrid, and traditional courses. In addition, they provide course instructional design in Brightspace, training documentation on software and campus-specific applications, and Brightspace troubleshooting via the help desk.

Help Desk and Technology Support
The IT Help Desk is part of the User Services team and provides basic hardware, software, printing and network support. Contact them through a web-based ticketing system to easily communicate, track, and resolve issues; they can also be reached via phone or email.

The Technology Support team is also part of the User Services team and is responsible for the technical support of the University's end user computing devices such as desktops, laptops, printers and mobile devices. Support includes hardware and software installation and troubleshooting, as well as technology purchasing recommendations. The Technology Support team also monitors the computer labs across campus, ensuring the computers and printers are working properly and are up to date.

Enterprise Services
Enterprise Services is responsible for supporting the University's central software and database applications utilized by both administrative and academic departments. The Ellucian ERP system provides the primary software used by the Registrar's Office, Admissions, Finance, Financial Aid, and Human Resources. Enterprise Services also provides consultation and system implementation services and assistance for other third-party software solutions for use by these functional departments as well.

Enterprise Services provides ongoing technical support for effective data and process operations throughout all areas of the university. This includes programming for the Colleague ERP system and auxiliary systems, customized report services and analytics and database operations and maintenance.

Infrastructure Services

Infrastructure services contribute to and drive critical business functions for Marywood University by supporting servers, backup/disaster recovery solutions, network, internet/intranet, Wi-Fi, Google Workspace, identity and access management, telecom, and information security.

Infrastructure services completed a data center hardware refresh to a cutting-edge hyper-converged infrastructure hosted hardware platform for its servers. A disaster recovery solution was deployed at a remote data center in Philadelphia to protect its mission-critical services and solutions for the University. In June 2021 we cutover to state-of-the-art Palo Alto Next-Generation Firewalls to improve the security posture of Marywood University. Phase 2 network Wi-Fi hardware refresh was completed in select buildings on campus over the summer of 2021 to provide improved Wi-Fi and network services to support students, faculty, and staff.

Computer Labs

The Office of Information Technology maintains computer labs and drop-in areas in various buildings on campus. Most labs contain Windows-based PCs with Macintosh computers in buildings housing the arts. All have a high-speed Internet connection, scanners, pay per page laser printing, and Microsoft Office, as well as a number of specialized programs as needed by various departments. For students who cannot access the computer labs in person, a variety of applications found in the labs can also be used off-campus via an app-virtualization program.

Peer-to-Peer Policy Statement

Marywood University prohibits Peer to Peer (P2P) network traffic from the campus network because of its widespread use in distributing illegal or copyrighted material and for security purposes to protect our network and university data. The Office of Information Technology reserves the right to remove any computer in question from the network entirely if it is found to be distributing or collecting illegal or copyrighted material, or using excessive amounts of network bandwidth to the detriment of other computers on the network.

Source: Office of Information Technology

V. ACCREDITATIONS & APPROVALS

Institutional Accreditation

Marywood University is accredited by the **Middle States Commission on Higher Education**, 3524 Market Street, Philadelphia, PA 19104 (267-284-5000) www.msche.org.
The MSCHE is an institutional accrediting agency recognized by the U.S. Secretary of Education and the Council for Higher Education Accreditation (CHEA).

Professional Accreditations

Business and Managerial Science Programs granting the B.B.A. Degrees at the Undergraduate Level and the M.B.A. and M.S. in Management Information System Degrees at the Graduate Level
Accreditation Council for Business Schools and Programs (ACBSP)
7007 College Boulevard, Suite 420, Overland Park, KS 66211
Phone: 913-339-9356

The Didactic Program, Coordinated Program, and Internship and Distance Internship Programs in the Nutrition and Dietetics Department
Accreditation Council for Education in Nutrition and Dietetics (ACEND)
120 South Riverside Plaza, Suite 2000, Chicago, IL 60606
Phone: 312-899-0040

The Master's Degree in Physician Assistant Studies
Accreditation Review Committee on Education for the Physician Assistant, Inc. (ARC-PA)
12000 Findley Road, Suite 240, Duluth, GA 30097
Phone: 770-476-1224

The Graduate Art Therapy Program
C**ommission on Accreditation of Allied Health Education Programs (CAAHEP)** upon the recommendation of The Accreditation Council for Art Therapy Education
9355-113th St. N, #7709
Seminole, FL 33775
Phone: 727-210-2350

The Doctor of Psychology (Psy.D.) program in Clinical Psychology is accredited as a doctoral program in clinical psychology
American Psychological Association (APA)
Office of Program Consultation and Accreditation,
750 First Street, NE, Washington, DC   20002-4242
Phone: 202-336-5500

Source: Academic Affairs

The Athletic Training Program in the Health and Physical Education Department
Commission on Accreditation of Athletic Training Education (CAATE)
2201 Double Creek Drive, Suite 5006, Round Rock, TX 78664
Phone: 512-733-9700

The Nursing Program granting the B.S.N.
Commission on Collegiate Nursing Education (CCNE)
One Dupont Circle, NW, Suite 530, Washington, D.C. 20036
Phone: 202-887-6791

Counseling Programs in Elementary Counseling, Secondary School Counseling and Mental Health Counseling
Council for Accreditation of Counseling and Related Educational Programs (CACREP)
5999 Stevenson Avenue, Alexandria, VA 22304
Phone: 703-823-9800 ext. 301

The Master's Program in Speech-Language Pathology
Council on Academic Accreditation, **American Speech-Language-Hearing Association, (ASHA)**
10801 Rockville Pike, Rockville, MD 20852
Phone: 800-498-2071

The Master's and Baccalaureate of Social Work degree programs in the School of Social Work
Council on Social Work Education (CSWE)
1725 Duke Street, Suite 500, Alexandria, VA 22314
Phone: 703-683-8080

The Bachelor of Architecture (B.ARCH.) degree program is accredited by the National Architectural Accrediting Board.
National Architectural Accrediting Board (NAAB)
Address: 1101 Connecticut Avenue, NW, Suite 410, Washington, DC 20036.
Phone: (202) 783-2007

Programs in Art and Design of the Department of Art
National Association of Schools of Art and Design (NASAD)
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190
Phone: 703-437-0700

Programs in Music
National Association of Schools of Music (NASAM)
11250 Roger Bacon Drive, Suite 21, Reston, VA 20190
Phone: 703-437-0700

Source: Academic Affairs

Bachelor of Science in Respiratory Care
Commission on Accreditation for Respiratory Care (CoARC)
265 Precision Blvd
Telford, TN 37690
Phone: 817-283-2835

Institutional Approval

The State Authorization Reciprocity Agreements (SARA) provides a voluntary, regional approach to state oversight of postsecondary distance education. Member states agree to follow uniform processes for approving their eligible institutions' participation. Pennsylvania joined SARA in January 2017.

SARA is an agreement among member states, districts, and territories that establishes comparable standards for interstate offering of post-secondary distance education.

Marywood University is a SARA-participating institution, enabling the University to engage in all activities covered by SARA in states that are members of SARA without having to obtain approval from each state individually. This agreement includes activities such as internships, clinical or field work that occur in other SARA states for students enrolled in the university's distance education or campus-based academic programs.

Source: Academic Affairs

VI. STRATEGIC PLAN GOALS INITIATIVES AND OBJECTIVES

The Strategic Plan for Marywood University 2021-2025

Goal #1: Address Systemic World Problems through Interdisciplinary, Interprofessional, and Intergenerational Initiatives.

Informed by our mission and Catholic Social Teaching, we will "prepare students to seek sustainable solutions for the common good" by creating interdisciplinary, interprofessional, and intergenerational initiatives. We will focus on solving aspects of critical problems such as systemic racism, equity and access to higher education, and environmental justice, performing a disruptive role by working together in action for justice.

Strategic Initiatives and Action Plans:

A. *Expand interdisciplinary, interprofessional, and intergenerational experiences that allow our students and alumni to live our mission.*
  » Create interdisciplinary, interprofessional, and intergenerational initiatives addressing pressing current problems and issues such as environmental justice that forward our mission and help us live our values
  » Develop a co-curricular record that will document skills and competencies students develop through interdisciplinary, interprofessional, intergenerational, and co-curricular programs and events offered through Academic Affairs and Student Life/Engagement
  » Create opportunities to 'Build Your Own Degree'

Owners of this initiative: The Provost and Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences

Measuring our success:
  » The Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences has been established by Spring 2022
  » A seed grant program for initiatives has been established by Fall 2022
  » An assessment process for initiatives has been developed by Fall 2022
  » Initiatives have been proposed by Fall 2022 and at least two are running by Fall 2024
  » A co-curricular record has been developed by Spring 2022
  » A "Build Your Own Degree" task force has been convened by Fall 2021

B. **Offer and assess integrative curricula that develop students' literacies and cognitive skills to collaboratively address real world issues to empower them to flourish in the interdependent world and workplace.**
  » Implement our new integrative Core with an annual assessment process of the Core student learning outcomes
  » Demonstrate achievement of student learning outcomes and impact on student retention and graduation
  » Fund part-time faculty compensation for Core training

» Schedule accessible core classes during the academic year and summer sessions
» Purchase Premium E-Portfolio and support with training a year before the first capstones roll out
» Support existing and develop new and ongoing integrative programs

Owners of this initiative: The Core Director and Undergraduate Core Curriculum Committee supported by the Provost, Assistant Provost, and Deans

Measuring our success:
» The new integrative Core with an annual assessment process rolls out in Fall 2022
» Achievement of student learning outcomes in the integrative Core and its impact on retention and graduation are assessed yearly
» A part-time faculty compensation structure for training has been implemented by Spring 2022
» Regular surveys of student satisfaction with respect to the availability of Core offerings begin in Fall 2022
» Premium portfolio has been purchased and faculty scheduled to teach capstones have been trained by Spring 2024
» Existing integrative programs are effectively resourced and the development of new programs is routinely encouraged and adequately supported with financial and human resources by Fall 2022 onwards

C. *Create an academic culture infused with high-impact practices (active, experiential learning) and characterized by programs delivered using transparent and inclusive pedagogies by expanding such practices in an intentional and systematic way.*
» Embed high-impact practices in every program to increase student engagement and achievement of learning outcomes
» Create an annual event for faculty to showcase their innovative teaching strategies
» Produce methods of assessing student involvement in high-impact practices
» Identify the literacies and cognitive capacities developed in program curricula and link student learning outcomes with assessment
» Identify the transferable skills developed through program curricula and articulate the skills in course syllabi to increase student awareness and promotion of skill development (e.g., use on resumes, applications, and at interviews for graduate programs or jobs)
» Develop real-world experiences in each degree program
» Competitively fund through the Provost's Office faculty proposals for high-impact practices such as first-year seminars and experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning/study abroad, service learning, community-based learning, internships, and capstone courses and projects

Owners of this initiative: The Provost, Deans, Director of the Center for Transformational Teaching and Learning

Measuring our success:
  » High-impact practices are used in every program by January 2022; annual program assessment thereafter demonstrates increased student engagement and achievement of learning outcomes
  » Yearly events in which faculty showcase their innovative teaching strategies occur by January 2022
  » An annual program assessment process addressing student achievement of learning outcomes via high impact practices has been established by Spring 2022
  » Programs have identified the literacies and cognitive capacities developed in their curricula and annual assessment of learning outcomes takes place by Spring 2022
  » Transferable skills have been identified and articulated on course syllabi and program websites by Spring 2022
  » Real-world experiences in each program exist by Spring 2023
  » Faculty receive competitively awarded funds to develop high impact practices by Fall 2022

D. *Increase participation in training initiatives for innovative pedagogies and various modalities.*
  » Make inclusive and transparent pedagogy a hallmark of a Marywood education
  » Develop industry-ready certificates and industry-ready credentials to be incorporated into curriculum and/or offered as additional educational experiences to multiple audiences
  » Establish an Industry Advisory Board

Owners of this initiative: The Deans and Provost

Measuring our success:
  » Inclusive and transparent pedagogy (universally defined and accepted by all) is visible in marketing materials, Admissions, webpage(s), communications, and syllabi by Spring 2022
  » Three industry-ready certificates and/or credentials have been implemented by Fall 2023
  » Enrollment in these programs increases yearly and appropriate metrics are set
  » An Industry Advisory Board has been created with a charter that includes success metrics by Fall 2021

E. *Expand Professional Continuing Education and Workforce Development.*
  » Develop additional regional partnerships
  » Resource the Professional and Continuing Education Department for growth
  » Create additional positions: Community Liaison(s) and Employer Relations Personnel for the Marywood campus
  » Develop credit and non-credit certificate programs that meet workforce needs
  » Offer regular workforce training opportunities and professional continuing education programs

Owners of this initiative: Director of Professional Continuing Education with support from the Deans and Provost
Measuring our success:
  » One new regional partnership is developed annually starting in Fall 2021

» Professional Continuing Education has been allotted resources to grow beginning with Fiscal Year 2022
» Community Liaison and Employer Relations staff have been hired starting in Fiscal Year 2023
» Each college offers at least one certificate program meeting workforce needs by Fall 2022
» Six new corporate partnerships with industry-specific training opportunities have been created by Fall 2022
» At least two professional continuing education offerings run monthly, one online and one in person, by Fall 2022

F. *Expand academic program opportunities and workforce development for non-traditional learners and degree-completion students.*
» Create additional opportunities/pathways for high school students to earn college credits
» Offer courses online, across the academic timetable, and in executive formats
» Articulate current programs in each college that can be delivered at non-traditional times and formats
» Develop programs for degree-seeking, credit-bearing, and non-credit activities for the non-traditional student
» Financially support these initiatives with human resources and technology starting with the Fall 2020 budget process
» Implement a system to identify and recruit non-traditional students
» Conduct a comprehensive analysis of current articulation agreements, while exploring and executing additional agreements to ensure that they support timely degree completion for transfer students
» Examine and adjust financial aid strategies for transfer students and non-traditional learners

Owners of this initiative: The Provost and Deans in collaboration with Student Success, Student Engagement, Admissions, and Marketing staff

Measuring our success:
» Opportunities/pathways for high school students to earn college credits are in place by Fall 2021
» Courses online, across the academic timetable, and in executive formats are scheduled by Fall 2022
» Current programs that can be delivered at non-traditional times and formats have been articulated by Fall 2021
» Programs for non-traditional students have been established and offered by Fall 2021
» Programs have adequate budgetary resources; grants have been submitted by Spring 2021
» A mechanism for delivering program information to non-traditional students exists by Spring 2022
» A review of articulation agreements to ensure that all support timely degree completion for transfer students has been completed by Fall 2022; execution of new agreements that support timely degree completion for transfer students occurs in Fall 2022
» Targeted financial aid strategies for transfer and non-traditional students are in place by Fall 2022

Goal #2: Support Students from Day One.

We will nourish a culture which supports students from "Day One" to build meaningful lifelong relationships with Marywood by increasing engagement with University-wide services and remaining committed to equity and inclusion. We will advise students through their academic journey and career preparation. We will provide desirable housing and dining options and help students navigate their financial obligations and options.

Strategic Initiatives and Action Plans:

A. *Increase engagement with alumni, student life services, and student success services.*
   » Develop a technology-based early intervention student success system designed to improve retention
   » Increase alumni engagement with faculty, staff, retirees, and the community
   » Strengthen the relationship between students and alumni through purposeful programming beginning at New Student Orientation to prepare students to become engaged alumni
   » Cultivate strong engagement and spirit among the internal campus community (current students, faculty, and staff) through a shared understanding of the Marywood experience
   » Design and implement a comprehensive, cohort-based first-year experience program addressing the needs of first-time students, transfer students, first generation, and online students

Owners of this initiative: Vice President of Advancement, Student Affairs, Assistant Provost for Student Success

Measuring our success:
   » An early intervention system is in place by Spring 2022 or earlier; disaggregated data shows incremental retention rate increases
   » Alumni engagement has increased by 20% over baseline by Spring 2023
   » Student participation in student engagement/alumni engagement co-hosted events and programs has increased measured by appropriate success metrics set moving forward
   » Strong student, faculty, and staff engagement increases and is assessed annually against baselines set by Spring 2021 as measured by satisfaction surveys and program participation (tracked by methods such as ID card swipes or Handshake)
   » The number of students participating in programs increases as measured by ID card swipes or Handshake; appropriate success measures will be set moving forward
   » A comprehensive, cohort-based first-year experience is running and student learning outcomes, such as awareness of services and resources, study skills, financial planning, and stress management, are assessed annually

B. *Strengthen equity and inclusion within our welcoming and supportive community.*
   » Create an Equity Action Plan to be led by the Director of Institutional Equity and Inclusion
   » Engage with experts in diversity, access, and equity to create inclusive practices and training
   » Embed perspectives that significantly integrate the experiences and work of historically marginalized populations in current courses, topics, scholarship, and materials

» Create courses that significantly integrate the experiences and work of historically marginalized populations

» Overhaul hiring and admissions practices to ensure intentional recruitment and retention of faculty, staff, and students of color

» Sustain the Truth, Racial Healing & Transformation Center and increase engagement with it

» Ensure that resource allocations, policies, and operations align with our institutional commitment to equity and inclusion

» Become a Hispanic-Serving Institution (HSI)

Owners of this initiative: Human Resources Director, Director of Institutional Equity and Inclusion, Admissions Directors, Deans, Provost

Measuring our success:

» The Equity Action Plan is operationalized by Spring 2022

» Inclusive practices and training are established by Fall 2021

» Current courses, scholarship, and materials significantly integrate the experiences and work of historically marginalized populations by Fall 2021

» New courses significantly integrating the experiences and work of historically marginalized populations are running by Fall 2022

» The recruitment and retention of faculty and staff of color increases by a 10% minimum over 4 years

» The recruitment of students of color increases by a 10% minimum over 4 years

» Retention and graduation rates for students of color remain on par with the entire student population

» Annual mission-based events engage with local underrepresented populations to meet needs by Fall 2022

» Admissions includes bilingual staff by Fall 2022

» The Truth, Racial Healing, and Transformation Center remains and engagement with it increases (success metrics to be determined going forward)

» Resource allocations, policies, and operations manifestly align with our institutional commitment to equity and inclusion

» We achieve Emerging HSI designation by Fall 2024

C. *Strengthen current and develop new effective advising strategies and processes.*

» Evaluate and enhance advisor training that incorporates academic and financial implications as well as training on campus resources that address student needs

» Evaluate current advisement model and make data-informed improvements

» Create a customized professional development plan to support alumni career goals by evaluating their current skill set with suggestions for upskilling, expanding their professional network by connecting them with other Marywood alumni, and strengthening their personal brand

Owners of this initiative: Assistant Provost for Student Success, Career Development Center, Alumni Engagement, Deans

Measuring our success:
- » Enhanced advisor training is implemented by Spring 2021
- » Data-informed improvements to the current advising model are made by Spring 2022
- » Alumni are offered a customized professional development plan by Spring 2021

D. *Enhance student-centered partnerships to improve the student experience, both residential and commuter.*
- » Enhance residential facilities as per Goal #5.F and 5.G
- » Establish a cross-functional student committee that encompasses all facets of the student community (such as commuters, residents, graduate students, non-traditional students) to establish directions for food service
- » Identify technology options which improve service (app ordering, kiosk ordering, delivery option) and inform students of meals remaining, meal equivalencies remaining, and points left at each swipe
- » Increase financial support for new dining initiatives

Owners of this initiative: Director of Buildings and Grounds, Vice President for Business Affairs, Student Government Association in cooperation with Student Engagement, Housing and Residence Life

Measuring our success:
- » Residential facilities are enhanced as per Goal #5.F and 5.G
- » Regular student satisfaction surveys begin in Fall 2021
- » Focus groups are conducted by Spring 2021
- » Technology options are identified by Spring 2021
- » Two new dining initiatives are funded per year through 2023

E. **Develop and implement strategies to effectively improve financial literacy and minimize student debt.**
- » As part of an overall website redesign, improve the financial information page encompassing both the Financial Aid and Cashier's offices, which is user-friendly, informative, assists with financial literacy training, and helps with FAFSA completion
- » Provide transparent and thorough support for families through resources including educational modules
- » Implement technology-focused delivery of financial literacy education in an ongoing process through 2024
- » Create an appropriate, comfortable, and safe physical space and environment that respects students' confidentiality needs
- » Increase institutional gift aid and strategically award annual and endowed scholarships and grants to reduce student debt
- » Explore the availability and feasibility for different programs and courses to lower the cost of learning resource materials, which may reduce student expenses, and ultimately debt, i.e. alternatives to purchasing textbooks

Owners of this initiative: Director of Financial Aid, Cashier's Office, Librarians and Faculty, Marketing, Advancement

Measuring our success:
>> A user-friendly, transparent, informative, and helpful financial information webpage including educational modules exists by Spring 2022
>> Financial literacy education has been delivered via technology through 2024
>> An appropriate, comfortable, and safe physical space and environment in the Financial Aid Office exists by July 2022
>> Student financial aid increases and student debt decreases through a comprehensive capital campaign by Fall 2024
>> Student expenses are decreased through alternatives to purchasing textbooks by Fall 2023

Goal #3 Strengthen Infrastructure.

Marywood will embrace sustainable technologies and infrastructure by actively engaging in environmental sustainability initiatives and by continually improving campus technology and technology training. Within the context of the evolving campus master plan, the University will strive to provide campus space and buildings that are compliant, user friendly, biophilic, and safe.

Strategic Initiatives and Action Plans:

A. Actively support and seek opportunities for environmental sustainability initiatives.
>> Expand and improve the university-wide recycling plan
>> Work with SGA to register for and compete in RecycleMania
>> Explore resources needed to increase the number of LEED buildings on campus
>> Incorporate biophilic design in campus buildings where possible
>> Regain and celebrate Arboretum status
>> Explore, design, and implement additional renewable energy sources
>> Survey refillable water stations on campus; explore grants and funding possibilities; install water stations in every building
>> Annually partner with SGA on sustainable projects

Owners of this initiative: Director of Buildings and Grounds, Director of the School of Architecture, Director of Student Engagement

Measuring our success:
>> An expanded/improved recycling plan is in place by June 2021
>> Students compete in RecycleMania by Fall 2021
>> Resources for additional LEED buildings have been explored by December 2023
>> Biophilic design review has been completed by Fall 2022
>> Arboretum status has been regained by December 2023
>> Additional renewable energy sources have been explored in 2021 and implemented by 2024
>> Water stations have been installed in every building by July 1, 2024
>> An annual sustainable projects partnership with SGA is in place beginning in Fall 2021

B. *Assess, improve, and update training and equipment to meet current and future demand.*
   » Create a five-year plan to meet best practices in academic technology across campus
   » Implement a five-year wireless upgrade plan
   » Implement a rolling five-year replacement plan for all current computers
   » Evaluate, design, and implement an improvement plan for the underground infrastructure and upgrade where necessary
   » Expand and develop cybersecurity compliance and training that includes student participation
   » Develop a Continuity of Operations Plan (COOP); review and update annually

Owners of this initiative: Director of IT, Technology Advisory Committee, Director of Buildings and Grounds

Measuring our success:
   » Academic technology will meet best practices by the end of 2025
   » Our students rank Marywood as providing excellent technology support by Spring 2025.
   » The initial five-year rolling plan to replace computers has been fully implemented by Summer 2024
   » Underground infrastructure evaluations have been completed by Summer 2021; upgrades are in process 2022-2024
   » Cybersecurity training and compliance are in place by the end of 2021
   » Annual COOP Reviews begin in Fall 2021

C. *Improve and enhance our physical spaces.*
   » Evaluate all campus spaces for ADA compliance; make recommendations; implement changes
   » Evaluate spaces utilized by Marywood and outside communities, such as the Performing Arts Center & Athletic facilities; assess for health and safety concerns; create any remediation plans necessary
   » Redesign academic spaces to support world-class student experiences across campus

Owners of this initiative: Director of Buildings and Grounds

Measuring our success:
   » ADA compliance has been evaluated and feasible changes made by Fall 2021
   » Health and safety assessments and follow-up remediation have been completed by Fall 2021
   » Evaluation and redesign of academic spaces have been completed by Fall 2024

Goal #4: Provide Excellent Service and Transparent Communication.

We will continue to nurture a culture of excellent and improved constituent service experience for all the university's stakeholders. There will be a particular focus on current and prospective students. Marywood will employ renewed and effective modes of internal and external communications

including targeted marketing and recruitment strategies that will assist in student enrollment. We will strive to enhance and improve intra-campus sharing and collaboration.

Strategic Initiatives and Action Plans:

A. Continue to provide an exemplary constituent service experience for all stakeholders.
- » Identify customer service training modules to ensure that exemplary constituent service is consistent across campus
- » Identify selected university services and/or offices to participate in a pilot study to evaluate the training modules
- » Assess the efficacy of the pilot study, review and revise training modules as indicated, and begin to implement the customer service program campus wide
- » Evaluate the success of the campus-wide program through surveys, focus groups, and one-on-one conversations with constituent groups and revise training program as needed
- » Adjust and standardize training and protocols to ensure that a consistent level of excellence in constituent service, through regular training, is provided to all stakeholders of the university
- » Standardize information and collateral training materials to ensure a consistent level of excellence in constituent service by all campus vendors
- » Continue to develop communication and collaboration mechanisms to increase the number of partnerships across campus between alumni engagement and key areas (academic affairs, student engagement, admissions, and career development) that result in meaningful alumni volunteer opportunities and alumni satisfaction
- » Continue to ensure that constituent messaging is aligned with Marywood's brand.

Owners of this initiative: Human Resources, Fiscal Services, Alumni, Marketing

Measuring our success:
- » The initial customer service training modules have been selected by June 2021
- » The pilot study has been completed by October 2021
- » Pilot study results have been evaluated, training has been revised, and wide-spread campus training has begun by January 2022
- » A survey of constituents concerning their experiences with Marywood's renewed excellent customer service program has been conducted in Fall 2022
- » All campus vendors have been provided with information, training materials, and constituent service expectations by June 2021
- » The number of partnership-developed alumni volunteer opportunities/collaborations (speaking engagement, mentor program, etc.) have increased across key campus areas; the number of alumni engaged in such activities has increased
- » Brand training is provided in mid-2021

B. Research, adopt, and implement effective modes of communication for internal and external audiences.
- » Market and increase enrollment in the e2campus alert system for all constituents

» Working within the current campus community/departments, evaluate, establish, and enhance partnerships with area businesses to identify and coordinate community collaboration opportunities
» Develop methodologies for collecting and implementing suggestions for process improvements on the Marywood intranet
» Perform regular evaluation and assessment of external communications' content, methodology, and frequency in order to consistently position and expand the university's branding and footprint in an evolving marketplace

Owners of this initiative: Campus Safety, Human Resources, Marketing

Measuring our success:
» Enrollment in e2campus has increased by 15% each year through 2023
» The university's partnerships with area businesses have been reviewed and expanded by December 2021
» Methodologies for collecting and implementing suggestions for process improvements have been developed by Spring 2022
» The first external communications efficacy assessment has been completed by June 2021

C. *Evaluate and improve intra-campus information sharing and collaboration.*
» Analyze university processes to determine and benchmark campus workflow and notification systems and parameters
» Identify, mitigate, and remedy areas of communication shortfalls on campus
» Set goals and improve standards for exemplary communication processes throughout the campus
» Make the MarywoodYou portal the single system sign-on for faculty and staff
» Utilize the MarywoodYou portal to target and communicate information to specific campus constituents
» Research, develop, implement, and enhance a comprehensive, campus-wide orientation and on-boarding process for new employees in order to impart the culture, mission, processes, and excellence in constituent services mindset at Marywood University

Owners of this initiative: Information Technology, Human Resources

Measuring our success:
» Workflow and notification systems have been determined by June 2021
» Existing shortfalls and breakdowns have been remedied by Fall 2021
» Improved communications standards have been set by October 2021
» MarywoodYou portal becomes the single system sign-on by June 2021
» Messaging via the portal for specific campus constituents has been implemented by June 2022
» The new employee orientation and on-boarding has been implemented by January 2022

Goal #5: Strategically Allocate Resources to Achieve Long Term Institutional Growth.

In support of the Marywood mission, we will further enhance our operational capacity and fortify our position by augmenting our current resources. We will do this by: making investments in our personnel through the provision of equitable compensation and continuous professional development; tactically addressing capital priorities, building and infrastructure renovations, and technology initiatives to ensure a more robust campus environment; securing new sources of revenue; and building the philanthropic support needed to help propel Marywood into its second century.

Strategic Initiatives and Action Plans:

A. Invest in and implement targeted tactics for recruiting new markets/populations attracted to Marywood Programs.
   » Develop at least two new experiences such as middle/high school programs, summer immersion programs, camps, or clinics annually
   » Host three high school-level academic competitions annually
   » Implement new/additional cooperative agreements with community colleges and high schools to offer pathways for students to pursue a Marywood education annually
   » Continue to retain an enrollment consultant to assist with identification of current and expanding of areas for enrollment market growth
   » Review and revise the existing and evolving comprehensive marketing plan to solidify current market area and to identify key areas for possible growth

Owners of this initiative: Vice President for Enrollment Services & Student Success, Provost, Director of Admissions, Deans

Measuring our success:
   » At least two new middle/high school programs, summer immersion programs, camps, or clinics are conducted annually beginning in 2021; annual prospective student participation goals will be set going forward
   » Three high school-level academic competitions are hosted annually beginning in 2022; annual prospective student participation goals will be set going forward
   » At least two new/additional cooperative agreements with community colleges and high schools are established annually; annual prospective student participation goals will be set going forward
   » Our enrollment consultant assists with identification of areas of market growth by June 2021
   » Our comprehensive marketing plan is regularly reviewed and revised, identifying areas of growth, by September 2021

B. Recruit and retain the best talent who further advance the Marywood mission.
   » Evaluate and modify job descriptions to match the University's needs
   » Establish peer benchmarks for salaries to achieve equity congruent with those of peer and local institutions

» Develop and implement a plan to allocate resources over the next five years to meet the established peer benchmarks for salaries
» Develop and implement a Performance Evaluation Program that includes a merit component and allows for salary increases

Owners of this initiative: Director of Human Resources, Area Vice Presidents, Area Directors

Measuring our success:
» 100% of job descriptions have been evaluated and modified as appropriate in each Division by 2023
» Peer benchmarks for salaries are established by 2021
» A Peer Benchmark Salary Resource Allocation Plan has been developed and implemented beginning in 2021 and completed by 2024
» A Performance Evaluation Program (with merit component and salary increases) has been developed and implemented by 2023

C. Provide professional development opportunities for all employees.
» Assess professional development training needs across campus and provide internal professional development training programs
» Allocate funding for a professional development resource pool
» Develop a mechanism for allocation to address needs not met by the internal professional development programs

Owners of this initiative: Human Resources, Area Vice Presidents, Area Directors

Measuring our success:
» Professional development training needs assessment is completed in 2021; an internal professional development training program has commenced in 2022; 100% of employees have participated in the internal professional development training program in a three-year cycle
» Funding has been allocated for a professional development resource pool in 2021
» The mechanism for allocation of the professional development resource pool has been implemented by 2023

D. Inspire additional financial support from private donors and government entities.
» Engage the campus community in a comprehensive fundraising campaign that supports specific capital and programmatic funding priorities
» Expand partnerships with businesses that result in financial and other support for the University
» Increase engagement with local community and elected officials to assist with government grant opportunities and to advocate for the support of private higher education
» Provide technical resources to facilitate increased submission of faculty- and staff-developed external grants

» Establish and implement a program that funds student business ideas/pursuit of patents with a portion of profits returned to the University to support additional University innovations

Owners of this initiative: Vice President for University Advancement, Senior Director of Development, Director of Alumni Engagement, Provost, Deans, Grants and Sponsored Programs

Measuring our success:
» Faculty and staff across campus have participated in the pursuit of public/private funding opportunities in support of a comprehensive fundraising campaign by 2022; a baseline for participation numbers will be set going forward
» New partnerships have been established with businesses by 2022; a baseline and annual goals for the number of new partnerships will be set going forward.
» Revenue from businesses has increased by 2022; a baseline and annual goals will be set going forward
» The number of outreach visits/communications to local community and elected officials for the purposes of grant support or higher education policy advocacy has increased; a baseline and annual goals for outreach visits/communications will be set going forward
» Submission of faculty-developed external grants has increased; a baseline and annual goals will be set going forward
» A program for student business idea/patents has been developed and executed by 2023; a baseline and annual goals for student participation will be set going forward

E. Continue to allocate appropriate funding for capital priorities.
» Develop and implement a process that strategically prioritizes the allocation of resources for capital priorities and technology projects annually
» Develop a three-year budget cycle for capital priorities and technology projects and modify it annually, as needed
» Strategically allocate funds to reduce total cost of capital priorities (facilities and technology)

Owners of this initiative: Director of Buildings and Grounds, Director of Information Technology, Controller

Measuring our success:
» An annual process for strategic allocation of capital priorities and technology projects has been developed by Spring 2021
» A three-year budget cycle for capital priorities and technology projects has been developed and prepared in Spring 2021; modified annually, if needed
» Funds have been strategically allocated to reduce the total cost of capital priorities (facilities and technology); costs have been reduced by 40% over the three-year budget period beginning in Spring 2021 and every three-year budget period thereafter

F. Evaluate, redesign, and renovate learning spaces that promote academic excellence, collaboration, and campus beautification.

» Re-authorize the University's Space Advisory Committee
» Evaluate physical space on campus to support active, experiential learning and program growth
» Improve and enhance classroom spaces to provide a flexible learning environment that supports a world-class student experience
» Co-locate health and wellness programs to facilitate interprofessional initiatives
» Update and beautify the campus as a visual representation of the mission and vision of the university

Owners of this initiative: President, Director of Buildings and Grounds, Provost, and Deans

Measuring our success:
» The Space Advisory Committee, appointed and active as of January 2021, routinely evaluates space requests and makes recommendations to University leadership thereafter
» An annual process for evaluation of physical campus spaces using financial and usage metrics occurs by July 2021
» Classroom spaces in need of upgrades have been identified by June 2021; upgrades have been completed according to a prioritized schedule in August 2022 and 2023
» A multi-phased plan to co-locate health and wellness programs has been developed by June 2021; Plan Phase 1 has been executed by August 2022 and Plan Phase 2 by August 2023
» Strategic projects to update and beautify campus have been identified by June 2021; update and beautification projects have been completed by August 2022; the identification and execution process is repeated annually

G. *Support innovative and forward-looking facility growth to ensure a vibrant campus that attracts and retains students, faculty, and staff.*
» Enhance and revitalize the Nazareth Student Center to engage students in co-curricular and intergenerational experiences
» Create Nazareth Plaza and Marywood Main Street to connect Marywood Heights across the heart of campus to the Liberal Arts Center
» Provide a dedicated "club house" space for student clubs and groups
» Design and create a state-of-the-art esports space in the Nazareth Student Center
» Enhance athletics facilities to encourage co-curricular activities and the education of the whole person through competition and individual fitness
» Update residence halls in support of student needs and expectations
» Update and enhance on-campus dining facilities
» Design and construct a welcoming and comprehensive student-centered Financial Aid, Registrar, and Cashier Services Area

Owners of this initiative: Director of Buildings and Grounds, Student Engagement, Residence Life, Athletics

Measuring our success:
» Plans have been developed for Nazareth Student Center enhancements by July 2021; renovations have been completed by July 2023

» A Plaza Construction Plan has been developed by December 2021; construction has been completed by September 2022
» Club house space has been identified by June 2021; club house space has been created and is available for student use by December 2021
» An esports space has been designed by March 2021; the completed space is occupied by teams by August 2021
» A plan for athletic facilities' enhancements has been developed by August 2021; enhancements have been completed by August 2022
» A plan to update Residence Halls has been completed and approved by December 2021
» A plan for on-campus dining updates has been developed by June 2021; enhancements have been completed by July 2022
» A design plan for a welcoming and comprehensive student-centered Financial Aid, Registrar, and Cashier Services Area has been developed by June 2021; construction of the new area has been completed by July 2022

Goal #6: Expand Intergenerational Education on Campus.

To further the aspect of Marywood University's mission to "educate global citizens to live responsibly in an interdependent world," we, as an academic community, will come to understand and integrate the educational, scholarly, and service aspects inherent in the satellite entities that reside on campus. We will see these entities as extensions of our academic work and welcome those who live and work in these entities as partners in our educational endeavors.

AFRICAN SISTERS EDUCATION COLLABORATIVE (ASEC)

Strategic Initiative and Action Plans:

A. *Initiate opportunities for the Marywood community of faculty, staff, and students to learn about and participate in the work of ASEC in the ten sub-Saharan countries served by this collaborative and co-sponsored program.*
    » Foster the implementation of educational programs associated with student service trips to the ten sub-Saharan ASEC countries in order to broaden cultural, international, and service experiences for our students
    » Create a larger pool of faculty who teach the foundational courses in the HESA (Higher Education for Sisters of Africa) program in order to ensure that Marywood maintains a commitment to the education of African religious and the ASEC mission
    » Provide opportunities for the Marywood community to learn about the ASEC programs and services to African Sisters, as well as the statistical and professional outcomes of this 20+-year ministry
    » Continue to provide additional support services in areas of IT, finance, board service, and inclusion in Marywood events, celebrations, and cultural opportunities

Owners of this initiative: ASEC Executive Director, Deans of the Colleges, University Librarian, Campus Ministry/Office of Service-Learning and Community Service, Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences

Measuring our success:
> » A service trip populated by faculty, staff, and students takes place in at least one of the 10 sub-Saharan ASEC countries each May beginning in 2022
> » The pool of faculty to teach in the HESA program has expanded by one additional member in each of the years of this strategic plan
> » At least one educational program is provided to the faculty and staff of the Marywood community annually to encourage appreciation and understanding of the international long-term effects of ASEC programs
> » Additional support services are provided in accordance with ASEC's mission and goals.

FRICCHIONE EARLY LEARNING CENTER

Strategic Initiative and Action Plans:

B. Realize the impact of the conversion of the Fricchione Day Care Center to an early learning center for pre-school children by emphasizing the educational aspect of childcare and integrating the programs offered by the early childhood education and service programs of the University.
> » Move oversight of the Fricchione Early Learning Center from Human Resources to the Education Department
> » Incorporate educational modules into all aspects of the Fricchione program, which will be written into the curriculum with targeted outcomes that can be evaluated and reported at the conclusion of each semester
> » Provide regular opportunities for Marywood Early Childhood and Elementary Education and other students to participate as graduate assistants, observers, interns, and in other pre-professional roles that will prepare them to serve in the teaching profession
> » Provide work study and service-learning opportunities for Marywood students at the Center
> » Continue to provide additional support services in areas of finance, consultation, and inclusion in Marywood events, celebrations, and cultural opportunities

Owners of this initiative: Chair of the Education Department, Director of the Fricchione Early Learning Center, Campus Ministry/Office of Service-Learning and Community Service, Marketing

Measuring our success:
> » The Education Department oversees the Fricchione Early Learning Center by Spring 2021
> » End-of-semester reports of curricular and educational outcomes have been presented to the Education Department beginning with the Fall 2021 semester
> » At least one Marywood education student per semester will serve in a pre-professional role at the Fricchione Early Learning Center beginning in the fall of 2021
> » Service-learning and work study opportunities are provided for Marywood students in accordance with the Center's needs beginning in the fall of 2021
> » Additional support services are provided in accordance with the Center's mission and goals.
> » Marketing materials from the Center reflect the change in service to incorporate the educational component into the daycare setting by the fall of 2021

MARYWOOD HEIGHTS

Strategic Initiative and Action Plans:

C. *Develop the concept of a University Based Retirement Community between Marywood University and Marywood Heights to the extent that both entities realize their interdependence and their role in the development of its success among other such university communities.*

» Develop a relationship between the administrations of both the University and Marywood Heights at the inception of this plan so that communication is regular and beneficial to both parties

» Be recognized as a University Based Retirement Community

» Support the professional development of Marywood students by encouraging them to serve in pre-professional roles in various areas of healthcare and other disciplines across the university

» Build relationships and provide needs-based service experiences at Marywood Heights for our students through Campus Ministry and other organizations

» Provide certain benefits for the administration and staff of Marywood Heights in order to incorporate them into the Marywood community. This would include such things as a reduction in tuition for the individual, use of Pacer Points to purchase meals and other products sold on campus, use of services in the Learning Commons and Wellness Center, and other related amenities (this will commence after COVID restrictions are lifted from campus)

» Invite and welcome residents of Marywood Heights to campus activities, such as concerts, theatrical performances, art exhibits, lectures, open forums, and other educational activities

» Preserve and continue the Catholic identity of Marywood Heights by providing pastoral and sacramental services to the patients and residents

Owners of this initiative: Marywood Heights Administrators, Marywood Heights Coordinator of Volunteers, Marywood Heights Advisory Committee, Provost, Deans of the Colleges, University Librarian, Human Resources, Vice President of Mission and Ministry, Assistant Director of the Office of Service-Learning and Community Service, the Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences, and Chaplain

Measuring our success:
» Regular communication occurs between the University and Marywood Heights by Fall 2021

» Marywood University and Marywood Heights will be numbered among other University Based Retirement Communities by 2023

» Marywood students regularly serve in pre-professional roles beginning in Fall 2021

» Students will routinely interact with patients and residents both at Marywood Heights and on campus by spring 2022

» Students engage regularly in service projects, internships, graduate assistant roles, and other educational experiences at Marywood Heights beginning in fall 2021

» Certain benefits for the administration and staff of Marywood Heights are provided by Fall 2021

» Marywood Heights Advisory Committee will report annually on the attendance of Marywood Heights administrators, staff, and residents at campus activities, events, and other amenities beginning in spring 2022

» In-service programs about the mission and ministry of Marywood University, as well as the principles of Catholic Social Teaching, are offered to the community of Marywood Heights at least once a year beginning in academic year 2021-2022

NATIVITYMIGUEL SCHOOL OF SCRANTON

Strategic Initiative and Action Plans:

D. Collaborate with the NativityMiguel School of Scranton in order to strengthen and support their mission while providing Marywood University students opportunities to offer service and to develop professional and interpersonal skills by tutoring, making presentations, partnering in civic projects and initiatives, and as aides and student teachers.

» Ensure effective communication to the administration and staff of NativityMiguel School of Scranton regarding Marywood's events, celebrations, cultural opportunities, and other programs that strengthen the common bonds between these two entities

» Develop a set of protocols to establish a process whereby students will be routinely scheduled to tutor, assist in classrooms, offer service, and, where appropriate, serve as student teachers

» Promote Marywood University's relationship with the NativityMiguel School of Scranton

» Marywood University will offer the NativityMiguel School opportunities to share the school's mission and work with our community

Owners of this initiative: Deans, University Librarian, Chair of the Department of Education, Executive Director and Principal of the NativityMiguel School of Scranton, Campus Ministry, Committee for Interdisciplinary, Interprofessional, and Intergenerational Initiatives

Measuring our success:

» NativityMiguel administrators and staff are effectively informed of and invited to Marywood's events, celebrations, and programs that strengthen our common bonds by the fall of 2021

» An organized, systematic set of protocols have been developed by the Marywood Chair of the Department of Education and the Principal of NativityMiguel School of Scranton by the fall of 2021

» Marywood University promotes our relationship with the NativityMiguel School of Scranton in collaboration with the School

» NativityMiguel personnel are invited to communicate their mission and activities so that we can support their work

THE OFFICE OF MILITARY AND VETERAN SERVICES

Strategic Initiative and Actions Plans:

E. *Provide resources to bolster and strengthen the Office of Military and Veteran Services in order to retain the status of this program, to attract new students, and to assimilate them into the life of the University.*
   » Develop a three-year strategic plan for the Office of Military and Veteran Services
   » Research and implement effective tools and methods for recruiting and retaining active military members and veterans
   » Provide assistance to active military members and veterans in non-academic ways in order to support them in completing their degree work
   » Engage active military members and veterans to participate in university programs and events in order to encourage their inclusion in the life of the university
   » Increase awareness of the role of the Office of Military and Veterans Services and the Student Veterans Alliance in supporting student veterans

Owners of this initiative: Director of the Office of Military and Veteran Services, Assistant Provost for Student Success, Counseling Department, Committee for Interdisciplinary, Interprofessional, and Intergenerational Experiences, Marketing

Measuring our success:
   » A three-year strategic plan for the Office of Military and Veteran Services has been presented to the Provost by fall 2021
   » Veteran enrollment increases by 5% annually for three years beginning in fall 2022 and retention rates comparable to the overall student population are maintained
   » Veterans are supported by services and programming related to their needs across the university by spring 2022
   » Veterans are engaged in university programs and events and integrate with traditional students by fall 2021
   » Through increased visibility of the Student Veterans Alliance and the programming of the Office of Military and Veterans Services, the Marywood Community has increased awareness of their roles in supporting student veterans