

EXCELLENCE, DISTINCTION, LEADERSHIP

***BOSTON COLLEGE
IN THE 21ST CENTURY***

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EXECUTIVE SUMMARY

Boston College is a vibrant Jesuit, Catholic university, committed to the highest standards of teaching and scholarship, intellectual development and personal formation, and the pursuit of a just society. From a position of strength and with a clear sense of mission, we have identified seven strategic directions that will move Boston College to the next level of excellence and reputation. In each area, the University can be among the best and be a leader. Steadfast historical commitments to liberal arts education and student formation can be the foundation for creativity and leadership among our peers. Science investments in the past two decades have positioned us to establish a groundbreaking Institute for Integrated Science encompassing centers for complex materials, synthetic organic chemistry, and molecular biology. Boston College professional schools' quality and reputations provide the leverage to address critical societal issues through an Institute on Aging in the 21st Century, centers for Catholic education, leadership and ethics, and asset management, and programs for international lawyers, nurse leadership, global social work practice, and developing "teachers for a new era." We will become a more international university by establishing a Society of International Fellows and a Center for Human Rights and International Justice, expanding international programs and partnerships, and increasing the number of international students and scholars. Finally, we will commit ourselves to becoming the world's leading Catholic university and theological center by establishing a School of Theology and Ministry, an Institute for the Advancement of the Catholic Intellectual Tradition, and a Church in the 21st Century Center. These seven directions should be viewed not as individual initiatives but as a comprehensive, University-wide strategy aimed at making Boston College stronger in every aspect.

The annual expense of these seven initiatives, including direct costs, facility operation and maintenance, and program support, will total more than \$100 million by 2013 when fully implemented. The implementation of this plan will be aligned with and dependent on the achievement of fundraising goals, and the process of briefing our alumni and other friends and soliciting their interest and support will begin shortly. The academic vice president and the executive vice president will translate these seven directions into a detailed implementation plan, relying on the analyses and cost estimates of the planning phase to identify specific objectives and funding requirements. Infrastructure and support services for these initiatives will receive special attention. Success will require not only careful deployment of new resources, but also rigorous

program review of all academic and other University programs to determine how effectively we are using our current assets. Key indicators, developed for each strategic direction, will provide the basis for evaluation and any necessary midcourse adjustments.

NEVER STRONGER, MORE CONFIDENT, MORE AMBITIOUS

Boston College is at a special moment in its history. We are convinced:

- that Boston College has succeeded far beyond the dreams of the founders of a small college for Catholic immigrants a century and a half ago and has become one of America's leading universities;
- that the driving force for its success and the key to its ambitious future will be its renewed determination "Ever to Excel" in teaching, learning, scholarship, and service to society; and
- that a sharp, compelling vision for its future will be the foundation and context to gather the people and resources necessary to emerge as the world's leading Catholic university and theological center.

We began our planning on the premise that we are at a special moment in our history. Boston College has never been stronger, more confident, or more ambitious. Today, BC is one of the most recognized and admired universities in the country, noted for its remarkable rise to national status in the past three and a half decades. It is among the nation's most competitive colleges and attracts a diverse and extraordinary group of students, integrating intellectual excellence and a commitment to Jesuit and Catholic values. In the past 15 years, applications have more than doubled and this year stand at 26,500, an increase of 2,800 over just last year. Of those applying for the Class of 2010, 74% rank in the top 10% of their high school graduating class. Since 1990, the number of AHANA students has grown from 359 to 590, and the percentage of AHANA students in the freshman class has risen from 16% to 26%. Boston College seniors have been awarded more than 150 national fellowships in the last decade. During the same period, 100 full-time faculty have been added, many of them distinguished senior scholars who recognized the quality, promise, and opportunity of a Boston College faculty appointment.

External funding for sponsored programs has more than tripled since 1993, and key departments now stand at the forefront of their disciplines among impressive peers. Major investments in construction and renovation have made Boston College one of the most functional and attractive campuses in the nation, and recent land acquisitions in Brighton and Dover have provided dramatic new possibilities for expansion and improvement. Boston College libraries, acknowledged for their leadership in making electronic information sources available, have recently celebrated acquisition of their two millionth volume and accepted an invitation to membership in the prestigious Association of Research Libraries. And while achieving greater

academic excellence and institutional stature, BC has held steadfast to its Jesuit and Catholic heritage, continuing to educate both mind and heart and, more than any time in its history, offering a wide range of opportunities to explore religious faith and to serve others.

FROM A FIRM FOUNDATION: SEVEN STRATEGIC DIRECTIONS

Seven Strategic Directions

Boston College's dramatic rise and accomplishments since 1970 have established a firm foundation on which to envision and develop the University's first strategic plan in the 21st century, looking forward to 2013 when we will celebrate the 150th anniversary of the University's foundation. Our motto, "Ever to Excel," commits us to a restless quest for new, more effective, more exciting ways to achieve our mission. While we acknowledge gratefully and proudly what has been accomplished, we are determined to become a stronger university. We will enroll even more gifted students, recruit even more talented faculty, build even better facilities, implement even more challenging academic and formation programs, and provide additional resources to support learning, discovery, and our life as a university community. Our two-year assessment and planning process led us to identify seven major directions toward this next transformative step. Each emerges from an existing strength, flows directly from our mission, and offers the possibility of distinguishing Boston College from its peers in a critical area. In each area, we are convinced that Boston College can be among the best and a leader.

- I: Commit Boston College to becoming the leader in liberal arts education among American universities
- II: Develop and implement a student formation program that will be a contemporary model for colleges and universities committed to student formation
- III: Identify and support selected research commitments that will achieve excellence and distinction in addressing urgent societal problems
- IV: Identify and commit targeted resources to selected natural science emphases that will establish Boston College as among the leaders in these areas
- V: Build on the strengths and reputations of Boston College professional schools to establish leadership in critical professional areas
- VI: Become a significant intellectual and cultural crossroads by leveraging Boston College's international resources and partnerships and its Jesuit and Catholic networks
- VII: Commit Boston College to becoming the world's leading Catholic university and theological center

Together these seven strategic directions reflect and advance the mission of Boston College. We aim to foster "*the rigorous intellectual development and the religious, ethical, and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society*" by seeking to be the best in liberal arts education and student formation. We will emphasize research in selected areas of the humanities, social sciences, and natural sciences "*to produce nationally and internationally significant research that advances insight and understanding, thereby both enriching culture and addressing important societal needs.*" Such research draws outstanding faculty, strengthens academic programs, and attracts talented students, and it is critical to our continued emergence as a major university.

Boston College's commitment "*to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates,*" is exemplified clearly in its professional schools, and key strategic initiatives in these schools will strengthen this pursuit. As Boston College emerged over the past 142 years from a local college to a regional university to a national university, so its next ambition must be to strengthen its international presence and influence. We are determined to leverage the international dimension of our Catholic and Jesuit networks to become a significant intellectual and cultural crossroads as we prepare our graduates "*for citizenship, service, and leadership in a global society.*" Using these same international networks, Boston College will seek to become the world's leading Catholic university and theological center "*to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.*"

Seven strategic directions—each addressing a core dimension of our university life, each pursuing a key element of our mission, each leveraging an existing strength to achieve a new level of excellence and recognition. The following descriptions provide additional detail on each direction, identifying selected initiatives by which we intend to pursue these seven directions. As we move through the multiyear implementation of this strategic plan, we will remain flexible, alert, and opportunistic to new possibilities in each of these areas.

I: COMMIT BOSTON COLLEGE TO BECOMING THE LEADER IN LIBERAL ARTS EDUCATION AMONG AMERICAN UNIVERSITIES

Since its foundation, Boston College has been committed to an education that not only focuses on broad exposure to the various realms of knowledge, but also promotes a reflective interpretation that explores and reveals the underlying meaning and coherence of this knowledge. Because we have kept undergraduate education at the core of our mission, Boston College has drawn both faculty who are committed to undergraduate instruction and students who are attracted by our insistence on the liberal arts as the core of the undergraduate experience. Liberal learning has also proven a sustaining ideal in no small part because periodically we have examined its purposes and outcomes to renew the Boston College undergraduate experience. The opening decade of the 21st century is an apt time for renewed reflection and recommitment. It is an opportunity to explore new ways to integrate the wide variety of programs and initiatives that form the core components of the undergraduate liberal arts experience. It allows us to address anew the impact of scientific and technological advances on our world, on our university, and on our understanding and definition of a liberally educated person. Such reflection also provides occasion to engage faculty in designing courses and other educational opportunities that emphasize integrated liberal arts learning in an increasingly specialized and professionally oriented national educational environment.

We are confident that we can build on our strength and commitment to liberal learning, and establish Boston College as a national leader in undergraduate education. We propose to implement this strategic direction by establishing a Center for Liberal Arts Education, a Humanities Colloquium, and a Center for Undergraduate Advising.

A. CENTER FOR LIBERAL ARTS EDUCATION

The Center for Liberal Arts Education will symbolize and promote the centrality of our commitment to liberal arts education, and will sponsor initiatives to support undergraduate learning and expand the range of University courses and experiences that make a Boston College liberal education increasingly distinctive. Its initiatives will include:

University Seminar on Liberal Education: structured discussions among faculty and administrators to redefine a contemporary ideal of a liberally educated graduate; explore the philosophy and implementation of a liberal arts approach to research and teaching in the humanities, social sciences, and natural sciences; and assess the role and impact of the core curriculum in the Boston College liberal education experience.

Post-tenure Faculty Seminars: a coordinated series of seminars to engage faculty in the excitement of liberal arts learning, its history, and its importance to the mission of Boston College; to inspire them to greater involvement with undergraduates through teaching and advising; and to encourage them to explore the links between their disciplinary work and the goals and courses of the core curriculum. This program will also link faculty to whom the University has made a tenure commitment more closely to the University mission and community; raise the profile of undergraduate education; and develop a pool of faculty who will bring liberal arts issues of ethics,

policy, philosophy, history, and morality into teaching in their disciplines. This group would serve as a corps of faculty who will be leaders on future undergraduate policy committees.

Course Development Grants: a competitive grant program to develop new undergraduate courses and revise existing courses from the perspective of liberal learning. This program will ensure a continual flow of new or restructured courses that go beyond a strictly disciplinary focus to incorporate liberal arts components and concerns.

Systematic Assessment: an explicit focus not only on sharply defining the characteristics of a student educated in the Boston College liberal arts tradition, but also on assessing the experiences that are most effective in achieving these intellectual and formational goals.

Interdisciplinary Programs: greater attention to the wide variety of interdisciplinary programs that offer the opportunity to study, minor, or possibly major in an interdisciplinary area; formation of a network of interdisciplinary initiatives, bringing to campus key scholars and leaders in these interdisciplinary areas; and increasing the involvement of professional school faculty in interdisciplinary ventures.

Experiential Learning Programs: using the PULSE program as a model, development of new and modified academic courses that draw on students' community service experiences, pre-professional and research internships, extracurricular leadership activities, and international and intercultural experiences; and development of a framework to help students link their personal experiences to the classroom and to incorporate these often intense experiences more fully into their undergraduate experiences.

Engaging Diversity: initiatives that promote "educational engagement" with diversity as it is encountered in the BC undergraduate experience, international study or immersion programs, experience with communities that differ in ethnicity and socioeconomic background, and the insights of international and AHANA students concerning social, cultural, and moral issues; and promotion of faculty awareness of students' diversity learning experiences and use of these resources in their teaching.

B. HUMANITIES COLLOQUIUM

To build on the existing strengths of the humanities at Boston College, and to encourage a new dialogue and collaborative research among the humanities departments, the Humanities Colloquium will serve as a hub where interdisciplinary projects in the humanities are explored and supported. The humanities have been at the center of Boston College's educational mission since its founding in 1863, offering through much of its history a classical education emphasizing philosophy. In the past decade, our campus has experienced the dramatic resurgence of the arts through the strengthening of fine arts offerings and University-wide artistic events and the outstanding contributions of the McMullen Museum and the University Arts Council.

The Colloquium will seek to reinterpret and advance this longstanding commitment of the Jesuit educational tradition to the humanities. In an age where the success and importance of discovery in the natural sciences has emerged as a dominant force in higher education, the place and importance of humanities in the mission of Boston College and its liberal arts learning goals require a fuller understanding and integration of scientific advances. The Colloquium will seek to provide this balance, and its humanities faculty participants will draw new attention and support to humanities teaching and research.

The Colloquium will achieve its objectives through workshops and seminars on teaching and research in the humanities that include: summer programs for faculty enrichment and revitalization in the humanities; a visiting scholars program for consultation and conversation with faculty on strengthening the humanities at Boston College; development and assessment of teaching in the humanities; and exploration of and support for interdisciplinary initiatives in the humanities.

C. CENTER FOR UNDERGRADUATE ADVISING

The increasing complexity of undergraduate opportunities, both in terms of majors and minors and myriad course options, presents a new challenge to undergraduates seeking to identify their interests, and striving both to fulfill requirements and to establish a coherent course of studies. A university with the substantial resources of Boston College has an obligation to its students and their parents to ensure that students can sort through these opportunities and make wise choices. This same complexity often bewilders faculty who are called upon to advise students. The Center for Undergraduate Advising will focus attention on undergraduates, especially freshmen and other pre-majors, whose educational paths and career aspirations are often undetermined. The Center will not only provide direct advice to these groups, but also prepare faculty, administrators, and staff to use their disciplinary and professional expertise to be effective advisors. The Center will have an important voice in discussions about the goals of the core curriculum and liberal arts education and be involved in systematic assessment and improvement of advisement.

II: DEVELOP AND IMPLEMENT A STUDENT FORMATION PROGRAM THAT WILL BE A CONTEMPORARY MODEL FOR COLLEGES AND UNIVERSITIES COMMITTED TO STUDENT FORMATION

Intellectual development and personal formation are inextricably linked at Boston College. All universities are concerned with the generation and transmission of knowledge. Many universities seek to produce leaders and responsible citizens. As a Jesuit and Catholic university, Boston College is committed to educating graduates who are not only intellectually curious and competent, but also spiritually grounded and committed, emotionally mature, responsible, and compassionate.

As a Jesuit and Catholic university, we cannot simply teach about theology, personal responsibility, and social justice. We must engage students in a way that integrates cognitive, affective, spiritual, and behavioral dimensions of learning. Formation occurs when students are able to integrate their classroom learning with their life experiences and their spiritual reflections, and then choose ways of living consistent with what they have learned. This is no small task at a modern university where the education of the whole person is parceled out to different parts of the institution: faculty focus on the life of the mind, while Campus Ministry on the spirit, and Student Affairs on the development of character. Student formation requires the recognition that the work of one sector of the University informs that of the others. Therefore, all parts of the University need to share a common vision and collaborate extensively to further both the intellectual development and the character and faith formation of students. We need to establish a community standard based on intellectual rigor, spiritual growth, caring for one another, and being held responsible for one's own actions.

Student formation and intellectual development emerge from formal and informal interactions among students, faculty, and staff. Academic programs, individual courses, mentored research, internships, student clubs and organizations, the student code of conduct, volunteer and service programs, international experiences, residential life, liturgies and pastoral counseling, retreats, support services of various sorts, cultural programs and events—all these and more combine to create the milieu in which student formation occurs. Student formation is achieved through cumulative, repetitive interactions across curricular and cocurricular experiences in an institutional environment that is clearly committed to this goal.

The Center for Student Formation is a unique response to the complexity of student formation in a modern university environment. The Center will be a model for other colleges and universities seeking to maintain a dual commitment to education and formation.

It will be the catalyst for encouraging and supporting student formation efforts throughout the University. Its agenda will include:

Establishing a Council on Student Formation to develop institution-wide responsibility and ownership for student formation, to counteract the compartmentalization of responsibility for different dimensions of student development (i.e., intellectual, religious, emotional, and social), and to provide a forum for different University divisions to explore and work together on the common goal of student formation.

Considering proposals for student formation initiatives from any sector of the University and *sponsoring a grant program* for faculty and administrators to develop programs that facilitate student formation.

Sponsoring seminars for faculty and staff focusing on student formation that will (1) communicate concepts of student formation from a Jesuit, Catholic perspective, (2) nurture a commitment to involvement in formation efforts, (3) create a community of shared, common vision and common purpose, (4) bring people together from different departments and sectors of the University, and (5) allow for formation thinking and practice to penetrate different parts of the University.

Offering consulting services for faculty and administrators on how to create opportunities for student engagement in courses, programs, services, and activities.

Providing resources and seeking external resources for research on student formation to keep abreast of best practices in the formation of students and to add to the knowledge and understanding of student formation; and *establishing a lecture/colloquium series* with national experts on formation.

Assessing how students change during their undergraduate and graduate years to determine needs, and to evaluate the effectiveness of current formation activities.

III: IDENTIFY AND SUPPORT SELECTED RESEARCH COMMITMENTS THAT
WILL ACHIEVE EXCELLENCE AND DISTINCTION IN ADDRESSING
URGENT SOCIETAL PROBLEMS

No university has the resources to excel in every field and area of scholarly inquiry. Like our peers, we must choose where we will invest—eyes firmly on mission, certain of an important need, confident that we can be among the best. And we cannot afford not to choose because excellence in key niche research areas will drive our reputation and recognition and be the magnet for the distinguished faculty and outstanding students who will realize our ambitions.

We propose two initiatives for the near term: an Institute on Aging in the 21st Century and a Center for Catholic Education.

A. INSTITUTE ON AGING IN THE 21ST CENTURY

Increased longevity was among the foremost achievements of the 20th century; but without proper research, planning, and development, it will pose one of the most serious problems for the 21st century. The critical question is how to sustain the physical, social, mental, and spiritual vitality of our aging population. As a nation, we must determine how to promote all facets of healthy aging and reduce impairment among older adults.

The Boston College Institute on Aging in the 21st Century will combine the resources and reputations of four Boston College centers to address an aspect of American society that will preoccupy social and political planners for the next half century. The Institute will be organized as a federation of centers and will include the Center for Healthy Aging (GSSW and CSON), the Center for Retirement Research (CSOM), the Center for the Study of Home and Community Life (GSSW), and the Center for Aging and Work (psychology, GSSW, and economics). The Institute represents an exceptional opportunity to enhance Boston College's interdisciplinary character.

Drawing on the strengths of its member centers, the Institute will provide an efficient infrastructure for research, teaching, and dissemination of insights and proposals. It will enrich the research and fundraising appeal of each component by bringing together scholars with different expertise to explore more complex issues. It will bolster teaching by developing a coherent curriculum in aging studies. Finally, the Institute will provide a focal point for dissemination efforts that will substantially widen the audience for the work of each center—by introducing new ideas and broadening the perspectives of the contributing disciplines. Boston College's Institute will be unique among centers on aging because of its focus on providing individuals and families with the knowledge and skills to respond to the growing trend of self-reliance and responsibility among the elderly.

The agenda of the Institute will include:

- *Convening national and international meetings* to discuss an integrated framework for research on aging in the 21st century; and *hosting visiting scholars* from leading research institutions around the world.
- *Designing an undergraduate minor in aging studies* that will reflect the interdisciplinary nature of the field with contributions from economics, psychology, sociology, social work, nursing, religion, and law.
- *Establishing a pre-doctoral and post-doctoral fellowship program* that will cover multiple disciplines committed to the study of aging; and *initiating a grant program* for junior faculty from all countries to encourage young scholars to conduct research in aging-related fields.
- *Compiling and maintaining a centralized, comprehensive data repository* for researchers and as a resource for training students in data analysis.

B. CENTER FOR CATHOLIC EDUCATION

For nearly two centuries, the Catholic Church in the United States has provided important educational opportunities, especially to immigrants, ethnic minorities, and working-class families. With the upward mobility of many Catholics, the advent of new immigrants into the Church, and an array of moral and structural problems, the former certainties of Catholic education no longer prevail. No segment of education has seen more upheaval in the past 25 years than Catholic education. Traditional audiences, dependable sources of support, and longstanding staffing patterns have been altered, most of them significantly. In this transition, the effectiveness and even the purpose of Catholic education have been questioned.

As the only top-tier school of education at a Catholic university, the Lynch School has prepared many of the next generation of leaders in Catholic K–12 education. Drawing on the increasing quality, achievements, and recognition of its faculty, the emerging success of its evidence-based model of teacher training that links teaching, learning, and administrative structures, and its acknowledged commitment to urban schools, Boston College is uniquely poised to develop a research center that addresses the challenges Catholic school systems face and that advances understanding of the bases for their successes, especially in the inner city. As it has with public schools in Boston and surrounding districts, the Center will seek close relationships with Catholic institutions, especially in the city and metropolitan area, and use evidence-based teaching and practice to develop and implement new clinical models for teaching, learning, and administration within Catholic schools, models that can be disseminated to Catholic school systems nationwide.

For Boston College undergraduate and graduate students interested in teaching, counseling, and administration in Catholic settings, the Center can provide this additional dimension to education and psychology degrees at all levels and can develop collaborative degree programs with other Boston College schools and departments, including the proposed School of Theology and Ministry. The Center will focus not only on elementary and secondary education, but also will

explore the issues facing Catholic colleges and universities seeking to strengthen their religious character.

In addition to enhancing degree programs and the development and dissemination of best practice models, the Center's program will include: a strong research agenda exploring trends and issues in Catholic education; consultation services for individual schools and dioceses; conferences, workshops, and seminars for bishops, pastors, school board members, principals, faculty, and benefactors on Catholic mission and character; and collection and maintenance of a national database for Catholic education at all levels. By 2013, the Center for Catholic Education will be acknowledged as the national think tank for exploring the challenges facing Catholic education in the United States.

IV: IDENTIFY AND COMMIT TARGETED RESOURCES TO SELECTED NATURAL SCIENCE EMPHASES THAT WILL ESTABLISH BOSTON COLLEGE AS AMONG THE LEADERS IN THESE AREAS

We cannot remain among the nation's and world's first-rank universities without a significant commitment to science. But the reality is that no university, no matter how extensive its resources, can seek excellence in every area of science. Our resources, especially in comparison with many peers, are limited, and thus our choice must be even more careful, selective, and certain. Drawing on the carefully developed strengths and reputations of our chemistry, physics, and biology departments and recognizing that science in the future must be interdisciplinary and collaborative, we will establish an Institute for Integrated Science that will encompass a Center for Molecular Biology, a Center for Synthetic Organic Chemistry, and a Center for Complex Materials.

INSTITUTE FOR INTEGRATED SCIENCE

Boston College is in a strong position to form a successful integrated science institute. Significant investments have been made in people and infrastructure in physics, chemistry, and biology, and plans for a Ph.D. program in mathematics have been developed. Substantial new investments will improve the quality of science research across relevant departments.

THREE CENTERS FOR THE PHYSICAL AND LIFE SCIENCES

The 21st century will witness unprecedented advances in the life sciences. This inevitability positions biology as an exciting disciplinary focus and a bridge to physics and chemistry. Linking all three is key as chemistry and physics turn increasingly to nature for novel approaches for organic synthesis and the design of complex materials. The Center for Molecular Biology will enable the deciphering of mechanisms that relate genetic blueprints to fundamental life processes and contribute to the core strengths of the other two proposed centers.

Organic chemistry, and in particular synthetic organic chemistry, is central to drug discovery and other applications. Nationally and internationally recognized faculty talent and University support of this area have enabled unprecedented and exciting growth in organic chemistry at Boston College for the last 15 years. Development of a Center for Synthetic Organic Chemistry capitalizes on our extraordinary excellence in an area likely to remain of critical interest, as long as health care and the improvement of the quality of life remain high priorities for the country.

Over the past several years, the physics department has focused on strongly correlated materials and nanoscience, the core of complex materials. The Center for Complex Materials will allow us to make significant and lasting contributions in this area and participate in endeavors that push back frontiers in fundamental science and lead to exciting technological advances.

The establishment of these centers will enable us to hire additional leading researchers whose scholarly interests bridge these fields, give even greater visibility to Boston College, and support enrolling and training top-notch undergraduate and graduate science students. The centers will build on existing synergies and stimulate new joint interests of biology, chemistry, and physics faculty. They will make us more competitive for funding and provide opportunities for scientific breakthroughs and development of innovative and useful technologies across this multidisciplinary spectrum. The centers will stimulate a new generation of cross-disciplinary graduate and advanced undergraduate course offerings, team-taught by members of several departments, and will lead to dramatic increases in undergraduate science majors involved in research. Perhaps most exciting is that the founding principles of these centers reflect the future direction of modern scientific inquiry.

V: BUILD ON THE STRENGTHS AND REPUTATIONS OF BOSTON COLLEGE
PROFESSIONAL SCHOOLS TO ESTABLISH LEADERSHIP IN CRITICAL
PROFESSIONAL AREAS

Jesuit education has traditionally sought to educate students for leadership in society and in the use of their talents and education in the service of others. Our professional schools are integral to achieving this goal. At the core of each professional school are outstanding faculty, students, and degree programs that provide both a theoretical understanding and the practical skills to succeed in today's challenging worlds of business, education, law, nursing, and social work. This solid foundation also provides opportunities to develop leadership in important areas of professional practice and to discover knowledge *"that advances insight and understanding, . . . addresses important societal needs,"* and leads to sound public policy.

The following initiatives are specific commitments to programs that draw on the core strengths of our professional schools and provide an opportunity to become among the best in the nation in selected professional areas. We will remain alert and opportunistic to other such initiatives where we conclude that mission, opportunity, and need challenge us to act.

A. CARROLL SCHOOL OF MANAGEMENT

The Winston Center for Leadership and Ethics will gather executives, public intellectuals, and scholars to explore contemporary issues concerning ethical leadership in business. Drawing on Boston College's Jesuit, Catholic tradition of addressing values in research, teaching, and personal formation, it will collaborate with the Clough Colloquium Series, which recognizes outstanding business leaders and sponsors programs on issues of broad public concern, particularly the challenge of ethical leadership in contemporary culture; the Chambers Lecture Series, which invites high-profile speakers to campus for programs and student-focused activities designed to prepare ethical leaders of the future; and the Leadership for Change Program, which promotes

responsible leadership through balancing the impact of decisions on individuals, their organizations, and society.

The Center for Asset Management will bring together Boston College faculty with the Boston-area \$7 trillion asset management community to maximize best practices in the investment industry. Working through the Corporate Partners Program and leveraging the resources of the Carroll School's top 20 finance department, the Center will offer extensive services to business managers and enhance the finance department's exploration of critical emerging business issues.

B. CONNELL SCHOOL OF NURSING: NURSE LEADER PROGRAM

The current shortage and growing national and international crises in the supply of qualified nurses and nurse educators will emerge as the major challenge to health care in the 21st century. The Connell School of Nursing, in collaboration with Boston's world-class hospitals and medical centers, is in a position to develop a new collaborative model to address this problem. Hospitals can look to the Connell School both to provide qualified entry-level nurses, and also, in collaboration with other Boston College schools, to offer hospital staff the advanced training required to become leaders in the health care system. The Connell School, in turn, can draw from an experienced pool for its M.A. and Ph.D. programs, and can incorporate highly qualified hospital staff on its faculty to enlarge its capacity to educate nurses at all levels. This university/hospital interaction and combination of resources toward the common goal of resolving the growing nursing crisis could become a model for other hospitals and schools of nursing.

C. LYNCH SCHOOL OF EDUCATION

Teachers for a New Era is a groundbreaking initiative focused on strengthening K–12 teaching that is supported by the Carnegie Foundation and other sponsors. The Lynch School was identified as a state-of-the-art school of education that not only promoted evidence-driven teacher education programs but also engaged arts and sciences faculty in teacher preparation. The Lynch School's carefully developed teaching, research, and service commitments to urban education and its excellent relationships with area schools and practitioners placed it in an ideal position to embark on the development of a new interdisciplinary model of teacher education for the 21st century. The Lynch School of Education was selected for the Teachers for a New Era program because of its national reputation in teacher education. Success in implementing the program will enhance the recognition of the Lynch School and the University and will directly influence public policy leaders concerned with the quality of the nation's teachers and schools.

D. GRADUATE SCHOOL OF SOCIAL WORK: DEVELOPING WORLD INITIATIVES

Building on the Global Practice Concentration in the M.S.W. program, the Graduate School of Social Work's Developing World Initiatives will draw on the school's extensive experience and teaching and research strengths to develop interdisciplinary responses to societal challenges in developing countries in Africa, Asia, Eastern Europe, and Latin America. Faculty will support local social work professionals in critical areas: refugees and migrants, HIV/AIDS, youth development, and post-conflict rebuilding. GSSW will collaborate with major international agencies such as Catholic Relief Services, the Jesuit Refugee Service, the International Rescue Committee, and Habitat for Humanity. Students will be placed during their final semester in

international settings to learn the meaning of global practice in conditions of marginalization and extreme poverty; they will complete the program through on-campus courses drawn from the Global Practice Concentration. The Developing World Initiatives program will strengthen Boston College's commitment to using its resources to help the world's most troubled and disenfranchised populations.

E. LAW SCHOOL

The Boston College Law School, celebrating its 75th anniversary this year, has developed a reputation for combining theory and practice with a commitment to instilling moral and ethical values that have set the school apart from the nation's other top-ranked law schools. The Law School's new master's degree (LL.M.) will continue this dual commitment and enroll 30 international lawyers who require a formal education in American law—in business, tax, criminal law, intellectual property, securities, and human rights. Adding international lawyers to the Law School community will enrich and diversify the classroom and community experience of the current student body. The LL.M. will increase the school's and the University's reputation, recognition, and influence both within the United States and internationally.

VI: BECOME A SIGNIFICANT INTELLECTUAL AND CULTURAL CROSSROADS BY LEVERAGING BOSTON COLLEGE'S INTERNATIONAL RESOURCES AND PARTNERSHIPS AND ITS JESUIT AND CATHOLIC NETWORKS

Boston College gained recognition as one of the top-ranked national universities in the 1990s and began to expand its commitment to international education in the past decade, both on campus and abroad. Today it is clear that to achieve the quality and reputation we seek, to achieve the diversity of perspectives that are essential to the fullness of our intellectual and cultural life, and to fulfill the commitment to our students "*to prepare them for citizenship, service, and leadership in a global society,*" Boston College must expand its presence and influence beyond its national borders.

We propose four initiatives to achieve this goal: a Society of International Fellows, a Center for Human Rights and International Justice, expansion of international study programs, and increased enrollment of international students.

A. SOCIETY OF INTERNATIONAL FELLOWS

The Boston College Society of International Fellows will reinforce and extend Boston College's existing network of international partnerships and strengthen existing BC centers and programs that have an international focus. It will also integrate more fully into the Boston College community distinguished faculty and students from world-renowned universities, solidifying relationships with international scholars and universities.

The Society will serve as a strong advocate for the establishment and growth of innovative and exciting international initiatives, many already under way. It will promote integration of Boston College's numerous service and immersion programs with new courses and research

projects, and promote mentoring relationships that help students, especially undergraduates, deepen understanding of their international experiences. It will also link its efforts to the Jesuits' and the Catholic Church's attempts to reflect on and deal with the complex processes of globalization and marginalization.

Finally, the establishment of the Society of International Fellows will serve to highlight important work done by faculty members and students on issues of global relevance by bringing the results of that work to diverse audiences and constituencies both within and beyond the Boston College community.

B. CENTER FOR HUMAN RIGHTS AND INTERNATIONAL JUSTICE

The Center for Human Rights and International Justice at Boston College will advance human rights scholarship and work through multidisciplinary training programs and applied research, and through the interaction of scholars with practitioners. The Center will nurture a new generation of scholars and practitioners in the United States and abroad, draw on the strengths and international dimensions of multiple disciplines, and add to human rights and international justice discussions the wisdom of rigorous ethical reflection. The Center will build on the University's deep religious and ethical tradition of service to others and its broad scholarly reach through its graduate programs in Arts & Sciences and its professional programs in law, business, education, social work, and nursing.

C. INTERNATIONAL PROGRAMS AND STUDENTS

In few areas has Boston College made more progress in the past decade than in its drive to become a more international university, both by engaging its students and faculty in international experiences and by welcoming more international students and visitors to its campus. BC now annually hosts 1,200 international students and scholars from 100 countries, and 1,000 BC students and faculty participate in academic year and summer programs abroad. The Center for International Partnerships and Programs' network of 70 exchange relationships with universities around the world is among the most comprehensive partnership networks in the United States.

Incoming freshmen increasingly expect to incorporate international experiences in their undergraduate program, and graduating seniors report that their intellectual and spiritual development is powerfully influenced by their experiences abroad. Committed "*to prepare our students for citizenship, service, and leadership in a global society,*" we will continue to set specific targets both for the number of students who will go abroad and for increasing the number of international students and scholars coming to our campus. This strategy not only meets an important educational and societal need, but is also a competitive necessity and advantage. Building on the strong programs in place, by 2013 Boston College will be acknowledged as a leader in integrating international experience and understanding into its many educational programs.

VII: COMMIT BOSTON COLLEGE TO BECOMING THE WORLD'S LEADING CATHOLIC UNIVERSITY AND THEOLOGICAL CENTER

Few American Catholic universities have the potential to become the world's leading Catholic university. Our emergence as a national university in the past three decades and our increasing international presence and influence in the past 10 years have created a dynamism and a foundation to aspire to be the leader among Catholic universities worldwide. In this quest, we are committed to building a welcoming and inclusive rather than exclusive university community that *"regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage."* We establish this goal from a position of strength with many of our schools and departments already in a leading position and many others poised to achieve preeminence in the next decade. Building on these strengths, we will embark on three initiatives consistent with this ambition: a School of Theology and Ministry, the Institute for the Advancement of the Catholic Intellectual Tradition, and the Church in the 21st Century Center.

A. SCHOOL OF THEOLOGY AND MINISTRY

The establishment of a School of Theology and Ministry through re-affiliation with Weston Jesuit School of Theology (WJST) will make Boston College the leading Catholic theological center in the United States and the strongest in the world. The School will offer the full range of academic and professional theological programs, and include the education and formation of candidates for the priesthood, programs to prepare religious and laymen and laywomen for a wide variety of Church ministries, and a major effort at online education of the general American Catholic community. Establishing a School of Theology and Ministry will be a dramatic and clear signal to the Catholic Church in the United States and beyond and to international higher-education communities that service to the Church will remain a central part of our mission in the 21st century. It will reaffirm to our peers in the higher-education community that Boston College's ambition to bring the richness of the Catholic educational tradition to American higher education will be pursued in bold and imaginative new ways in coming decades.

The re-affiliation will involve relocation of WJST faculty, students, library, classrooms, and offices to Boston College's main campus. Weston and Boston College's Institute of Religious Education and Pastoral Ministry faculty, programs, and students will be major components of the new School; and a strong collaborative relationship with the Boston College theology department will be established. If successful, the Church in the 21st Century pilot online learning program for the general Catholic population will be integrated into the new School.

The combined faculties of the new School, supplemented by the theological resources of the other institutions of the Boston Theological Institute, will establish such a concentration of theological resources for scholarship and for ministerial preparation that it may attract other religious communities and organizations to relocate in proximity to Boston College. The integration of WJST into Boston College will assure Weston's future and provide the supportive university context for the WJST educational and formational mission.

B. INSTITUTE FOR THE ADVANCEMENT OF THE CATHOLIC INTELLECTUAL TRADITION

Prominent in Boston College's mission is the commitment "*to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.*" While most American universities were abandoning their founding religious traditions and emerging as secular universities, Boston College remained one of the few prominent American universities to hold steadfastly to its religious values and traditions. We are now in a special position with a small number of other prominent religiously oriented universities to make a unique contribution to American and international higher education. Drawing on the rich history of the Catholic university and the 500-year tradition of Jesuit higher education, Boston College is poised to help revitalize and reinterpret in a dramatic contemporary form the Catholic intellectual ideal and dynamic of mutual respect and exchange between faith and reason.

To further this ambition, we will establish an Institute for the Advancement of the Catholic Intellectual Tradition. The objective of the Institute will be scholarly exploration of the heritage of Catholic scholarship and application of the tradition to the modern world. The Institute will seek to bridge the gap that has developed between the Catholic university and modern secular higher education. It will both build on existing faculty strengths and add selectively in schools and departments distinguished faculty with expertise in the Catholic intellectual tradition. The Institute will provide an interdisciplinary conversation for advancement of the Catholic intellectual tradition, not only interdisciplinary scholarship but also a fertile context for the development of a corps of new scholars trained in and committed to advancing the Catholic intellectual aspect of their research interests. The Institute will have an active internal and public agenda with a goal of becoming an internationally acclaimed focus of Catholic intellectual thought.

C. CHURCH IN THE 21ST CENTURY CENTER

Boston College's decision in spring 2002 to address the issues underlying the clerical sexual abuse crisis in the Catholic Church was a turning point for the University. The success of this initiative in engaging a large number of its schools, departments, and centers in its programs has attracted widespread attention and recognition of Boston College as a nationally recognized leader in responding to the needs of the Catholic Church. A permanent Church in the 21st Century Center will firmly commit BC to using its extensive resources in direct service of the Catholic community—laymen and laywomen, priests, and bishops—to help the Church address the critical issues that it faces in the new century. The Center will symbolically and practically redefine BC's relationship to the Church and its determination to assume a new role in service of the American Catholic community.

CONCLUSION

The assessment and planning process resulted in more than 200 proposals from all parts of the University. No university, no matter how extensive its resources, can excel in every area, and choices among a wide variety of attractive proposals had to be made. As we move through the multiyear implementation of this strategic plan, we will remain flexible, alert, and opportunistic to new possibilities in each of these areas. These new directions must build on our determination to continue strengthening the foundation from which these initiatives emerge: the quality of our faculty, students, staff, and resources. We will continue to compete at the highest level for an outstanding and diverse corps of teachers, scholars, and administrators; pursue need-blind student admissions in our search for outstanding talent and diversity; and strive to ensure that resources available to our students and faculty are among the best in American higher education. We are also mindful that our recent history has demonstrated that “a rising tide lifts all boats,” and that our achievement of excellence in any area will improve the quality of all by enhancing reputation and helping attract outstanding faculty, students, and staff in every department and school.

Our strategy for the future is not complicated: build on the patiently achieved quality of students, faculty, staff, and programs to achieve excellence and distinction in areas where we have a clear path to be among the best. We can be the leader in revitalizing liberal arts education and in developing and disseminating a contemporary model of student formation. Our investments in science position us to identify and lead in selected cutting-edge research areas. We can leverage the quality and recognition of our professional schools to make unique contributions to pressing societal problems. Our Jesuit and Catholic traditions provide both an historical and practical basis for extending our international influence and for emerging as the world’s leading Catholic university and theological center. The seven strategic directions we have chosen will counteract the centrifugal forces that are affecting many of our university peers. They can move Boston College closer to the ideal of an integral university: by strengthening our commitment to the unifying core values of liberal arts education and student formation; by balancing renewed emphasis on the humanities with an unambiguous commitment to critical science areas; by bringing together our traditional involvement in the arts and sciences with the strengths of outstanding professional schools in a wide range of interdisciplinary initiatives; and by leveraging our growing international resources and Jesuit and Catholic networks to enhance our presence, influence, and involvement with the world community.

Ours is an exciting and transforming vision. We undertake this ambitious plan grateful to those who have gone before, confident in the soundness of our mission, and eager for the challenge that lies ahead. We are convinced that our success will be in the same measure as our generosity, imagination, and determination.

APPENDIX I: KEY INDICATORS

OVERALL IMPACT ON UNIVERSITY

Internal

A more integral university through increased interdisciplinary work among the sciences, between arts and sciences and the professional schools; collaboration among academic departments in the liberal arts; collaboration among vice presidential divisions in student formation

“All boats lifted” through the rising tide of quality explicit in the seven strategic directions

University-wide acknowledgment and strengthened commitment to more explicit BC liberal arts and student formation traditions

Visible impact of seven initiatives on student experience of the curriculum and cocurricular learning

Overall strengthening of academic and non-academic programs through University-wide application of a rigorous program review process

External

Increased overall quality and reputation, leading to enhanced attractiveness of Boston College to faculty, students and their families, and staff

Recognition as a leader and making a distinctive contribution in the seven strategic directions: liberal arts education, student formation, selected research, selected science/integrated science model, addressing key social issues through professional schools, international programs/character, leadership among Catholic universities and theological centers

Increased interest from alumni, friends, parents, and public and private funding agencies leading to enhanced fundraising capacity

SEVEN STRATEGIC DIRECTIONS

I: Commit Boston College to becoming the Leader in liberal arts education among American universities

Internal

Redefinition of the characteristics of a liberally educated graduate at the beginning of the 21st century; participation of distinguished senior faculty and key administrators in redefining and re-establishing the centrality of liberal arts education

Widespread awareness, understanding, and acceptance by students, faculty, and administrators of the redefined liberal arts ideal as the core of a BC undergraduate education

Greater interest and involvement of tenured faculty in undergraduate teaching and advising, especially core teaching, with explicit linking of their courses to the liberal arts ideal

Systematic mapping of how core and major courses support the various characteristics of the liberal education ideal

Systematic assessment of graduates’ accomplishments, characteristics, perceptions, and attitudes against the liberal arts ideal; identification of those components of the undergraduate experience that have contributed significantly

Increased number of (a) courses redesigned to incorporate a liberal arts perspective, (b) interdisciplinary courses, (c) courses that integrate real-world experience (internships, study abroad, service experiences) with the classroom, and (d) courses that actively “engage diversity” as an important course component

Incorporation of BC liberal arts ideal into publications, presentations, etc. designed to attract students, faculty, administrators, and external support

A revised core built on the redefined liberal arts ideal

Greater integration of humanities disciplines in interdisciplinary teaching and research; parallel emergence of this same dynamic among the sciences

Student learning outcome measures that demonstrate the impact of interdisciplinary study

Number of BC seminars and workshops among BC humanities faculty that promote integration and collaboration

Student satisfaction with undergraduate advisement at all stages of their undergraduate experience, especially at the end of senior year and after graduation

Increased levels of retention and graduation rates for students traceable to the Center for Undergraduate Advising

Increased number of faculty reporting greater confidence in being advisors

Measures of student/faculty engagement resulting from improved advising

External

Number of media articles/events that publicize the BC effort to redefine and pursue its liberal arts education agenda

Number of presentations at conferences and popular or scholarly articles that describe and promote the BC liberal arts education model

Number of other universities seeking information/assistance from Boston College in redefining/reaffirming liberal arts education in their settings

Acknowledgment among BC peers that Boston College is setting the pace in thinking about and implementing a new model of liberal arts education

Number of institutions/individuals who attend an annual national conference/summer workshops on liberal arts education in universities: publicity, publication of proceedings, other means for diffusion of BC model, etc.

Number/success of conferences and distinguished visitors in the humanities hosted by BC Humanities Colloquium

Increase in number of Ph.D.s in liberal arts disciplines; developing reputation of BC as source for liberal arts doctorates

- II: Develop and implement a student formation program that will be a contemporary model for colleges and universities committed to student formation

Internal: Faculty

A common vision of the meaning of student formation among faculty, student affairs administrators, and mission and ministry personnel; understanding of the role and responsibilities of each partner toward this shared goal

Interest in, attendance at, and satisfaction with participation in student formation workshops by faculty and administrators

Outcome measures of student formation center activities demonstrated by participants in its activities

understanding of the concept of student formation from an Ignatian perspective

increased commitment to engaging in formation efforts

level of participation in a community of shared vision and common purpose among people from different departments and sectors of the University

increase in the number of faculty, administrators, and others who acknowledge student formation as part of their responsibility

Degree of interest in and effectiveness of consulting services for faculty and administrators about how to create opportunities for student formation engagement in courses, programs, services, and activities

Degree of interest in and effectiveness of grant program for faculty and administrators to develop programs that facilitate student formation

Attendance at/evaluation of lecture/colloquia series with national experts on formation

Internal: Students

Level of student participation in activities that are formational in character: liturgies, religious retreats, international immersions programs, international study, volunteer activities, courses with experiential components, leadership training programs, etc.

Impact of formational activities on student attitudes, behaviors, vocational choices: in senior survey, in alumni surveys

Impact of formational activities on measures of student leadership

External

- Number of media articles/events that publicize the BC effort to redefine and implement a contemporary model of student formation
- Number of presentations at conferences and popular or scholarly articles that describe and promote BC's formational efforts
- Number of other universities/colleges seeking information/assistance in redefining/reaffirming student formation in their settings
- Acknowledgment among BC peers that Boston College is setting the pace in thinking about and implementing a new, integrated model of student formation
- Number of institutions/individuals who attend an annual national conference/summer workshops on student formation in colleges/universities: publicity, publication of proceedings, other means for diffusion of BC model, etc.
- Number/success of lectures/colloquia by distinguished visitors on student formation

III: Identify and support selected research commitments that will achieve excellence and distinction in addressing urgent societal problems

Institute on Aging in the 21st Century

Internal

- Level of collaboration among participating centers as measured by:
 - Joint projects
 - Number of seminars and conferences sponsored
 - Number of joint applications for external funding
 - Interdisciplinary research/dissertations
 - Establishment of undergraduate major in aging studies: student enrollees, outcomes
 - Development and maintenance of integrated data repository
 - Faculty/staff/student survey outcomes measuring changing attitudes/increased understanding of aging

External

- Number and level of external funding grants
- Number of conferences/attendees
- Leadership as measured by presence in the media, peer evaluation, in comparison with other centers on aging
- Quality of research as measured by number, quality, citations
- Quality of doctoral students; placement of doctoral graduates
- External use/reputation of data repository

Center for Catholic Education

Internal

- Level/quality of Center collaborations with Lynch School and other departments/schools
- Development of best practice models
- Integration of Center activities in Lynch School
- Development and maintenance of database on Catholic education

External

- Recognition of Center research: quantity, location, quality, citations
- Extent of dissemination of best practice models
- Use of Center consulting services
- Attendance at Center-sponsored conferences, workshops, seminars

Recognition of Center as the national think tank for Catholic education in Catholic educational circles; in media

Use/usefulness of databases on Catholic education

Student outcome measures of success under best practices models

- IV: Identify and commit target resources to selected natural science emphases that will establish Boston College among the leaders in these areas

Internal

Increased interdisciplinary collaboration among faculty

Increase in the number of undergraduates involved in faculty research

Increase in the number of doctorates; doctorates with integrated science focus

Increase in the number of integrated science undergraduate courses and team-taught courses

Increased selectivity in faculty hiring and graduate student enrollment

Retention of leading faculty researchers/teachers

Senior survey outcomes measuring impact of interdisciplinary approach

External:

Number and success of joint grant proposals

Level of funding of Institute and each constituent center

Number and impact of new technologies, fundamental patents, and licensures

Research productivity: number, quality, location, citations

Placement of students: undergraduates in high-quality graduate programs; graduates in top-tier institutions/organizations

Hiring and retention of leading junior/senior scholars in areas of focus

Peer recognition of Boston College as a leader in integrated science, complex materials, synthetic organic compounds, molecular biology

Quality of distinguished visitors; attendance at lectures, workshops, conferences

Level of general press coverage/notice in scientific press about interdisciplinary approach or the new technologies that emerge from the centers' research

- V: Build on the strengths and reputations of Boston College professional schools to establish leadership in critical professional areas

General

Internal

Interest and involvement of school faculty in initiative

Expanded and improved graduate and undergraduate teaching in areas of concentration

Positive impact of initiative on doctoral research/placement

Improvement of volume and quality of faculty research

Impact of initiative on selectivity of graduate programs

External

National ranking of professional school programs for each center/program/initiative

Representation of graduates/participants in top firms/organizations

Initiative publications: quantity, quality, location, citations

Quality of workshops/conferences

Level of attendees in initiative public activities

External funding levels over time

Faculty/program awards

Number of faculty who serve as officers in national or international organizations

For Specific Initiatives

Winston Center for Leadership and Ethics

Recognition of Winston Center as leader in ethics/business conversation

Integration of Center programs into undergraduate/graduate teaching

Research focusing on business/ethics: volume, quality, citations

Center for Asset Management

Level of collaboration between BC finance department and Boston-area asset management community

Impact of Center's collaborative efforts on research in finance department

Nurse Leader Program

Greater interaction and collaboration between Connell School faculty and hospitals and medical centers

Increased number of health organization personnel enrolling in CSON graduate programs

Increased pool of nurse educators from health organizations available as the faculty of the Connell School

Teachers for a New Era

Replication of the Boston College Teachers for a New Era model in other schools of education

Retention of Lynch School alumni in teaching, particularly in under-resourced schools

Effective collaboration of the Lynch School with Arts & Sciences and with local schools in the preparation of teachers

Outcome measures of student success in the schools where TNE exists

GSSW Developing World Initiatives

Impact of Developing World Initiatives on quality of the M.S.W. Global Practice Concentration

Number of social workers from developing countries educated; their impact

Recognition of GSSW as important center for social work education; both in the developing world and in the United States

Research produced by GSSW: quantity, quality, citations

Increased internationalization of GSSW; impact University-wide

LL.M. Program

Quality/selectivity of enrollees

Impact of LL.M. graduates in their home country legal systems

Reputation of the BC Law School as a program for training international lawyers

Quality of faculty as measured by research resulting from LL.M. program: quantity, quality, location, citations

Impact of LL.M. student corps on diversity/internationalization in Law School generally

VI: Become a significant intellectual and cultural crossroads by leveraging Boston College's international resources and partnerships and its Jesuit and Catholic networks

Level of interdisciplinary collaboration stimulated by the Society of International Fellows and the Center for Human Rights and International Justice: among faculty and between students and faculty

Number and quality of conferences/seminars/presentations sponsored by the Society and Center

Interdisciplinary research on international topics: quantity, quality, location, citations

Increase in courses with an international focus or dimension

Greater student participation in courses and other events and activities with an international dimension
Increased number of students graduating with international experience
Increased number of international students at all levels and in all schools
Increased international interest/awareness/competency as measured by senior surveys
Systematic measurement of the impact of international study on undergraduates in student intellectual and formation surveys
Recognition of Boston College both in the United States and abroad for its growing international interest, influence, and presence

VII: Commit Boston College to becoming the world's leading Catholic university and theological center

School of Theology and Ministry

Increase in enrollments and selectivity in all programs
Attraction of candidates for the priesthood from religious communities relocating to proximity with Boston College
Increased presence of international students in School of Theology and Ministry programs
Doubling of the number of Jesuits on the Boston College campus; impact on campus intellectual and student formation environment
Cross-fertilization between the School and theology department/IREPM faculty; innovative courses/programs
Increased opportunities for BC undergraduates to explore ministerial vocations
Recognition within Catholic circles of Boston College as the world's premier theological and ministerial education center
Expansion of C21 Online courses to become the largest provider of online adult education materials among Catholic universities

Institute for the Advancement of the Catholic Intellectual Tradition

Interdisciplinary synergy among scholars with interest and expertise in the Catholic intellectual tradition
Publications/conferences/speakers/workshops stimulated by the Institute
Research: quantity, quality, location, citations
Recognition as the strongest concentration of scholars from multiple disciplines able to relate their research and teaching to the Catholic intellectual tradition
Education of doctoral students who focus on the Catholic intellectual dimensions of their disciplines: the placement and success of these graduates
Recognition of Boston College as the leading center for exploration of the Catholic intellectual tradition and the key scholarly and public discussant for issues involving this tradition

Church in the 21st Century Center

Recognition in media and Catholic circles as the university most committed to and effective in providing a forum and resources for the renewal of the Catholic Church, especially in the United States
Quality of and attendance at lectures, conferences, workshops
Publications on pressing Church issues through the C21 book series: number, quality, extent of dissemination, and impact
Impact of Web site in delivery of C21 resources to national and international audiences

APPENDIX 2: ACADEMIC PROGRAM REVIEW GUIDELINES—SUMMARY

N.B. This summary refers to academic departments but will be used in adapted form for program review of non-academic units and programs.

GOAL

The Academic Program Review process will assess, on a regular cycle determined by the appropriate dean and the academic vice president, each department's quality and effectiveness, prioritize programs and activities, and identify reallocation opportunities, encourage program planning and improvement, and ensure that the department's development is consistent with University-wide strategic priorities.

THE REVIEW PROCESS

The review process will have three parts: self-study, external review, and follow-up procedures.

I. Self-Study

A candid internal assessment of the department that will include description, analysis of strengths and weaknesses, and recommendations for improvement. It will be the basis for the entire review process.

A. Description (template provided to department by vice president)

Components will include: response/follow-up to each recommendation from the previous review; a departmental mission statement; complete list of undergraduate, graduate, and continuing education programs, courses, and enrollments; departmental resources: faculty, support personnel, annual budget, space, special equipment; significant curricular changes since last review; studies of teacher effectiveness; student learning outcomes for each course, for the major/graduate program; departmental programs aimed at improvement of teaching/research; departmental participation in University and external faculty development programs; department approach to advising, including studies of effectiveness; library holdings and services for department; technology services for teaching and research; up-to-date curriculum vitae for all departmental members; departmental summaries of teaching loads (with detail for each faculty member); external funding; professional activities; university and external service; survey data from students, alumni; complete budget and cost data for departmental activities (i.e., per undergraduate or graduate student credit hour, faculty resources devoted to research, to service, etc.).

B. Analysis

Based on a complete presentation of the department's self-description, a candid departmental analysis of strengths and weaknesses.

C. Recommendations

Department's own recommendations for strengthening the department based on the descriptive and analytic sections above: specific recommendations for short, intermediate, and long-term improvement; areas in which resources should be reallocated to higher-priority activities; recommendations that would require new resources. Each recommendation should include the metrics for measuring progress/improvement.

II: External Review

A small group of distinguished visitors selected by the University, after consultation with the department, review the self-study, visit the campus for three days, and provide the dean/academic vice president with a candid evaluation of the accuracy and validity of the three parts of the self-study, concluding with the visitors' own recommendations for strengthening the department.

III: School/University Review

The dean/academic vice president review with the department the results of the self-study and external visit, and reach specific agreements on recommendations that will be implemented, and on key indicators to measure success.