Goal	Action Priority	Unit	Operational Objective	Specific Tactics to be Initiated during AY 2018-2019	Expectation of Success by June 1, 2019	Data sets and assessments to be generated/ analyzed	Fiscal/ Human Resources Required for progress on tactics
Goal 1: To offer a breadth and diversity of internationally competitive and quality academic programs whose student learning outcomes are aligned to global and Armenian market needs.	1. Increase number and diversity of undergraduate programs	CHSS, Strategic Planning Steering Committee	Assess the feasibility of launching a series of courses on Special Education possibly as a track within a MEd or MAT	The planning of the new program and looking for funds to launch it.	Plan with action plan/timetable in place	Market study to demonstrate demand for new program.	Funding for the market research; endowment for the new program.
Goal 1: To offer a breadth and diversity of internationally competitive and quality academic programs whose student learning outcomes are aligned to global and Armenian market needs.	8. Provide appropriate venues and resources to foster and recognize undergraduate research (e.g. special "honors" diplomas for students completing theses or other high level academic products)	EC/MBA/MPH/PSIA/TEFL and etc.	Promote diversity topics, including students with physical disabilities as undergraduate and graduate areas of research (e.g. capstones, papers)	Discuss with departments feasibility of tactic and develop action plan/timetable	10 papers on inclusion-related topics	NA	Costs for special events highlighting research.
Goal 3: To recruit, enroll and retain highly qualified and diverse students who have the potential to succeed at AUA	1. Identify and build capacity to grow admission funnels in respect to all aspects of diversity and indicators of student success	Admissions, Student Affairs, Communications, Inclusion	Establish continued communication channels with communities with under-represented populations: people with disabilities, orphanages, and students from the regions; design incentivizing messages for disclosure on admissions applications and intent to enroll advertise AUA's ability to meet needs of students with special needs.	Identify these communities and establish connections; communicate messages for parents and prospective students through the admission information channels; study the feasibility of providing English language bridge courses to increase the number of eligible students with disabilities entering admissions funnels.	A list of communities created and connections established; recruitment efforts underway; mechanism implemented to chart the number of applications from students will disabilities.	MoES to assist in identifying target communities	Resources needed for the outreach and course development and delivery
Goal 4: To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University	Goal 1: Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty	IROA, Faculty Senate, Inclusion	Establish faculty induction and continued training which include required units on differentiated learning and inclusive practices/curriculum	Design of learning modules or workshops to ensure inclusive pedagogies are communicated to all faculty	Discuss and plan the policy, procedures, and faculty training with key stakeholders; draft the learning modules, implement trainings.	Policy and procedures approved for trainings.	Resources for the development of the curriculum for faculty trainings; time for those conducting the trainings

Goal 4: To establish and strengthen the foundational core faculty reflecting academic excellence, diversity, democratic values and the mission of the University	Goal 1: Develop and implement strategies to recruit and retain a highly qualified, experienced and diverse faculty	HR, Colleges	Promote an increase in the number of faculty applications from candidates with disabilities or vulnerable populations	Discuss with HR specific strategies for the wider advertisement; provide a legal framework for applicants to self-identify as having disabilities are being members of vulnerable populations	Increase in the number of faculty applications from candidates with disabilities or members of vulnerable populations.	Number of applicants	Position advertisements in additional venues
Goal 5: To recruit and retain qualified staff dedicated to the University's mission	1. Identify strategies to increase professional development opportunities for staff such as trainings and institutional exchanges	HR, Grant's Office, Inclusion	Provide training to staff on inclusive practices for working with students, faculty, and staff; diversify team members for Erasmus + Inclusion trip	Discuss and plan training with HR; use opportunities of Erasmus+ to provide additional venues for training; identify human and material resources for training (http://www.nasen.org.uk/);	On-campus training provided to most staff; Number of participants	Attendance registration	Developing curriculum and training trainers for staff; Erasmus + Inclusion project opportunities; material resources for trainings
Goal 5: To recruit and retain qualified staff dedicated to the University's mission	5. Align job descriptions and annual performance evaluations to unit and University mission, goals and objectives	HR, Operations	Promote and increase the number of staff applications from candidates with disabilities or vulnerable populations	Discuss with HR specific strategies for the wider advertisement of positions; provide a legal framework for applicants to self-identify as having disabilities or being members of vulnerable populations	Increase in the number of staff applications by those with disabilities or from vulnerable populations.	Number of applicants	Position announcements in additional venues
Goal 6: To foster a collegiate environment that offers services and programming promoting student engagement and success	1. Establish an Office of Student Affairs to address the current and anticipated needs of students	Provost, Student Affairs	Create positions to coordinate student affairs related to students of diversity, including physical disabilities, LGBTQ, etc.	Discuss and plan these hires with Provost, Dean of SA, and Exec	New positions filled	Research on unmet needs of student population.	Funding for the new position(s)
Goal 6: To foster a collegiate environment that offers services and programming promoting student engagement and success	2. Improve offerings of student support services at graduate and undergraduate levels	Student Affairs, Inclusion	Promote wider advocacy for diverse populations on campus including Disability Services and students with temporary disability	Plan the content and formats of events with key stakeholders: student councils, faculty senate; promote in-class presentations for 10-15 minutes or workshops on related issues; designate an Awareness Day for people with disabilities	The action plan is in place and regular events are scheduled	Attendance registration and number/descriptions of the events	Funding for speakers and instructional materials
Goal 6: To foster a collegiate environment that offers services and programming promoting student engagement and success	3. Assess capacity of non-instructional spaces to accommodate a campus with a full cohort of students	Operations, Student Affairs, DSS	Ensure that Student Union and Faculty Lounge are accessible for visitors with physical, visual, auditory and other disabilities	Discuss these benchmarks with Facilities	Equipment in place and being utilized	List of the equipment and the standardized assessment of the accessibility	ASHA and Erasmus+ Inclusion project funds

Goal 6: To foster a collegiate environment that offers services and programming promoting student engagement and success	4. Increase the number and type of extra-curricular events for students and foster their participation in national, regional and international competitions	Student Affairs, Coordinator of Co-Curricular Programming	Ensure that AUA students with disabilities have the opportunity to engage in recreational and sport activities.	Gain partnership with parolympic committee in Armenia to promote students' activity in sport life and possibly in parolympic games/olympiada	Students with disabilities engaged in specific sport activities	Number of students with disabilities participating	Cost for appropriate sport equipment.
Goal 6: To foster a collegiate environment that offers services and programming promoting student engagement and success	7. Follow-up on new student orientation programming with a roster of events for first-year students during freshman fall semester	Student Affairs, Program Chairs, Peer Mentor Supervisor, Inclusion	Include Inclusion topics/activities within student orientations in order to target all incoming students.	Discuss and plan the content and specific steps with CSS; incorporate topics into peer mentoring sessions with a specific set of activities dedicated to diversity appreciation.	First orientation with inclusion topics conducted	Questions on inclusion/diversity awareness incorporated into freshman surveys	Event costs
Goal 7: To ensure state-of-the-art facilities and innovative technologies for fostering the student learning experience	3. Increase availability of electronic/technological resources	ICTS, Operations, DSS	Provide assistive technologies and equipment for students with diverse special needs	Ensure timely paperwork and communication with INCLUSION team regarding procurement; ensure proper installation and preparation of equipment on campus; provide training to faculty and staff; add DocuCam to the list of the equipment; attendance card readers in library, labs and classrooms.	Equipment purchased and training received	INCLUSION documentation	$50,000 from Erasmus+ INCLUSION
Goal 8: Create mechanisms to build greater collaboration between the Development Office in Oakland and the University to ensure a cohesive partnership	9. Expand cooperation with the RoA Government to ensure AUA receives state funds for tuition (e.g. partial tuition payment for disabled students, students who have served on border posts)	Development, Financial Aid, Communications	Ensure processes are followed to continue governmental tuition support to vulnerable populations (e.g. disabled students and those who served on border posts.)	Identify tuition support available to students with disabilities and other special needs; learn about the 2017-21 program for the support of special needs students; create a video and marketing materials dedicated to HE accessibility for people with Special Education Needs and Disability (SEND)	State-funded tuition support provided to students with disabilities and other special needs; video is available to share with the public.	Identification of additional funds to support students.	Cost of marketing materials.
Goal 9: To effectively promote the University's accomplishments and impact	4. Assure that identified constituents are specifically targeted in appropriate venues	Communications, Admissions	Inform the public about educational, financial, and technological support available to students with disabilities and other special needs.	Identify the resources available for students with disabilities and other special needs; plan and implement systematic dissemination of this information to the public and potential applicants; develop success stories of students with disabilities/testimonials to share with the public and potential applicants/parents.	Dissemination of information.	Number of touches.	Communications costs

Goal 10: To provide educational and developmental programs in the community broadening the impact of the University	3. Support and grow the Extension's capacity to deliver current and proposed future courses/certificates/workshops/trainings to local, regional and national governmental and non-governmental entities	Extension, EEC, Development	Provide subsidized English and other prep classes to children/students/adults with disabilities and other under-represented groups	Develop the procedure of how to connect and recruit students with SEND for the courses; coordinate with Extension and identify funds for subsidies	Potential students for bridge program identified; donors informed of this project	Number of courses and students served	Funds for subsidies: e.g. $50 per student per 10 weeks; work closely with NGOs
Goal 10: To provide educational and developmental programs in the community broadening the impact of the University	9. Continue developing projects of educational, professional and economic significance for the rural areas of Armenia and for other disadvantaged sectors of the community	Provost, Student Affairs, Inclusion	Support Inclusive education in mainstream education on the national level.	Conduct roundtable discussions with stakeholders on the national level to inventory current activities and devise tactics to ensure the success of the mainstreaming of students with special educational needs in K-12; assess current teacher and administrative trainings and processes; make recommendations on the national level with the purpose of achieving greater effectiveness in the provision of education in K-12 and higher education; devise tactics to ease students' transition from elementary school to secondary, and from secondary to higher education.	Stakeholders meet; an agenda and timeline for actions are established.	SWOT analyses and assessments of inclusive education in K-12; review of current TOT program.	Support for assessments, and if determined, support for trainings and curriculum development; resources to work with MoES, National Institute of Education and School Visits, Bridge of Hope, K-12 administrators and teachers.
Goal 11: To maintain and develop effective alumni relations to ensure their active engagement with the University and broader society	1. Identify alumni interests/needs including career services support	ACDO, Development, Inclusion	Provide career support to alumni with special needs including providing notices of employment opportunities.	Identify alumni with special needs; conduct a needs assessment; establish connections with State employment Agency and relevant NGOs for guidance; establish relationships with employers that are ready to employ recent graduates; discuss and plan donor outreach to provide support for students with disabilities and other special needs	Needs identified and a plan for support defined.	Stats on number of alumni with special needs and their employment history.	Request for additional funds for outreach
Goal 12: To ensure that AUA's administrative structure and policies facilitate learning and research/scholarship, foster quality improvement, and support the University's organization and governance	3. Ensure a sustained, collaborative and data-driven assessment process in compliance with accreditation standards	Faculty Senate, IROA, Inclusion	Review existing and/or adopt new policy(ies) and procedures on Disability Services and inclusion; should also include language from Armenian laws and regulations	Review existing policies and identify which ones needing revisions to ensure comprehensive approach to Inclusion and disability; draft revisions and solicit feedback and approve the documents.	Policy and procedures regarding multiple definitions of "disability" approved.	AUA policies	NA

Goal 12: To ensure that AUA's administrative structure and policies facilitate learning and research/scholarship, foster quality improvement, and support the University's organization and governance	3. Ensure a sustained, collaborative and data-driven assessment process in compliance with accreditation standards	Faculty Senate, IROA, ICTS, Inclusion	Create a system for tracking students' ongoing performance and making the results available to advisers, faculty, and IRO in order to ensure timely support of students.	Discuss and plan the data flow system with IRO, faculty, and provost; revise related policies and procedures if needed; revise student contracts on data release; implement data collection, analysis and use with the help of new UMS to support student learning.	Start the piloting of data collection and analysis with the help of UMS	Data collection and student tracking	Staff to handle data analysis including programmers to work with SQL code; Roehampton resources.