

CHANGE IS  
EXCLUSIVELY  
PRESENT  
TENSE.



2018 Five-Year Strategic Plan



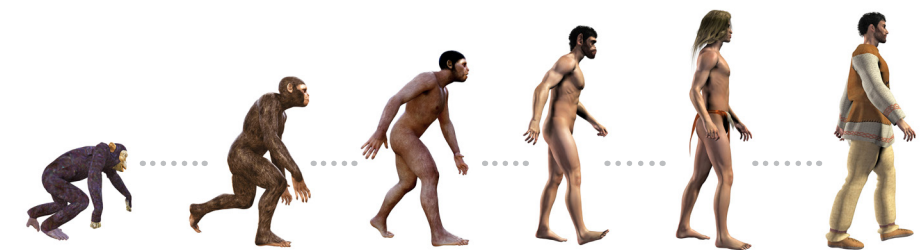
# THE CLEARY MIND™

## SUMMARY

Strategic planning at Cleary University is designed to deliver logical, cohesive support to administration, faculty, trustees, culture, systems, and students with regard to implementation of *The Cleary Mind* Initiative.

This strategic planning document is a five-year road map to our future. As such, this strategic plan will be subject to continuous evaluation, expansion, and refinement as required by changes in our internal and external environments.

Cleary University's future will be defined by deliberate and creative management of the physical, cultural, administrative, curricular, and financial elements under our control in order to ensure internal and external development, and propagation of *The Cleary Mind*.





# BUSINESS GOAL

LONG-TERM, SUSTAINABLE VIABILITY  
AS AN INDEPENDENT, NOT-FOR-PROFIT,  
PRIVATE BUSINESS UNIVERSITY.

## SUMMARY Strategic Vision

### *The Cleary Mind* Initiative

This document represents *The Cleary Mind* Initiative—a comprehensive strategic vision designed to organically reconceive Cleary University as a *small, highly profitable, one-of-a-kind, boutique business university*. This vision is essential to short and long term viability as an education innovator able to profitably support itself through a *for-profit business mindset in the not-for-profit sphere*.

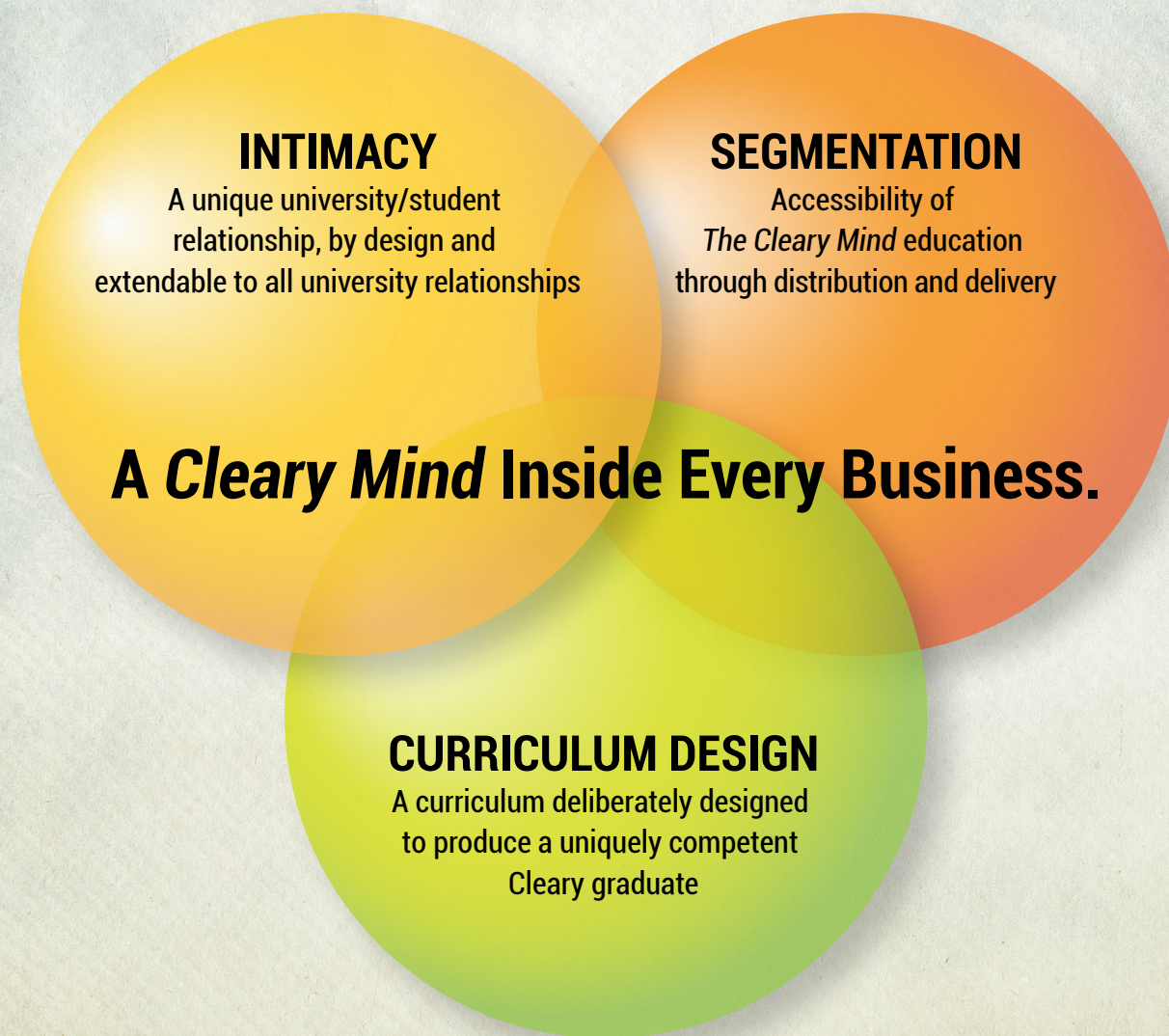
Success manifests itself, internally and externally, as realization of *The Cleary Mind*: *The education advantage acquired by Cleary graduates that enables them to enter the business environment uniquely prepared to contribute as critical-thinkers, problem-solvers, communicators, and management leaders*.

Our three core strengths, our strategic intent, and our five strategic blueprints comprise the strategic focus areas of *The Cleary Mind* Initiative. When we meet the objectives of *The Cleary Mind* Initiative, we will reach our business goal.





# CORE STRENGTHS



## SUMMARY

### Objectives of *The Cleary Mind* Initiative

1. Reconceptualize the institution as a small, one-of-a-kind, boutique business university
2. Design and deliver a unique business curriculum that actually meets the needs of business
3. Design and deliver unique, curriculum-integrated, applied business experience
4. Create and nurture a university culture of innovation, flexibility, creativity, and growth
5. Stand as the preeminent role model of business acumen, innovation, discipline, and success for our students and business partners

### CORE STRENGTHS

A fundamental task in reinventing Cleary University as a small, highly profitable, one-of-a-kind, boutique business university is reconceptualizing the institution by core strengths. Core strengths are: *the harmonization of skills that provide a competitive advantage over several product and/or market areas.*

The rationale for this approach is that if we think of Cleary University as it is, or has been—as a bundle of degree programs, instructors, and delivery systems—opportunity is limited. However, if we think of Cleary University as a bundle of core strengths, opportunity is inherently unlimited. This shifts the management mindset from *performance management* (limited) to future growth driven by *opportunity management* (unlimited).

### STRATEGIC INTENT

**A Cleary Mind Inside Every Business** is the Cleary *strategic intent* at the nexus of our core strengths. Strategic intent is our daily mission, realized by every individual employed by or functioning as a part of Cleary University. It obligates each and every person to contribute, via respective talents, skills, and roles, to four key elements:

**a)** To successfully secure an undergraduate degree in four years, **b)** as a uniquely educated, *Cleary Mind* individual, **c)** supported by the University's contribution to successful distribution of our graduates in the business environment, **d)** as a result of having created high marketplace demand for our students.

### STRATEGIC BLUEPRINTS

Five strategic blueprints have been devised to implement our *strategic intent*: a master strategy supported by four sub-strategies. These are not stand-alone elements from which to cherry-pick. They have been conceived as an interlocking set of co-dependent directives, each as dependent upon the other as the set is dependent upon our *core strengths* to deliver on our strategic intent.



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## Letter from the President

Dear Cleary University Community and Friends,

Cleary has been educating business leaders to be a force in building Michigan’s economy for over 135 years. Every day, our graduates contribute to economic prosperity and service to Michigan communities and beyond. Our university ranks among the best in Michigan for ROI and graduate salary. I am proud of our history of accomplishment.

Higher education is currently transitioning through a period of huge disruption. The very value of a college degree is being questioned and new accountability is being demanded from colleges and universities. I see this as good news—disruption creates voids and opportunities for innovation. Today, our university is prepared and responding to the challenges, forging a new standard of higher education against the backdrop of every generation our institution has served since 1883.

Shortly after I became president, we began a university-wide conversation regarding our having settled for being indistinguishable and unremarkable—another university intent upon conforming to the status quo of higher education. We then looked, without flinching, at the ways higher education is falling short in an era of global change in populations, technology, economies, and connectivity. We dissected the necessity to lead.

As a result, we embraced the opportunity to reimagine and create our future—a strategic plan as roadmap toward the best ways to serve our students, our graduates, employers, industries competing globally, and the families who trust us to provide an education capable of creating *better*.

This comprehensive strategic plan is the result of a two year, campus-wide initiative, actively engaging our key stakeholders to rethink what a business degree means and what it could become if we continually ask, “*what if...*”

This strategic plan sets a new course to engage our university and our students toward understanding the needs and opportunities of being a leader—a citizen and builder of better businesses and communities—through *The Cleary Mind*.

As we boldly steer into this five-year strategy, I am energized by a world in need of our *Cleary Mind* graduates—business men and women with a sense of purpose, a unique ability to contribute, and who value the critical role business plays in building community.

Cleary University is extending itself into the future, rooted in our founder’s belief that we must be a place that enables the individual to raise the stature and quality of their life and the lives of those around them.

Best regards,



Dr. Jayson Boyers, Ed.D.  
President & CEO



# REPORTING STRUCTURE

[Click Image to Enlarge](#)

## University Overview

Patrick Roger Cleary founded *The Cleary School of Penmanship* in 1883—penmanship being a critical business skill in the late 19th-century workplace. Cleary was Washtenaw County’s first independent college. In 1891, Cleary Business College was incorporated under state law. Patrick R. Cleary retired as President of Cleary College in 1940.

In 1968, Cleary Business College was accredited as a junior college of business by The Association of Independent Colleges and then as a senior college of business in 1970. The school’s change to university status was approved by the Michigan State Department of Education and the North Central Association in 2002.

Cleary has a long history of innovation and entrepreneurship, starting with the institution’s founding in 1883, and through to 1994, when we became one of the earliest adopters of online education.

To begin building a more substantial on-campus student population, Cleary University reintroduced collegiate athletics, starting with men’s and women’s cross-country and golf teams. Since then, men’s and women’s soccer, lacrosse, tennis, and bowling have been added, plus baseball, softball, dance, and wrestling. A new student athletic field/facility will be operational for Fall 2018.

In 2015, the first on-campus student housing facility was constructed. A second student dormitory is slated for occupancy in Fall 2018.

Today, our main campus is located in Livingston County, Michigan, with education centers in Ann Arbor and Detroit. As of 2018, the university offers ABA, AAS, BBA, BS, MBA, and MS degree programs to a dynamic mix of traditional college students, working adults, and graduate students earning their degrees in both classroom and online education environments.





# BUSINESS EMPLOYERS

HAVE FOR YEARS BEEN DEMANDING BUSINESS SCHOOL GRADUATES\* WITH THE ABILITY TO:

THINK CRITICALLY

COMMUNICATE EFFECTIVELY

SOLVE PROBLEMS

DEMONSTRATE TECHNOLOGY SKILLS

BEHAVE ETHICALLY

\* The Key Attributes Employers Seek on Students' Resumes, NACE Center, 11/30/17. The Top 10 Traits Employers Want in Business School Graduates, GoodCall, 8/17/16. College vs. Business Training: What Do Employers Want?, Wharton, University of Pennsylvania, 2/11/16. 8 Essential Skills Every Employer Looks For In Recent Graduates, Inc, 10/13/15. What employers really look for in recent college graduates, USAToday, 7/22/15. What Employers Are Looking For When Hiring Recent College Grads, Forbes, 7/6/15. New college grads: Who employers want to hire, CBS News MoneyWatch, 1/20/15. What Employers Want From MBAs This Year, Poets & Quants, 5/19/14. The 10 Skills Employers Most Want In 2015 Graduates, Forbes, 11/12/14. What Employers Want, GraduateOpportunities.com.

## STRATEGIC SCAN The External Environment

Business today is a creative, imaginative, multi-dimensional environment.

Business education is not.

Take a good look at business degree programs in American colleges and universities and you will discover how business education programs all evangelize *differentiation*, then proceed to boil curricula down to “economics and Excel®,” infiltrated by the same case studies presented in the same old ways.

The feedback from business employers hiring such graduates distills down to consistent dissatisfaction over the years regarding preparation and performance when these individuals enter the workplace. There exists widespread concern over the ability of higher education business programs to meet business needs.

Business employers have for years been demanding business school graduates with the ability to 1) think critically, 2) communicate effectively, 3) solve problems, 4) behave ethically, and 5) have competent technology skills—in that order.\*

The unwillingness or inability of college business programs to change in order to respond to the needs of employers is exacerbated by other marketplace variables.

- Traditional college enrollment is flat or declining
- 50% of students pursuing higher-ed attend community college to manage costs
- The price of attending public colleges has risen significantly faster than the growth in median income
- For the average student, increases in federal student aid and tax credits have not kept up with costs, jeopardizing the college education that is key to long-term financial success
- Business school enrollment growth is based on the promise of making more money, regardless of the realistic potential to deliver
- The MBA has become an oversold holy grail with distinction largely dependent upon school brand equity and the student experience, versus curriculum content
- Creativity, innovation, leadership, and entrepreneurship are the reigning business school recruitment buzzwords
- Entrepreneurship in America has declined to a 40-year low

**Overall, public support for higher education has yet to recover from a high point in 2008** – the year before the Great Recession devastated state budgets. Years of cuts in state funding for public colleges and universities have driven up tuition and compromised the education experience by forcing faculty reductions, fewer course offerings, and campus closings. In total, after adjusting for inflation, funding for public two- and four-year colleges is nearly \$10 billion below what it was just prior to the recession. These factors have made college less affordable and less accessible for students who need quality education to succeed in today's economy.



# OUR OPPORTUNITY

LIES IN THE TRADITIONAL  
BUSINESS CURRICULUM'S FAILURE  
TO MEET THE PRACTICAL NEEDS OF BUSINESS.

**Record low levels of state support for higher education combined with more schools than ever (including the influx of for-profit education) competing for fewer students pursuing higher education has created a competitive, Wild West marketplace.** As higher education has become a business, competition is expanding the reach of business schools, beyond corporate-bound students to entrepreneurs and older, working students. Often times, schools truncate curricula around the assumption that working adult students don't have time or patience for rigorous programs, resulting in aggressive marketing of the credential over ensuring quality education.

**Schools are focused on continuous cost cutting in order to eke out sustainable margins with fewer students.** Note the dramatic increase in adjunct instructors versus professional, career educators. The massive growth in online education is also driven by the opportunity to cut costs, as opposed to augmenting distribution of high-quality education. The overall result is the homogenized dumbing down of business education, with imitation being the prevailing mindset.

**There is a growing literacy issue.** An alarmingly high percentage of students are graduating high school with subpar reading and writing skills when compared to the demands of the business environment. Generally speaking, institutions of higher education continue to simply pass these students through the system and eject them into the workforce with literacy deficiencies. Limited reading, writing, and technology skills severely compromise an individual's ability to 1) think critically, 2) communicate effectively, 3) solve problems, 4) behave ethically, and 5) harness technology—in other words, unable to satisfy the needs and expectations of business employers.

**The vocational mindset approach to business education shortchanges students, employers, and society.** This is aggravated by the plethora of business school programs emphasizing student success (i.e. graduation rates) at the expense of a comprehensive, well-balanced knowledge base and skill set. Such narrow-minded business school environments are poor preparation for the challenging realities of the business environment in today's world.

**Businesses are not asking for students to be educated this way.** Why is it happening? The answer is arguably *fear* – prospective students fear they won't earn money without a specialized business degree; while schools fear not being able to attract enough new students if they demand too much.

**Cleary University's opportunity lies in the traditional business curriculum's failure to meet the practical needs of business.** Students can be profitably educated in what employers are looking for. With agility and ability, higher education *can* extend the value proposition without losing the intrinsic values critical to survival of an institution.



“BY ESTABLISHING  
NEW CRITERIA FOR SUCCESS,  
WE ARE CHOOSING NOT TO PARTICIPATE  
IN A RACE THAT HAS ALREADY BEEN LOST.”

**Michael Crow, President**  
Arizona State University  
Author of *Designing the New American University*

## STRATEGIC SCAN

### The Internal Environment

Cleary University emerged from 2016 with modest increases in student enrollment and revenue. Collective Fall 2017 enrollment was up 12%, with new enrollment figures up 30%. These increases are especially poignant after a nearly catastrophic year—the inevitable culmination of years of questionable business practices, compromised vision, and overly conservative management. Going into Q4 2017 and into 2018, we might have changed our numbers, but we have not altered our future. We still face significant challenges; some are legacy and emerging realities of higher education, others are unique to Cleary University:

- Rapidly increasing costs
- Questions of the value of a university degree
- A reactive versus proactive culture
- A culture rooted in the status quo
- Investment and infrastructure
- No clear market message
- No tangible marketplace differentiation

Cleary University has long been an institution acculturated to react after the fact, modeling itself on what has already happened in higher education. This is no different from most other American colleges and universities. Reactive mimicry continues to be the industry status quo, especially during periods of reliable public funding, growing economy, and college accessibility for middle class families. The relevant question is: Will competent public funding conditions ever exist in the United States again? The innovative entrepreneurship of Cleary’s founder and being an early adopter of online education has done little to prepare us for a rapidly and dramatically changing marketplace.

*The Cleary Mind* Initiative addresses a variety of issues that, unless mitigated, will hamper the change necessary to realize sustainable growth. Some are already being addressed, others will be tackled upon prerequisite progress.

- Failure to succeed has evolved into a positive attribute – our small, intimate, personalized student environment is by default rather than by design
- Student enrollment is heavily discount reliant
- Many influencers possess an entrenched, vocational view of education
- Lack of business technology curriculum compromises graduate marketplace value
- Academic quality is generally rated low
- Authenticity of adjunct faculty does not always translate into academic quality
- There exists a woeful lack of alumni community and support
- The consensus is Cleary University sells education and sells it to the student
- There are few institutionalized metrics for success



# SECUNDA MUSEUM



*The Cleary Mind* Initiative addresses key elements of success that must be embraced in order to seize full control of our future.

## Equity (brand)

- Awareness and name recognition are limited
- We lack any competitively unique institutional attributes
- We deliver no identifiable competitive edge to graduates

## Enrollment

- The goal of 2020 students by 2020 is huge compared to the five-year trend and competing variables

## Education

- There exists a qualitative performance gap between Cleary University and competitor schools, and what business employers are demanding
- A strong traditional program is critical to the academic validity, discipline, and quality of online classrooms
- The existing Cleary curriculum has been completely reconcepted and redesigned (2018) to align with and support *The Cleary Mind* Initiative

## Employment

- We have limited understanding of how our graduates are faring in the workplace
- There exists an unknown, but certain, business degree saturation point
  - Both in volume and value
  - Schools like Cleary University (as we exist today) will suffer first and suffer most when that saturation point is reached
  - The saturation point will be recognized in retrospect – after it's too late

## Endowment

- Expected growth is modest
- Growth is not directly connected to a comprehensive marketing strategy
- Cleary University lacks a compelling reason to entice donors

A number of important marketing initiatives are already in place leading into the current strategic planning process. It is anticipated that all of these initiatives will remain active and be modified as needed to align with *The Cleary Mind* Initiative.

- |  |   |
|--|---|
| • Building traditional student body      | • High School Dual Enrollment Program                                   |
| • Corporate partnership program          | • Cleary degree or certificate now available in thirty-nine (39) states |
| • Detroit Expansion Initiative           | • Secunda Museum  |
| • Improved online application initiative | • Founders Farm   |
| • On-campus housing                      | • Courage and Public Service  |



# CLEARY PRESIDENT

## DR. JAYSON BOYERS



### Change has arrived.

Dr. Jayson Boyers arrived as President of Cleary University, Q4/2015. Under his leadership, the university was able to emerge whole from the inherited 2016 financial crisis.

Dr. Boyers launched aggressive development of *The Cleary Mind* Initiative, in Q4/2016 – the master strategic vision to realize the goal of long-term, sustainable viability as an independent, not-for-profit, private, business university.

This planning document illustrates the strategic groundwork to implement and refine *The Cleary Mind* Initiative. The initiative, by definition, will never be completed; it is envisioned and designed as a process of continuous change, supported by a focus on innovation, cultural evolution, marketing-orientation, and university business acumen.

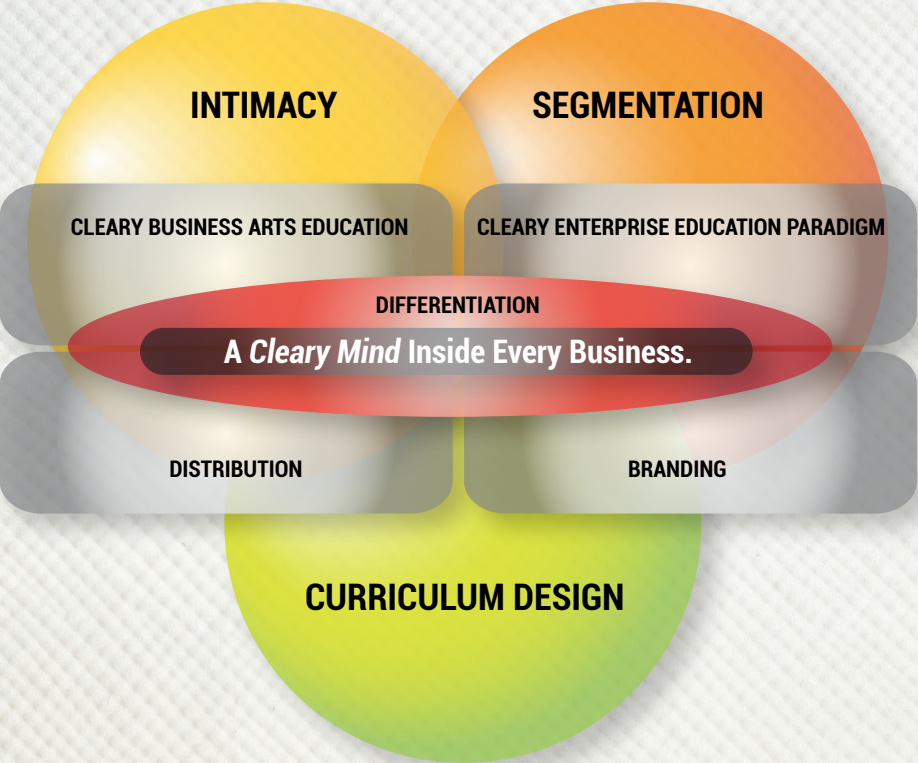
Other key developments include:

- Second consecutive year of growth in student enrollment
  - Unduplicated headcount for the 2016/17 academic year is 747 students, a 7.7% increase over prior year
- Increase of \$575k from Fall 2016 to Fall 2017 in tuition revenue
  - The result of adding systems, increased marketing efforts, a new call center, and improved data systems and tracking ability
- *One Cleary* IT Infrastructure and Data Integration Initiative
- Successful launch of a new, unified Salesforce
- Construction of our new sports facility and field
- Construction of our second student housing complex
- A new student colony of the national business fraternity, Delta Sigma Pi
- Detroit Education Center
  - Began offering classes in Summer 2017 with additional courses in Fall 2017
  - Launch of the Cleary Culinary Academy, Spring 2018





# STRATEGIC FOCUS

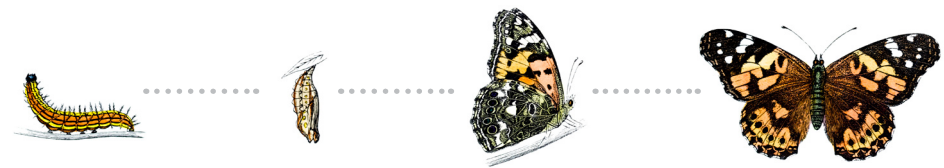


The keystone of the entire strategic framework is the Cleary *strategic intent*: **A *Cleary Mind Inside Every Business***. These six-words guide, filter, and inform all of our business, marketing, curricular, and extra-curricular elements.

Along with our core strengths, *The Cleary Mind* Initiative includes five (5) strategic blueprints to influence enrollment, endowment, alumni, philanthropy, corporate partnerships, and recruitment. These focus areas are not stand-alone strategies, but rather a symbiotic set of implementation approaches to secure our strategic intent.

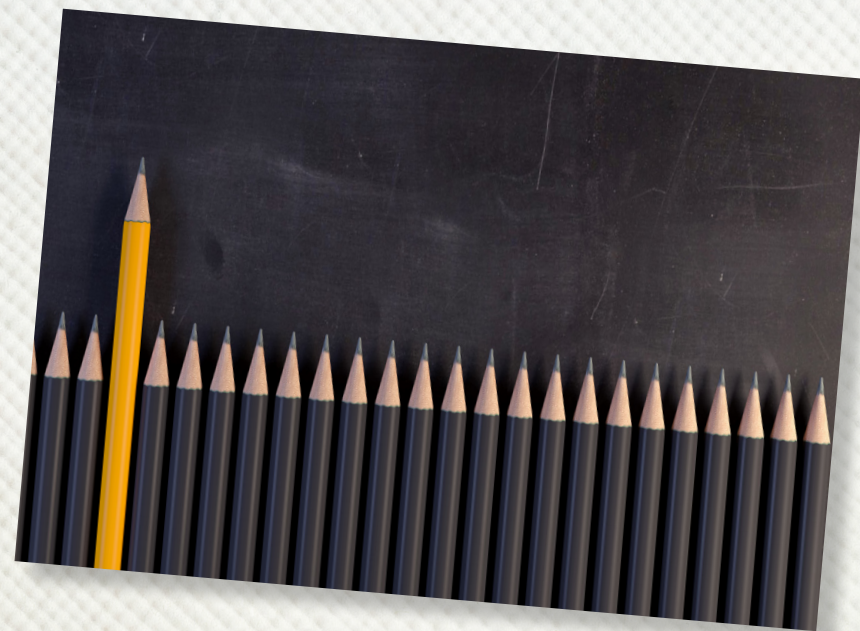
## Succeeding In Our Strategic Focus Areas

Our strategic intent, our three core strengths, and our five strategic blueprints comprise the strategic focus areas of *The Cleary Mind* Initiative. Our core strengths make certain strategic blueprints possible, while all of the core strengths deliver essential support across multiple strategic blueprints.





# DIFFERENTIATION



## MASTER STRATEGIC BLUEPRINT Differentiation

We are following the advice of virtually every university undergraduate and MBA business program in the country, and embracing *differentiation* as our master business strategy. Leveraging our size and intellectual resources, Cleary *differentiation* will manifest itself in our ability to deliver a one-of-a-kind, boutique university education in direct support of our strategic intent.

Forging tangible and relevant *differentiation* provides a way out of our discounted tuition spiral, mitigates the impact of declining college enrollment numbers, focuses resources on deliberate success, sets us on a course for the future with a clear break from our past, and provides foundation for a compelling Cleary brand franchise.

*Differentiation* is a significant challenge. It requires us to embrace the potential of changing everything, of realizing that everything matters, and it demands we bet on people versus material resources.

### A. Supporting Core Strength: Intimacy

The university currently promotes an 13-to-1 student ratio to support its *student intimacy* selling proposition; having turned failure to succeed into an institutional attribute.

The result is a staff and administration able to deliver on the student intimacy and personalization promise. Ability to deliver on the promise is relatively unique and largely due to our low student enrollment environment.

*Intimacy*, as it relates to being a Cleary core strength, is the establishment and continuity of an intimacy standard to forge productive and valued connections between individuals representing the university and its student, faculty, staff, education partner, corporate partner, and community constituencies.

The intimacy charter group seeks to expand the university's intimacy attribute into a core strength. It is working to enhance and expand our current intimacy environment as a result of deliberate intent.

One key element of the charter is development of a methodology to ensure the Cleary intimacy standard is not compromised by growth. Another key element is ensuring intimacy support for the web of university connections. The intimacy goal is driven by having a thorough understanding of each relationship, acknowledgment of mutual advantages, proactive correspondence, elimination of barriers, and responsive action.



# SEGMENTATION



## B. Supporting Core Strength: Segmentation

One of the objectives of *The Cleary Mind* Initiative is to reconceptualize the institution as a small, one-of-a-kind, boutique business university. As such, we lack the ability to realize sustainable revenue and improvement reliant upon increases in student volume and physical expansion.

The segmentation charter group seeks to expand the potential for revenue growth through continuous and creative segmentation of the marketplace. This involves looking deep within, through, and beyond our three existing student segments – traditional, non-traditional, and graduate – for revenue opportunities never before recognized, considered, or imagined.

One key element of the charter is to dramatically expand our market segments beyond these student segments. For example, we intend to innovatively visualize, prioritize, and extend our reach into other primary segments, such as corporate, philanthropic, alumni, technological, geographical, vocational, cultural, etc. Each of these can be further segmented to continually expand Cleary accessibility through creative distribution and delivery.

## C. Supporting Core Strength: Curriculum Design

Curriculum is the foundation of *The Cleary Mind* Initiative. As such, curriculum design is a requisite core strength, enabling us continuously evolve The Cleary Business Arts™ Education through innovation, application, and purpose.

The opportunity to differentiate Cleary University through curriculum is significant, both at the education level and in the marketplace, to better meet the needs of business employers. This opportunity is particularly fertile given that most college business programs are rooted in “economics and Excel,” supported by the same old case studies presented in the same old ways.





# WAYS TO SEE IT

## SUPPORTING STRATEGIC BLUEPRINT The Cleary Business Arts™ Education

The *Cleary Business Arts* Education is a dynamic and challenging business school culture deliberately designed to forge *The Cleary Mind* through the unique integration and experiential application of business, philosophy, and literacy curricula.

There exists widespread concern over the ability of higher education business programs to meet business needs. Business employers have been demanding for years that they need graduates with the ability to 1) think critically, 2) communicate effectively, 3) solve problems, 4) behave ethically, and 5) possess competent technology skills. The *Cleary Business Arts* Education has been conceived as a dynamic, multi-dimensional business curriculum designed to satisfy the expectations of business employers. We believe we can better service our strategic intent with a curriculum that meets the needs of employers, thereby exceeding the needs of our students.

The new undergraduate, Cleary Business Arts™ Curriculum is complete. Extension is currently underway into the graduate segment. Our new, Fall 2018 curriculum is a dynamic manifestation of *The Cleary Business Arts* Education in the context of our strategic intent. It effectively leverages internal and external resources in light of the task. It extrapolates a uniquely compelling education experience and opportunity to all student segments. *It's really exciting.*

The key element in the curriculum design is the comprehensive, cross-integration of business, philosophy, and literacy curricula in order to inculcate the eight key attributes of *The Cleary Mind* within every Cleary graduate:

Critical Thinking

Problem Solving

Creative Thinking

Communications

Persuasion

Entrepreneurship

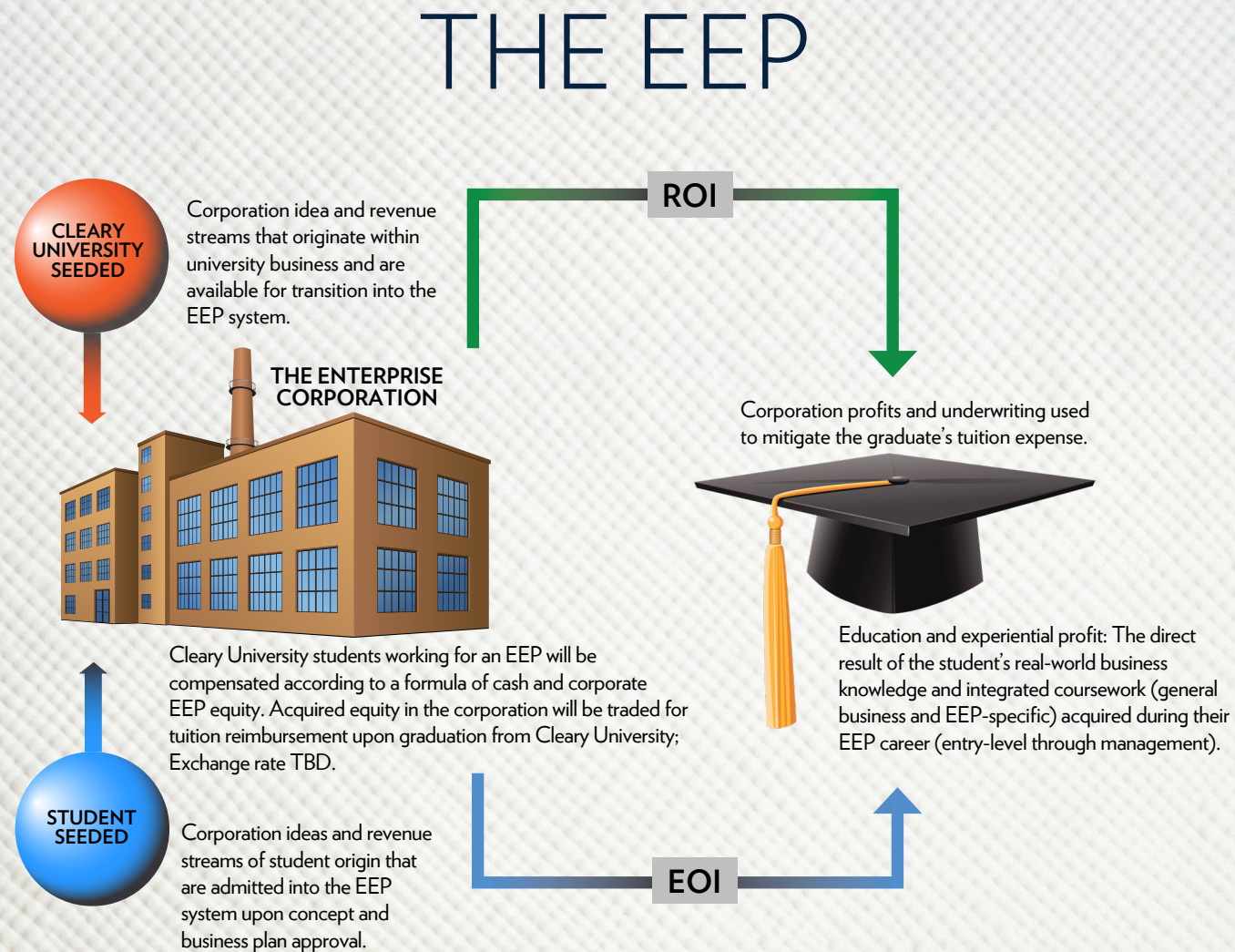
Leadership

Ethics



# SUPPORTING STRATEGIC BLUEPRINT

## The Cleary Enterprise Education™ Paradigm



### The *Cleary Enterprise Education* Paradigm is defined as:

university-based, student-managed, for-profit corporations integrated into The *Cleary Business Arts* Curriculum with a collective mission to forge *The Cleary Mind* through experiential business knowledge and ultimately (but not yet), the freedom to graduate without tuition debt.

This is not an internship program, a work-study opportunity, or a business incubator. These are real companies, managed and run by students, each with a discreet advisory board and mentoring support. When fully implemented, students will start with an EEP in their freshman year as an entry-level employee. Over the course of their four-year Cleary education, based upon performance, opportunity, and merit, students will work their way up and through a variety of jobs and management positions relevant to their specific degree and major. EEP employees are paid; EEP employees can be promoted and terminated; EEP companies will succeed and fail; just like in the real world.

The focus of the EEP charter group has been on how to structure the EEP program and the companies within, forge integration of traditional, non-traditional, and graduate students across multiple academic disciplines, and develop the methodology to ensure EEP companies and the experience they deliver are inextricably integrated into The *Cleary Business Arts* Curriculum.

EEP performance and details are part of applied coursework, providing relevant case studies in real time. Coupled with The *Cleary Business Arts* Curriculum, students graduate with a unique college education that includes real-world business experience and a real work résumé.

The *Cleary Enterprise Education* Paradigm is a highly differentiating program we can own—no other college or university in the country is doing this. It will contribute to separating Cleary University from the comparative college pack. It will also contribute to lowering the cost of student acquisition while increasing the caliber of student desiring to attend Cleary University.

Our pilot EEP business is in development and scheduled to be operational in Fall 2018.





# BRAND



## SUPPORTING STRATEGIC BLUEPRINT Distribution

The *distribution* strategy is a mandate to find, forge, and expand new and innovative channels through which to deliver *The Cleary Mind*.

We have been actively pursuing a *distribution* strategy for some time. Formalizing it through a charter provides continuous focus to leverage our small size; to be nimble and exploit niche market opportunity with minimal stress on infrastructure and resources, especially online delivery.

The work of the *distribution* charter group is focused on ways to exploit expanding market segment opportunities. This includes expanding current distribution channels as well as creating new channels as a result of segmentation, technology, geography, population, economic shifts, globalization, business relationships, and opportunity.

## Branding

Forging a compelling Cleary brand is essential to the success of *The Cleary Mind* Initiative, thus the ability to achieve our primary business goal. Overall name recognition is low, especially outside Livingston County, and our brand equity is most certainly not what we want or need it to be. *The Cleary Mind* Initiative is our opportunity to forge a differentiating, meaningful, and contemporary position for the university, aligned with *The Cleary Mind*.

A compelling and positive Cleary brand focuses resources behind a singular message, creates preferential predisposition, lowers the cost of student acquisition, and will be aspirational, inside and out. High marketplace awareness of a compelling and positive Cleary brand is critical to realizing *A Cleary Mind Inside Every Business*.

## Strategic Charter Groups

In order to ensure collaborative integration and sustained momentum, five working *charter groups* have been established:

CHARTER GROUP	CHARTER HUB
Intimacy	LaRae Bane
Segmentation/Brand	Dr. Matthew Bennett
Distribution	Dr. Jayson Boyers
Curriculum Design	Dr. Lance Lewis
The EEP Program	Dr. Marlo Rencher

Each *charter group* consists of a facilitator as *charter hub* and a mix of staff, administrative, and faculty members. The charter groups meet regularly throughout the year to execute their individual charters.



# MEASUREMENTS & METRICS

[Click Image to Enlarge](#)

## INSTITUTIONAL MEASUREMENTS AND ASSESSMENT METRICS The *Cleary Business Arts* Education

The Cleary University Quality Council oversees academic assessment at the institution. As The *Cleary Business Arts* Curriculum progresses through the four-year implementation, the council will develop and put into practice new assessment metrics and benchmarks (TBD in the table.) Metrics and benchmarks will be put into action at the institutional, program, and course level.

The Quality Council consists of academic administrators, staff, and faculty members. It meets on a regular basis throughout the year. As of July 1, 2018, a new Assistant Provost for Institutional Effectiveness will oversee all accreditation and academic assessment at the university and will chair the Quality Council. This new position will make a significant contribution to maximizing staff resources devoted to assessment.



# TUITION FORECAST

[Click Image to Enlarge](#)

## TUITION FORECAST

A five-year tuition forecast has been included, possibly for the first time in Cleary strategic planning history. Having a realistic revenue forecast is multi-purpose:

- Provides tangible objectives across a range of variables influencing revenue
- Delivers real metrics and accountability to those departments directly charged with growth and financial management
- Serves to simplify and illustrate opportunities for revenue growth and profit-margin management beyond enrollment head count
- Contributes to placing us on the path to a sustainable, real-world business model

For the first time in decades, Cleary University is poised to pursue sustainable growth in our core business, which is tuition. This strategic plan is a reflection of that positioning—counter to current trends in higher education—effectively transitioning the university from annual financial crisis management to proactively pursuing growth and resultant revenue.

Projected tuition numbers are key “financial health” indicators for continued accreditation. They also influence revenue management across the spectrum of our financial variables.

*The Cleary Mind* Initiative delivers the way to:

- Decrease the percentage of *institutional aid* relative to *overall tuition*
- Effectively transition development revenue from crisis management and bridging budget gaps to its intended purpose of investing in our greater mission
- Change our cultural mindset from *traditional academic* to *profitable business viability* over the long-term



# QUESTIONS?



## FAQ

### **Why is Cleary pursuing *differentiation* as a strategy? Don't people just want business degrees?**

Given the long-term realities of the higher education environment, an undifferentiated educational experience is simply not good business. Private colleges across the nation—like Burlington College in Vermont, Grace University in Omaha, and St. Gregory's University in Oklahoma—are closing. Detroit's own Marygrove College discontinued its undergraduate programs after the Fall 2017 semester—not because they didn't offer a good education, but because business degrees are a dime a dozen today. Most (like Marygrove's) are a perceived commodity that can be easily exchanged for another that is cheaper, faster, or more convenient.

Colleges like Minerva, Hampshire College, College for Creative Studies, and Unity College have chosen distinctive niches they can own. They have chosen to be great at something specific, rather than being good at being average. Cleary University has embraced *differentiation* to ensure its viability over the long term. Change is inherently risky, but not transforming into a distinctive marketplace option is even more risky. Cleary University has a marketing (sustainability) and a moral (higher education) imperative to provide a superior education outcome and career options for its graduates.

### **Why did Cleary choose these specific Eight Attributes as its curricular foundation?**

Two reasons. First, these eight attributes, deliberately inculcated over four years of study, transcend the typical vocational business degree to create a more dynamic, multi-dimensional business thinker. This is especially relevant and valuable when the average person today changes jobs, companies, and careers ten to fifteen times during his or her overall career. Possession of the eight attributes of *The Cleary Mind* will make a significant contribution to realizing job versatility and career options.

Second, the eight attributes of *The Cleary Mind* are the highest-ranked attributes by corporate employers across a broad sampling of business publications and national education surveys. Discussions and work sessions with community stakeholders and industry advisors regarding *The Cleary Mind* attributes revealed that *candidates for employment possessing these attributes are both relevant and rare*. The *Cleary Business Arts Education* is a direct outcome of the eight attributes of *The Cleary Mind*—designed to deliver a distinct advantage for *Cleary Mind* graduates and expand their career choices while delivering unique value to employers.



### Where will we find people who can teach the Eight Attributes?

In order to teach the eight attributes, we have to first develop them within ourselves. Cleary University is actively working toward that goal. We are hiring new philosophy faculty, for instance, to fill voids in our faculty roster. Current faculty, anticipating the upcoming implementation, integration, and training program are energized and excited by the new *Cleary Business Arts* Education.

### Will participation in The *Cleary Business Arts* Education be mandatory for all students?

Yes, starting with the Fall 2018 freshman class. Full implementation will be a four-year process as we teach-out the current curriculum with continuing sophomore, junior, and senior students. A Cleary University business degree will also require a four-year EEP experience once we attain capacity to make EEP employment available to every student.

### Will there be new grading criteria in the The *Cleary Business Arts* Education?

No. The current grading scale will remain in place.

### How are transfer and graduate students integrated into The *Cleary Mind* education?

Students will still be able to transfer equivalent college credits into the new curriculum. The *Cleary Business Arts* Education concept is currently being extended into the graduate program to redefine the MBA experience and expand our graduate degrees beyond the MBA.

### What exactly is the EEP?

The *Cleary Enterprise Education* Paradigm (EEP) consists of university-based, student-managed, for-profit corporations integrated into The *Cleary Business Arts* Curriculum. These two components make up The *Cleary Business Arts* Education—a collective mission to further forge *The Cleary Mind* through experiential, real-world business knowledge. Ultimately (but not yet), the EEP program will also enable students to graduate from Cleary University without tuition debt.

Students will work in EEP corporations as staff and management in businesses that they start and develop as part of their Cleary education, or in businesses that Cleary University develops and transfers into the EEP program.

Students are required to take four, one-credit courses to further develop and hone their entrepreneurial mindset. The EEP courses—1. Ideation and Innovation, 2. Creating Compelling Value, 3. Structuring the Future (the business plan), and 4. The Persuasive Pitch—are delivered via workshop format.

EEP corporation business will be documented as long-term, iterative case studies, exporting real-world business experiences back into The *Cleary Business Arts* Curriculum.

### How do the EEP companies get the resources they need to be successful?

EEP companies will receive early stage assistance from Cleary University. This assistance will include a combination of start-up capital, faculty and staff guidance, EEP-specific mentoring, EEP company advisory boards, customer referral, space, and contracting opportunities, as it makes sense.

EEP companies will generate resources in the same ways marketplace companies generate resources, including pitching for funding and producing revenue. Cleary University is establishing an angel investment network to contribute to early stage funding. EEP companies will have to satisfy investor requirements in order to receive funding.

The *Cleary Enterprise Education* Paradigm is not a simulated or inoculated business environment. Profitability is key to success and EEP companies will succeed and fail, just like in the real world.

### Will The *Cleary Business Arts* Curriculum look “weird” to students and parents?

Hopefully. If it doesn’t, then nothing has changed and Cleary University remains indistinguishable from any other business degree program. But the curriculum won’t look “weird” to students and parents for long: the logic is straightforward, the rationale is sound, and the anticipated outcomes are compelling.

### Where are all the general education classes in The *Cleary Business Arts* Curriculum?

General education courses typically consist of the English, history, science, and mathematics courses loaded into high school curriculums. The *Cleary Business Arts* Curriculum is not the typical, college extension of high school. The curriculum’s business, philosophy, and literacy triumvirate delivers a multi-disciplinary structure designed to deliver a deliberate transformation far beyond high school education. More advanced, business-relevant English (reading, writing, communications), history, science, mathematics, and technology disciplines have all been connectively integrated into the The *Cleary Business Arts* Curriculum coursework. Specialized electives are also available for students desiring to probe even deeper into select subject matter.

### Is The *Cleary Business Arts* Education a one-track path to graduation?

No, not at all. The *Cleary Business Arts* Education contains a common core curriculum every student will experience starting with the Fall 2018 freshman class. There are currently eighteen (18) different undergraduate majors offered, thus eighteen (18) different track-paths to graduation and *The Cleary Mind*.





3750 Cleary Drive, Howell, MI 48843  
800.686.1883 | [cleary.edu](http://cleary.edu)