

CALIFORNIA STATE POLYTECHNIC UNIVERSITY, POMONA
ACADEMIC SENATE

AD HOC ACADEMIC PLANNING COMMITTEE

Revised

REPORT TO

THE ACADEMIC SENATE

AH-001-089

ACADEMIC STRATEGIC PLAN AND UNIVERSITY PLANNING PROCESS

ad hoc Academic Planning Committee

Date:

Executive Committee Received and Forwarded

Date:

Academic Senate

Date: 5/6/09
First Reading
5/20/09
Second Reading

BACKGROUND

California State Polytechnic University, Pomona (Cal Poly Pomona) is a member of the twenty-three-campus California State University (CSU) system. Since its founding as the Southern California branch of California Polytechnic College, San Luis Obispo, Cal Poly Pomona has grown from a small men's agricultural college into a comprehensive university serving the needs of a culturally diverse and economically dynamic region 30 miles east of Los Angeles. First situated on 150 acres of the former Voorhis School for Boys and known as the "Voorhis Unit," the campus began in 1938 as a two-year technical school with three instructors and 80 students in three major fields of study: citrus production, ornamental horticulture, and agricultural inspection. In 1949 breakfast cereal magnate W. K. Kellogg deeded his 813-acre ranch to the State of California for use as a state college campus and in 1956, 550 male students and 30 faculty moved into the single building that comprised all teaching, laboratory and administrative spaces of the "Kellogg campus." The first women were admitted in 1961 and in 1966 Cal Poly Pomona separated from the San Luis Obispo campus to become California's 16th state college. University status was granted in 1972 and the first master's degrees were awarded in Biological Sciences in the mid 1970s. Cal Poly Pomona currently covers 1,438 acres of rolling hills, the second largest campus in the CSU system, and offers 96 undergraduate and graduate programs to over 21,000 men and women in eight colleges: Agriculture; Business Administration; Education and Integrative Studies; Engineering; Environmental Design; Hospitality Management; Letters, Arts & Social Sciences; and Science.

The importance of faculty research and scholarship has changed dramatically during the history of the campus. In the early years research was actively discouraged by the University President based on his belief that it conflicted with the educational mission. The 1960 version of the Master Plan for Higher Education (Donahoe Act) authorized the State College System to offer Bachelor's and Master's degrees and assume primary responsibility for teacher credentialing programs, while playing only a minor role in research and public service. The California State Education Code was amended in 1990, broadening the mission of the CSU to include "research, scholarship, and creative activity in support of its undergraduate and graduate instructional mission." Principle 4 of the 1997 CSU strategic plan (Cornerstones) included "a commitment to support research, scholarly and creative activities for the faculty as a central element of a rich learning environment for our students." As a consequence of these changes, the campus identified the "Evolution of Teacher-Scholar, fostering the synergy between teaching, scholarship, creative activities, and practice," as one of the three major themes of its WASC plan.

The current CSU strategic plan, Access to Excellence, includes as priorities for the CSU system: 1) increase student access and success; 2) meet state needs for economic and civic development, through continued investment in applied research and addressing workforce and other societal needs; and 3) sustain institutional excellence through investments in faculty and staff, innovation in teaching, and increased involvement of undergraduates in research and in their communities.

These CSU system objectives are reflected in the Cal Poly Pomona Mission, Vision, and Shared Values:

Mission

Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership and careers in a changing multicultural world.

The Vision of Cal Poly Pomona

California State Polytechnic University Pomona will be recognized as a national leader in polytechnic education, where hands-on learning is the foundation of a broad-based educational experience. Our graduates will be distinguished by their understanding of theory, the ability to think critically and the capacity to apply that knowledge in a real-world setting. Cal Poly Pomona will embrace change, through teaching, learning, and scholarship that continually addresses the needs of a diverse culture and a dynamic economy. Cal Poly Pomona will be a model of a learning-centered university in all aspects of campus life.

Core Values

Polytechnic Identity: We take great pride in our polytechnic identity, realizing our exclusive role in higher education. Cal Poly Pomona is responsible to its constituents by providing quality instruction in the unique programs that distinguish the university.

Academic Quality: We are committed to academic rigor and excellence in our teaching, learning, and scholarship. A Cal Poly Pomona education transforms prepared students into successful alumni.

Learn By Doing: We are distinguished by our active, hands-on approach to learning, both in and out of the classroom.

Teacher Scholars: We are committed to producing and supporting faculty teacher-scholars. Developing state-of-the-art facilities will allow faculty to collaborate with students so as to generate knowledge and develop real-world solutions.

Environmental Sustainability: We recognize our responsibilities to the global community and value the importance of applying and advancing sustainable practices in the classroom and on our campus.

Celebration of Diversity: Cal Poly Pomona embraces diversity as a core value, ensuring that the campus community reflects the state and region it serves

The ad hoc Academic Planning Committee was charged to develop an Academic Strategic Plan for Academic Affairs based on the strategic plans developed in each College and taking into account the Mission, Vision, and Core Values of the University.

RESOURCES CONSULTED

College Strategic Plans
Faculty, Staff and Students through five open forums
All Vice Presidents
All College Deans
CSU Access to Excellence Strategic Plan
Cal Poly Pomona Mission, Vision, and Shared Values
Campus Capacity & Preparatory Review Report to WASC
WASC Visiting Team Response to C & PR Visit/Report
Other University Strategic Planning Processes

DISCUSSION

Academic strategic planning reaches back more than two decades on this campus. Project 88 and Cal Poly Through 2001 were completed in 1987-88. Then came the Joint Review Committee, followed by an eponymous Strategic Planning Committee in the mid '90s, and most recently the Prioritization and Recovery process. It's a checkered history, yet through each iteration of a campus-wide planning effort, certain themes persisted. The conversation the Cal Poly Pomona community has had with itself and its stakeholders has resulted, at each turn, in a better understanding of who we are and where we are headed.

As we confront new challenges today we do so armed with the core values that have made Cal Poly Pomona what it is. We have always valued our polytechnic tradition, and every member of the University community knows we emphasize learn-by-doing, even as we debate what those terms mean in any particular application. We are and always have been at our very core a learning-centered institution. In some ways we are like every institution of higher education, in others like other public colleges and universities. Some important characteristics we share with our sister institutions in the CSU. And in some ways Cal Poly Pomona is like no other university. But across that whole range of characteristics, some shared, some unique, we renew now our commitment to excellence. We're good at what we do -- but we're determined to get even better at it.

The stream of strategic planning activities in which the ad hoc Academic Planning Committee is involved is a stream, not a dock—a process, not a product. This year the campus is working under constraints that require us to generate a plan for Academic Affairs by June. Since Academic Affairs naturally leads the university, we expect this plan to provide important guidance to the other divisions as they update their own plans. Our task would be impossible if it weren't for two facts:

(1) We're not starting from scratch nor are we charged with making up a plan out of whole cloth. We are building the division plan out of extant campus-wide materials and college and department plans coordinated with the leadership initiatives of the Deans and the Provost.

(2) The plan which we set out here is just the most recent in what will be a continuing process of planning at all levels. The ad hoc Committee, in addition to proposing a plan to the Senate for its consideration, proposes an on-going structure for carrying forward the planning activities next year and beyond.

As a reflection of both of these facts, the ad hoc Committee has discovered much congruence between different types of materials. We are informed by the Campus Mission and Vision Statements; the Access to Excellence reports, the Campus report to WASC; and the themes identified there. The common themes, the recurrent phrases and metaphors demonstrate that several different planning opportunities over the recent past have yielded and built on some shared values, some common understandings, and even a local vernacular. The fact that we still debate what learn-by-doing means in any particular application testifies to the importance of that concept across campus and to our shared conviction that the phrase does point to something important in the way we teach.

Planning for the future can be a daunting – even frightening – prospect, especially in difficult economic times (the times when a planning process can be most useful). Priorities must be set, and resources must be allocated according to the plan or the whole venture is for naught and a huge waste of time. So it's important for the campus to remind itself that we are a community, with a commitment to the future of EACH MEMBER of the community. Even as programs and structures change, we should commit ourselves to making sure that every member of the community should be able to envision themselves in the future of this campus in some fashion. Our individual futures may not look like our pasts – few ever do. But we can grow this place together as we grow our own careers, our own lives, steering more confidently when we have our eye fixed on the bright vision of our best potential.

Our planning efforts must transition from extraordinary to routine. This flows directly from our conviction that planning must be linked to (but not conflated with) budgeting and assessment. We're used to budgeting decisions being made on a regular annual basis; we're getting used to regular annual (and often more frequent) assessment activities. In a similar fashion we must accommodate our routines to include regular planning processes.

We must create an inclusive, participatory process that respects different roles within the university community. Effective strategic planning must be broadly inclusive and participatory, but will also preserve the administrative and faculty roles as overlapping but distinct. A plan will not make hard choices about specific programs automatic, like a sausage machine cranking out sausages. The plan provides the framework in which to make those hard choices. The plan's job is to mark off the playing field and the goal posts, and set up the principles by which judgments will be made. But there will always be competing players on the field, and referees with the task of making judgments according to the framework set out in the plan.

Cal Poly Pomona has eight colleges and various programs more diverse than a run-of-the-mill four-year-comprehensive university. To take advantage of that fact our strategic

planning efforts will be more decentralized than a standard university model. We recognize the possibility that decentralized means either chaotic and strife-ridden or simply ineffective. To avoid that risk we must make sure that decentralized efforts operate according to shared standards and procedures and are carefully coordinated as the results flow into a common path.

In an important respect this plan is just a container for the essential college and department plans out of which it is largely fashioned. At present the Colleges are at quite disparate stages in developing current plans. The ad hoc Committee has solicited the most current information available, reflecting all units equitably, despite the disparity of materials at hand. An important reminder: what is true of all university planning is particularly true here at Cal Poly Pomona, given our polytechnic identity and the variation among the colleges. Academic planning must be mostly a grassroots activity, integrating the particular insights that different disciplines and departments possess. This plan does no more than provide an umbrella for those details which only the departments and colleges can specify.

RECOMMENDATION

The ad hoc Academic Planning Committee makes the following recommendations:

First, that the Senate recommends that the Division of Academic Affairs adopt the following strategic plan:

An Explanation of Terms:

For each goal in the plan, we describe:

1. **Strategic Directions**--specific actions to advance the goal
2. **Indicators of Progress**--measures of our current levels of performance and desired rates of improvement, including appropriate benchmarks based on selected peer institutions.

At the end of the plan we identify several **Shared Initiatives**—themes that emerge from several college documents and cut across more than one goal. Just as there is no tidy correspondence between these shared initiatives and the individual goals, we didn't try to force a simplistic one-for-one relationship between strategic directions and indicators of progress. To do so would have been an exercise in form-fitting without much purpose. Under each goal the strategic directions and indicators of progress cluster and interact.

Goal 1: Advance excellence in teaching, learning, and scholarship in our polytechnic tradition and learn-by-doing philosophy

We are committed to student learning through excellence in teaching and scholarship, including the scholarship of discovery, teaching and application. The boundary between the dissemination of knowledge and the creation of knowledge is dynamic and our primary goal encompasses both. As a polytechnic university, our fields of study are many and varied, from the traditional liberal arts to professional disciplines. We embrace the polytechnic application of theory to practice and the emphasis on learn-by-

doing. We represent a broad range of traditional disciplines and emerging fields. As teachers, we make the most of opportunities facilitated by new technologies and also make innovative use of traditional tools and techniques. We celebrate the ways in which our faculty foster the synergies among teaching, scholarship, creative activities, and practice.

Strategic Directions

SD 1A. To cultivate excellence in learning and teaching we will:

1. Support innovations in, and discussions of, pedagogy: teaching and learning that occurs in classrooms, online, through fieldwork, community service learning and supervisory courses;
2. Continue to develop and implement effective mechanisms for the assessment of student learning outcomes in order to strengthen student learning;
3. Develop and implement effective mechanisms for assessment of teaching by instructors and by their students and peers;
4. Provide international learning opportunities through collaborations, exchanges, and study abroad programs designed to enhance understanding of the responsibilities of global citizenship;
5. Facilitate interdisciplinary collaborations in teaching;
6. Strengthen faculty pedagogic skills;
7. Adjust class size and workload to levels that balance quality instruction with access;
8. Refine reward structures to correspond to these strategies.

SD 1B. To enhance student and faculty learning and scholarship, we will:

1. Increase the number and proportion of tenure track faculty. This is important to facilitating many of the following:
2. Enhance opportunities and incentives for faculty engagement in scholarship, particularly interdisciplinary collaborations;
3. Increase support for the development of undergraduate and graduate student scholars and researchers;
4. Increase the number and quality of graduate students and graduate programs;
5. Improve the infrastructure for scholarship and graduate studies (e.g. space, facilities, technology and equipment);
6. Enhance library resources needed to support scholarship;
7. Increase incentives and support for faculty seeking external funding for their scholarship;
8. Refine reward structures to match strategic directions.

SD 1C. To improve student success, we will:

1. Increase the quality of entering and graduating students while maintaining ethnic and cultural diversity of the student body;

2. Facilitate students' progress toward degree by improving class availability, advising and mentoring, and registration services;
3. Provide appropriate classroom spaces and the technology infrastructure to support multiple ways of student learning throughout the disciplines;
4. Enhance programs and services that contribute to student success.

Indicators of Progress

IP 1A. Excellence in learning and teaching will be indicated by:

1. Academic program reviews that report effective use of program assessment;
2. Assessment of the quantity and quality of learning technologies and active learning strategies used across campus and the number of courses using them;
3. Maintenance of accreditation of academic programs by appropriate national accrediting agencies;
4. The number of students who acquire international experience through study and internships abroad.
5. The number of faculty and students engaged in interdisciplinary educational activities.

IP 1B. Student and faculty learning and scholarship will be indicated by:

1. The number and proportion of tenure track faculty;
2. The proportion of new tenure track faculty with appropriate professional experience (e.g. postdoctoral experience);
3. The number of graduate students admitted and the competitiveness of admission;
4. The number of graduate programs offered;
5. The number of grant applications and awards;
6. The number of peer-reviewed reports/presentations/performances of faculty scholarship and creative activity as appropriate to the discipline;
7. A survey of campus space and utilization;
8. The number of programs that provide support for student scholarship/internships/community-based projects and the number of students who participate;
9. The number of student performances, published papers and scholarly presentations.

IP 1C. Student success will be indicated by:

1. Graduation rates and time to degree for undergraduate and graduate students;
2. Profiles of incoming students: graduate and undergraduate (e.g., SAT/ACT scores, GPAs, AP courses, GRE scores, yield rates, number needing developmental English and math);
3. Program Reviews and Program Assessment; Reports on GE Assessment, Review of Annual Reports;

4. For quality of graduating students--Graduating student GPAs; numbers entering study for graduate/professional school; job placement; employer surveys; post-graduate surveys;
5. Assessment of registration and advising services across campus;
6. Successful student placement in appropriate careers.

Goal 2: Collaboratively strengthen our diverse, learning-centered community, and enhance interactions across disciplines.

We celebrate Cal Poly Pomona as a human community and care about how we relate to each other. As a learning-centered institution, a diverse group of learners can be propelled toward realizing extraordinary life achievements. We recognize as assets diversity and the power of diverse partners to collaborate. Our capacity to expand knowledge is enhanced by our ability to function as a humane community. Enhancing the strength of our community requires attention to individual human welfare and to interaction among community members. Enhancing Cal Poly Pomona as an academic community encourages resource efficiencies and synergies among disciplines.

Strategic Directions

SD 2A. To emphasize the multi-faceted roles of community members, we will:

1. Assist our faculty in their roles as teacher-scholars;
2. Facilitate and support the student as learner, researcher and peer mentor;
3. Provide opportunities for life-long learning and development for faculty and staff;
4. Emphasize shared goals and strengthen commonalities between faculty and administrative roles.

SD 2B. To facilitate collaborative relationships among community members we will:

1. Promote multidisciplinary academic programs, across departments and colleges, focusing, for example, on health, environment, energy or political crises;
2. Encourage multidisciplinary research programs including active and meaningful student involvement in these programs;
3. Maintain and strengthen diverse fields of scholarship, inquiry and creative activity;
4. Facilitate and support learning communities focused on emerging common interests;
5. Foster a campus culture embracing the intersection of teaching and scholarship;
6. Empower students to actively participate in defining the campus culture.

SD 2C. To recognize the importance of campus intellectual life, we will:

1. Support University-wide colloquia and forums, using outside speakers as well as local talent;
2. Support programs, conferences, seminar series, and other gatherings that bring together audiences with high potential for serendipitous interaction;

3. Create opportunities for the exchange of ideas including student participation in intercollegiate competitions and other co-curricular activities;
4. Encourage faculty collaboration in academic student life activities;
5. Take full advantage of student affairs professionals in supporting learning activities
6. Balance faculty workloads to enable faculty to participate more fully in campus life.

SD 2D. To celebrate and deliberately maintain our assets of diversity, collegiality and academic freedom we will:

1. Actively recruit and retain students, faculty, staff and administrators from diverse communities, domestic and international;
2. Maintain access and emphasize retention to university programs for members of disadvantaged groups;
3. Welcome guests to campus from the surrounding community to participate in learning activities and events;
4. Invite national and international scholars to engage with faculty, staff, and students in a variety of forums to encourage meaningful exchange of ideas.

Indicators of Progress

IP 2A. Growth in the multi-faceted roles of community members will be indicated by:

1. Improved understanding of the teacher-scholar model at Cal Poly Pomona;
2. Campus events to recognize and honor faculty teacher-scholars;
3. Number of students who participate in research competitions and professional presentations;
4. Number of students participating in organizations that foster peer-support;
5. Number of workshops for faculty and staff development;
6. Quantity, quality and range of scholarship and creative work carried out at the university;
7. Quality of dialogue between community members;
8. Convergence of the strategic plans of colleges and other campus divisions with the Academic Affairs' strategic plan.

IP 2B. Further collaborative relationships among community members will be indicated by:

1. Interdisciplinary academic programs spanning departments or colleges;
2. Faculty and students involved in interdisciplinary research;
3. Students involved in interdisciplinary research;
4. Learning communities focused on emerging common interests such as environment, energy or political crises;
5. Events showcasing the intersection of teaching and scholarship; and student participation in organizations that define campus culture such as the ASI, discipline-specific student clubs, service-focused student clubs, etc.; and program activities in institutes and centers.

IP 2C. Recognition of the importance of campus intellectual life will be indicated by:

1. Participation in events featuring university-wide speakers and other events;
2. Activity on campus during off-peak class instruction hours, measured by for example, parking lot occupancy, food sales, etc.;
3. Ad hoc and official gatherings of community members to discuss topics of mutual interest;
4. Student participation in intercollegiate competitions and other co-curricular activities;
5. Faculty-student collaboration in academic student life activities.

IP 2D. Celebration of our assets of diversity, collegiality and academic freedom will be indicated by:

1. Participation by staff, students, and local community members in university events;
2. The nature of discussions involving faculty, students and administrators;
3. The ethnic, gender, cultural, and religious diversity of university programs;
4. Recruitment and retention of under-represented groups;
5. Guests from the surrounding community participating in campus events;
6. National and international guests participating in campus events.

Goal 3: Deepen our engagement in our external communities - our city, region, state, nation, and world

Our engagement is a collaborative reciprocal relationship in which we continue to learn as we extend our knowledge to meet the needs of local, national and world communities. As a publicly supported community of teacher-scholars we have an obligation to extend our knowledge to improve the lives of people in our city, in the Southern California region, and in larger communities that are national and global in scope as well as professional, political, and cultural in nature.

Strategic Directions

SD 3A. To extend our reach to broader geographic and cultural communities, we will:

1. Attract, retain, and support a diverse faculty focused on involving students in community-based learning and scholarship that extends from our neighborhood to the world;
2. Recognize the value of multilingual and culturally diverse faculty and students as a reflection of the diverse communities in which we are engaged;
3. Encourage and support community-based learning, including community service learning, and community-based scholarship;

4. Encourage and support faculty/student exchange programs with domestic and international universities;
5. Use distance-learning to broaden the diversity of learning opportunities;
6. Strengthen community learning centers as sites for applied learning for students and as opportunities for faculty scholarship and engagement.

SD 3B. To extend our academic and professional communities, we will:

1. Develop cooperative arrangements and curricula compatible with local schools, internships in business, industry, and other community partners;
2. Strengthen and expand access to continuing education opportunities for citizens, particularly disadvantaged and non-traditional students and professionals in our local and extended state and world communities;
3. Support and encourage academic collaborations with peer and research universities to provide faculty and students with learning and scholarship opportunities;
4. Increase the number and quality of involvement of program-based advisory boards.

Indicators of Progress

IP 3A. Extension of our geographic and cultural communities will be indicated by:

1. The number of community learning sites established and the level of activity at each site;
2. The number of disadvantaged and non-traditional students;
3. The number of international students;
4. The number of faculty and students participating in academic collaboration with domestic and international universities;
5. The number of faculty and students in domestic and international exchange programs, and the diversity and range of such programs.

IP 3B. Extension of our academic and professional communities will be indicated by:

1. The number of graduates entering graduate or professional programs, and garnering post-graduate scholarships;
2. The number of performances, grants, publications and other works of scholarship derived from collaborations with other universities and industry and government organizations;
3. The number of students participating in lower division-upper division and undergraduate-graduate agreements with community colleges and other universities;
4. The number of faculty sabbaticals that involve curriculum development and scholarship based on collaboration with other universities and professional and government organizations;
5. The number of student-learning-outcomes based programs with K-12 schools and level of participation therein;

6. The number of students participating in student-learning outcomes based programs with K-12 schools, and assessment of learning;
7. the number of professionals in certificate and other non-matriculation coursework;
8. The number of faculty participating with community, professional and industry boards;
9. The number of programs with student-learning-outcome-based internships;
10. The number of faculty involved in service learning courses, community related research, and collaborative research and performances with peers at other institutions;
11. The number of advisory boards and their effectiveness at meeting their goals.

In the course of its work, the Committee identified a number of efforts—shared initiatives-- that appear in the strategic planning of most colleges and advance more than one goal.

Shared Initiatives:

1. The Teacher-Scholar model—efforts as defined by the Teacher-Scholar Task Force.
2. An adequate number and proportion of Tenure Track Faculty Increase the number of tenure-track faculty—to whom the University makes a full commitment and who can share more broadly the university's service work.
3. Research/Creative Activities—efforts to promote research and creative activities by faculty and students, including dissemination of the products of these activities.
4. Balancing Faculty Workload to Enhance Quality—efforts to align pedagogical needs with the resource of faculty teaching loads.
5. Interdisciplinary Studies/Scholarship/Service—efforts to promote collaboration among academic programs and engender multidisciplinary work.
6. Technology Initiatives—the use of computing and other technologies to strengthen teaching and learning and the administration of academic processes.
7. Diversity—efforts to promote a campus climate in which a diverse student body, faculty, and staff will thrive, as well as student and faculty recruitment practices to promote diversity.
8. Internationalization—efforts to internationalize curricula, expand international scholarship opportunities and increase exchanges with institutions abroad.
9. Comprehensive and Effective Reward Structures—incentives need to be aligned with goals throughout the university

Second, that the University be guided by the following on-going process for strategic planning at Cal Poly Pomona:

- 1. The role of the Academic Senate** All recommendations concerning academic matters will be made through regular Academic Senate referral processes.
- 2. The unique position of Academic Affairs in the University** Academic Affairs should lead the University strategic planning process. Because the University's primary mission is academic, planning in the Academic Affairs division should guide the strategic planning across other divisions of the university. However, University strategic planning activities should also be inclusive and collegial, with representation from each division, to ensure we are all working together to advance the university towards its goals.
- 3. Academic Affairs Planning Evaluation Committee** Within Academic Affairs the Provost should coordinate and co-chair an Academic Affairs Planning Evaluation Committee, composed of representation chosen by the Senate from each college plus one or two members chosen by the Provost. There should be a faculty co-chair of this planning committee. This should not be a standing committee of the Senate but should make every effort to maintain transparency in its work, including regular reports to the campus, perhaps via reports to the Senate. There should be overlapping membership between the Academic Affairs Planning Evaluation Committee and the Academic Affairs Division Budget Advisory Committee (budgets must be plan-driven, but there is a distinction between planning and budgeting).
- 4. University Planning Committee** A University-wide planning committee should sit at the apex of the planning process, but that position may overstate the actual importance of the University Planning Committee for two reasons: (1) the unique position of Academic Affairs in the University, as stated above, and (2) the importance of building the university plan out of materials provided by the divisions and colleges and academic departments. It seems natural that the President might ask the Provost to chair the university planning committee. Membership would include one representative from each division plus the Provost as Chair, plus three faculty members appointed by the Senate. There should be some overlap between membership on the University Planning Committee and the division planning committees. In Academic Affairs that might mean an automatic slot for the faculty co-chair of the Academic Affairs Planning Evaluation Committee.
- 5. College Planning** Every College should have in place regular planning structures that engage departments and also provide for college-wide dialog. In some colleges that might be best achieved through department chair meetings. In others, a college planning committee might work. Regular channels for student input should be developed at the college level. The idea of college-wide

convocations facilitated by designated regular faculty members (not the Dean or Associate Dean) has been suggested and should be explored. One of the two most effective nexuses of planning and budgeting is at the college level. (The other is at the division level.)

- 6. Department Planning** Every department must make strategic planning a part of its routine operation. Regular channels for student input should be developed at the department level. Fall convocation meetings are a natural opportunity for annual review of department plans, but the specifics of planning calendars will be driven in part by the choices that each college makes for its college-level processes, and in part by the calendar that the Academic Affairs Planning Evaluation Committee establishes. Department plans should flow naturally into college plans and into the Academic Affairs Division plan. Every faculty member should be at minimum aware of the planning structures and the current plans in the department, college and division. References to the plans should become an unexceptional part of department meetings and hallway conversations.
- 7. The Schedule of Planning** The division and university planning activities should be completed by the end of the academic year so colleges and departments will be able to use the natural energy and enthusiasm of the start of a new school year for their own planning purposes. Any revisions of the plan as well as tactical priorities should be presented to the President in the spring so they can be conveyed to colleges and then to departments over the summer. Whether the University adopts a defined multi-year planning calendar, uses a rolling five-years-out scheme or allows the process itself to suggest when and how extensive revisions should be made, the need for on-going regular planning activity is uncontestable. The various planning committees will be standing committees though their agendas may wax and wane throughout the year or over a multi-year cycle.