What Are Cal Poly's Future Academic Leadership Opportunities?

September 19, 2014
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Norris, Donald et al. (2013), Transforming in an Age of Disruptive Change:
Part 2: Getting Started, Getting It Done, Planning in Higher Education, 41:2, Figure 7

We will need to address questions like the following for the University in general, and specific disciplines.

**Tier 1 – Higher Education Today**

1. What forces are shaping Cal Poly (and your discipline) today (which are likely to continue into the future and what new forces may come into play by 2030)?

**Tier 2 – Projections to 2030**

a. Who will our students be in 2030 (e.g., demographics, pre-college preparation)? What are their expectations and interests likely to be?
b. What will the global economy be like in 2030? What will we be preparing our graduates to do (in general, and in your discipline)?
c. What will our students need to learn to be successful (in general, and in your discipline)? What level(s) of education will they need (particularly in your discipline)?
Tier 3 – Curriculum, Pedagogy, Enrollment

a. How can the teacher-scholar model and collaborative research and partnerships help Cal Poly both anticipate future needs and develop innovative responses (in general, and in your discipline)?
b. What social/learning environments and curricula should Cal Poly develop or modify to connect academic and social life in the future? (How should your discipline change? What new fields should emerge? How should your discipline interact with other fields?)
c. How should Learn by Doing incorporate new learning needs, opportunities and technologies (particularly in your discipline)?
d. What should the leading polytechnic university of the future be like?

Tier 3 Considerations

- **Academic Mix** (including state-support/self-support funding)
  - Program mix/college shares (program headcount; FTES including GE and support)
  - Undergraduate/post-baccalaureate/graduate mix (by college)
  - CA resident/domestic non-resident/international student mix (by college, by level)

- **Teaching and Learning** (in general and by program, level)
  - Learn by Doing; Teacher-Scholar
  - Pedagogy/learning modes (e.g., engaged learning, undergraduate research, community service, internships/field placements, technology, session structure)
  - Infrastructure and information systems implications

- **Co-curricular Learning** (in general and by program, level)
  - Discipline-based activities; student life more generally
  - Residential community

- **Student Success** (in general and by program, level)
  - Retention, graduation rates; preparation at entry, achievement gaps; student diversity (gender, ethnic origin, financial means)

Tier 4 – Implications for Other Programs and Facilities

a. How should we recruit and prepare our faculty and staff to serve future students so that they can learn what they need to be successful (in general, and in your discipline)?
b. What will a vibrant residential community need to be like in the future and what support will it require?
c. What infrastructure and support systems will Cal Poly need to support its future vision?