CAL POLY

*Academic Plan for Enrollment Time Line*
(formatted modified, October 24, 2014)

**Fall 2014**

- September 19
  - Set expectations during Fall Conference.
  - Post initial resource materials.
- October 17 and 24*  
  - Explore future scenarios with respect to academic leadership opportunities – at both the university level and by program or related disciplines – See Tier 1 and 2 questions.²

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**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)?

d. What are the implications for emerging fields and integrated learning that goes beyond traditional disciplines?

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- November 7 and 21*  
  - Apply opportunities by program and/or related disciplines – colleges, departments.
  - Apply opportunities at the university level for emerging areas and cross-cutting themes.
  - Tiers 1 and 2 Program Narrative reports due, November 21 (5-10 page maximum by department, submitted through each college and for International, Graduate and Extended Education).

- December 7 and 12  
  - Synthesize materials from colleges
  - *Worksheet for CSU 5-year Academic Plan due December 12.*

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¹ Months marked with asterisks will require the most concentrated work in the academic departments.
² See diagram from Norris et al. (2013) at the end of this document.
Winter 2015

- January (workshop to be arranged)*
  - Address implications of future opportunities to more specific program characteristics – See Tier 3 questions, particularly 3b and 3c and the list of Tier 3 Considerations.

**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 comprehensive 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)

- February 13 and 27*
  - Tier 3 (b and c) Program Narrative reports due February 13 (5-10 page maximum by department, submitted through each college and for International, Graduate and Extended Education).
  - Revised/refined Enrollment Spreadsheets due February 27 (template to be provided).
- March
  - Use opportunity analysis to balance and synthesize academic directions.
  - Convert academic and enrollment directions into requirements for faculty, other teaching needs, support programs, housing, etc. in Academic Affairs and other University divisions.
  - Synthesize draft Academic Plan for Enrollment.

**Spring 2015**
- April
  - Address remaining Tier 3 questions and Tier 4 questions at University level.
  - Determine implications for operating budget in Academic Affairs and other divisions.

**Tier 4 – Implications for Other Programs and Facilities**
- 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)?
- What will a vibrant residential community need to be like in the future and what support will it require?
- What infrastructure and support systems will Cal Poly need to support its future vision?

- May
  - **Develop phasing**: two, five, ten and fifteen year actions to achieve Academic Plan.

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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

_Figure 7 Planning from the Future Backward_