Fall 2014 – All Activities Completed on Schedule

- September 19
  - Set expectations during Fall Conference.
  - Post initial resource materials.
- October 17 and 241*
  - 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

<table>
<thead>
<tr>
<th>Tier 1 – Higher Education Today</th>
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<tbody>
<tr>
<td>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)?</td>
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<th>Tier 2 – Projections to 2030</th>
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<td>a. Who will our students be in 2030 (e.g., demographics, pre-college preparation)? What are their expectations and interests likely to be?</td>
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<td>b. What will the global economy be like in 2030?</td>
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<td>c. What will we be preparing our graduates to do (in general, and in your discipline)?</td>
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<td>d. 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)?</td>
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<td>e. What are the implications for emerging fields and integrated learning that goes beyond traditional disciplines?</td>
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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.**

- December 15 – Cal Poly Leadership Workshop

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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.
• January 23*
  – Address implications of opportunities identified in Tiers 1 and 2 – See Tier 3 questions, below, and the list of Tier 3 Considerations for teaching and learning.

**Tier 3 – Curriculum, Pedagogy, Space**

a. **Teaching, Learning, Scholarship**
   For the academic programs you expect to offer and the students you expect to serve:
   1) What effective approaches to teaching and learning are emerging in your field and related interdisciplinary areas?
   2) How should Learn by Doing incorporate new learning needs, opportunities and technologies (in your field, etc.)?
   3) How does the teacher-scholar model fit (again in your field, etc.)?

b. **Learning Environments**
   What learning environments should Cal Poly develop or modify to accommodate (1) new modes of teaching and learning, (2) Learn by Doing, and (3) the teacher-scholar model in the future? Please respond in terms of the qualitative characteristics of the facilities and other spaces (including technology) critical to your programs and students:
   1) Formal, scheduled or organized instruction,
   2) Informal student learning outside the classroom or laboratory, and
   3) The teacher-scholar model.

**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 (by program and student level)**
  - Learn by Doing; Teacher-Scholar
  - Pedagogy/learning modes (e.g., delivery, engaged learning, undergraduate research, community service, internships/field placements, study away, study abroad, technology, session structure)
  - Space, 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)

• March 6*
  – **Tier 3 (b and c) Program Narrative reports due March 6** (5-10 page maximum [no spreadsheet required] by department, submitted through each college and for International, Graduate and Extended Education).
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.

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 (redrawn)