Campus Context

- The overall context for planning is the “Framework for Excellence.”
  - The Framework addresses the campus as a whole, but it is organized around the institutional mission of teaching and research and scholarly activity.
  - The Academic Affairs plan is therefore critical to the success of the Framework, and represents its first-order implementation plan.
Goals and Metrics

- The central strategy of the *Framework* is to invest and focus to bring campus performance to levels comparable to the leading public research universities.

- Performance in this sense refers to a number of aspects of research and scholarly activity and graduate education.

- For the purposes of planning, the set of metrics included in the membership criteria for the Association of American Universities (AAU) will be utilized.
Goals and Metrics

- Enrollment growth among out-of-state students is one of the key revenue strategies to enable investments in overall improvement.
  - Improving the quality of the educational experience is therefore both a direct and an instrumental goal.
  - The ability of the campus to attract more (and better) students underlies the success of the research and scholarship mission as well as the instructional mission.
- Metrics for the instructional mission are not specified in the Framework. Developing metrics for instructional performance will therefore be an important element of the Academic Affairs plan.
Goals and Metrics

- Schools and colleges will be asked to develop their plans with both sets of performance criteria in mind.
- Effective plans will strike an appropriate balance across the mission areas and across their varied activities.
Planning Horizon

- The *Framework* sets a planning horizon of ten years or more. Schools and colleges will develop visions for this timeframe, as well.

  - For implementation purposes, however, the first phase of planning will necessarily focus on the near term.

    - Existing activities and resources need to align with school/college visions.
    - Future resource projections are highly uncertain.
    - Phase I will set the foundation for future refinements and iterations.
Planning Horizon

- Phase I plans will therefore focus primarily on current or known resources.
- Because plans must address the longer-term vision, however, they should also include one or more scenarios as revenues envisaged in the Framework become available.
Academic Affairs Plan

- School/college plans will be part of an overall Academic Affairs plan.
  - It will set the stage by laying out assumptions for enrollment and revenue growth, research and instructional expectations, and faculty hiring.
    - Preliminary assumptions will be shared early in the process.
    - Assumptions will be refined over time.
  - It will synthesize the individual school/college plans into a coherent whole, and articulate the relationships among them.
Timeline for Phase I

- Individual meetings with each Dean during the fall semester.
- School/college vision statements and accompanying goals will be due by February 1, 2011.
- Draft near-term plans utilizing existing revenues (including the situation analyses that underpin them) will be due April 1, 2011.
  - These will form the basis for the Phase I Academic Affairs plan.
  - Summaries will be shared at a forum in April.
- Final near-term plans and draft longer-term scenarios (including the situation analyses and resource assumptions that underpin them) will be due by June 1, 2011.