## II. Destination of Choice

### A. Promote the Complete Educational Experience
1. Strengthen curricular coherence
2. Emphasize engaged learning
3. Integrate co-curricular and service learning opportunities
4. Offer a rich choice of opportunities
5. Capitalize on the “research advantage”
6. Strengthen career development and preparation

**Define the distinctive character of a UMass Amherst Education**
- Institutional Learning Goals (common)
- Distinctive opportunities (choices)
- Co-curricular enrichment

Assigned to: JTFSO, to organize campus conversation
Governance: JTFSO, Deans, councils TBD

- Establish baseline/inventory current opportunities for engaged learning, co-curricular and service learning, undergrad research, career development (Barr, Gelaye)
- Evaluate Civic Engagement & Service Learning (Barr)
- Clarify and promote existing undergraduate research opportunities (Barr)
- Explore idea of “research curriculum” (Barr)
- Assign governance responsibility for undergraduate research (Senate)
- Develop mechanism for defining/updating employer expectations (Barr, Gelaye)
- Respond to Career Services review (Barr, Gelaye)
- Organize exploration of “Bachelor’s Degree in Integrated Studies” (Barr)

### B. Create Capacity for Educational Effectiveness
1. Support curricular innovation
2. Ensure effective paths to success
3. Implement comprehensive student outcomes assessment

**Balance instructional supply and demand**
- Define curricular needs (Gen Ed, majors, other)
- Incorporate needs into discussion of new budget allocation system
- Link to discussion of what defines a UMA education
- Link to revision of enrollment planning model

Assigned to: Provost’s Office
Governance: UGrad Ed Council, PBC, others TBD

- Complete comprehensive classroom study (Harvey, Barr)
- Analyze demand patterns (OIR, Registrar)
- Initiate curriculum management process, roles (Barr, Deans)
- Feed assumptions and performance standards into discussion of new budget model (Barr, Harvey)
- Feed capacity assumptions into revision of enrollment plan (Roche)
<table>
<thead>
<tr>
<th>II. Destination of Choice</th>
<th>Create Capacity for Educational Effectiveness (cont.)</th>
</tr>
</thead>
</table>
| **Regularize student outcomes assessment** | • Integrate with discussion of institutional learning goals  
  • Organize campus framework  
  • Develop incentives, information and support resources |
| Assigned to: OAPA  
  Governance: JTFSLO, others TBD |
| **Develop a unified strategy for student success** | • Develop comprehensive, coordinated goals for curricular and co-curricular success  
  • Recommend appropriate strategies and structures |
| Assigned to: Provost’s Office, OVCSACL  
  Governance: UGrad Ed Council, others TBD |
| **Build a campus climate that promotes curricular innovation** | • Promote innovation  
  • Support innovation |
| Assigned to: VPUCE  
  Governance: TBD |

| | • Integrate assessment cycle into AQAD process  
  (Stassen, Harvey)  
  • Engage JTFSLO, Gen Ed Council, others in developing institutional learning goals (Stassen)  
  • Convene campus workshop(s) (Stassen) |
| | • Develop comprehensive evaluation of campus-wide advising (Barr, Gelaye)  
  • Acquire and implement advising “tracking” system (Barr, Buehler) |
| | • Conduct needs assessment of faculty support (Barr, CTFD, OAPA)  
  • Implement Curriculum Management System (Senate, Provost’s Office)  
  • Streamline program development and approval (Provost’s Office)  
  • Link program proposals to learning goals (OAPA)  
  • Develop plan for senior leadership (Provost, Barr, Buehler)  
  • Convene, charge faculty innovators group (Barr)  
  • Pilot test assessment/feedback model (OAPA) |
Major Developmental Plans

Develop systematic ways to promote diversity, access and inclusion
- Better implement consideration of diversity in the planning process
- Establish ongoing mechanisms for establishing and monitoring progress on institutional goals
- Review and implement recommendations of campus Diversity Plan

Define the distinctive character of a UMass Amherst education
- Institutional Learning Goals (common)
- Distinctive opportunities (choices)
- Co-curricular enrichment

Build a campus climate that promotes curricular innovation
- Promote innovation
- Support innovation
Major Developmental Plans

Balance instructional supply and demand
• Define curricular needs (Gen Ed, majors, other)
• Incorporate needs into discussion of new budget allocation system
• Link to discussion of what defines a UMA education, enrollment planning model

Develop a unified strategy for student success
• Develop comprehensive, coordinated goals for curricular and co-curricular success
• Recommend appropriate strategies and structures

Recalibrate the enrollment management plan
• Learn from the experience of that past four years
• Develop a unified planning model incorporating the full set of enrollment goals
• Integrate with instructional and resource planning

Explore more decentralized resource allocation system
• Increase incentives, transparency
• Reflect campus values and culture
**Major Developmental Plans**

**Organize outreach activities for maximum impact**
- Align plans and resources
- Identify the best approach to support engagement throughout the institution
- Build capacity for expanding visibility and connections

**Develop comprehensive strategies for information technology**
- Establish funding mechanisms and expectations
- Emphasize transparency and stakeholder involvement
- Focus on business processes
<table>
<thead>
<tr>
<th>September-November</th>
<th>November-December</th>
<th>January-February</th>
<th>March-April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Launch implementation steps coming out of Phase I</td>
<td>Monitor progress</td>
<td>Monitor progress</td>
<td>Monitor progress</td>
<td>Consult with Chancellor</td>
</tr>
<tr>
<td>- Define tasks</td>
<td>- Existing groups, offices</td>
<td>- Existing groups, offices</td>
<td>- Existing groups, offices</td>
<td>Engage campus</td>
</tr>
<tr>
<td>- Assign responsibilities</td>
<td>- Specially created groups</td>
<td>- Specially created groups</td>
<td>- Specially created groups</td>
<td>Engage campus</td>
</tr>
<tr>
<td>- Organize examination of resource allocation system</td>
<td>- Monitor progress</td>
<td>- Monitor progress</td>
<td>- Monitor progress</td>
<td>- Develop recommendations</td>
</tr>
<tr>
<td>- Expand instructional supply and demand analysis</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
</tr>
<tr>
<td>- Design unified strategy for student success</td>
<td>- Develop recommendations</td>
<td>- Develop recommendations</td>
<td>- Develop recommendations</td>
<td>- Develop recommendations</td>
</tr>
<tr>
<td>- Design framework for curricular innovation</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Develop recommendations</td>
</tr>
<tr>
<td>- Organize IT strategic plan</td>
<td>- Monitor progress</td>
<td>- Monitor progress</td>
<td>- Monitor progress</td>
<td>- Develop recommendations</td>
</tr>
<tr>
<td>- Organize planning process for Outreach</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Develop recommendations</td>
</tr>
<tr>
<td></td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Engage campus</td>
<td>- Develop recommendations</td>
</tr>
<tr>
<td></td>
<td>- Status report(s)</td>
<td>- Status report(s)</td>
<td>- Status report(s)</td>
<td>- Status report(s)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Resource allocation options</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What kind of education do we wish to offer?
- Array of programs
- Active learning
- Life and career prep
- Values and choices
- Institutional character

What is our position in the admissions marketplace?
- Who are our competitors, and what are their strategies?
- What are students and parents looking for?
- How do we compete in terms of quality as well as price?

How do we align our resources for success?
- Understand our choices and decisions
- Respond to changes
- Reward initiative & innovation
- Simplify decision-making

Some of the most important ideas are interrelated
**Joint Task Force on Resource Allocation**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senate Secretary or designee</td>
<td>Ernie May (Music – HFA)</td>
</tr>
<tr>
<td>Chair, Rules Committee or designee</td>
<td>MJ Peterson (Political Science – SBS)</td>
</tr>
<tr>
<td>Chair, APC or designee</td>
<td>Yemisi Jimoh (Afro-Am - HFA)</td>
</tr>
<tr>
<td>Chair, PBC or designee</td>
<td>Tony Butterfield (Management – ISOM)</td>
</tr>
<tr>
<td>Five* members of the faculty</td>
<td>Laura Briggs (WGSS – HFA)</td>
</tr>
<tr>
<td></td>
<td>David Evans (EPRA – Education)</td>
</tr>
<tr>
<td></td>
<td>Patrick Kelly (ECE – Engineering)</td>
</tr>
<tr>
<td></td>
<td>Jennifer Normanly (Biochemistry – CNS)</td>
</tr>
<tr>
<td></td>
<td>Julie Brigham-Grette Geosciences – CNS</td>
</tr>
<tr>
<td>SGA President or designee</td>
<td>Megan Kingston (Accounting – ISOM)</td>
</tr>
<tr>
<td>GSS President or designee</td>
<td>Timothy Sutton (Communication – SBS)</td>
</tr>
<tr>
<td>Associate VC Finance &amp; Budget Director</td>
<td>Andy Mangels</td>
</tr>
<tr>
<td>Associate Provost Academic &amp; Resource Planning</td>
<td>Bryan Harvey</td>
</tr>
<tr>
<td>Two Deans</td>
<td>†Tim Anderson (Engineering)</td>
</tr>
<tr>
<td></td>
<td>Mark Fuller (ISOM)</td>
</tr>
<tr>
<td>Five* admin/staff</td>
<td>Mike Malone (Engineering)</td>
</tr>
<tr>
<td></td>
<td>Julie Buehler</td>
</tr>
<tr>
<td></td>
<td>Mari Castaneda (Communication – SBS)</td>
</tr>
<tr>
<td></td>
<td>†Elizabeth Chilton (Anthropology – SBS)</td>
</tr>
<tr>
<td></td>
<td>Stephen Cavanagh (Nursing)</td>
</tr>
<tr>
<td>Ex-officio: JTFSO co-chairs*</td>
<td>Amilcar Shabazz (Afro-Am – HFA)</td>
</tr>
<tr>
<td></td>
<td>Nancy Cohen (Nutrition – SPHHS)</td>
</tr>
<tr>
<td></td>
<td>Bryan Harvey</td>
</tr>
</tbody>
</table>

*Pending Faculty Senate approval
†Co-chairs