

## *Update*

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### *Summary of Strategic Planning Committee: October 5th*

The meeting began with a summary of departmental visits. The departments/groups Jeff and I visited this week: ASSETT (Emily in place of Jeff), OIT Directors, RAPs, Math, Anthropology, Atlas, Continuing Ed., Chemistry, and IBS. The meetings were very helpful in a number of different ways: 1) new topics were identified; 2) individuals with knowledge about specific topics were identified; 3) feedback on the vision statement was provided. The vision statement *The College of Arts and Sciences envisions a world filled with critical, creative, and compassionate thinkers* was well received. Most faculty/staff were especially happy with the the words *creative* and *compassionate*. The SPC committee continued its thinking about the vision statement and seemed happier with *The College of Arts and Sciences cultivates critical, creative, and compassionate thinkers*. To continue, the committee decided to move on with identifying the main areas it will discuss. The goal is to solidify what those areas are by November 1st. The planning exercise this week was to break up into two groups. Each individual would share with the group his/her top priority. Everyone's first priority was recorded, then the process was repeated for everyone's second ranked category.

### *Meetings with Departments*

The following represents questions and topics raised during the last week's meetings attended by David Brown and Jeff Cox.

#### 1. IBS

- Professional research staff are an important population on campus (particularly in the institutes) and need full consideration in any plan.
- Enhance the relationship between research staff and institutes with the rest of the campus. The campus could be more flexible in this way.
- The way we organize knowledge is changing rapidly. Are departments necessary or might there be better ways to organize our research and teaching?
- Given how the problems of the day do not necessarily organize themselves by subject, is the department structure really adequate

Executive summary: the Strategic Planning Committee (SPC) continues to make good progress. The committee is on track to identify key areas to work on by November 1st. As always, the committee looks for any feedback and ideas. Please send any ideas to David Brown at [dsbrown@colorado.edu](mailto:dsbrown@colorado.edu). Also feel free to engage the committee members with your ideas.

to the task? Perhaps running part of the tenure process through institutes might be beneficial. (Kellog Commission Report was cited).

- What are other universities doing as they think about the future?
- How do we want to relate to our community?
- What happened to Flagship 2030?
- International collaboration or travel is too difficult and could be made easier by administrative changes.
- The diversity of teaching throughout the campus is quite large. Consequently, running a university on the economic model of bodies in chairs shouldn't be the only rule. Data intensive classes require a different kind of support. We need more flexibility on how to make all of these different kinds of classes possible. Can we have more flexibility with how we assign graduate students?
- Don't we need departments because we live in a system predicated on evaluating research through the lenses of departments?
- Businesses (Google and others) don't hire with college majors in mind.
- What about internships?
- There needs to be a heavy focus on what our students need.
- How do we help students sift through all of the conflicting and sometimes fake news?
- There is a need for more internal grants.
- We need more awards for our undergraduate students.
- We need more resources for recruitment.
- Are we constrained in these processes by budgetary considerations?
- Can we discuss expansion, doing new things?
- We are no longer limited by a non-compete clause that limited our ability to do things that other CU campuses were undertaking.
- We need help in getting our message out.

## 2. Chemistry

- Can we start piloting programs right now to see if they'll work?
- Isn't there a lot of interdisciplinary work already happening on campus?
- Are we effective as an Arts & Sciences College? How can we organize A&S?
- Space is a big concern in terms of constructing the physical plant that would allow us to teach the way we want to.

## 3. Continuing Education

- How radical are the changes being contemplated? Are we thinking about how the tenure process which can have a big impact on whether faculty will interact with Continuing Ed.?

Information on the Kellogg commission and its reports can be found simply by searching for the Kellogg Commission on the following site <http://www.aplu.org>. You have to drill down a bit to find the report.

One area of concern during the entire process has been the rumors regarding the reorganization of the college. Those discussions will not happen in the Academic Futures process this year but they can happen in the A&S process. The charge of this committee is to consider any and all issues and concerns that exist within A&S. The SPC wants to deal directly with this issue and is currently developing ideas on how to devote consideration to the idea. Until now, the SPC's focus has been on who we are and where we want to be in 10 years. Discussions on how to get there will follow. This is where we need to have the conversation regarding possible organizational changes to the college.

- There needs to be some thought about discovery and learning (Ernest Boyer's work was cited here).
- What's the process? What decisions in the academic futures process will be made and how will they be made?

#### 4. Atlas

- What is the mission of the university?
- Are we addressing the issue of access? Can tuition be free?
- Are we considering how to rethink libraries and the role they can play?
- The *Counterfactual Campus* at Wisconsin was mentioned. Have we thought about doing something like that?
- Have we reached out to people outside the campus?
- We need to consider effective critical thinking: how to speak to others and how to show empathy towards others.
- How does diversity fit in?
- We need to rethink how we use our space and how we configure our buildings.
- Those outside the university don't always appreciate what the campus contributes in terms of ideas.
- We need to be aware that the explosion of the 'safe space' culture can tend toward anti-intellectualism. We need to emphasize argumentation and discussion.
- Leadership helps universities move forward, what should we be looking for as a campus in terms of leadership?
- Move away from worn out words like interdisciplinarity, move toward words like hybridity or unconventional.
- Think about tenderness instead of compassion.

#### 5. Anthropology

- Are there financial models being constructed already at the campus level?
- How do these processes jibe with 2030? For example, 2030 said there should be experiential learning, has that happened?
- Kelly Fox has been very prominent in the process. She's the CFO, why is she prominent?
- In general, what are strategic imperatives?
- 2030 was preferred over the strategic imperatives.
- Is there any institutional research going on in the process?
- The words creative and compassion in the college vision statement were appreciated.
- Has there been any thought to putting schools (based on different issues) together in the college?

There are a number of works from Boyers that are relevant for the strategic planning exercise. Here is a list I copied from his Wikipedia page: 1) *The Basic School: A Community for Learning*. The Carnegie Foundation for the Advancement of Teaching, 1995; 2) *College: The Undergraduate Experience in America*. New York: Harper & Row, 1987; 3) *Scholarship Reconsidered: Priorities of the Professoriate*. The Carnegie Foundation for the Advancement of Teaching, 1990; 4) Boyer, Ernest L., Philip G. Altbach, and Mary Jean Whitelaw. *The Academic Profession: An International Perspective*. The Carnegie Foundation for the Advancement of Teaching, 1994; 5) Boyer, Ernest L. and Fred M. Hechinger. *Higher Learning in the Nation's Service*. The Carnegie Foundation for the Advancement of Teaching, 1981.

The University of Wisconsin has an initiative called the counterfactual campus which involves thinking about where higher learning education is and will be. Here is a link for the Wisconsin Institute for Discovery which provides a number of screencasts of talks centered around the counterfactual campus <https://wid.wisc.edu/category/wid-news/>. I want to thank Ben Shapiro for suggesting I look into the project there.

- We need to incentivize collaborative proposals for research or teaching.
- How will we add things or remove them?
- Interdisciplinarity is hard because: 1) involvement with institutes is seen as a zero sum game by departments; 2) promotion and tenure is based on departments; 3) lack of resources given toward the effort.

#### 6. Math

- The questions about change always have to do with faculty, is the administration willing to change?
- Can the same conversations about research be had with respect to teaching?
- What is the membership of the AF committee?
- Library needs help.
- What should departments think about when putting their vision statements together?
- What is the deadline of these processes?
- Facilities is a problem (still teaching in rooms without air conditioning and not designed for group work).
- We need to be discriminating in terms of who the university accepts money from.

#### 7. RAPs

- What process is the most effective way for the RAPs to convey their interests given their position in the organizational structure?
- There is an appreciation for the word *compassion* in the College's vision statement.
- Expertise on and off campus needs to be recognized and tapped.
- Institutional Data needs to be shared with everyone. A statement needs to be made in terms of how decision-making is done on campus. All information needs to be shared with everyone, equally.
- Need to address the lack of trust between faculty/staff and administration.
- What about the rumors regarding the break-up of Arts & Sciences?
- The college should be very aware of what society will and won't support.
- Look at other colleges and see how they organize Arts & Sciences.
- RAPs promote activity outside the classroom. They have powerful examples on how to go about it.
- Instructors are not appreciated.
- We need to address students and their needs in a wholistic way.
- Diversity is important, but it comes in many shapes and sizes.

Think more about Neuro-diversity: how students process information.

#### 8. OIT Directors

- Appreciate the openness and transparency of the process.
- In the planning process we need to focus on what does success in this context look like and what are we aiming for?
- Appreciation for the inclusiveness of the process.
- Students need skills in communication, creativity, ability to solve complex problems, risk, failure, and more practical applications in the class-room.
- Practical opportunities exist on campus. We can get a number of students working on projects that are currently underway in OIT.
- Needs to be an emphasis on soft skills (communication with people, empathy, etc.). Group work should be emphasized because that's what students will face outside the University.
- Emphasis needs to be place on how inspire students. Get them excited about what they're doing. Some departments are good at this while others are not.

#### 9. ASSETT

- Appreciate the inclusive nature of the process.
- Why is all the planning happening now?
- We need to incorporate what is happening with ASSETT and Special Interest Groups (SIGs) that involve student activity.