SAINT MARY’S COLLEGE OF CALIFORNIA

ACADEMIC BLUEPRINT

2010

Quest. Change. Lead.
Crafting the Blueprint

In September, 2009, the Academic Blueprint Task Force (ABTF) was convened to fulfill the charge to the Provost articulated in 2.5 of the Building on Strengths Strategic Plan, the submission of “a five-year academic plan – graduate and undergraduate – including program expansion, projected enrollments, needed staffing and space, and projected costs and revenues.” This document, the “Academic Blueprint,” constitutes that academic plan, with actions and indicators of progress to achieve within a five-year time-span, while at the same time laying a foundation for an academic identity and distinction that is intended to live for years beyond the plan.

Considerable work prior to the drafting of this plan informed both its directions and goals. Themes from groups such as the Educational Policies Board have emphasized ethics, social justice, and citizenship over the past decade. Our WASC 2004 Educational Effectiveness report focused on shared inquiry, social justice, and diversity. The desire to establish a strong foundation in these areas is reflected in our mission statement and in the academic objectives expressed in our Building on Strengths Strategic Plan, which includes the following:

- Develop a cohesive, integrated, and inclusive academic identity that includes graduate and undergraduate programs.
- Improve the College’s academic standing both locally and nationally.
- Maintain an effective, engaging, and challenging curriculum for all students.
- Enhance our national reputation and contributions as a leader in social justice and service.
- Expand global awareness and engagement.
- Attract academically strong and motivated students.
- Attract and retain a faculty that is diverse, highly qualified, and fully engaged.
- Encourage excellence in scholarship, teaching, and service.
- Expand, improve, and support the use of technology.
- Ensure modern, sufficient, and well-maintained facilities.
- Incorporate sustainable practices and environmental awareness

Finally, in 2008-09 each School performed a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) that was presented to the Provost, and a Senate task force on national rankings recommended that we improve our reputation, selectivity,

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1 The ABTF was chaired by Provost Beth Dobkin and included: Michael Beseda, Jerry Bodily, Jane Camarillo, Dean Elias, Tomas Gomez, Jennifer Heung, Sam Lind, Brother Mark McVann, Myrna Santiago, Frances Sweeney, Ed Tywoniak, Chris Ray and Steve Woolpert
attractiveness to the best high school students, retention, and graduation rates. These objectives have informed the work of the ABTF.²

**Objectives and Principles**

Many of the objectives above are common to academic plans in colleges and universities. At Saint Mary’s, these objectives are informed by our Catholic identity and intellectual tradition, which inspire us to learn together, use our intellectual gifts to deepen our understanding of faith and creation, be open to all truth, combine action and reflection in addressing social problems, and provide an educational experience that fully engages students in the world around them. The academic plan is also informed by the expression of this Catholic identity and intellectual tradition as articulated in the formation of our core curriculum learning outcomes. As stated by the Core Curriculum Task Force:

Catholic higher education positions the student to see the whole and to probe being. The core curriculum is critical in encouraging and helping the student to ponder human deeds and to seek understanding of historical events and societies, to behold nature and the human person’s place in it, to wonder. It guides students in their search for fundamental causes and principles. Education touches the core of the human person, increasingly so over the course of the time at Saint Mary’s College.

According to the mission of the College, education promotes something of a liberation, including a spiritual capacity to perceive visible reality as it is, freedom from prejudices through the questioning of one’s assumptions in order to keep a critical distance, and concern for the common good.

The fundamental principles, manifest in the core curriculum, are also those which guided the ABTF in developing strategic directions for the academic enterprise of the College. Our mission and values are enduring; as a liberal arts, Catholic, and Lasallian institution, we have been and will remain committed to liberating through education, connecting intellectual and spiritual journeys, affirming the Christian understanding of the human person, and bringing diverse people to grow together in knowledge, wisdom and love. We continue to value a high-quality education, faith in the presence of God, inclusive community, respect for all persons, and concern for the poor and social justice. These values are reflected throughout our institutional documents, including the Faculty Handbook, which states: “Faculty members at Saint Mary's College are participants in an intellectual, social, and spiritual community committed to

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² A time line of activities associated with preparation of the Blueprint appears at the end of this document.
ensuring that the College be an outstanding Catholic institution of higher education, dedicated to developing students' capacities for responsible independent thought, spiritual growth, active citizenship, and a productive life.” (2.6.1)

The Academic Blueprint takes this common ground and gives it expression by supporting and expanding the academic programs and activities for which we already claim distinction. The Catholic intellectual tradition will continue to be expressed in our practice of shared inquiry, our learning in and through service, our exploration of faith and reason extending beyond the classroom, our body of knowledge reflected in texts for the Collegiate Seminar, and even in the art and architecture of the College. Each strategic direction makes the Saint Mary’s College experience more intense, integrated, and unique, culminating in immersion in a world of wisdom to create leadership for social justice. The directions emphasize the world beyond the student and recognize that wisdom is both timeless, as reflected in our curriculum, and iterative, growing in and through shared inquiry. They advance social justice in ways central to Catholic social thought, emphasizing ways to build and sustain community. Finally, they intensify the impact of the Saint Mary’s experience by taking an immersion approach to learning, requiring focus, commitment, and personal responsibility in all degree programs.

Our plan cultivates spaces for rigorous, critical thought and spiritual reflection, while also helping to ensure that our students successfully complete a Saint Mary’s education and understand its relevance to their intellectual, spiritual, and professional lives. Together and with the work of our departments, centers, and institutes, the goals and directions expressed here lead us closer to living the “dignity of education”:

Indeed, the dignity of education lies in fostering the true perfection and happiness of those to be educated. In practice “intellectual charity” upholds the essential unity of knowledge against the fragmentation which ensues when reason is detached from the pursuit of truth. It guides the young towards the deep satisfaction of exercising freedom in relation to truth, and it strives to articulate the relationship between faith and all aspects of family and civic life. Once their passion for the fullness and unity of truth has been awakened, young people will surely relish the discovery that the question of what they can know opens up the vast adventure of what they ought to do. Here they will experience “in what” and “in whom” it is possible to hope, and be inspired to contribute to society in a way that engenders hope in others. (Address of his Holiness Benedict XVI, Conference Hall of the Catholic University of America in Washington, D.C. Thursday, 17 April 2008)

By promoting ethical and effective engagement in diverse and global environments, learning and teaching for innovation, creativity and collaboration, and leadership for
social justice we hope to foster that passion for fullness and unity of truth, and
engender faith that what we do matters and has a purpose greater than ourselves.

Many of our current challenges are fiscal and operational, such as providing
basic services to students, designing physical spaces that enhance a sense of
community, or having Internet access across campus. Our academic plan focuses
specifically on academic programs and activities that advance an integrated intellectual
experience that is shared, collaborative, and distinctive. This may require more
collaborative teaching and research, study abroad, internship and field experiences, and
opportunities to achieve learning goals in radically different ways. The academic plan
focuses on our academic identity and positions the College as a future leader in
teaching and learning for innovation and collaboration that advances social justice.

Our strategic directions also advance our distinctly Lasallian approach to
education, which demands that we bridge the distance between the lived experiences of
our students and the unique demands of a Saint Mary’s education. We understand that
our students come to us with their own needs and aspirations, which must shape the
way we fulfill our mission and craft intellectual journeys. The pedagogies, advice, and
mentoring we employ are critical to our students’ success and inform the final strategic
direction: improve student satisfaction and success, not by diminishing the rigor of our
academic experience, but by supporting students, understanding their unique
experiences, perspectives and aspirations, and allowing them to inform the
improvement of our academic programs and services.

Strategic Directions

Our Blueprint, or academic plan, is designed to take us into the next decade with
focus, commitment and distinction, building on the best of who we are while preserving
the authenticity of our mission. And while we keep one eye on the future, the other
must be on our students of today, building connections with them and creating a world
of possibility for them.

The Blueprint is founded on four strategic directions which were discussed with
faculty, students and staff in focus groups throughout the spring of 2010:

1. Prepare students for ethical and effective engagement in a diverse and
global environment.
2. Promote learning and teaching for innovation, creativity, and collaboration.
3. Build leadership that advances social justice.
4. Improve student success.
In June 2010, based on these deliberations about and subsequent formulation of the strategic directions, suggestions and priorities for tactics were presented to the Institutional Effectiveness Committee. In August 2010, Deans and faculty engaged in prioritizing tactics, and for the remainder of 2010 the Academic Blueprint Task Force identified implementation tactics and metrics by which to determine progress toward and success in completing our goals.

**Academic Blueprint Goals & Tactics**

The Blueprint’s goals and tactics were developed after months of consultation with faculty and staff during “All-Faculty Day,” luncheons with ABTF members, and meetings of the ABTF. Several ABTF members serve on groups who have developed their own strategic plans consistent with the Building on Strengths Strategic Plan, such as the Social Justice Coordinating Committee, the International Programs Coordinating Committee, and the College Committee on Inclusive Excellence. Many ABTF members also participated in the redesign of the undergraduate Core Curriculum. Additionally, the deans of each School are advancing academic objectives consistent with this Academic Blueprint.

The Academic Blueprint has already become a living document, with the strategic directions informing our institutional priorities and guiding the planning of individual programs. As a plan emanating from groups working with the Provost, it sets expectations for those working under the direction of that office while allowing considerable autonomy among units and programs in determining the best measures of success, means of implementation, and time frame for achievement of outcomes.
Directions, Goals, and Tactics

The Academic Blueprint was written as living document, subject to some modification as benchmarks are established, timelines reviewed, feasibility fully assessed, and work completed. It establishes priorities to guide the allocation of resources, determines tactics to pursue, and identifies the people responsible for ensuring that the outcomes are achieved, whether personally or through delegation. The Blueprint lays a foundation and establishes priorities but is not exclusive or exhaustive of tactics that may advance our strategic directions. During the process of its construction some of the outcomes have already been achieved and funds allocated or proposed. Additional funding is anticipated though reallocation of existing resources, the Strategic Initiatives Prioritization Process, and external sources (e.g. grants, donors, and endowment income).

Direction 1: Prepare Students for Ethical & Effective Engagement in a Diverse and Global Environment

Goal A: Promote ethical decision making, problem solving and communication skills

1. Establish clear expectations for respectful dialogue for all faculty, beginning with an emphasis in Collegiate Seminar and extending to consistent, campus-wide expectations for classroom dialogue.

   Responsible party: Vice Provosts for Undergraduate Academics (VPUG) and Graduate and Professional Studies (VPGPS); CCIE; Senate

   Timeline: Campus-wide expectations articulated by Fall 2011 for consideration by Senate

   Collegiate Seminar to pilot development session Spring 2011

   Outcome: Facilitate learning and advance inclusive community. Metrics: Preponderance of syllabi with expectations included; reduction in reports of intolerance

   Financial Impact: None

2. Include attention to ethics in program review expectations (e.g., mission of programs, the use of professional codes of ethics, assessment tools in ethical reasoning and judgment).

   Responsible party: Program Review Committee; department chairs/program directors

   Timeline: Begin with Fall 2012 reviews

   Outcome: Student achievement in ethical reasoning, problem solving and communication skills. Metrics: Possible survey outcomes on CIRP and/or NSSE; department level assessment data TBD

   Financial Impact: Limited; possible need for program review support
Goal B: Build Capacity and Effectiveness in Inclusive Excellence

1. Recruit high quality, diverse faculty, students and staff through proactive recruiting, targeting under-represented groups and international/bilingual candidates, and consideration of differential pay.
   - Responsible party: Provost and Director of Human Resources
   - Timeline: Differential pay addressed by July 2011; recruiting workshops to commence Spring 2011.
   - Outcome: Increased number of diverse students, staff, and faculty. Metrics: 5% increase in faculty and staff of diverse backgrounds by 2016. Continue to recruit over 45% undergraduate students of color; 5% increase in graduate student diversity
   - Financial Impact: May result in increased personnel costs and reallocation of marketing and recruitment budgets; will increase ability to recruit and retain high quality students.

2. Retain high quality, diverse faculty and staff through increasing educational opportunities and benefits (e.g. expanded tuition remission, public transportation allowance, first-time home buyer loan program).
   - Responsible party: Provost and Vice President for Finance and Administration
   - Timeline: Implementation by Fall 2016
   - Outcome: Improved retention, employee job satisfaction and productivity. Metrics: Increased job satisfaction among diverse faculty and staff reflected in Climate Survey
   - Financial Impact: Increased productivity; retention leads to cost savings. Some increase in benefits cost.

3. Support curriculum development on diversity and inclusion in undergraduate and graduate programs through faculty development opportunities, international program concentrations and/or certificates, and support of Ethnic Studies, Women & Gender Studies, and International Area Studies.
   - Responsible party: Deans and Director of Faculty Development
   - Timeline: Faculty development to begin Fall 2011; outcomes achieved by Spring 2016
   - Outcome: Build cultural competence and meet student needs. Metrics: Increased student enrollment in targeted academic programs; participation in faculty development programs.
March 20, 2011

Financial Impact: $50-100,000 faculty development costs; increased attractiveness of programs and enhanced reputation

4. Increase staff support, intercultural programming board, and student workshops in Intercultural Center
   Responsible party: Vice Provost for Student Life
   Timeline: Restructuring and support for Intercultural Center Spring 2011
   Outcome: Improve students’ communication skills and cultural competency, promote social responsibility among students, improved sense of belonging in correlation to increased retention rates. Metrics: Improvement in retention rates for students of color; increase in NSSE and Climate measures on cross-cultural interactions and sense of belonging.
   Financial Impact: Current proposal requests $97K institutional; $18K ASSMC

Goal C: Enhance Global Experience and Understanding at Home and Abroad

1. Increase student enrollment and diversify student demographics in study abroad for short and long-term programs through diversifying destinations, scholarships and outreach.
   Responsible party: Vice Provosts for Undergraduate Academics and Graduate and Professional Studies
   Timeline: Inbound study abroad program to begin Fall 2011; outcomes achieved by Fall 2016
   Outcome: Increased participation in study abroad. Metrics: 50% increase in number of student abroad destinations; 80% undergraduate and 20% graduate student participation in study abroad
   Financial Impact: $39K + fundraising

2. Increase number of international students, staff and faculty on campus
   Responsible party: Vice Provosts for Undergraduate Academics, Graduate and Professional Studies, and Enrollment
   Human Resources (streamline application and funding processes/visas)
   Timeline: Outcomes achieved by Fall 2016
   Outcome: Increase undergraduate and graduate degree-seeking students, inbound study abroad students, faculty and staff. Metrics: Double current number
Financial Impact: $135K for recruitment, promotion, and scholarships. Replacing outbound students with transfer/inbound students increases net tuition revenue.

3. Increase internationalization of graduate and undergraduate curricula through faculty and curriculum development and use of technology and social media to develop international partners and distribution of courses

   Responsible party: Director of Faculty Development
   Timeline: Technology camps to continue; initiation of curriculum development Fall 2012
   Outcome: Build internal capacity for internationalization; expand reach and connections. Metrics: Increase percentage of courses qualifying as “global” and using social media.
   Financial Impact: Faculty development costs; technology costs unknown

**Direction 2: Promote Learning and Teaching for Innovation, Creativity, and Collaboration**

**Goal A:** Support faculty and student scholarship and creativity, both individually and in collaboration.

1. Begin collaborative inquiry discussions within the Schools that explore a) the results of intervention/impact of scholarship and creative works; b) the effect of the project on the collaborators; c) the quality of collaboration in the team.

   Responsible party: Deans of Schools
   Timeline: Launch discussions Spring 2011
   Outcome: Provide venue for shared dialogue, deepen research capacity. Metrics: Number of collaborative inquiry projects resulting from dialogue.
   Financial Impact: Neutral

2. Enhance internal support for scholarship and creative activity by promoting existing resources, recognizing faculty accomplishments, providing resources for new faculty and student projects, and creating an internal grant program.

   Responsible party: Provost with Deans, Director of Faculty Development
   Timeline: Activities begun; full Sedona implementation Fall 2011; grant support ongoing
   Outcome: To date: New faculty awards for research, teaching, service, and early career; Writer’s Retreat; Sedona system for faculty profiles; additional grant writing support. To develop: internal grant program; extension of student research funds
to graduate students. *Metrics: increase in published and presented works as captured in Sedona; 100% participation of students in scholarship/creative activity.*

**Financial Impact:** $55K through Filippi; internal grant program TBD

3. Promote College exhibitions and performances by cultivating interest group participation (e.g., alumni, academic programs, Trustees) and outreach; completion of black box performance space

- **Responsible party:** Deans of Schools and Vice President for Finance and Administration
- **Timeline:** Campus Facilities Committee review Fall 2010; other events ongoing
- **Outcome:** Increased ownership of campus events and levels of participation. *Metrics: Attendance at events, increased enrollment in Performing Arts*
- **Financial Impact:** Performance space at $1 million from donor(s); $50K for off-site performances and exhibitions

**Goal B: Develop physical infrastructure**

1. Provide individual offices for ranked faculty located near program colleagues.

- **Responsible party:** Provost and Vice President for Finance and Administration
- **Timeline:** Begin space inventory Fall 2010; complete building program consultations with architects Spring 2011; begin renovations and space reassignments Summer 2012.
- **Outcome:** Greater collaboration, improved quality of interactions with students, increased faculty morale. *Metric: increase in number of ranked faculty in private offices of at least 100sq feet; at least 90% full-time faculty on main campus*
- **Financial Impact:** Reprogramming of Galileo and Dante; addition of modular offices

2. Transform Library into a campus learning resource center that utilizes contemporary technology, provides both a gateway and crossroads for accessing information, creates a model for flexible student learning spaces, offers creative spaces for student and faculty collaboration, and acts as a digital repository for the College.

- **Responsible party:** Provost and Vice President for Finance and Administration
- **Timeline:** Design completion Spring 2012; facility opening 2015.
- **Outcome:** Enhance recruitment of students, meet student needs and expectations for contemporary learning resources, address longstanding deficiencies in institutional capacity. *Metric: opening of Learning Resource Center*
- **Financial Impact:** $40+ million based on recent estimates to Board of Trustees
3. Improve access, reliability, and consistency of technological resources to increase use of web based technologies in student advising, assessment, library resources, scholarship, and teaching and learning, and support faculty use of specialized hardware and software consistent with academic need.

   Responsible party: Provost and Vice President for Finance and Administration
   Timeline: Complete Technology Strategic Plan by October 2011. Plan should address the following academic needs: a rich technology environment for the creation of digital media for all academic disciplines; video/web conferencing ability in SMART classrooms; an increase in the amount of data storage available to students, faculty and staff utilizing a combination of offsite “cloud storage” and phasing out of campus managed storage systems; class capture systems; additional technology support specialists; increase in the speed of both the wired and wireless networks. Web based advising implementation 2012; reinvestment of Faculty Technology Group 2011-12
   Outcome: Improved faculty morale and teaching effectiveness, enhanced reputation among students, pedagogical innovation. *Metrics established in Technology Plan.*
   Financial Impact: $300,000-2+ million

Goal C: Promote innovative pedagogical and curricular initiatives.

1. Develop 4+1 degree programs
   Responsible party: Deans and VP Graduate and Professional Studies
   Timeline: First program likely to be MS in Accounting or Sustainability by 2013
   Outcome: Increased collaboration across programs and schools; recruit students. *Metric: Net revenue generation by 2014*
   Financial Impact: New program development costs to be determined; enhanced revenue

2. Promote writing intensive courses across disciplines.
   Responsible party: Deans and Director of Faculty Development
   Timeline: Create model by Fall 2011
   Outcome: Institute scaffolded evaluations of student writing competence
   Financial Impact: Minimal; some need for faculty development
**Direction 3: Build Leadership that Advances Social Justice**

**Goal A: Build social justice learning outcomes and assessment into the curriculum**

1. Identify, recruit, and train faculty for integration of social justice into curriculum.

   **Responsible party:** Provost and Academic Vice Provosts  
   **Timeline:** Faculty development programs to begin in 2012  
   **Outcome:** Expand course offerings and integration of social justice. **Metric:** 20 new social justice courses by 2016  
   **Financial Impact:** $30K for faculty stipends

2. Develop expanded community partnerships in area schools and neighborhoods

   **Responsible party:** Vice Provost Undergraduate Academics; KSOE Dean  
   **Timeline:** Conversations with St. Martin de Porres and Fruitvale neighborhoods initiated 2010; one neighborhood center established 2012.  
   **Outcome:** Improve community relations; fulfill mission; create internship opportunities. **Metric:** Increase in delivery of services and research in underserved populations  
   **Financial Impact:** To be determined

3. Develop academic programs in environmental sustainability.

   **Responsible party:** Deans and Vice Provost Graduate and Professional Programs  
   **Timeline:** First program launch in 2013  
   **Outcome:** Improve academic reputation, connection to mission, and market competitiveness.  
   **Metric:** 20 matriculated students by 2014  
   **Financial Impact:** $30K in program start-up and marketing

**Goal B: Develop and sustain leadership programs**

1. Establish social justice concentration in MA in Leadership

   **Responsible party:** SOLA Associate Dean  
   **Timeline:** Market research conducted 2010; program launch 2012  
   **Outcome:** Highlight mission connection in academic programs; increase graduate enrollment and revenue. **Metric:** Annual new student enrollment of 20  
   **Financial Impact:** $30K in program start-up and marketing

2. Strengthen Peer Academic Coaches, student leadership courses, and student leadership programming.
Direction 4: Improve Student Success

Goal A: Improve retention and time to degree.
1. Expand summer course offerings with mandatory enrollment for students participating in commencement before degree completion
   Responsible party: Vice Provost Undergraduate Academics
   Timeline: Summer 2011 begin expansion of courses; 2013 connection to graduation requirements
   Outcome: Increase in study abroad; improve quality of learning by limiting summer gap in coursework; improve 4-year graduation rate. Metrics: Increase number of students graduating by 50 each year
   Financial Impact: Operating costs offset by increased revenue

2. Clarify transferability and develop coherent portfolio of online offerings.
   Responsible party: Vice Provost Graduate and Professional Studies
   Timeline: Spring 2012
   Outcome: Improved 4-year and facilitation of 3-year graduation rate; increase in graduation rates of transfer and degree completion students; improved perceived relevance of pedagogy. Metrics: Increased graduation rates and student satisfaction/NSSE measures
   Financial Impact: Neutral; possible revenue enhancement
3. Prepare undergraduate students to declare majors by sophomore year and appoint faculty advisors in major of interest at entrance.
   Responsible party: Vice Provost Undergraduate Academics and Deans
   Timeline: Fall 2011
   Outcome: Improve student sense of belonging and connection with academic programs; facilitate advising; address student desire for academic identity; establish clear expectations for faculty advisors. Metric: Improved retention rates of 1% each consecutive year to 5% by 2016; increased faculty satisfaction due to workload equity.
   Financial Impact: Revenue enhancement from increased retention

4. Establish developmental advising of graduate students.
   Responsible party: Vice Provost Graduate and Professional Studies and Deans
   Timeline: Spring 2012
   Outcome: Improve student sense of belonging and connection with academic programs; establish clear expectations for faculty advisors; improve time to degree. Metrics: Improved time to degree, student satisfaction, and faculty satisfaction due to workload equity.
   Financial Impact: Possible revenue enhancement

5. Increase perceived relevance of coursework to post-graduate goals.
   Responsible party: Academic Vice Provosts and Deans
   Timeline: Complete alumni survey Spring 2011; implement Center for Career Development strategic plan 2011-12; develop course-based internships across programs.
   Outcome: Increase student satisfaction. Metrics: Improved alumni appreciation for coursework; improved NSSE scores on student development; 50% academic programs with viable internships by 2016; increased number of undergraduate students attending graduate and professional schools; increased number of national awards and publications from undergraduate and graduate students.
   Financial Impact: May require internship course designations in some departments and paid “internship coordinators” to help supervise multiple internships in individual programs.
6. Increase the number of highly qualified students consistent with academic program strengths.
   Responsible party: Vice Provost Enrollment; Vice Provost Graduate and Professional Studies
   Timeline: Achieve by 2013
   Outcome: Improve retention, time to degree, and graduation rates; improve academic preparedness. Metrics: Raise the percentage of honors students at admission; lower undergraduate student admit rate below 70%. Institute graduate/professional aid awards to improve academic reputation and allow selectivity in graduate/professional programs.
   Financial Impact: May require cap on undergraduate enrollment at 2600. Will require increase in graduate student aid awards.

Goal B: Improve student sense of belonging and social satisfaction.
1. Evaluate existing and expand number of living-learning communities with a formal proposal process, faculty in residence, and connections to academic coursework.
   Responsible party: Vice Provost Undergraduate Academics and Vice Provost Student Life
   Timeline: Evaluation to begin 2011; proposal of communities to be added by Spring 2012; implementation of at least two new communities by 2014.
   Outcome: Improve retention. Metric: Increase first to second year retention to 87% by 2015
   Financial Impact: TBD; anticipated to be minimal.

2. Expand “college town” feel beyond campus borders to surrounding communities.
   Responsible party: Vice Provost Graduate and Professional Studies, Vice Provost Student Life, Vice President College Communications
   Timeline: Expand community workshops/non-degree academic programming in summer 2011; support student-friendly businesses
   Outcome: Improved community relations and student satisfaction. Metric: increase in student social satisfaction on NSSE
   Financial Impact: Should be neutral or enhanced revenue from programming
### Time Line of Activities – Academic Blueprint 2010

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2006 - 2007</td>
<td>Planning Sessions lead to Building on Strengths (BOS) Strategic Plan 2007-2012, including BOS 2.5, which charges the Provost to Submit a 5-Year Academic Plan</td>
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<tr>
<td>2008-2009</td>
<td>Provost Dobkin begins first full Academic Year; asks Deans to perform a SWOT Analysis for Schools (Strengths, Weaknesses, Opportunities Threats)</td>
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<td>August 2009</td>
<td>“All Faculty Day” – Draft Vision Statement and Objectives Discussed with Faculty; Academic Blueprint Task Force Announced</td>
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<tr>
<td>September 2009</td>
<td>Academic Blueprint Task Force is Convened and Drafts Blueprint Overview, Strategic Directions, and Suggested Goals</td>
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<td>January 2010</td>
<td>Provost Publishes Strategic Directions for Review by the Campus Community</td>
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<tr>
<td>January-Feb 2010</td>
<td>Academic Blueprint Online Forum, “IdeaJam,” Open to Faculty, Staff, and Students for Comment on Strategic Directions</td>
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<tr>
<td>March-April 2010</td>
<td>On Campus Open Sessions (3) on Academic Blueprint; Academic Blueprint Task Force hosts Luncheons to Review Goals and Tactics, with over 60% of Full-Time Faculty Attending</td>
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<tr>
<td>August 2010</td>
<td>“All Faculty Day” – Faculty Review of Academic Blueprint Goals and Tactics; presentation to ASSMC Executive Team</td>
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<tr>
<td>August-Dec 2010</td>
<td>Academic Blueprint Task Force Synthesizes Community Comments, Strategic Plans including those from College Committee on Inclusive Excellence, Social Justice Coordinating Committee, International Programs Coordinating Committee</td>
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<tr>
<td>December 2010</td>
<td>Academic Blueprint Task Force Completes Work</td>
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<tr>
<td>Jan-March 2011</td>
<td>Academic Blueprint Directions, Goals, and Tactics Shared with the Campus Community and Board of Trustees</td>
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<tr>
<td>April 2011</td>
<td>Academic Blueprint is Published for External Distribution</td>
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<tr>
<td>July 2011</td>
<td>Time Line for Implementation is Finalized</td>
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<tr>
<td>June 2012</td>
<td>Academic Blueprint begins Annual Cycle of Review and Renewal</td>
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<tr>
<td>June 2014</td>
<td>Decision Made to Extend Academic Blueprint or Begin New Planning Cycle</td>
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