

HSU Academic Master Plan

Status Report End of AY 2019/20

HSU began the process of university-wide strategic planning in the spring of 2020. Initial meetings of the strategic planning team included brainstorming on guiding principles for the process overall, as well as the establishment and visioning of specialized working groups related to the team's broad charge.

These activities were interrupted by the disruption of the COVID-19 pandemic, leading to a shift in institutional focus toward instructional continuity and emergency planning.

The original strategic planning structure included a working group focused on academic planning – the *Distinctive, Innovative Academic Programs Centered on Student Need* working group – lead by Professor Joseph Diémé (World Languages and Cultures), Professor Julie Alderson (Art) and Vice Provost Mary Oling-Sisay. Upon the suspension of the larger strategic planning process, the Academic Master Planning (AMP) Subcommittee of the Integrated Curriculum Committee (ICC) took on the task of continuing the working group's initial efforts.

The AMP committee, using the existing materials developed by the strategic planning group as well as the 2019 Cal Poly Pomona Academic Master Plan, began to lay the groundwork for ongoing academic master planning at HSU. AMP presented a series of Zoom webinars in order to gather initial campus feedback on academics at HSU, and determined a vision for continued work for fall of 2020. The goal will be to move the academic master planning conversation forward and into much greater depth in the fall semester, with a formal HSU Academic Master Plan established and in place by the end of the term.

The following provides information on the definitions, principles, and initial ideas developed by the AMP committee, and outlines a blueprint for the planning process moving forward.

Definition of the HSU Academic Master Plan

It is important to note that Academic Master Plans (AMPs) are not merely operational proposals. ***They are strategic visions for the future.*** They must be flexible in order to leverage emergent opportunities and to meet student needs. They are statements of values and must provide direction for the institution around the answers to critical questions that address those opportunities and needs.

HSUs critical questions for academic master planning:

Who are our students? (Whom do we teach?)

What new student populations might we reach and serve?

What does California need and how can we respond to meet those needs?

What are the academic programs we offer? (What do we teach?)

What new types of programs and areas should we consider adding?

How does the university assure the quality of the programs?

How will the university determine and assess the quality of all programs?

What assessment efforts should be put in place?

What human, fiscal, and physical resources are needed for the students and programs?

What are the physical space needs of the coming years?

What directives for physical characteristics are linked to the mission/vision/values of the university?

HSU Strategic Planning - Guiding Values for Planning

Students First: We commit to a planning process that is driven by the interests of our students, their perspectives on what their current and future success means, and robust research on inclusive student success and the needs of the workforce. All recommendations will be grounded in a full understanding of their impact on students, resulting in a strategic plan that is directly relevant to student needs before, during, and after their experience at HSU.

Inclusive Process: HSU strategic and institutional planning will be an inclusive and collaborative process. Stakeholder groups will include students, faculty, staff, and community partners outside of HSU. As we work to integrate equity, diversity, and inclusion in all aspects of our planning, we embrace a definition of diversity that is broad and complex. The committee members and working groups will demonstrate the commitment to an inclusive process by providing strategic input and by leading legitimate stakeholder engagement in a way that invites and values all perspectives. Committee members will seek to transcend positional thinking and contribute in the interest of the university as a whole. The end goal is a plan in which no interest-group perspective dominates and all are represented.

Future Focused and Aspirational: We will critically reflect on our history and fully understand our unique assets and challenges while recognizing the necessity for the institution to be forward thinking, nimble, and action oriented. We will seek to engage stakeholders in meaningful discussions on how to continually evolve and increase our capacity to support faculty, staff, and students in bold and innovative approaches to teaching, learning, and building community. Simultaneously, we must identify and remove barriers that inhibit our ability to be forward acting. The planning process will yield a vision for a sustainable, thriving infrastructure that advances future-focused, bold, and innovative teaching and learning.

Strategic and Focused: We will work collaboratively to develop a plan that focuses on our strategic direction and distinction in the CSU. We understand that a successful guiding document for campus cannot be driven by a broad goal of “everything for everyone” or by maintaining status quo. We understand the significance of focused, coordinated, and sustainable goals for growth and development derived through the shared-governance process, an understanding of promising practices, and data-informed analysis.

Guiding Principles of AMP

- Student centered
- Engages key stakeholders
- Engages tenets of diversity, equity, and inclusion
- Aligns with university mission, vision, and values

- Drives other planning on campus: university strategic plan, strategic enrollment management plan, physical master plan
- Reflects upon and integrates a sense of place: surrounding cultural and natural environment, in particular local tribal communities
- Develops and supports distinctive, innovative academic programs that focus on student need and respond to the economic climate and changing higher education landscape
- Develops visionary and feasible goals for the university, while maintaining flexibility to pursue new opportunities in the future

Academic Masterplan Timeline Overview

This draft outline lays out three phases for HSU’s AMP. The three phases are intended to allow for an inclusive approach so the committee can gather feedback from stakeholders. We want to hear the community’s perspectives on our university’s ambitions, concerns, barriers, strengths, and resources as we believe this will make for a strong plan. It is expected that the ICC will provide regular updates to the senate.

Steps	Description of activity of AMP Committee	Date
0	Launch	March 2020
1	Development of guiding principles and themes	April 2020
2	Development of key stakeholder questions	April 2020
3	Educational Trends and Labor market/business trends scan	April 2020
4	Initial environmental scoping and data on possible programs	April 2020
4	Relevant academic policy updates and clean up	April 2020
5	Updates on key components to OAA	April 17, 2020
6	Update on key components to council of chairs	April 23, 2020
7	Finalized AMP Framework and AMP Website	April 30, 2020
8	Review Existing Degree programs	August 2020
6	Final written document	December 2020

PHASE ONE-FRAMEWORK AND EDUCATIONAL TRENDS ANALYSIS				
February 24, 2020	AMP Discussion at Strategic Planning Co-Chairs meeting			
March 5, 2020	AMP discussion at Strategic Planning Committee and Support Team Meeting			
March 10, 2020	Introductory AMP Discussion at ICC Meeting			
April 7, 2020	AMP ICC Committee Meeting-Framework and deliverables discussion			
April 7, 2020	ICC Chair update on AMP to Senate			
April 14, 2020	AMP ICC Guiding Principles and themes discussion			
April 14, 2020	ICC Chair update to SenEx			
April 17, 2020	AMP timeline and update memo to OAA and campus			
April 21, 2020	ICC meeting with OIE to review educational trends data			
April 21, 2020	ICC Chair Update to Senate			
April 23, 2020	AMP update to Provost's Council of Chairs meeting/Feedback			
April 28, 2020	ICC Chair Update to SenEx			
April 30, 2020	AMP data on potential growth areas completed Functional AMP Framework and AMP Website with feedback area			
May 1, 2020	ICC Meeting with Deans/Feedback			
May 5, 2020	Finalized AMP Framework and Potential Growth areas to Senate			
PHASE TWO-COMPREHENSIVE PLAN				
August	Meeting with President's Cabinet			
August 21, 2020	Meeting with Enrollment Management			
August 30-September 30	End-of-Year Status Report shared with key stakeholders Stakeholder groups provide feedback on Key Questions and Components			
September 30, 2020	Completion of AMP data work and analysis (first round). Revisions shared for feedback with key stakeholders. Ongoing report writing, synthesizing responses to stakeholder questions			
October 8, 2020	OIE data milestones and evaluation process finalization			
October 19-30, 2020	Stakeholder input incorporated and ongoing report writing			
November 4, 2020	Draft AMP to OAA			
November 10, 2020	Draft AMP to Senate			
November 16, 2020	Final Feedback incorporated			
December 11, 2020	AMP reception and distribution of AMP to campus community			
PHASE THREE-IMPLEMENTATION				
Theme	Action Steps	Responsible Parties	Timeframe	Targets
January 2021				
