

July 30, 2005

To: Council of Academic Deans

From: Scott G. McNall
Provost

Cc: Paul J. Zingg
Richard Ellison
Dennis Graham
Jim Moon
Marc Siegall

Re: **Collective Goals for Academic Affairs, 2005-2006**

There are several overarching goals for this coming year, some of which are continuations of previous ones. We seek to build on our core values at the same time as we look to the future. Each unit in Academic Affairs is expected to make a commitment to the general goals, and the annual performance reports in the spring of 2006 should note the actions taken to realize them. For those developing reports for the Western Association of State Colleges (WASC) accreditation effort, consideration should be given as to how the goals align with the Capacity Reviews and the Educational Effectiveness Reports.

We will:

1. Continue our diversity efforts by:
 - Developing an equity or diversity scorecard for the university to measure progress toward our goals.
 - Recruiting affirmatively for faculty and staff positions.
 - Recruiting a diverse student body.
 - Reaching out to underserved constituencies in the North State.
 - Supporting the efforts of the Diversity Coordinator and acting on his recommendations.
2. Recruit for key administrative positions:
 - Dean of Agriculture.
 - Dean of Behavioral and Social Sciences.
 - Dean of Undergraduate Studies.
 - Dean of Graduate and International Studies.

3. Support the first-year initiative by:
 - Assuring an alignment of goals across all units, e.g., housing, student affairs and academic affairs to assure that the same message about student success is sent to first-year students.
 - Providing support for those faculty teaching first-year students and courses so that they can implement fully the 7 Principles of Good Practice.
4. Assure the success of all of our students by:
 - Supporting the work of the All University Responsibility for Assessment (AURA) Committee
 - Seeking out models of academic community on campus and assuring that all students are members of a learning community.
 - Using the National Study of Student Engagement (NSSE) data to improve the engagement of our students.
 - Asking all faculty members to include in their course syllabi the statement on Academic Rigor that was adopted by the Academic Senate.
 - Assuring that campus policies concerning drops and withdrawals are applied uniformly across campus.
 - Supporting the recommendations of the President's Commission on Student Life.
 - Communicating widely on campus and in the media about the success of our students.
 - Improving their information literacy.
 - Establishing a timeline for all students to declare a major.
 - Providing all university students with an e-mail account that they use and that faculty and staff can use to communicate with them about academic expectations.
 - Asking each department to consider the usefulness to the department of mandatory advising.
5. Support the North State Initiative by:
 - Offering selected courses in Redding.
 - Developing outreach opportunities to connect to the diverse constituencies of the North State.
6. Build on our strengths in the area of environmental ethics, sciences and studies; take advantage of our expansive system of reserves; and demonstrate what it means to be a campus that cares about the environment by:
 - Supporting the work of the College of Natural Sciences to develop integrated general education science courses.
 - Communicating with external constituencies about the vision for the acquisition and management of land.
 - Involving faculty and staff in campus-wide conversations about how to strengthen our environmental curricula.
 - Build general education cores at the lower-division level thematized around the environment.

- Acting on the recommendations of the university's Sustainability Assessment (April 2005), a joint effort of Academic Affairs and Business and Finance.
7. Continue or commitment to training student leaders and imaginative citizens by:
 - Supporting the nascent Ethics Center.
 - Strengthening leadership programs.
 - Deepening our involvement in the American Democracy Project, that seeks to engage students through involvement in selected service-learning projects.
 8. In consultation with the Academic Senate lay the groundwork for review of the general education program by:
 - Assessing its current strengths and weakness.
 - Developing a set of research questions that will guide our work in the area of general education.

Not surprisingly, when reviewing our goals for the coming year, it is our first strategic priority (student success) that receives the most attention. It is, after all, how this university has defined itself--by a deep commitment to helping students. But, recent events and data (e.g., NSSE) suggest we need to do an even better job of communicating high expectations to students and in helping them to make the right choices. At the same time, we need to provide the necessary support to faculty and staff to help them be creative in developing different ways to assure student success.

Let me add some additional goals, and categorize our general efforts in terms of the Strategic Plan's five priorities—student success; faculty and staff development; technology; connections to the community; strategic management of resources and advancement.

Strategic Priority #1. Student Success.

1. First-year experience.
2. Diversity effort.
3. Environmental curriculum.
4. President's Commission on Student Life.
5. Student leadership and ethics.
6. Student success.
7. Support the work of AURA.

Strategic Priority #2. Faculty and staff development.

1. Continue to provide training for faculty in the appropriate use of academic technology.
2. Provide support and assistance for faculty and staff teaching first-year students.
3. Provide additional mentoring and support for faculty in writing grants.
4. Provide support and assistance for faculty who wish to implement the 7 Principles of Good Practice.
5. Complete administrative hires.

6. Hire new faculty and staff in strategically critical areas. Assure that those hired are committed to student success and learning and the model of a teacher scholar that characterizes the campus.

Strategic Priority #3. Technology.

1. Assure that all students have an e-mail account and that they use it.
2. Work with our colleagues in FMS to assure that high-quality learning environments are created for our new faculty.
3. Facilitate the ability of all faculty to communicate with their students before the first day of class.

Strategic Priority #4. Outreach to the community.

1. North State Initiative.
2. Communicate vision for management and acquisition of land.
3. Participate in the American Democracy project and identify issues of mutual concern, e.g., environment.

Strategic Priority #5. Management of resources and development.

1. Achieve assigned FTES targets.
2. Implement recommendations from Sustainability Study.
3. Hire advancement officers for all colleges that do not have them.
4. Focus on the cultivation of donors.
5. Develop, in consultation with President Zingg and Vice President Ellison an advancement plan for the campus.

There are measurable outcomes to keep in mind as we work toward our goals:

1. Improvement in student engagement, as measured by NSSE data.
2. Improvement in student retention for all students.
3. Improvement in the retention of disadvantaged students.
4. Successful affirmative-action recruitment of students, faculty, and staff.
5. Increased satisfaction of new faculty cohorts with facilities.
6. Increased environmental awareness of students.
7. Increased use of preserves.
8. Campus-wide awareness of sustainability efforts.
9. Decrease in use of energy, water, and paper.
10. Increased grant and contract activity.
11. Student preparation for the first day, and first week, of class.
12. Reduction in drops, adds, withdrawals, and failure rates.
13. Increased faculty satisfaction with support for teaching and advising first-year students.
14. Increased faculty satisfaction with support for use of academic technology.

15. Increased donor support and number and amount of student scholarships.
16. Enhanced curriculum relating to all dimensions of the environment.
17. Completion of preparatory work for WASC accreditation.

As always, I look forward to working with you to accomplish these goals. Please let me know how I can help.