

## DRAFT: PAE Input

Ongoing

### SCOPE OF PAE

Inquiry	Proposed resolution	Source
Why are we doing this and what will it accomplish?	The initiative was launched by our Provost to develop a university-wide framework to (1) specify our shared academic values and principles across all of our academic units, and (2) provide guidance for the future development of our academic initiatives across the whole university.	Info session
How is this separate from a strategic plan?	Our work will focus only on academic aspects of the university; a strategic plan considers all aspects of the university. The PAE will inspire and influence a new university strategic plan and future plans of individual academic units.	Info session
How will this impact accreditation standards?	This is not related to the scope of our work. Accreditation focuses on specific programs/processes and PAE will focus on conceptual guidance for the future.	Info session
Where will academic equity be discussed? eg: GPA disparities, inclusive classrooms	Many dimensions will consider this issue. In particular inclusion and belonging, access and affordability, and teaching and learning will bring special focus on this critical issue.	Info session
Will each unit need to draft a new mission statement?	Each unit should already have a mission statement that is reviewed and updated as needed. We anticipate that the PAE will be an important reference point on future revisions of mission statements.	Info session
Will the (external) community be considered a partner?	<p>The external community will be considered in the “community and partner engagement” and “experiential learning” dimensions among others.</p> <p>We will consider our alumni community as we think about “lifelong learning” and “new educational offerings” and will offer the opportunity to Board of Visitors, Board of Trustees to learn about the PAE work and</p>	Info session

	provide input during their spring 2020 meetings.	
Excited to see a university-wide approach to these topics like excellence in online delivery, non-degree options, etc.	We share that excitement.	Info session
Can this committee push the definition of “interdisciplinary” by considering it just within the College or School but across the whole university	Yes.	Info session
Why are study away and lifelong learning lumped together?	We consider our “away” sites as assets that could be leveraged in supporting and engaging not only our current students, as they do well, but our alums too. Of course, those sites can play other roles that will be considered in other dimensions of the plan.	Info session
Will we consider the shifts on the mental state/anxiety/etc. of young students and how it is affecting their learning?	We anticipate that the “teaching/learning” dimension will consider this issue and generational and other dynamics as it relates to future learners.	Info session
Shouldn’t career support/connection to the world of work be part of the identified dimensions given its high importance in terms of the evolving outside landscape and our major investments at WFU?		Cabinet
How do we consider important things we already do/plan to do (e.g., things that attract UG families to Wake, residential college, etc.) in creating the plan?		Cabinet
Where could holistic wellbeing fit in?		AP/VP
Are admissions processes being considered?		Student info session
Is faculty performance/feedback (by students) being looked at?		Student info session
Is the purpose of this to have a “statement”, a “beacon”?		Student info session

**PAE FORMULATION PROCESS & METHODOLOGY, TIMELINE AND COMMITTEE MEMBERSHIP**

Should we take longer to define our current "core" (what we do well today as a university) before we decide how to build on our set of strengths for the future? It is believed that this stage alone ("core discovery") should take a year. Our project timeline is too tight.	As this is the first attempt to develop an academic plan for WFU, we suspect that, along the way, we may identify items that may require in-depth study beyond what was originally envisioned. If the overall project timeline allows, we will pursue such deeper dives as needed. If not, we expect that future versions of the PAE will include more robust treatments of those issues and we will suggest that in our final report.	Info session
Concern about the lack of representation of the Graduate School of Arts & Sciences	Members of the PAE committee are charged with providing thought leadership on a specific dimension as it applies across the whole university, rather than represent their current units/"day work". These colleagues are on the committee because they can bring expertise that is relevant to a specific potential dimension of the plan. We invite all members of all units to provide input on the formulation of the plan as we move forward and we will encourage committee members to consider Graduate School colleagues as they develop their advisor groups.	Info session
Concern about the scope of "honor/ethics" dimension being too narrow/based on a single philosophy	We will invite advisors to each dimension ensuring scope is broad and inclusive.	Info session
What about intentionally making students a part of the process. How will they be involved?	We will hold three university-wide student forums in January where current students can learn about the project and provide feedback. Committee members will be encouraged to consider including students in their advisor groups.	Info session
Should academic advising be included?	Academic advising is a process that will be considered in multiple dimensions of the PAE (as it relates to "educating the whole person" and "new educational offerings" areas) and committee members will be asked to consider members of the advising community across the university as potential advisors.	Info session

Is the School of Medicine included?	No, it is not.	Info session
Will the museums be included?	In terms of their work related to the academic enterprise, yes. Committee members will be asked to consider how these assets could be incorporated in the plan's dimensions.	Info session
Who chooses advisors to committee members?	The committee members have been encouraged to formulate broad inclusive advisory teams. It is up to committee members to select their advisors.	Info session
How can we get involved?	If there is a specific dimension of interest to you, please reach out to Sam Perrotta who will put you in touch with the appropriate committee member. Or write PAE@wfu.edu	Info session
Please be aware of including staff in the process.	Several committee members are staff colleagues, staff will be consulted as advisors, and all university-wide engagement opportunities will include staff.	Info session
Are there any universities doing this work well?	Yes, some universities have pursued similar efforts in the past. An example of a comprehensive, future-oriented academic plan can be found at Georgia Tech Provost's site. See <a href="https://provost.gatech.edu/cne-home">https://provost.gatech.edu/cne-home</a>	Info session
What methodology are we using to look at higher education trends? What aspirational universities will we consider?	We will be using the Foresight Methodology from the Institute for the Future to identify drivers and signals of change. During this process, we will be looking at innovative work by other university (and non academic organizations) and invite you to share such examples with us. While we will certainly look at peer institutions to understand what they currently do, our primary focus will be on the future. See <a href="http://www.iff.org/home/">http://www.iff.org/home/</a>	Info session
Should we spend time reviewing the data that our students generate about their experience at graduation (to help define common parts of their experience)? Exit surveys	Yes	Cabinet
How can we develop a plan that is not "generic" and says "no" to things that don't add value?		Cabinet

Where does <i>Pro Humanitate</i> come in?		Student info session
What about involving the Winston-Salem community?		Student info session

## **POST-PLAN IMPLEMENTATION PROCESS**

How will you handle the change this brings to colleagues and the university?	We expect that the AEP will be a foundational piece for the development of future university plans (both for academic and non-academic units). We also anticipate that future university resource allocations will be consistent with the guidance in AEP. In terms of implementation, we expect that each unit will pursue appropriate change management approaches in formulating and implementing their plans.	Info session
How will this plan go into practice?	We anticipate that the final report will be published by the end of 2020. Engagement with the university community will happen along the way and will include the publication of an exposure draft for comment. As mentioned above, academic units and other offices will create academic initiatives that will make the PAE “go into practice.”	Info session
How will success be measured?	The PAE report will contain a section that will identify measurable ways for assessing progress. For example, the university could begin to keep track of the number of interdisciplinary programs from year to year should such programs be identified as strategically important in the PAE.	Info session
Consider all learning types and encourage non-traditional teaching methods among faculty		Student info session
Encourage more diversity		Student info session