

Goals, Objectives, Strategies, Timelines, Responsibilities, and Assessment

Goal 1: Enhance student learning by strengthening and expanding opportunities for meaningful, academically grounded community engagement, both locally and globally.				
Objective	Strategy	Timeline	Responsibility	Assessment
<p>A. Strengthen and strategically expand the array of Pitzer study abroad programs, whose distinctive approach to intercultural education emphasizes community engagement, cultural immersion, and social justice.</p>	<p>1. Create regular opportunities to fund faculty to visit a Pitzer program site or exchange in order to participate in curriculum development and assessment of student learning, and to gain an understanding of the unique, engaged learning environments provided by those programs.</p>			
	<p>2. Develop new Pitzer study abroad programs in concert with faculty teaching and research interests, curricular needs, and student interest.</p>			
	<p>3. Develop a system of on-site coordinators for Pitzer’s exchange programs to provide for academic support, student safety, and risk management, and to facilitate community engagement and increase intercultural learning possibilities.</p>			
	<p>4. Enhance the formative assessment model for all of our study abroad programs.</p>			
<p>B. Develop social responsibility and intercultural understanding as authentic educational objectives—that is, as critical abilities that are</p>	<p>1. Change the Social Responsibility graduation guideline to a Social Justice guideline, and create an ad hoc committee to strengthen and enhance the rigor of the guideline.</p>			

	<p>2. Create an ad hoc committee to rethink the Interdisciplinary and Intercultural Exploration graduation guideline.</p>			
	<p>3. Expand support for faculty community-based pedagogy, including retreats with community partners, a service-learning handbook, an online forum for faculty, students, and community members to discuss service-learning and community research, and meetings of faculty and staff involved in service-learning for discussion and support.</p>			
	<p>4. Offer new courses to move beyond short-term service work and give students tools to analyze, advocate, and act on larger social concerns. Examples of such courses include community organizing, public policy, grant writing, participatory action research methods, empowerment evaluation, non-profit management, and corporate responsibility/alternative business models.</p>			

<p>C. Expand opportunities outside the classroom for students to apply theories and methods to real-world situations.</p>	<p>1. Work with alumni to create more paid internship experiences.</p>			
	<p>2. Work with Career Services to facilitate increased networking opportunities with Pitzer alumni who are willing to assist students in finding summer internship opportunities, and create an ad hoc committee to assess and reinvigorate Career Services, enabling it to better meet the changing needs of Pitzer students and alumni.</p>			
<p>D. Enhance students' ability to integrate their learning experiences in local and global communities by strengthening local/global connections in curricular and research programs and activities.</p>	<p>1. Develop a fully integrated academic program of preparatory coursework for students going abroad, and provide more effective "re-entry" courses that help students process and reflect upon their study abroad experience and integrate it with their educational program in Claremont.</p>			
	<p>2. Create a community organizing institute, possibly at the Ontario house, that is open to both on-campus students and off-campus community members who wish to become collaborators in the task of re-shaping their shared community through social and political engagement, and create a post-graduate Ontario Fellow to help facilitate the institute. The institute would also explore the complicated issues of organizing in diverse cultural settings, both globally and locally.</p>			

	<p>3. Continue developing the Center for the Study of Global Communities as an academic and administrative umbrella for interdisciplinary global/local curricular and research programs and activities, including supporting the directorship, developing global/local course sequences in various majors, and creating a post-graduate International Fellow position.</p>			
<p>E. Increase access to immersive non-Pitzer study abroad program options for students with compelling educational needs that cannot be met through Pitzer programs or exchanges.</p>	<p>1. Work toward allowing up to 12 students each year to go on non-Pitzer study abroad programs, based on their specific educational needs. These programs should reflect Pitzer's educational approach to study abroad.</p>			
<p>F. Increase and support a diversity of students both on study abroad and on Pitzer's inbound programs in order to further promote social responsibility and intercultural understanding.</p>	<p>1. Collaborate with faculty, ethnic studies departments, and other campus constituencies to develop specialized advising strategies, materials, information sessions, and orientation sessions that address the needs and concerns of underrepresented students on study abroad.</p>			
	<p>2. Increase funding opportunities for Pitzer study abroad students with financial need, matriculating international students, and underrepresented exchange students from the developing world, and continue to provide a vibrant program of English language and American culture studies at Pitzer that meets the needs of these exchange students.</p>			

Goal 2: Enhance the rigor and cumulative nature of Pitzer’s interdisciplinary undergraduate liberal arts education, giving renewed attention to student learning and critical inquiry, especially in the areas of writing, math and science, interdisciplinary perspective, and independent research.

Objective	Strategy	Timeline	Responsibility	Assessment
<p>A. Reinvigorate the First-Year Seminars by emphasizing common critical thinking and writing objectives and providing an introduction to the kind of interdisciplinary, engaged learning that students will experience across their four years at Pitzer.</p>	<p>1. Appoint a director of First-Year Seminars, with a charge to revitalize the program, which will involve establishing and assessing shared learning objectives, providing regular occasions for FYS faculty to share teaching ideas and experiences, and giving students regular opportunities to conference with FYS faculty.</p>			
	<p>2. Implement co-curricular programming to create a sense of community around First-Year Seminars, and include student mentors in the program to assist in developing the co-curricular experience.</p>			
	<p>3. Incentivize FYS teaching to encourage more tenure-track faculty to participate.</p>			
<p>B. Develop the curricula, pedagogy, and assessment processes of the majors to promote students’ critical abilities in thinking, reading, writing, and research.</p>	<p>1. Institute the Teaching and Learning Committee’s recommendation of changing the Written Expression graduation guideline from completing one full-credit writing-intensive course to completing two writing-intensive courses, normally the First-Year Seminar and a writing-intensive course in majors.</p>			
<p>C. Increase opportunities for students to develop the critical abilities of mathematics and science across the</p>	<p>1. Encourage the development of math and science courses that focus on social justice and community engagement.</p>			

	<p>2. Develop team-taught courses that make the connection between math, science, and other fields.</p>			
	<p>3. Support new and existing majors, such as Neuroscience, Human Biology, and Environmental Analysis, that allow math and science to fully intersect with Pitzer’s mission.</p>			
	<p>4. Offer opportunities for those students who wish to major in math and science, but who may feel unprepared to pursue these fields, to more easily do so by enhancing courses to support students with relatively weak math backgrounds and providing linkages with math and introductory science courses.</p>			
	<p>5. Create a space for math learning and tutoring.</p>			
<p>D. Expand opportunities for hands-on student research and other sustained projects (domestic and international) through coursework, independent study, and collaboration on faculty projects.</p>	<p>1. Increase the number of academic courses in which students collaborate on faculty projects.</p>			
	<p>2. Develop the infrastructure to support student research, including laboratory, studio, and library resources, and give students opportunities and travel funds to present the results of their research to external audiences.</p>			
	<p>3. Increase funding for senior capstone experiences that involve original research projects.</p>			

	4. Increase funding for Summer Faculty Research Assistantship Programs to accommodate at least 10 students with additional funding added to meet increased demand.			
E. Increase opportunities and funding for faculty to pursue scholarly and artistic projects to deepen the knowledge and expertise they bring to their teaching.	1. Increase funding and other support for faculty projects and conference travel.			
	2. Double the cap on summer school revenues directed to faculty projects.			

Goal 3: Strengthen teaching and learning by clearly defining learning goals at every level of instruction and developing appropriate pedagogies, student learning experiences, curricula, and assessment strategies to achieve those goals.

Objective	Strategy	Timeline	Responsibility	Assessment
A. Develop and implement effective and systematic College-wide processes for programmatic assessment of student learning outcomes.	1. Fund a comprehensive program of College-wide assessment that includes faculty and staff workshops and retreats.			
	2. Develop effective instruments for measuring student learning outcomes.			
	3. Give assessment of student learning outcomes a more central role in field group comprehensive reviews.			

<p>B. Achieve a 10:1 student/tenure-track faculty ratio to create student learning experiences that are more individualized.</p>	<p>1. Fund new and replacement tenure-track faculty positions while holding the overall student body population to under a thousand.</p>			
<p>C. Support faculty—especially new faculty—in developing as teachers and advisors.</p>	<p>1. Provide additional funding for increased and improved faculty development opportunities—for example, expanded new faculty workshops that emphasize curricular innovation, interdisciplinarity, and assessment, and travel to conferences where new pedagogies and assessment strategies are being presented and discussed.</p>			
	<p>2. Provide stipends for faculty members to partner with other faculty members within the College and across the Claremont Consortium to discuss teaching, learning, and assessment, to visit each other’s classrooms, and to offer peer feedback.</p>			
<p>D. Improve academic advising of every kind and at every level.</p>	<p>1. Conduct institutional research to determine the educational effectiveness of Pitzer’s academic advising and recommend enhancements, then implement the approved enhancements.</p>			

Goal 4: Further develop an intentional campus community with a dedication to diversity, participation, and equity in college governance, planning, administration, and educational activities of all kinds.

Objective	Strategy	Timeline	Responsibility	Assessment
<p>A. Increase the proportion of students from underrepresented communities, and expand support for these students.</p>	<p>1. Increase the amount of endowed funding for student scholarships at the College, and use grant aid to further reduce student indebtedness at graduation.</p>			
	<p>2. Support the development of community Pipeline projects (such as the one currently being developed by CCCSI for native American youth) to help traditionally underachieving secondary school students gain access to college and advocate for change in their local communities.</p>			
	<p>3. Expand efforts to recruit and support the large numbers of returning veterans who are disproportionately from low income and minority communities.</p>			
	<p>4. Expand institutional support structures and increase funding for relevant student organizations in order to better retain students from diverse communities, including New Resources students, and ensure that these organizations have designated space on campus.</p>			
	<p>5. Create alternative housing arrangements that promote cooperative living and support students with families.</p>			
	<p>6. Create an ad hoc committee to explore the distribution of financial aid.</p>			

B. Increase the proportion of faculty and staff from underrepresented communities.	1. Review and update existing benchmarks for faculty diversity, and make recommendations for future hiring.			
	2. Create a staff diversity plan.			
C. Create a respectful and intentional campus community in which we value and learn from our diverse histories, perspectives, and experiences, and create and implement better structures for mediating and resolving conflicts.	1. Provide funding for programming and personnel that enable members of the Pitzer community to better practice diversity and resolve conflicts.			
	2. Create endowed chairs in strategic areas to create a curriculum that reflects greater diversity.			
D. Bring greater transparency and a more efficient flow of information to College governance and administration in order to improve access for all members of the campus community.	1. Create better access to information, opportunities, and activities for students, faculty, staff, and visitors via the College website and intranet.			
	2. Build greater continuity and communication on committees from one year to the next by creating better mechanisms for archiving records and reports.			

Goal 5: Improve the quality of Pitzer’s learning environment and its infrastructure to support learning through increased attention to the physical plant, environmental sustainability, information technology, co-curricular programming, and structures and services that promote the welfare of faculty, students, and especially staff, who provide vital support to the educational mission of the College.

Objective	Strategy	Timeline	Responsibility	Assessment
A. Expand and update academic spaces of all kinds, including office space for faculty and staff, classrooms, and student study areas, to ensure adequate support of multiple forms of teaching and learning.	1. Construct new office space for faculty and staff, and provide sufficient storage space.			
	2. Construct new classroom spaces of varying sizes and capabilities.			
	3. Continue updating academic spaces to conform with ADA and safety guidelines.			
B. Increase resources, including space and funding, in support of informal gatherings, communal study, and co-curricular programming.	1. Increase funding and support for off-campus speakers and presenters, and work toward better integration of these campus guests into courses.			
	2. Increase funding for student-run eateries such as the Shakedown and Grove House, and reliably extend Grove House hours of service.			
C. Create and implement an environmental sustainability action plan for the College campus and community.	1. Fund a Pitzer post-graduate Environmental Fellow position to work on and oversee the environmental needs of the College.			
	2. Increase funding for existing student-run environmental organizations and new student initiatives in order to promote environmental awareness and effective policies concerning sustainability.			
	3. Follow through on the American College and University Presidents' Climate Commitment.			

<p>D. Update and expand the College’s computing infrastructure in support of curricula, teaching and learning, and assessment.</p>	<p>1. Create an Information Technology master plan, similar to housing, facilities, and landscaping master plans, that will enable and support up-to-date instructional technologies, institutional research, paperless scheduling systems and record-keeping, and protection against power failures and security breaches.</p>			
	<p>2. Increase staffing to support a strong computing infrastructure as detailed in the IT master plan.</p>			
<p>E. Expand structures and services, including intercollegiate structures and services, that promote the welfare of students, faculty, and staff.</p>	<p>1. In the future, invite staff to develop a full strategic plan of its own, to be facilitated by Staff Council Representatives (SCR) with clear guidelines from the administration on the development and implementation process.</p>			
	<p>2. Provide excellent and affordable childcare on campus for faculty, staff, and students with children.</p>			
	<p>3. Increase effective transportation and parking options for members of the Pitzer community, with an emphasis on alternative modes of transportation.</p>			
	<p>4. Strengthen shared Claremont Consortium services to better support teaching, learning, and community at Pitzer and the other Claremont Colleges.</p>			