I. CHARGE & GUIDING PRINCIPLES OF THE TRANSITION TASKFORCE
   A. Charge and timeline
      1. The Transition Taskforce is an ad-hoc committee created by the Dean for which nominations were sought in fall 2012. It has the primary charge of assisting with the strategic planning process in the College of Humanities and the Arts. The Taskforce shall provide input on Phase I of the strategic planning process as it unfolds. The primary tasks will relate to the analysis of information gathered, with the outcome being the delivery of that analysis to the Dean by spring break 2013, upon which the Transition Taskforce will have completed its work and will be released from service.

   B. Guiding principles
      1. The Taskforce is a collaborative group that focuses on what is best for the College as a whole. A commitment to that mission is vitally important for the Taskforce to function well. The Taskforce is not an advocacy group for individual units or programs. In short, it is a Phase I strategic planning group for the entire College of Humanities and the Arts.
      2. As with RTP committees, participants need to maintain confidentiality of all discussions that occur in the Taskforce meetings. Given that some items discussed might be highly sensitive, members shall avoid email or other potentially public communication about sensitive matters.

II. GUIDING PRINCIPLES
   A. Fiscal and academic context
      We operate under considerable fiscal and academic constraints that must be considered as our starting and ending points. Fiscally, innovation and goal setting must either be cost-saving or revenue neutral. Academically, we are obligated to operate within the CSU- and campus-wide parameters related to policy, curriculum, and bargaining contracts.

   B. University context
      The President created a strategic plan during his first year at SJSU (http://www.sjsu.edu/president/strategicplanning/). Academic Affairs has its own academic plan that builds on the President’s plan (http://www.sjsu.edu/provost/about/academic_plan/). To a large extent, these plans are driving resource allocation and the funding of initiatives at the university.

   C. College context and timeline
      These over-arching plans provide the framework for the College’s strategic planning process, Phase I of which will culminate before spring 2013 with the delivery of the Transition Taskforce’s data analysis to the Dean. Phase II of the process then will involve the creation of a College-level strategic plan based on data gathered during the process and a collective effort in the College to move forward on strategic planning goals that will help us align with the President’s and Provost’s strategic plans and our own goals.
The outcomes will be:
1. Completion of the Taskforce’s data analysis by spring break 2013;
2. Decision made by the Dean regarding the structure of the College as a means of resolving remaining merger issues and consultation on those decisions as per University policy (spring 2013);
3. Creation of a strategic plan (summer 2013);
4. Identify collective efforts to take steps at all levels (College and department/school) to help the College implement a strategic plan (fall 2013 and beyond).

III. PROCESS OVERVIEW
A. TASKFORCE PROCESS
   1. The Taskforce will receive data related to all units in the College, including: the current College organizational chart, budget, Full Time Equivalent Students (FTES) served, majors, number of Full Time Equivalent Faculty (FTEF). The Taskforce also will be provided with the University and Academic Affairs strategic plans. Other data and information can be provided as deemed necessary.
   2. The Taskforce will provide input on the process by which units (departments/schools) and individuals (faculty/staff) in the College will give input about the pertinent issues.
   3. The Taskforce will request input from units (departments/schools) and individuals (faculty/staff).
   4. The Taskforce will analyze data gathered and report on that analysis.
B. COLLEGE PROCESS
   1. For maximum inclusivity, units (departments/schools) as well as individuals will be given the opportunity to respond to questions regarding Strengths, Weaknesses, Opportunities, and Threats (SWOT). An open-ended online input form will be provided as well to ensure all who want to respond have a chance to do so.
   2. Data gathered will come to the Taskforce for analysis. See Appendix I for more details on the timeline and process.

APPENDICES:
I. STRATEGIC PLANNING PROCESS: PARAMETERS, PROCESS, & TIMELINE (p. 3)
II. SURVEY FOR FACULTY AND STAFF IN H&A (pp. 4-5)
III. SAMPLE STRENGTHS, WEAKNESSES, OPPORTUNITIES, THREATS ANALYSIS (p. 6)
APPENDIX I: STRATEGIC PLANNING PROCESS: PARAMETERS, PROCESS, AND TIMELINE
COLLEGE OF HUMANITIES AND THE ARTS

A. PARAMETERS
The College is committed to an open, inclusive strategic planning process. Timeliness is of critical concern as well, particularly since we currently have two units (RTVF/AI and the School of Music and Dance) with interim directors whose terms will expire at the end of summer 2013. Decisions affecting structure ideally shall be made in time for faculty to engage in consultation, department chair nominations, and elections by the end of spring semester 2013. For these reasons, we will make every effort to stick to the timeline outlined below.

B. PROCESS & TIMELINE
1. October 2012:
   a. Transition Taskforce announced and nominations taken college-wide.
2. November 2012:
   a. Transition Taskforce membership announced; Taskforce vets and gives input on the process, timeline, and implementation plans for strategic planning. Process involves a strategic planning survey to which units (departments/schools) will respond via the chairs after consultation as well as a survey sent to all faculty and staff in the College;
   b. Department chairs/directors consulted regarding timeline for ability to deliver unit-based responses to a strategic planning survey.
3. December 2012:
   a. Survey to be asked of all units and faculty/staff in College posted on website for people to consider during the winter break. Note: survey is not live at this time;
   b. Transition Taskforce works with Office of Institutional Research to build an online version of the survey that can be distributed securely and allow for anonymity if respondents choose to remain anonymous.
4. January 22-February 18, 2013:
   a. Departments/schools discuss the survey, provide responses, and chairs/directors responsible for submitted these unit-based responses to Taskforce;
   b. Survey also sent to faculty and staff in the College during a two-week period;
   c. Open access response system made available on College website for community and other university members to give input as desired.
5. February 18-March 22, 2013:
   a. Transition Taskforce reviews and studies data (e.g., unit-based and individual responses to survey as well as open access response system data);
   b. Final Taskforce analysis completed by spring break (March 22, 2013).
6. April 2013:
   a. Dean confers with Transition Taskforce and other constituencies regarding a possible outline for a College-wide strategic plan as well as any structural decisions related to units in the College. This process of meaningful consultation shall be carried out in compliance with Academic Senate Policy S06-7.
7. May 2013:
   a. Dean communicates the strategic planning conclusions, decision about College structure, and next steps to be taken collaboratively in the College to keep moving forward with the strategic plan.
APPENDIX II: SURVEY FOR FACULTY AND STAFF IN H&A

SURVEY: Strengths, Weaknesses, Opportunities and Threats Analysis

A. BACKGROUND

The purpose of a SWOT analysis is to perform an analysis of one's institution vis-à-vis internal strengths and weaknesses as well as external opportunities and threats. The data gathered in the process will be used by the Transition Taskforce (an ad-hoc committee of the College Dean) to analyze strengths and weaknesses as well as opportunities for innovation and areas that potentially pose a threat to the success of the College. All of that information will feed into the Taskforce's final analysis, which will then be used by Dean Vollendorf to make a decision about the structure of the College (spring 2013) as well as to develop a fully-fleshed out strategic plan that will help guide the College over the next five years.

The goals of a SWOT analysis is to:

1. **Strengths (internal):** Identify internal strengths so we can capitalize on them and make them even stronger.
2. **Weaknesses (internal):** Identify internal weaknesses so we can start to make improvements in areas deemed weak.
3. **Opportunities (external):** Identify opportunities presented by environment external to the College so we can invest resources and time in those opportunities to innovate and move forward. (This could include such things as opportunities to build on the pillars of the President's strategic plan or opportunities provided in the community, through grants, development or other similar external initiatives).
4. **Threats (external):** Identify threats in the external environment so we can be aware of the context in which we operate and, potentially, so we can find ways to offset threats by capitalizing on strengths and opportunities.

Possible example for the College of Humanities and the Arts:

1. **Strengths and weaknesses (internal):** In the case of the College of Humanities and the Arts, internal strengths include, for example, strong, dedicated faculty and staff who care about the College and the university. Weaknesses might be said to include low tenure-track density (among the lowest in the CSU) that leads to increasing burdens on faculty and staff.
2. **Opportunities** provided by the external environment include increasing demand for workforce training in high-tech areas that might allow us to develop innovative curriculum to be offered through the College of International and Extended Studies, which in turn would help us have more resources and help provide faculty with more connections to the industries of Silicon Valley.
3. **Threats** posed by the external environment include the lack of state funding for public education, a situation that has led to significant fiscal constraints for the CSU and also for K-12 education.
B. Questions to which units and individuals will be asked to respond:

PART I. Internal Evaluation: Identify strengths and weaknesses of your own department, school, and/or program(s).

1. Please identify strengths of your department, school, and/or program(s).

2. Please identify weaknesses of your department, school, and/or program(s).

PART II. External Evaluation: Identify opportunities and threats posed by the environment outside the College (including the University, CSU, state, community, country, etc.) as these issues relate to your own department, school, and/or program(s):

3. Please identify opportunities that exist in the environment outside the College as those opportunities relate to your department, school, and/or program(s).

4. Please identify threats that exit in the environment outside the College as those threats relate to your department, school, and/or program(s).

Part III. Summary: Identify issues related to the over-arching structure of the College and any other aspects of the College that will be useful for the Transition Taskforce to understand as the data are gathered and analyzed.

5. Do you have input about the College structure (particularly as that input relates to the prior merger of the College) that the Taskforce and the Dean should take into consideration as we move forward?

6. Do you have ideas for innovations or changes the College could implement to help position Humanities and the Arts well as we move forward?

7. Do you have anything else to add?
APPENDIX III: SAMPLE SWOT ANALYSIS

Sample SWOT Analysis: University of Illinois Springfield

http://www.uis.edu/strategicplan/plan/sectiontwo/strengths.html

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

This SWOT analysis builds on the Environmental Assessment and on the strategic planning discussions led by President White for the University of Illinois. The UIS Strategic Planning Committee discussed SWOT specifically at two of its meetings, one in March 2005 and one in October 2005. It discussed strengths and weaknesses relative to our competition and in doing so, first identified who our competitors are. So this analysis begins with a list of competitors identified in the two meetings, in feedback from others at UIS, and in conversations among committee members.

Like the president’s list for the University of Illinois, some of the SWOTs here overlap and some are contradictory; yet they form the basis for a thoughtful discussion about the future of UIS. Selected competitive variables are compared in Appendix B and Appendix C.

Major competitors, on-campus programs:
Illinois State University, Southern Illinois University – Carbondale, Western Illinois University, Southern Illinois University – Edwardsville, Eastern Illinois University, Illinois College, Northern Illinois University, Bradley, and McKendree.

Major competitors, online programs:
University of Phoenix Online, University of Maryland University College, SUNY Learning Network, Arizona Universities Network, UMassOnline, Michigan State, Penn State World Campus, Stanford, University of Texas System, University of Wisconsin Extension.

UIS Strengths:
- U of I name
- affordable
- location in state capital
- small size
- full-time faculty teach most classes, and there is a strong bond and a high level of interaction between faculty and students
- expertise in teaching non-traditional students
- comprehensiveness, quality, and growth of online education
- accessibility – day, night, online formats
- interdisciplinary and experiential education at both the undergraduate and graduate levels

---------End of Strategic Planning Document---------

H&A Strategic Planning Process, p. 6