

UNIVERSITY PLANNING COMMITTEE
Meeting Minutes
March 17, 2021

Attendees

Ebony Cain	Sara Jackson	Phil Phillips
Paul Caron	Lee Kats	Steven Potts
Lauren Cosentino	Rick Marrs (chair)	Greg Ramirez
James Gash	Marilyn Misch	Mark Roosa
Nelson Granados	Tim Perrin	Nicolle Taylor
Connie Horton	Pete Peterson	Helen Williams

Absent

Rick Cupp
Michael Feltner
Gary Hanson
Jeff Pippin
Michael Shires
Deryck van Rensburg

Observers

Juliano Bonavia
Danny DeWalt
Ildiko Hazak
Seta Khajarian
Jody Semerau
Jonathan See

Guest Presenter

April Marshall

I. Call to Order and Devotional

Provost Marrs called the University Planning Committee meeting to order at 8:30 a.m. on March 17, 2021 via Zoom Meeting. Pete Peterson presented devotional thoughts.

Helen Williams and Phil Phillips moved and seconded approval of the minutes for February 17, 2021, which were adopted.

II. WSCUC Update

April Marshall provided an update of Pepperdine University's WSCUC report. April Marshall commented that Pepperdine is coming to the end of a three-year process for this

reaffirmation. In 2018, the reaffirmation process was started with a community survey. Much of the information in the report has been drawn from that survey. April Marshall commented that accreditation is essentially a peer review for the institution. Accreditation checks of quality and it is connected to federal funding. Accreditation is not automatic and it is not guaranteed. It is a process that can lead to not being accredited. The accreditation body is not governmental, although accreditation is tied to governmental funding. The accreditation body is a body of the university's peers. April Marshall noted that the last important communication with WASC was in March, 2013, which was a WASC Commission Action Letter. Pepperdine is responding to that in the report. Pepperdine sent an interim report in 2015, because the university's cycle is ten years. The institutional report is due in August, 2021. The WSCUC site visit will be on October 20-22, 2021. Pepperdine's visit could be a combination of virtual and in-person visits. April Marshall highlighted that they do have a new Accreditation Liaison Officer (ALO), Seta Khajarian. She serves as Associate Provost for Institutional Effectiveness and Assessment and as ALO. The Accreditation Liaison Officer is Pepperdine's direct link to WASC. Seta Khajarian communicates with WASC directly. April Marshall presented the members of the WASC visiting team. The WSCUC visit liaison is Barbara Gross Davis. She has been Pepperdine's WSCUC liaison for many years.

Normally schools go through the Institutional Review process (IRP). It is typically a long process. Pepperdine was approved for a shorter new process called TPR. Pepperdine had to apply to go through this shorter new process and the University was approved. April Marshall commented that the UPC members can email her or Seta Khajarian if they are interested in who else is in the university's cohort. There were three cohorts approved for this first round of TPR. Pepperdine is in the second cohort. The first cohort had visits this past fall. April Marshall commented that the WSCUC Steering Committee came together under Lisa Bortman three years ago. They worked together to help author the report. They will come back together when WASC comes. This steering committee was broken into subcommittees that helped to write the report. Pepperdine as an institution could pick themes. There are three themes in the report where Pepperdine focuses on its strengths. The report was written by the WSCUC Steering Committee and subcommittees. Now Seta and her team review the report. The report was started a year ago. The report will be available for the community to read at the end of April. April Marshall commented that they would like to shift their language from assessment to focus on student achievement.

April Marshall shared a quote from the report. It links to the budget, feedback from the survey and links to one of the themes that they self-selected, which is knowledge sharing. From the survey it was very clear that faculty across the schools was concerned about funds for research and scholarly activities. A review of budget allocations revealed that monies for scholarship activities across the schools from 2014 to 2019 have increased. If faculty aren't aware that they have increased funds, that is an issue. The CFR terminology is from WSCUC, it is criteria for review from a list of items they have. This is an example where UPC, the survey and the report come together on how to improve processes and the use of those funds so they get to faculty.

There is a question about where does all the information from assessment go, what happens to it and how is it used. Faculty is concerned that assessment or student achievement data stays in the program or department area. One of the themes is how do they share that across programs, how do they share that across schools. There is another theme that came up. There is a perception among faculty that the information they are generating is underutilized for long-range planning and resource allocation. The information needs to be communicated more clearly. How does this data they are generating related to assessment speak into the budget and strategic planning process. This is a concern for faculty and Pepperdine's outside consultant. Pepperdine brought in an outside consultant from the University of San Diego at the start of this process. This may be an issue of communication. One response to that is that the Advancement of Student Learning Council (ASLC) created a flash report, a one-page document, to compare and contrast across schools and programs what data might be useful. Another response is the idea of a searchable knowledge bank of assessment/student achievement data. April Marshall noted that the visiting team will likely want to meet with UPC in October. There is a newsletter from OIE on the WSCUC visit. Provost Marrs suggested that the UPC members should add these dates on their calendar. Provost Marrs noted that he will make sure that the UPC members have the final report.

III. Review of the Draft 2030 University Strategic Plan

Tim Perrin commented that the timing of the strategic planning process is tied to Pepperdine's reaffirmation process, because they would like to have a strategic plan in place for the visiting team before they arrive next fall. The members of the Steering Committee had an opportunity to see this draft. Regarding process, it has been an intentional focus on being collaborative and building a strategic planning process that reflects best practices in higher education. The University Planning Committee has been involved in strategic planning almost from the beginning. In October and November in 2019, UPC engaged in breakout groups and did some strategic planning exercises. In November, the Strategic Planning Task Force joined UPC to discuss the strategic plan. Last October, in the 2020 UPC meeting, Tim Perrin shared a draft document that was really a framework for the strategic plan including, animating convictions, empowering commitments and strategic priorities. The Strategic Planning Task Force received feedback from UPC. The feedback from UPC has been already incorporated. In January this year, the Strategic Planning Task Force sent a complete draft of the strategic plan to President Gash for his review. President Gash developed a presidential vision statement. There are three parts to the overall document: the Preamble, the Strategic Vision Statement from President Gash and Pepperdine 2030: Ascend Together. Last spring and summer the Task Force held 20 envisioning sessions. More than 800 individuals participated in those sessions including, faculty, staff, alumni, students, advisory boards, parents, donors and community members. At the end the Task Force will share what they developed and the entire community will have a chance to reflect and respond to the

draft of the strategic plan before it is finalized. The Task Force hopes to share the strategic plan at the June meeting of the Board of Regents.

President Gash commented that this is the most extensive community involvement that they have ever had in a strategic plan at Pepperdine. The prior strategic plan, Boundless Horizons, started in 2006 and finished in 2011. This strategic plan was done in 18 months and it is continuing to evolve. President Gash shared the strategic planning timeline. The draft strategic plan was given to the Board of Regents in February. The last meeting with the Board of Regents was last week. A new draft will be completed and then distributed. The plan is to give the revised draft on March 29 to UPC, UMC, UDC, USLC, ALC and UB. There will be another follow-up Board of Regents meeting on April 13. They have to approve the strategic plan for it to become Pepperdine's official strategic plan. On April 20, the strategic plan will be shared with the community. There will be various town halls and gatherings. The Strategic Planning Task Force will get the feedback by late May. They will have the final draft approved by the Board of Regents on June 8. This plan is longer and more detailed than prior plans. All the details are in other documents in strategic plans for each area. There are 67 goals that may end up slightly reduced and combined.

Tim Perrin asked the UPC members to provide their feedback. Marilyn Misch commented that she has a really hard time with this document. She did a quick search through the document after reading it and she found that the document mentions resources 30 times, diversity 15 times, community 76 times, scholarship and research 28 times, classroom 10 times and teaching 5 times. Marilyn Misch noted that she does not hear any emphasis anywhere in the document on the importance of teaching in the classroom. Marilyn Misch commented that they should be emphasizing excellence in teaching. There is nothing about face-to-face classrooms and small class sizes in the document. Marilyn Misch commented: "Our affirmation statement notes that students "are the heart of the educational enterprise." However, if I were a prospective faculty member looking at this document to see Pepperdine's priorities, I would think that Pepperdine did not care anything about teaching. I am completely appalled. We have lost our heart and George Pepperdine's vision." Tim Perrin commented that they have added some specific point that reflects the emphasis on classroom teaching. In some places they used the word "mentor" instead of "teacher". Marilyn Misch noted that the strategic plan still does not address teaching in the classroom. President Gash commented that he will go back and look at his introductory vision that he wrote and figure out how to say things more accurately. President Gash commented that academic excellence and classroom culture matters most to him. He noted that he has failed to capture what he intended. President Gash will go back and clarify in the document that what happens in the classroom is of critical importance. Faculty teaching excellence is a non-negotiable requirement for being a member of Pepperdine's faculty. Ebony Cain had a comment around experiential learning being at the core what makes Pepperdine special and that connects to Pepperdine's international trips. It is a benefit of Pepperdine's approach to learning. Pepperdine has campuses everywhere and students see the world as part of an extension of their campus.

Nelson Granados asked whether he can share the draft strategic plan with faculty council and with faculty. Tim Perrin replied that another draft is coming and that draft is going to be shared more broadly. It might be better to hold off sharing the document until there is a later draft. Nelson Granados asked about the priorities given to online education. It is unclear how they will prioritize online education in the future in the strategic plan. Tim Perrin commented that IMC will add infographics to the document about the priorities. Additional online programs are a part of that solution. Dean Roosa asked about individual curricular and cocurricular areas developing strategic plans that would plug into the larger strategic plan. How that might be orchestrated so that there is good alignment between the master plan and the strategic plans that are developed by the schools and cocurricular areas. President Gash responded that his vision is that when each area is finalized, then will evaluate the pathway that it will take to further the strategic plan. Tim Perrin noted that they want to work toward mapping the area strategic plans to the university plan.

Steven Potts commented that there is a paragraph on the importance of Pepperdine's reputation and brand. It mentions the five schools. Steven Potts believes that Athletics play a pretty significant part in the university's brand and reputation and that should be noted in the strategic plan. Jonathan See commented that when he became CIO he wrote a 5-year IT strategic plan. Much of that plan was to strengthen Pepperdine's technology infrastructure in the university and to position technology as a great enabler for the various facets of the institution. To a large degree they have accomplished that. For the next five years Jonathan See intentionally held back on writing what IT's next strategic plan is, because he is waiting on the new strategic plan. Jonathan See did a quick search on the document and he saw that there are six different mentions of using technology for the next ten years for the university and he is very pleased to see that. The strategic partnerships between IT and all the various groups like Library, Advancement and Athletics will be critical moving forward. Tim Perrin asked the UPC members to forward any comments regarding the strategic plan to him, Provost Marrs or Vice Provost Lee Kats.

IV. Adjournment

The meeting was adjourned at 9:44 a.m. The next meeting of the University Planning Committee will convene at 8:30 a.m. on April 21, 2021 via Zoom Meeting.