	Academic Council (n=16)	Votes
1	Planning and Assessment 4: Provide academic decision makers, including department chairs and school deans with ready access to vital institutional data and with ready access to accurate data comparing PLNU with other institutions of similar size and values. Consider which benchmarks should be use to measure excellence.	10
2	Collaboration and Community 5: Increase communication. This includes regular updates on planning and major decisions made by Cabinet, centralized information about upcoming events, broader exposure of the work of various departments and centers.	9
3	Faculty Governance 1: Consider moving some of the "routine" tasks done in the faculty meeting to the Academic Council (chairs, school deans, site directors and vice provosts) so that the faculty meetings can focus on significant issues.	7
4	Mission/Vision 1: Create a forum for sustaining on-going conversation among faculty about the nature of our academic disciplines within the context of our Christian convictions and our Wesleyan heritage.	6
5	Faculty Development 2: Increase the number of faculty gatherings held parallel to "convocations" in chapel and use this time for additional pedagogy, technology and research presentations.	6
6	Faculty Development 8: Provide Department Chairs, School Deans, Site Directors and Center Directors with some fundamental training in management, personnel issues and the navigation of PLNU systems.	6
7	Academics 2: Continue to strengthen our commitment to the liberal arts. This includes providing support for reading and writing across the curriculum, continuing to reduce the number of large classes, and maintaining the firm caps on the number of units in undergraduate majors.	6
8	Support for Instruction 5: Create a plan, in careful consultation with the end users, to complete the needed facilities work on the Point Loma Campus. This includes the construction of the much needed Science Complex, renovation to existing buildings (Evans Hall, Keller Visual Arts Center, Salomon Theatre and others), and other construction (an exercise facility).	6
9	Support for Instruction 3: Provide needed technological and resource support for technologically mediated instruction (hybrid, video across multiple sites, etc).	5
10	Faculty Development 3: Expand the opportunities for teaching development and support through the Center for Teaching and Learning.	4
11	Faculty Development 6: Revise the current faculty evaluation system to one that is more formative (note that the Faculty Status Committee is discussing changes in process).	4

	All Faculty (including Academic Council) (n=117)	Votes
1	Faculty Governance 1: Consider moving some of the "routine" tasks done in the faculty meeting to the Academic Council (chairs, school deans, site directors and vice provosts) so that the faculty meetings can focus on significant issues.	41
2	Faculty Development 4: Study and revise the support for faculty scholarship (e.g. the number of sabbaticals, release time for scholarship, etc).	39
3	Academics 2: Continue to strengthen our commitment to the liberal arts. This includes providing support for reading and writing across the curriculum, continuing to reduce the number of large classes, and maintaining the firm caps on the number of units in undergraduate majors.	38
4	Collaboration and Community 5: Increase communication. This includes regular updates on planning and major decisions made by Cabinet, centralized information about upcoming events, broader exposure of the work of various departments and centers.	37
5	Support for Instruction 5: Create a plan, in careful consultation with the end users, to complete the needed facilities work on the Point Loma Campus. This includes the construction of the much needed Science Complex, renovation to existing buildings (Evans Hall, Keller Visual Arts Center, Salomon Theatre and others), and other construction (an exercise facility).	35
6	Mission/Vision 1: Create a forum for sustaining on-going conversation among faculty about the nature of our academic disciplines within the context of our Christian convictions and our Wesleyan heritage.	33
7	Mission/Vision 3: Create a forum for on-going discussion about the meaning the University vision and the long range direction of the institution.	33
8	Faculty Development 8: Provide Department Chairs, School Deans, Site Directors and Center Directors with some fundamental training in management, personnel issues and the navigation of PLNU systems.	31
9	Faculty Development 9: Continue the University's efforts to increase the diversity of the faculty.	30
10	Students 3: Continue to expand the University's efforts to recruit and retain a diverse undergraduate student body (note that our graduate student body is fairly diverse).	30
11	Academics 7: Facilitate further conversation about graduate programs among the faculty as a whole, there are a variety of understandings about the University's vision for graduate programs.	28

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12	**Students 1:** Have Admissions and the Enrollment Management Committee make regular presentations to the faculty about the admissions process.	4	12	**Support for Instruction 3:** Provide needed technological and resource support for technologically mediated instruction (hybrid, video across multiple sites, etc).	27
13	**Academics 1:** Revise the GE curriculum based on student learning data. This includes gathering data about student learning, making curricular changes, seeking consistency across sections of a single class and supporting faculty who teach in the GE program (note that the GE Committee is discussing some of these items).	4	13	**Collaboration and Community 1:** Expand educational collaboration in our academic community. This includes work between departments, between curricular and co-curricular areas, between sites, between graduate and undergraduate programs and with external partners.	27
14	**Academics 7:** Facilitate further conversation about graduate programs among the faculty as a whole, there are a variety of understandings about the University's vision for graduate programs.	4	14	**Academics 5:** Seek ways to develop and fund interdisciplinary programs.	26
15	**Collaboration and Community 3:** Be intentional in strengthening community among the University faculty as a whole, this means having common experiences and shared time together (this may require innovative use of technology to work across sites).	4	15	**Support for Instruction 6:** Evaluate classroom and laboratory furnishings and equipment at all sites. Do our current classrooms support a rich variety of pedagogical methods?	26
16	**Planning and Assessment 5:** Create a clearly defined process for evaluating proposals for new sites and programs. All key personnel (staff, faculty, administrators) need to be involved in the early stages of investigation, discernment and planning.	4	16	**Faculty Development 3:** Expand the opportunities for teaching development and support through the Center for Teaching and Learning.	23
17	**Faculty Development 9:** Continue the University's efforts to increase the diversity of the faculty.	3	17	**Faculty Development 5:** Create a system for helping faculty to plan their career and sustain scholarly work.	23
18	**Faculty Governance 4:** Review the impact of dividing the university into colleges and schools. Are there unintended consequences that should be discussed?	3	18	**Planning and Assessment 4:** Provide academic decision makers, including department chairs and school deans with ready access to vital institutional data and with ready access to accurate data comparing PLNU with other institutions of similar size and values. Consider which benchmarks should be use to measure excellence.	23
19	**Students 4:** Review the usefulness of the university and departmental websites (both external and the items in the wiki/portal) and their effectiveness in communicating information to current and prospective students.	3	19	**Collaboration and Community 3:** Be intentional in strengthening community among the University faculty as a whole, this means having common experiences and shared time together (this may require innovative use of technology to work across sites).	22
20	**Academics 8:** Consider developing a system that will allow for programmatic experimentation, innovation and pilot testing that is data/information driven (based on environmental scans, market demands, changes in professions, etc.)	3	20	**Planning and Assessment 5:** Create a clearly defined process for evaluating proposals for new sites and programs. All key personnel (staff, faculty, administrators) need to be involved in the early stages of investigation, discernment and planning.	22
21	**Academics 9:** Support the development of off-campus undergraduate "study abroad" programs (e.g. Mid-City term, possible permanent sites in Europe, Africa or other locations).	3	21	**Faculty Development 6:** Revise the current faculty evaluation system to one that is more formative (note that the Faculty Status Committee is discussing changes in process).	21
22	**Support for Instruction 6:** Evaluate classroom and laboratory furnishings and equipment at all sites. Do our current classrooms support a rich variety of pedagogical methods?	3	22	**Academics 9:** Support the development of off-campus undergraduate "study abroad" programs (e.g. Mid-City term, possible permanent sites in Europe, Africa or other locations).	21
23	**Collaboration and Community 1:** Expand educational collaboration in our academic community. This includes work between departments, between curricular and co-curricular areas, between sites, between graduate and undergraduate programs and with external partners.	3	23	**Students 2:** Create a structure for supporting undergraduate and graduate student research beyond the current Honors Program.	20
24	**Planning and Assessment 1:** Increase assessment support and assistance for curricular and co-curricular University units this includes funding for training and support with data collection and analysis.	3	24	**Mission/Vision 2:** Consider creating a structure that would award funding to departments to advance "prominence" and "voice" in ways specific to their discipline (hosting conferences, research, performances, etc).	19

#	Item	Score	#	Item	Score
25	Mission/Vision 2: Consider creating a structure that would award funding to departments to advance "prominence" and "voice" in ways specific to their discipline (hosting conferences, research, performances, etc).	2	25	Faculty Development 11: Review load credit for chair responsibilities and center director responsibilities.	19
26	Mission/Vision 3: Create a forum for on-going discussion about the meaning the University vision and the long range direction of the institution.	2	26	Faculty Development 1: Consider changing the format of faculty meetings to include more emphasis on teaching, research and community building.	18
27	Faculty Development 1: Consider changing the format of faculty meetings to include more emphasis on teaching, research and community building.	2	27	Academics 4: Seek creative ways to fund integrative learning including study abroad experiences, student internships and service learning and programs in various academic departments.	18
28	Faculty Development 4: Study and revise the support for faculty scholarship (e.g. the number of sabbaticals, release time for scholarship, etc).	2	28	Faculty Development 2: Increase the number of faculty gatherings held parallel to "convocations" in chapel and use this time for additional pedagogy, technology and research presentations.	17
29	Faculty Development 11: Review load credit for chair responsibilities and center director responsibilities.	2	29	Faculty Governance 3: Devise better methods for communication from the committees to the faculty as a whole.	17
30	Faculty Governance 3: Devise better methods for communication from the committees to the faculty as a whole.	2	30	Students 4: Review the usefulness of the university and departmental websites (both external and the items in the wiki/portal) and their effectiveness in communicating information to current and prospective students.	17
31	Students 2: Create a structure for supporting undergraduate and graduate student research beyond the current Honors Program.	2	31	Academics 1: Revise the GE curriculum based on student learning data. This includes gathering data about student learning, making curricular changes, seeking consistency across sections of a single class and supporting faculty who teach in the GE program (note that the GE Committee is discussing some of these items).	17
32	Students 5: Expand the support offered to graduating undergraduate students as they transition into their first careers and/or graduate studies.	2	32	Faculty Development 10: Provide support for writing grant proposals and book proposals.	16
33	Academics 3: Determine which experiences and course are most helpful in developing our students' cultural competence and increase resources to those effective programs.	2	33	Support for Instruction 1: Create a campus master plan for technology and equipment replacement that is funded to realistic levels paying particular attention to the needs of the end users.	16
34	Planning and Assessment 2: Investigate providing the needed additional support for both the PLNU program review process and for departments seeking outside accreditation (note some changes in support for program review have already been made).	2	34	Mission/Vision 4: Expand the support for the University centers in developing colloquia, seminars and national conferences hosted at PLNU.	15
35	Mission/Vision 4: Expand the support for the University centers in developing colloquia, seminars and national conferences hosted at PLNU.	1	35	Mission/Vision 5: Expand the support for academic departments in developing colloquia, seminars and national conferences hosted at PLNU.	14
36	Faculty Development 5: Create a system for helping faculty to plan their career and sustain scholarly work.	1	36	Students 5: Expand the support offered to graduating undergraduate students as they transition into their first careers and/or graduate studies.	14
37	Faculty Development 7: Expand the structures that support long-term adjuncts. Recommendations include multi-year contracts and some support for professional development (note that some work is already occurring in this area).	1	37	Academics 6: Create a clear philosophical statement for graduate programs.	14
38	Faculty Development 10: Provide support for writing grant proposals and book proposals.	1	38	Faculty Development 7: Expand the structures that support long-term adjuncts. Recommendations include multi-year contracts and some support for professional development (note that some work is already occurring in this area).	13

#	Item	Value
39	Faculty Governance 2: Provide training for committee chairs.	1
40	Faculty Governance 5: Review the structures for center directors offering input into the University's academic vision and direction.	1
41	Students 3: Continue to expand the University's efforts to recruit and retain a diverse undergraduate student body (note that our graduate student body is fairly diverse).	1
42	Academics 4: Seek creative ways to fund integrative learning including study abroad experiences, student internships and service learning and programs in various academic departments.	1
43	Support for Instruction 1: Create a campus master plan for technology and equipment replacement that is funded to realistic levels paying particular attention to the needs of the end users.	1
44	Support for Instruction 2: Support changes in the library to accommodate the increasing use of technology.	1
45	Support for Instruction 4: Revitalize the Technology Committee and have it focus on academic computing and the use of technology in teaching.	1
46	Collaboration and Community 6: Expand the opportunities for faculty, staff and students to build relationships across class and ethnic lines.	1
47	Mission/Vision 5: Expand the support for academic departments in developing colloquia, seminars and national conferences hosted at PLNU.	0
48	Academics 5: Seek ways to develop and fund interdisciplinary programs.	0
49	Academics 6: Create a clear philosophical statement for graduate programs.	0
50	Collaboration and Community 2: Create time for sustained dialog and planning related to furthering partnerships between curricular and co-curricular areas. In the mid 1990's PLNU had a schedule that allowed for a mid-day activity period once per week.	0
51	Collaboration and Community 4: Make better use of available technology to include all faculty at all sites in PLNU events and meetings.	0
52	Planning and Assessment 3: Implement the modified PLNU strategic planning process paying particular attention to gathering wide University community input (including broad academic representation at all levels of planning), detailed communication about the process and the link between planning and budgeting.	0

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39	Support for Instruction 2: Support changes in the library to accommodate the increasing use of technology.	13
40	Students 1: Have Admissions and the Enrollment Management Committee make regular presentations to the faculty about the admissions process.	12
41	Academics 3: Determine which experiences and course are most helpful in developing our students' cultural competence and increase resources to those effective programs.	12
42	Planning and Assessment 1: Increase assessment support and assistance for curricular and co-curricular University units this includes funding for training and support with data collection and analysis.	12
43	Support for Instruction 4: Revitalize the Technology Committee and have it focus on academic computing and the use of technology in teaching.	11
44	Faculty Governance 2: Provide training for committee chairs.	10
45	Faculty Governance 4: Review the impact of dividing the university into colleges and schools. Are there unintended consequences that should be discussed?	10
46	Academics 8: Consider developing a system that will allow for programmatic experimentation, innovation and pilot testing that is data/information driven (based on environmental scans, market demands, changes in professions, etc.)	10
47	Collaboration and Community 6: Expand the opportunities for faculty, staff and students to build relationships across class and ethnic lines.	10
48	Collaboration and Community 4: Make better use of available technology to include all faculty at all sites in PLNU events and meetings.	9
49	Planning and Assessment 2: Investigate providing the needed additional support for both the PLNU program review process and for departments seeking outside accreditation (note some changes in support for program review have already been made).	6
50	Faculty Governance 5: Review the structures for center directors offering input into the University's academic vision and direction.	5
51	Planning and Assessment 3: Implement the modified PLNU strategic planning process paying particular attention to gathering wide University community input (including broad academic representation at all levels of planning), detailed communication about the process and the link between planning and budgeting.	4
52	Collaboration and Community 2: Create time for sustained dialog and planning related to furthering partnerships between curricular and co-curricular areas. In the mid 1990's PLNU had a schedule that allowed for a mid-day activity period once per week.	2