

I. Strategic Plan (2017-2022)

1. Introduction

Organization of this Strategic Plan

The purpose of this Strategic Plan is to provide a structured description of the priorities and current initiatives of the Construction Management Department at Cal Poly. As such, it is designed to help direct the financial resources of the department and the service commitments of the faculty to accomplish a common mission and vision for the department. The current vision, mission, and program goals have been proposed by the Strategic Planning Committee and discussed among the faculty. These core elements are presented in the next section of this document.

Key Strategies designed to support this mission and to accomplish these goals have also been accepted by the faculty. Each Strategy and the goals and tactics proposed to advance them are included in the sections of the Strategic Plan that follow. By updating and reviewing this plan annually, it is intended that this plan will remain a dynamic tool to guide the direction of the department in the future.

This Strategic Plan also is formatted to meet the accreditation Standards of the American Council for Construction Education (ACCE). ACCE Standard 9 requires that all accredited programs maintain a Quality Improvement Plan (QIP) that “shall have three major components: Strategic Plan for the educational unit, Assessment Plan for the degree program, and Assessment Implementation Plan for the degree program.” This is the first of those three components.

More specifically, ACCE Standard 9.1.2 lists three requirements for the Strategic Plan:

1. First, the plan must describe “the systematic and sustained effort to enable the degree program to fulfill its mission.” The following sections of this plan will describe the key strategies listed by the Strategic Planning Committee to accomplish the stated Vision and Mission of the department. The first part of each section is entitled “Enablers of Department Mission and Strategy #X” and includes the Goals and Tactics identified to support this strategy. This part of each Strategy section meets this first requirement of Standard 9.1.2.
2. Secondly, the plan must “review the internal status” of program resources and “the external factors that influence the operation of the degree program.” Each of the following sections describing the key strategies includes a second part entitled “Available Program Resources and External Factors Related to Strategy #X” which addresses this requirement of Standard 9.1.2.
3. Finally, the plan also must “be updated periodically and represent the collective input” of all program constituencies. Therefore, each of the key strategies sections below includes a third part entitled “Inputs and Updates for Strategy #X” which describes the most recent input and discussions on each of the key strategies in order to meet this requirement of Standard 9.1.2.

As additional strategies are identified, more sections can be added using this format. Also, in order to preserve the record of discussions, completed tactics and annual updates that are no longer current are documented in Appendices to the Quality Improvement Plan.

Brief History of Strategic Planning Efforts in Construction Management at Cal Poly

This Strategic Plan is the outgrowth of an effort lasting from 2016 to 2018 designed to greatly expand and formalize the previous strategic planning processes used by the department. When completed, it will provide a common repository for goal setting and reporting activities of the program. While many of these activities have been ongoing, documentation was inconsistent and seldom located in a single place. Just as important as the documentation of these activities, a dynamic structure allowing for regular updates of the Plan had to be maintained as well.

The current strategic planning process has its roots in an effort started nearly 15 years ago. In 2004, the CM faculty conducted a series of planning sessions and developed a Mission Statement and a series of Program Goals that directed the initiatives of the department for over a decade. These essential elements were reported in the ACCE Self Study completed in 2007 in preparation for the Site Visit in the following year. That Mission and set of Goals formed the basis for the “Program Quality Plan” included in the Self Study that year that was used to inform the outcomes assessment plan of the time.

In September 2010, the faculty worked with an outside facilitator to reexamine these elements to see if they still expressed the direction for the future. It was determined at that time that the Mission and Program Goals were sound and still representative of the department. What was lacking was 1) a means of measuring the alignment of these goals with the goals for the College, 2) the more measurable short-term Educational Objectives (Learning Outcomes in ACCE terminology) related to each of these goals, and 3) the specific action plans with deliverables associated with each of the Educational Objectives. Frankly, efforts to address these shortcomings fell short as the faculty increasingly turned their attention to the greatly expanded assessment requirements of ACCE’s new Outcomes Based Standards which were being developed and released at that time.

During academic year 2013-2014, the College of Architecture and Environmental Design conducted its first formal strategic planning process in a while and CM faculty participated in that effort as preparation for developing our own plan. The CAED plan was reported in the department’s Self Study preparing for the 2014 Site Visit. However, that Self Study still listed the same Mission and Program Goals that had been developed ten years earlier. The efforts of the faculty at that time were put into developing an extensive Program Quality Management and Outcomes Assessment Framework that was successful in guiding the critical, ongoing assessment activities.

As the outcomes Assessment Plan and Assessment Implementation Plan took hold and started to yield valuable, formal results against the 25 selected Program Learning Outcomes several years ago, the faculty’s attention again returned to this Strategic Plan. First a series of seven Strategies were developed to collect and describe the initiatives which were ongoing in key areas for the department. Through discussion among members of the Strategic Planning Committee, it became clear that the Mission and Program Goals from 2004 no longer captured the future direction of the department. They have been rewritten for this current Plan. Finally, a conscious effort was made to gather all of the disparate documents related to planning and assessment together to create the Quality Improvement Plan of which this Strategic Plan is a part. A foundation is now laid for the successful integration of these two essential elements – planning and assessment – well into the future.

2. Vision, Mission, and Goals

The following lists the departmental mission and goal statements that were developed by the faculty in 2004 and left in place during the September 2010 faculty strategic planning session. These were presented in the department's ACCE Self Studies prepared in 2008 and 2014. They have been revisited regularly by the faculty and were reviewed and expanded in September 2017. In 2017, the goal statements presented here were incorporated into the first three Strategies listed in the following sections. This plan has been periodically updated with our progress on the strategic plan goals.

Mission Statement

The Cal Poly Construction Management program builds innovative leaders in the construction industry by integrating technical knowledge, engaging in life-long learning, and solving problems as a highly effective manager through communication and collaboration.

Program Goals

In support of the interdisciplinary goals of the College of Architecture and Environmental Design:

The Cal Poly CM department will produce graduates who:

1. Demonstrate a readiness and ability to perform in the construction industry.
2. Demonstrate an ability to apply problem-solving skills and integrate technical knowledge.
3. Demonstrate an ability to participate successfully within an interdisciplinary team environment.
4. Demonstrate an understanding of professional behavior, standards, and leadership attributes.
5. Demonstrate an ability to communicate effectively, both orally and written, and professionally present ideas.
6. Demonstrate a propensity for life long learning and service to the industry and community at large.

The Cal Poly CM faculty will:

1. Work closely with the architecture, engineering, and construction (AEC) industry and maintain currency and participation with industry practice.
2. Bring the AEC professions into the classroom and engage students in innovative learning experiences.
3. Engage in the scholarship of teaching, discovery, application, and integration.
4. Engage in life-long learning endeavors.

The Cal Poly CM administration will:

1. Secure, develop, and maintain professional relationships with the construction industry.
2. Create opportunities for faculty professional development.
3. Create a rich and challenging learning environment by providing the staff, faculty, space, equipment and supplies required.
4. Encourage and support innovative endeavors and approaches to teaching, learning, and the engagement of students.

The departmental Strategic Planning sessions during the 2017-2018 academic year resulted in the following revisions made to the original strategic outline provided above:

- Additional Strategies were developed as follows and are assessed in detail in the sections below:
 - **Strategy #1 – Graduates:** The Construction Management Department at Cal Poly will pursue specific actions to prepare career- oriented, job-ready professionals to help solve infrastructure challenges in California and the nation through interdisciplinary collaboration.
 - **Strategy #2 – Faculty:** The Construction Management Department at Cal Poly will pursue specific actions to provide active support for the teaching and professional development needs for our faculty to ensure they are supported in their teaching, service, and scholarship commitments.
 - **Strategy #3 – Administration:** The Construction Management Department at Cal Poly will pursue specific actions to provide support to faculty, students, and staff to help them to achieve their personal goals and to position the department as a major contributor to the college, the university, and the profession.
 - **Strategy #4 – Currency of Professional Practice:** The Construction Management Department at Cal Poly will pursue specific actions to honor the primacy of professional practice in construction education by adopting policies to encourage and recognize the pursuit of practice to maintain the currency of knowledge among both faculty and students.
 - Strategy #5 – Student Organizations:** The Construction Management Department at Cal Poly will pursue specific actions to ensure that all student clubs receive the support and acknowledgement as required to complete the mission and strategies as noted below.
 - Strategy #6 – Facilities and Technology:** The Construction Management Department at Cal Poly will pursue specific actions to provide access to the necessary facilities and technologies to students, faculty and staff to help them master relevant industry technologies throughout the curriculum, as well as introduce emerging technologies, and ensure currency of profession for faculty and job-ready professionals.
 - **Strategy #7 – Construction Management Advisory Council (CMAC)/CCCE:** The Construction Management Department at Cal Poly will pursue specific actions to connect Construction Management alumni, industry partners, and students with the department and each other while learning how we can better serve them at Cal Poly and into their careers.
- More specific “Tactics” were developed related to each of these Strategies.
- The following Vision Statement was adopted:

The Cal Poly Construction Management program builds innovative leaders in the construction industry by integrating technical knowledge, engaging in life-long learning, and solving problems as a highly effective manager through communication and collaboration.

3. Strategy #1 – Graduates

The Construction Management Department at Cal Poly will pursue specific actions to prepare career-oriented, job-ready professionals to help solve infrastructure challenges in California and the nation through interdisciplinary collaboration.

“Enablers” of Department Mission and Strategy #1

Goals:

The Cal Poly CM department will produce graduates who:

1. Demonstrate a readiness and ability to perform in the construction industry.
2. Demonstrate an ability to apply problem-solving skills and integrate technical knowledge.
3. Demonstrate an ability to participate successfully within an interdisciplinary team environment.
4. Demonstrate an understanding of professional behavior, standards, and leadership attributes.
5. Demonstrate an ability to communicate effectively, both orally and written, and professionally present ideas.
6. Demonstrate a propensity for life-long learning and service to the industry and community at large.

Tactics:

1. Demonstrate a readiness and ability to perform in the construction industry.
2. Demonstrate an ability to apply problem-solving skills and integrate technical knowledge.
3. Demonstrate an ability to participate successfully within an interdisciplinary team environment.
4. Demonstrate an understanding of professional behavior, standards, and leadership attributes.
5. Demonstrate an ability to communicate effectively, both orally and written, and professionally present ideas.
6. Demonstrate a propensity for life-long learning and service to the industry and community at large.

Available Program Resources and External Factors Related to Strategy #1

The outcomes are measured by using the senior exit survey and senior exit interview which are conducted in the spring quarter. Indirect feedback is obtained through the results of the course evaluations. The feedback from the Senior Exit Survey is tabulated and released to the faculty at the Fall Retreat in the beginning of the fall semester.

Inputs and Updates for Strategy #1

Tactics	Status	Progress
Demonstrate a readiness and ability to perform in the construction industry	Ongoing	See PLO 1-20 folders

Demonstrate an ability to apply problem-solving skills and integrate technical knowledge	Ongoing	See PLO 10 folder
Demonstrate an ability to participate successfully within an interdisciplinary team environment	Ongoing	See PLO 9 folder
Demonstrate an understanding of professional behavior, standards, and leadership attributes.	Ongoing	See PLO 23 folder
Demonstrate an ability to communicate effectively, both orally and written, and professionally present ideas	Ongoing	See PLO 1-2 folders
Demonstrate a propensity for life-long learning and service to the industry and community at large.	Ongoing	See PLO 22 folder

7. Strategy #2 – Faculty

The Construction Management Department at Cal Poly will pursue specific actions to provide active support for the teaching and professional development needs for our faculty to ensure they are supported in their teaching, service, and scholarship commitments.

“Enablers” of Department Mission and Strategy #2

Goals:

The Cal Poly CM faculty will:

1. Work closely with the architecture, engineering, and construction (AEC) industry and maintain currency and participation with industry practice.
2. Bring the AEC professions into the classroom and engage students in innovative learning experiences.
3. Engage in the scholarship of teaching, discovery, application, and integration.
4. Engage in life-long learning endeavors.

Tactics:

1. Work closely with the architecture, engineering, and construction (AEC) industry and maintain currency and participation with industry practice.
2. Bring the AEC professions into the classroom and engage students in innovative learning experiences.
3. Engage in the scholarship of teaching, discovery, application, and integration.
4. Engage in life-long learning endeavors.

Available Program Resources and External Factors Related to Strategy #2

Inputs and Updates for Strategy #2

Tactics	Status	Progress
Work closely with the architecture, engineering, and construction (AEC) industry and maintain currency and participation with industry practice	Ongoing	CM faculty are actively involved in professional activities. Please refer to faculty CV
Bring the AEC professions into the classroom and engage students in innovative learning experiences	Ongoing	CM faculty invite guest speakers from various firms to deliver lectures with real world examples.
Engage in the scholarship of teaching, discovery, application, and integration	Ongoing	See Faculty CVs

Engage in life-long learning endeavors	Ongoing	See Faculty CVs
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5. Strategy #3 – Administration

The Construction Management Department at Cal Poly will pursue specific actions to provide support to faculty, students, and staff to help them to achieve their personal goals and to position the department as a major contributor to the college, the university, and the profession.

“Enablers” of Department Mission and Strategy #3

Goals:

The Cal Poly CM administration will:

1. Secure, develop, and maintain professional relationships with the construction industry.
2. Create opportunities for faculty professional development.
3. Create a rich and challenging learning environment by providing the staff, faculty, space, equipment and supplies required.
4. Encourage and support innovative endeavors and approaches to teaching, learning, and the engagement of students.

Tactics:

As listed in the “2017-2018 Annual Review | 2018-2019 Professional Plan” provided by the Department Head to the Dean’s Office, the following priorities were cited for the 2018-19 academic year (copies of this full report from previous years have been provided in an attached Appendix to preserve the record):

1. Grow the student body both in size (to over 550 students and 150 graduates per year) and in diversity (increasing the number of women to over 25%). Continued from 2017-2018.
2. Implement a full outcomes assessment program for the department as described in the ACCE Standards including ongoing mechanisms to study and improve the delivery of the integrated curriculum. Continued from 2017-2018.
3. Conduct a successful search during the next year for a new department head to maintain the culture of the department while helping to accomplish an expanding vision for the success of the program.
4. Field at least 16 student teams in regional and national construction management competitions and maintain the number of top three finishes achieved in recent years. Continued from 2017-2018.
5. Continue to support faculty professional growth and development, scholarship, and service with successful and ongoing private fundraising. Continued from 2017-2018.
6. Continue to grow the Construction Management Advisory Council (CMAC) to become the central means of coordinating departmental efforts to engage external constituencies for increased opportunities for both students and faculty. Continued from 2017-2018.
7. Invest in the mentorship of the new faculty who have joined the department. Eight new full-time faculty have joined the department since Fall of 2015. The department head and other senior faculty need to make a concerted effort to mentor these new faculty to develop their teaching expertise and introduce them to the departmental culture. Continued from 2017-2018.

8. Complete the formal strategic plans for both the department and for CMAC to guide the initiatives of the department in the coming years and to meet the new accreditation Standards adopted by ACCE.
9. Complete the process of implementing the goals of the Granite Heavy Civil Engineering and Construction Program including approval of the joint Heavy Civil Minor and the hiring of the Granite Beavers Endowed Professor who will hold a joint appointment in the Construction Management and Civil Engineering Departments.
10. Continue to explore administrative and curricular steps that can be taken to improve the department's student/faculty ratio while maintaining and improving the quality of instruction for our students.
11. Continue to improve the department's statistics related to progress to degree and graduation rates.

Available Program Resources and External Factors Related to Strategy #3

Due to the growth in student numbers since 2012 (the size of the department has nearly doubled from about 270 students in the fall of 2012 to nearly 520 students projected for the fall of 2018), resource utilization is now maximized and the impacts of using all available resources are showing.

In personnel, the department has been able to increase faculty size through the hiring of full-time Lecturers, but has been authorized to hire just two tenure-track faculty members since 2010. This has led to the lowest tenure density in the College and the strain of accomplishing the needs of faculty governance with a limited number of senior faculty. This has been discussed with the Dean, but the problem will persist for several more years. Similarly, the number of administrative staff remains at just two throughout this growth period straining their ability to meet the needs of faculty and students. At the time of this writing, the only faculty search approved for this academic year is for the replacement of the department head who is retiring in 2019.

In finances, the State funding provided through the College has generally increased to cover the additional teaching demands of the department and we appreciate the fair allocation of resources for this purpose. But those funds have significantly tightened again this year and are not projected to cover all expenses in the current fiscal year. Private funding through alumni and industry support remains strong and continues to be the primary source for all faculty and student professional development including travel to conferences and competitions. This year, some of that private funding will again have to be utilized to cover the base teaching and administrative needs of the department. Without that private funding, the accomplishment of professional development goals and the maintenance of currency in professional practice would be impossible.

In physical resources, space has become extremely tight in teaching labs and classrooms necessitating the ongoing double scheduling of "cold" labs and the need to use the department's one lecture space as a combined lab and lecture area. We regained access to the last available lab space on the third floor of the building last year, but adequate space for teaching and faculty offices is still not available. In other lab spaces, lumber racks were added to enhance storage in the Simpson Strong-Tie Materials Demonstration Lab and a new compression tester and new furniture were added to a remodeled Concrete Lab at the beginning of the last academic year.

In all, available resources have remained barely adequate, but this will have to be continually assessed in the coming years as the department continues to grow to help meet the industry's needs for future

leaders. The most critical need is in developing the faculty resources essential to meeting this demand. The two connected needs of hiring enough faculty and addressing tenure density have been identified as the most critical issues during the coming academic year.

Inputs and Updates for Strategy #3

As listed in the “2017-2018 Annual Review | 2018-2019 Professional Plan” provided by the Department Head to the Dean’s Office, the following assessment of the tactics listed for 2017-18 was provided:

1. Grow the student body both in size (to over 550 students and 150 graduates per year) and in diversity (eventually, increasing the number of women to over 25%).
 - a. Fall Quarter CM enrollment: 2015 – 383; 2016 – 417; 2017 – 496; 2018 – 518, 2019 (Projected) - 540. Goal on track to be accomplished.
 - b. Academic Year CM Degrees awarded: 2016-2017 – 72; 2017-2018 – 133; and 2018-2019 (projected) – 140. Goal on track to be accomplished.
 - c. Percentage of women in Fall 2018 CM incoming class – 24%. This is the second year in a row in which the percentage of women was at 25% among the incoming Freshman class. It is too soon to claim accomplishment of this part of the goal, but these are the highest percentages of any incoming class in history of the department.
 - d. Graduating classes in CM expected to be over 150 per year within five years if current growth continues. Depending on growth of ARCH student body, this graduation rate will be comparable to or exceed that of ARCH.
2. Implement a full outcomes assessment program for the department as described in the ACCE Standards including ongoing mechanisms to study and improve the delivery of the integrated curriculum. Continued from 2016-2017.
 - a. This effort continues to be supported by an active faculty Outcomes Assessment Committee and the Curriculum and Assessment Committee of the Construction Management Advisory Council (CMAC). Significant progress was made this year in collecting performance data against all 25 Program Learning Outcomes (PLO’s) to assess student achievement. Graduating Seniors, recent alumni, and industry employers were all recently surveyed to measure perception of student achievement against the 25 Program Learning Outcomes established for the department. Twenty of these PLO’s align with the required Student Learning Outcomes specified for accreditation with the American Council for Construction Education (ACCE). One direct and one indirect assessment method have been determined for each of these 20 SLO’s and the courses have now been determined where each SLO will be measured on a consistent basis. One round of data has now been collected during each of the quarters last year. In addition, the decision was made to start to require all graduating Seniors to take the American Institute of Constructors (AIC) Associate Constructor Exam as a means of providing another direct measure for 12 of these SLO’s. CMAC has voted to cover 80% of the cost of this exam for the students.
3. Conduct successful faculty searches over the next few years to keep pace with the increasing number of students in the department and to address a “future forward” vision of curriculum coverage for the department. Continued from 2016-2017.
 - a. Two full-time Lecturers hired for Fall of 2015 – one was retained.
 - b. Three full-time Lecturers hired for Fall of 2016 – two were retained.

- c. One Tenure-track Assistant Professor was hired for Fall of 2016.
 - d. Three full-time Lecturers hired for Fall of 2017 – all were retained.
 - e. One full-time Lecturer was moved to an open Tenure Track position for Fall of 2017 while the search for a second, approved Tenure Track position failed.
 - f. One full-time Lecturer was hired for Fall of 2018 for a total of eight new full-time faculty added since the Fall of 2015. We are also experiencing a heavy reliance on our Part-Time Pool of Lecturers.
 - g. **We are failing to accomplish this goal both in terms of the total number of faculty needed to keep pace with student growth and with the number of Tenure Track faculty needed to address a tenure density that is half of University standards.**
More Tenure Track hires are needed to stabilize the faculty and to replace anticipated retirements in the next year.
4. Field at least 16 student teams in regional and national construction management competitions and maintain the number of top three finishes achieved in recent years. Continued from 2016-2017.
- a. Nineteen student teams competed this year in regional, national, and international competitions earning twelve top-three finishes.
 - b. Associated Schools of Construction (ASC) Student Competitions are the most developed and Cal Poly fielded more teams than any other school in the country. Twelve teams competed in Region 6/7 in Reno (seven trophies), four teams competed in Region 3 in Chicago (three trophies), and one team competed in Region 8 in England (2nd place finish).
 - c. National Association of Home Builders (NAHB) included a large interdisciplinary team from Cal Poly earning a second-place finish among nearly 40 other universities.
 - d. Other competitions included Mechanical Contractors Association of America (MCAA).
 - e. In all, more than \$125,600 was spent on student travel for competitions and professional development this year. Other than the \$27,740 from IRA accounts, all other funds from Foundation and ASI accounts resulted from private fundraising – no General Fund or Corporation monies were used.
5. Continue to support faculty professional growth and development, scholarship, and service with successful and ongoing private fundraising. Continued from 2016-2017.
- a. During the past year, 13 faculty members received significant professional development support through the department ranging from around \$1050 to around \$6200. About \$7100 of support was provided to the department head in support of his professional development and service to the profession.
 - b. In all, around \$39,800 was invested in faculty development with about \$4,200 coming from General Fund accounts and \$35,600 coming from privately funded Foundation accounts. This does not include faculty costs when traveling with students in support of competitions or student professional development – those costs are included with the student expenditures above.
 - c. In total, nearly \$166,000 was spent – including nearly \$134,000 from private funding – to support faculty and student professional development during the past fiscal year. This total has been fairly consistent for at least the past five years. Not only does this represent a lot of time spent fundraising, it represents an inordinate amount of staff time to plan travel and process reimbursements.

6. Continue to grow the Construction Management Advisory Council (CMAC) to become the central means of coordinating departmental efforts to engage external constituencies for increased opportunities for both students and faculty. Continued from 2016-2017.
 - a. CMAC has continued to grow and to take on new initiatives this year as the CCCE Program Specialist continues these efforts – her salary has been completely supported by external CMAC/CCCE funds since she started over three years ago.
 - b. CMAC membership has grown: 26 Legacy, 15 Founder, 15 Corporate (11 added this year; almost doubled since 2016), 35 Individual (21 added this year), and an average of 80 compensated Individual members depending on student graduation numbers.
 - c. Increased participation in CMAC Board meetings with around 50 attendees at both the October and June meetings.
 - d. Growing participation in CM Job Fairs: 90 firms at the fall Fair and 90 at the winter Fair this year (this is full capacity with additional companies on the waiting list).
 - e. More networking opportunities among students, faculty, alumni, and industry supporters at tailgaters on football weekends and at Mixers in San Diego, Los Angeles, San Jose, San Francisco, and Reno at the ASC Competitions.
 - f. Increased the after-expenses balance in the CMAC accounts by nearly \$37,000 from memberships and recruiting.
 - g. The CMAC sponsored Spring Social and Student Awards Ceremony was a big success again in its third year in this format with over 250 people attending the dinner (an increase of 70 from last year) and 144 participants in the student/industry Golf Tournament.
7. Invest in the mentorship of the new faculty who have joined the department. Seven new full-time faculty have joined the department since Fall of 2015 and at least one more will join us by the Fall of 2018. The department head and other senior faculty need to make a concerted effort to mentor these new faculty to develop their teaching expertise and introduce them to the departmental culture.
 - a. The department continues to use its “course champion” approach to insure that all courses have a designated faculty member responsible for maintaining the quality of instruction in the course by sharing with new faculty syllabi, lectures, exams, assignments, and other course materials that can be used to meet the course objectives.
 - b. New faculty have participated in New Faculty Orientation, the fall retreat, and faculty meetings to introduce them to the department.
 - c. The department head and other senior faculty have advised new faculty individually on their career plans in higher education as all of the new faculty have joined the department after long careers in professional practice which has different metrics for career advancement.
 - d. Senior faculty conducted a WPAF Workshop for new faculty members to introduce them to the standards expected for this important document. Several of them and the department head also met with new faculty individually to review their WPAF's after completion.
8. Develop a formal strategic plan for the department to align with the new CAED strategic plan and to meet the new accreditation Standards adopted by ACCE.
 - a. A separate Strategic Planning Committee was formed this year to prepare the Strategic Plan that will become part of the Quality Improvement Plan required for ACCE reaccreditation. The draft of that plan will be presented at the 2018 fall retreat.

- b. CMAC started to discuss a strategic planning process at the June 2018 Board of Directors meeting and they are now in discussion with an outside consulting agency to lead a strategic planning effort during the 2018-2019 year.
- c. The faculty efforts and those of CMAC will be coordinated during the upcoming academic year in order to finalize a complete strategic plan that can be included as part of the Quality Improvement Plan in the ACCE Self Study document that will be completed in the summer of 2019.

6. Strategy #4 – Currency of Professional Practice

The Construction Management Department at Cal Poly will pursue specific actions to honor the primacy of professional practice in construction education by adopting policies to encourage and recognize the pursuit of practice to maintain the currency of knowledge among both faculty and students.

“Enablers” of Department Mission and Strategy #4

Goals:

The Cal Poly CM department will retain faculty who:

1. Maintain relevancy in current AEC industry trends, topics and marketplace conditions;
2. Disseminate knowledge obtained by working with industry leaders to the students in the classroom, keeping students abreast of current best practices;
3. Pursue opportunities with industry partners for industry/university collaborative experiences;
4. Contribute to the body of knowledge through research, presentations and scholarly articles.

Tactics:

1. Remain active with professional and trade associations representing the field.
2. Continue to practice their profession through consulting, faculty internships, training, expert witnessing, applied research, service on professional bodies, and other opportunities to maintain contacts with active construction practitioners.
3. Contribute to the construction profession by disseminating research findings and results to academic and professional audiences through a substantive peer review process.
4. Maintain interactions with representatives from related design and management professions both within the academic institutions and in professional practice.

Available Program Resources and External Factors Related to Strategy #4

Inputs and Updates for Strategy #4

Remain active with professional and trade associations representing the field.		Faculty report on relevant consulting activities in their annual Professional Development Plans and list these engagements on their report of activities concluded during the year. As long as this activity does not interfere with the faculty member's teaching
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		<p>and other commitments to the department. Consulting may be considered a positive contribution to the professional growth and development of the department's faculty. The department's California Center for Construction Education (CCCE) provides a vehicle for some faculty consulting activity, but some faculty have training and consulting contracts outside the structure of the CCCE. For a full listing of faculty consulting activities, please see Table 4.1.2.1.</p>
Continue to practice their profession through consulting, faculty internships, training, expert witnessing, applied research, service on professional bodies, and other opportunities to maintain contacts with active construction practitioners.	Completed	Andrew Kline completed AGC Faculty Residency with Largo Concrete. The CM Department sent
Contribute to the construction profession by disseminating research findings and results to academic and professional audiences through a substantive peer review process.	Completed	See Faculty CVs
Contribute to the construction profession by disseminating research	Completed	See Faculty CVs

findings and results to academic and professional audiences through a substantive peer review process.		
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