



**Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plans
FY 16/17, 17/18 and 18/19**

Table of Contents

| | |
|---|-----------|
| Academic Programs..... | <u>2</u> |
| Academic Senate..... | <u>5</u> |
| College of Education, Health and Human Services (CEHHS)..... | <u>10</u> |
| College of Humanities, Arts, Behavioral and Social Sciences (CHABSS)..... | <u>27</u> |
| College of Business Administration (CoBA)..... | <u>34</u> |
| College of Science and Mathematics (CSM)..... | <u>38</u> |
| Faculty Affairs..... | <u>50</u> |
| Faculty Center..... | <u>54</u> |
| Instructional and Information Technology Services (IITS)..... | <u>58</u> |
| University Library..... | <u>67</u> |
| Office of Graduate Studies and Research (OGSR)..... | <u>77</u> |
| Office of Undergraduate Studies (OUGS)..... | <u>82</u> |
| Planning and Academic Resources..... | <u>91</u> |

Subdivision Unit: Academic Programs

PART I: NARRATIVE

A. Planning Assumptions

1. Common planning assumptions for all Academic Affairs subdivision units

- a. 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b. Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e. Program Review findings, if any, should be considered.
- f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2. Academic Programs Planning Assumptions

Academic Programs currently has four functional areas: Curriculum and Catalog, Program Review and Assessment, WASC Accreditation, and General Education. The specific assumptions governing these are:

- a. Curriculum and Catalog
 - i. The continued focus on planning for the future indicates that there will still be significant levels of curriculum under development. In particular, the number of self-support programs will continue to grow, as has been the case over the past two years. AP will support the development of this and all curriculum as it moves through the Academic Senate approval process and (as necessary) through approval and review at the Chancellor's Office.
 - ii. The larger volume of EL curriculum strains existing personnel responsible for catalog and curriculum.
 - iii. The growth in self and state support programs will increase the workload to produce the catalog.
 - i. Implementation of Curriculum and Catalog Management software will completely change curriculum processes. While we anticipate time savings in

the future, the implementation of curriculum and catalog software will require significant time investment of Academic Programs staff.

- b. Program Review and Assessment
 - ii. The number of programs undergoing review varies each year depending on the review cycles. The next academic year has 4, but 7 are scheduled for the following year. The logistics of organizing external reviewer visits will impact AP staff.
- c. Some structure for Annual Assessment is in place and seems to be working. However, some level of faculty incentive is needed to encourage and ensure participation.
- d. WASC Accreditation
 - i. While the WASC visit and reaccreditation are concluded, the next steps are to institutionalize effective practices to lay the groundwork for future reaccreditation.
 - ii. Responding to WASC recommendations will guide and impact future planning for all areas in Academic Programs. This could require resources to support new initiatives.
- e. General Education
 - i. GE Assessment is important to the WASC reaccreditation effort.
 - ii. Faculty need to buy in to, and be engaged with, assessing GE.

B. Goals by Fiscal Year

1) FY 2016/17 Goals

- a. Successfully implement Curriculog – Curriculum Management Software
- b. Support annual assessment activities in all degree programs (except those that are preparing their program review self-studies [See assumption b.i.]
- c. Institutionalize assessment in a post-WASC environment to ensure that processes continue each year, not just when a visit is coming up.
- d. Conclude 4 Program Reviews
- e. Begin 7 Program Reviews [see assumption b.i.]
- f. Acquire Catalog Management software (Acalog) - (Estimated cost: \$61,790 which includes a 25% discount from the vendor for having purchased Curriculog) [see assumption a.iii]

2) FY 2017/18 Goals

- a. Produce the 2018-2020 General Catalog using new Catalog Management software. [see assumption a.iii]
- b. Support annual assessment activities in all degree programs (except those that are preparing their program review self-studies). [See assumption b.i.]
- c. Conclude 7 Program Reviews
- d. Begin 5 Program Reviews [see assumption b.i.]
- e. Keep up with growth in catalog and curriculum requirements (including PeopleSoft integration with catalog/curriculum management software) by hiring a permanent technical support position [see assumption a.ii] (Estimated cost: \$38,940 +\$1760 for computer/telephone complement).

3) FY 2018/19 Goals

- a. Support annual assessment activities in all degree programs (except those that are preparing their program review self-studies). [See assumption b.i.]

- b. Conclude 5 Program Reviews
- c. Begin 6 Program Reviews [see assumption b.i.]

Subdivision Unit: Academic Senate

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a. 5% FTES growth at the university level for each of the three years, relative to the 2014-15 official University FTES target of 7,741.
- b. Increasing funding for all three years, based on FTES growth.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e. Program Review findings, if any, should be considered.
- f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) Planning Assumptions for Academic Senate

- a. As the campus grows, the work of the Senate officers, Senate committees, Senate Coordinator, and Senate Administrative Assistant increases.
- b. There must be adequate funding to support the work of the Senate officers, committees, and Senate office staff so that Senate business is accomplished in a timely manner.
- c. In AY 14-15, Provost approved funding for lecturer service on the Faculty Affairs Committee and lecturer senators; this funding must now be ongoing. Additional discussions of lecturer inclusion are taking place at the Faculty Center, in consultation with the Academic Senate. Additional recommendations on lecturer inclusion with possible compensation may be forthcoming.

B. Goals by Fiscal Year

1. FY 2016/17 Goals

- a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Goals derived from Assumption 1:

Goal 1: Three additional units of release time for the Senate Chair

Rationale: As the campus grows, the workload for the Senate Chair has grown as well. In addition to continuing 'normal' Chair duties, in recent years (and likely previously), the Senate Chair has served in numerous ad hoc and temporary committees that often require considerable time. This service is appropriate for the Chair and the Senate appreciates inclusion in numerous aspects of shared governance across campus. However, with the current 15 WTU per AY, the metric suggests that the Senate Chair will work on average across both semesters 22.5 hours per week. In AY 14/15 and in Fall 2015, the Senate Chair worked 30-40 hours each week, only decreasing to less than 30 hours during finals week. This goal proposes an additional course release starting in AY 16-17 and ongoing for 18 WTU per AY to adequately compensate the true workload of the Senate Chair.

Goal 2: Salary funds to support in-range progression for Senate Coordinator

Rationale: The current Senate Coordinator was hired in the AY 14/15. This position is in the process of being made permanent, pending Provost approval. With support of the Senate Chair, it also is anticipated that the Senate Coordinator will request an in-range progression in Spring 2016. If this anticipated request is supported by the Provost (as MPP for the Academic Senate), funds will be needed to cover the salary increase. We request an increase of 5% of the Senate Coordinator's current salary for AY 16/17. The salary increase is justified due to additional job duties (e.g., supervision of the newly created senate administrative assistant position), excellent job performance of the Senate Coordinator (which serves as the basis for the in-range progression request), and the need to promote retention of the person in the Senate Coordinator position. Given the inherent rotation and transition of the faculty leadership of the Senate, retention of the Senate Coordinator is critical to ensure institutional memory and consistent service from the Senate to the CSUSM campus. Stability in this position is especially needed as we transition to a new model of senate officer leadership (passed by the Academic Senate in Fall 2015).

Goal derived from Assumption 2:

Goal 1: Ongoing allocation of 6 units of release time for chair/co-chair of PAC and \$500 in stipends/faculty development funds for committee members.

Rationale: In AY 13-14 and AY 14/15, the Program Affairs Committee (PAC) chair and the PAC co-chair each received 6 units of release time. In addition, during these years members of the PAC who were not chair/co-chair received \$500. Based on workload reports from PAC and given the number of program reviews completed in the previous two academic years and the anticipated numbers of programs that will be ongoing per year, these allocations need to be ongoing as part of the senate base budget.

To further explain the work of this committee, for each Program Review carried out at CSUSM, the major responsibilities of PAC committee members include preparing an "executive summary" of each of the documents that comprise the Program Review (Program Self Study, external reviewers' report, responses from the Library, IITS, and College Deans) as well as PAC's own reflections on the state of the program. The PAC also makes recommendations for the length of the next review cycle for each curricular program based on criteria contained in the Program Review Policy. PAC members meet with the external reviewers for each program review to respond to questions about the Program Review process and about expectations regarding the external reviewers' report, and the committee responds to charges from the Executive Committee of the Senate. These tasks are undertaken for each curricular

program on campus in year 2 of its program review cycle. *As our campus grows to include more programs, the work of the committee continues to increase.*

The PAC Chair's work consists of writing the Summary letters (which average 25 pages) for each Program Review. These letters are central to the final step of the Program Review process, the Memorandum of Understanding, because they organize and synthesize the various reviewers' responses to the Program review, providing an in-depth summary for the department representatives, the PAC Chair, the College Dean, and the Provost to work from in developing the MOU. The PAC Chair undertakes the following additional tasks: participates in orientation meetings for the programs undergoing review in the next academic year, responds to questions from department chairs and Program Review leads throughout the two-year review cycle, participates in MOU meetings, works with the AVP for Academic Programs to draft the document that specifies the actions that parties to the MOU process have agreed upon, and coordinates the work of the committee to ensure that PAC meets deadlines for completing its responses to Programs Reviews.

As the Program Review process has matured and, the campus has grown, the number of programs undergoing review has increased significantly. In AY 2014-2015, the number of Program Reviews coming before the PAC increased to 11, more than double the number of reviews that the committee has responded to in previous years. *This current number is predicted to remain relatively consistent.* Moreover, faculty appear to be reluctant to serve on PAC (two seats on the committee have consistently gone unfilled), which makes the work of existing committee members even greater.

The Senate budget for AY 14/15 and 15/16 allowed for an increase in release time for the PAC co-chairs so that each chair received 6 units of release time (for a total of 12 units of release time) and each PAC member received a \$500 stipend. This was one-time funding, but we now request that this funding be considered ongoing.

Support for PAC should be reviewed and adjusted as needed yearly in future 3- year rolling plans as the campus continues to grow. The metric should be one course release per semester for the PAC chair and a stipend of \$250 per academic year for each committee member for every 4-5 program reviews that PAC has to take on each academic year, as long as the current program review policy is in place. Changes to the policy may require changes to the support for PAC in future years, including the possibility of no longer providing funds for committee members if workload is reduced.

Goal 2: Additional units of release time, on an as-needed basis from year to year, to be able to provide a course release to committee chairs, Vice Chair, or Senate Chair who come from departments/units with 4-unit courses.

Rationale: The release time available for Senate committee chairs, for the Vice Chair, and for the Senate Chair are currently in multiples of 3 units. While many departments have only 3-unit courses others have 4-unit courses (COBA, Sociology, and possibly others). Providing 3 units of release time does not create a course release for faculty from those units, forcing their college to provide the 4th unit of release time or discouraging faculty from those units from serving as committee chairs or Senate officers. To create parity across campus departments and colleges, the Senate needs access to a 'bonus fund' to be able to add one-unit increments of release time for faculty who teach 4-unit courses and want to chair Senate committees or serve as a Senate officer (Chair, Vice-Chair, or Secretary) so that they can have fully funded course releases as their peers who teach 3-unit classes do. These funds

would only be needed if faculty from 4-unit programs occupy a standing committee chair or Senate officer position.

Goal 3: Additional funds to support Senate Chair travel to statewide senate chairs meetings.

Rationale: The Senate currently receives \$600 for Senate Chair travel, which is much less than actual expenditures. The statewide Senate Chairs group meets four times per year, typically twice per AY in Long Beach and twice per AY at a northern California campus. To support associated costs of travel (e.g., plane flights, hotels, mileage, per diem) we request that this amount be increased to \$2,150 for AY 16/17 and ongoing thereafter until travel costs are revisited in future three-year rolling plans. This amount is requested based on the following estimates: Per trip to northern California, \$800 per meeting (airfare [\$500] + 2 nights of hotel [\$250] + meals/incidentals [\$50]) are requested and per trip to Long Beach, \$275 per trip (mileage or car rental [\$125] + option for 1 night of hotel [\$125] + incidentals [\$25]). In some years, only one meeting is held in northern California with three meetings held in Long Beach; in those years the balance of funds for chair travel would be returned to the Provost's office. Chairs from most of the 23 campuses attend each meeting in person and it is important to have the Chair from CSUSM attend, both to represent issues important to our campus and to gather information and best practices from other campuses. Adequate understanding of important CSU-wide issues is only possible with the Chair's attendance at these meetings; reading posted meeting minutes is not sufficient and also precludes our campus from being represented and making contributions to state-wide discussions. Participation in system-wide meetings is de rigeur for CSU Deans, Provosts, and other campus leaders; the same networking and peer-to-peer exchange opportunities should be provided to our Senate Chair as well.

Goal 4, placeholder: 6 units of release time for chair of proposed new senate committee: Diversity Curriculum Committee.

Rationale: This request depends entirely on upcoming recommendations made within the Diversity & Inclusion Strategic Plan (DISP), to be approved by the President's Executive Committee, and subsequent discussions and approval by the Academic Senate on recommendations made to that body. However, given the expected timeline of the DISP and its implementation, this provisional request is included here. One recommendation in the current draft of the DISP is creation of a curriculum committee to certify and oversee the development and integration of diversity curricula across campus. As currently envisioned, this committee would be analogous to the General Education Committee (where the chair receives 6 WTU per AY), but with a charge focused on diversity curriculum rather than general education curriculum. Given the current workload of the GEC, it is anticipated that should a new diversity curriculum committee be formed it would have similar workload because the DISP may require diversity coursework of all students at CSUSM. If formation of such a committee is approved by the Academic Senate, this cost would be ongoing.

Goal derived from Assumption 3:

Goal 1, placeholder: 3 units of release time or equivalent funding for compensation of lecturer service to the Senate.

Rationale: In AY 14-15 the Provost approved compensation for lecturer service in select roles in the Academic Senate. Given that discussion about the roles of lecturers in shared governance and in Senate committees is ongoing at the Faculty Center (in consultation with the Academic Senate), this goal is written as a placeholder, just in case recommendations from the current discussions include additional

compensation for lecturers' service to the Academic Senate. This is requested only for AY 16/17, and can be updated in future three-year rolling plans if needed.

2. FY 2017/18 Goals

- a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Goals derived from Assumption 2:

Goal 1: Increased salary funds for Senate coordinator

Rationale: A request for an increase of 5% of the Senate Coordinator's current salary for AY 17/18, to encourage stability in the Senate Coordinator position and recognize the increased work of a busier Academic Senate (e.g., additional policy tracking as new policies are created and policies are revised). Increased compensation also recognizes the need for continued training and lead-worker supervision of the Senate Administrative Assistant.

3. FY 2018/19 Goals

- a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Goals derived from Assumption 2:

Goal 1: Increased salary funds for Senate Coordinator and Senate Administrative Assistant

Rationale: A request for an increase of 5% above the current AY 17/18 salary of each position. (1) For the Senate Coordinator, the salary increase will encourage stability in the Senate Coordinator position and recognize the increased work of an expected busier Academic Senate (e.g., additional policy tracking as new policies are created and policies are revised to support the growth of our campus). By AY 18/19 it is anticipated that the Senate Administrative Assistant will be fully trained in all anticipated tasks of the Senate Coordinator will be able to focus primarily on ongoing Senate business (unless additional changes are made to Senate office duties and responsibilities). (2) For the Senate Administrative Assistant, in this third year training will be complete for initial duties which means that additional duties for the Senate Administrative Assistant can occur (e.g., assist with maintenance of the website, posting of Senate materials for all faculty access, assistance with elections and special calls for faculty service). Therefore, a request for increased salary at this time will recognize the professional development in the position, expanding work duties, and will encourage stability for ongoing tasks to promote success of the Academic Senate.

College of Education Health and Human Services

PART I: NARRATIVE

A. Planning Assumptions

a. Common planning assumptions for all Academic Affairs subdivision units

- a. 5% FTES growth at the university level for each of the three years, relative to the 2013-14 official University FTES target of 7,741.
- b. Increasing funding for all three years, based on FTES growth.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e. Program Review findings, if any, should be considered.
- f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

b. Assumptions for the Unit as defined in the CEHHS Strategic Plan

- a. Secure resources to support capacity building, hiring, and accreditation. Steward the budget and lead through shared governance in alignment with faculty programming.
- b. Ensure student success by providing, maintaining, and expanding infrastructure, resources, and support for conducting research, developing and delivering innovative curriculum, and advising students. Promote and celebrate student achievement.
- c. Institutionalize strategic approaches for development of and engagement with community partnerships. Endorse and advocate for these collaborations.
- d. Develop and sustain long-term positive working relationships within the college, across the university, and among other education partners.
- e. Cultivate and support diversity of students, faculty, and staff. Ensure equality on behalf of all college personnel and foster strong morale among all colleagues. Promote leadership that reflects equitable access to our diverse communities.

- f. Encourage, create, and maintain innovative and high quality programs that respond to community needs and situate the college as a leader in research, teaching, and learning. Review and assess curriculum viability; make decisions strategically. Hire faculty and staff in accordance with curricular needs.
- g. Enhance support that increases research and creative activities capacity for faculty. Increase opportunities for students and faculty to engage in research and creative activities.

B. Goals by Fiscal Year

1) FY 2016/17 Goals

- a. **Secure resources to support capacity building, hiring, and accreditation. Steward the budget and lead through shared governance in alignment with faculty programming.**

COLLEGE

- Assessment/Accreditation needs for all units in the college including program reviews.
 - Hire a second assessment specialist. The college has now assumed all accreditation/assessment tasks for all units. Some tasks were done individually in units, but this was inefficient. In addition, we will be adding accreditation and assessment needs for the B.S., in SLP and the M.P.H. starting fall 2016.
 - Develop and maintain methods for program assessment, candidate assessment, and accreditation activities for all units.
 - Conduct assessment activities to align curriculum with program student learning outcomes

SCHOOL OF EDUCATION

- Evaluate the effectiveness of the electronic application process for student applying to MA and credential programs.
- Hire one Tenure-Track Professor

SCHOOL OF NURSING

- Hire Full Professor/Director. Current Director is retreating to faculty and we will need a national search for a replacement.
- Fund CCNE accreditation visit (combined BSN and MSN review).

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Develop specific HD plan for program in Temecula

Department of Kinesiology

- Hire a new tenure line faculty member to support undergrad/graduate Kinesiology programs
- Develop fee-for-service program to provide services to the community and generate revenue for Kinesiology programs
- Support the development of Fall Prevention Clinic and interprofessional collaboration
- Continued growth and development of the new Kinesiology graduate program.

Department of Speech Language Pathology

- Assess all aspects of the program and complete annual accreditation reports.
- Dues for ASHA/CAPCSD/CCAPCSD.

Department of Social Work

- Program is on track to be fully accredited by the Council on Social Work Education in July 2016. Implement accreditation status into website and marketing.
- Examine possible need for additional full-time lecturer to cover the majority of field seminar courses.

- b. Ensure student success by providing, maintaining, and expanding infrastructure, resources, and support for conducting research, developing and delivering innovative curriculum, and advising students. Promote and celebrate student achievement.**

SCHOOL OF EDUCATION

- Hold a joint the MA poster session and the JDP/Ed Admin open house sessions on the same day and venue.

SCHOOL OF NURSING

- Revise curriculum for fully online Nursing Education concentration.
- Begin development of online Nursing Leadership/Administration curriculum.
- Begin development of online Nursing Informatics curriculum.
- Expand Student Healthcare Project by one site to enhance student experiences and clinical placements.
- Explore Doctor of Nursing Practice (DNP) options including WASC and CCNE requirements.
- Fund a Community Appreciation Luncheon event where community partners are honored and students display their achievements (Poster Session of research and projects).

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Implement alignment of HD PSLOs with CSLOs for all HD courses
- Research possibility and cost of hiring a second field placement supervisor to ensure that supervision does occur at placement sites

Department of Kinesiology

- Kinesiology lab supplies. The college was never allocated official funds for Kinesiology labs and has been using salary savings etc. to fund supplies for the labs.
- Create funded Graduate Assistantship positions
- Reduce/increase number of Kinesiology undergraduate majors by adjusting GPA requirement, commensurate with departmental capacity.

Department of Speech Language Pathology

- Hold a student research symposium to share student research with community one time per year.

Department of Social Work

- Apply for additional Title IV_E grand student stipends. Apply for CalSWEC mental health student stipends.
- Begin curriculum review and revision utilizing the 2015 Educational Policy and Standards accreditation guidelines.

c. Institutionalize strategic approaches for development of and engagement with community partnerships. Endorse and advocate for these collaborations.

SCHOOL OF EDUCATION

- Hold two advisory committee meeting of local school district leaders for the MA program through the NCPDF to recommend master's program candidates, indicate needs in their districts, and give expertise to innovation and emerging programs.
- Bring one distinguished expert to the campus for a colloquium that is held at least once a year in alignment with the endowment guidelines.
- Increase the number of the DTiR by 1.
- Increase the Assigned Time Grant for the DTiR program units by 6 units.

SCHOOL OF NURSING

- Continue to establish new partnerships with community or clinical agencies.
- Develop service/academia collaborations (research or service).
- Develop community placements for MPH internships.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Plan online HD courses to meet diverse needs of students

Department of Kinesiology

- Increase community/university/college partnerships and collaborations
- Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, etc.
- Strengthen international partnerships to increase study abroad options for undergraduate students
- Establish an advisory board for Kinesiology made up of community members

Department of Speech Language Pathology

- Organize and offer one professional development course to current students and professionals in the community by 2018.
- Develop specialized clinics including family support groups to serve families in North County San Diego

Department of Social Work

- Expand student internship site network by adding a minimum of 10-20 new placements.

- d. **Develop and sustain long-term positive working relationships within the college, across the university, and among other education partners.**

SCHOOL OF EDUCATION

- Submit an education related activity proposal for the arts and lectures series.

SCHOOL OF NURSING

- Continue to collaborate with other units within the college (MSW, KINE, SLP, HD, SOE) on educational experiences for students through simulation, and with the institute of Palliative Care.
- Continue to collaborate with faculty within the University on research, projects and service.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Collaborate with other departments to co-teach a course that addresses the critical social services needs such as HD 495 that takes a trip each summer to South America
- Continue participation in IPE project
- Continue to explore plans to support students who want to go into education and teach in inner city/diverse schools

Department of Kinesiology

- Work with CEHHS Student Services Center to assist with delivery of additional advising and support services for PKIN and KINE majors.
- Explore potential collaborative programs (Biomedical Devices, Health Information Technology, Sport Management/Sport Studies minor, Bioengineering minor)
- Develop and implement new accelerated BS KINE program on San Marcos campus in collaboration with Extended Learning

Department of Speech Language Pathology

- Develop inter-professional educational opportunities for students in programs across CEHHS.

Department of Social Work

- Assess level of current and recent inter-professional collaboration within the college and university
 - Develop proposals to increase greater working relationships within the college and university
- e. **Cultivate and support diversity of students, faculty, and staff. Ensure equality on behalf of all college personnel and foster strong morale among all colleagues. Promote leadership that reflects equitable access to our diverse communities.**

COLLEGE

- Research and Develop Marketing and Recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs.
 - Revise, develop, and maintain CEHHS website ensuring that it reflects diversity.
 - Ensure hiring efforts include provisions to attract a diverse pool of applicants.
 - Establish ad hoc committee to review and survey equity/morale among all CEHHS personnel; this committee will report to the Faculty committee
- f. **Encourage, create, and maintain innovative and high quality programs that respond to community needs and situate the college as a leader in research, teaching, and learning.**

SCHOOL OF EDUCATION

- Research and develop marketing and recruitment plans to increase enrollment in CEHHS programs including:

SCHOOL OF NURSING

- Plan Community Advisory Council meeting of community partners and faculty to discuss needed programs and service/academia research partnerships.

COLLEGE OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Continue planning to develop a certificate for students who want to work in the non-profit sector of the community.

Department of Social Work

- Continue to market, recruit, and admit diverse students

- g. Enhance support that increases research and creative activities capacity for faculty. Increase opportunities for students and faculty to engage in research and creative activities.**

COLLEGE

- Plan and put on a research fair that includes student work, faculty research, and student/faculty collaborative research as well as any community service/student/faculty research

SCHOOL OF NURSING

- Plan a Community Appreciation Luncheon event where community partners are honored and students display their achievements (Poster Session of research and projects).
- Present research awards for students in collaboration with STTI Phi Theta Chapter at the Community Appreciation Luncheon.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Speech Language Pathology

- Support faculty in maintaining state license and certification.

Department of Social Work

- Support select practice faculty in obtaining state licensure (LCSW)
- Assess prospects for external grant applications.

2) FY 2017/18 Goals

- a. **Secure resources to support capacity building, hiring, and accreditation. Steward the budget and lead through shared governance in alignment with faculty programming.**

COLLEGE

- Assessment/Accreditation needs for all units in the college including program reviews.
 - Support funding a consultant for development of a self-study and implementing changes in accreditation standards and *Essentials of Nursing Education* (undergraduate and graduate).
 - Develop and maintain methods for program assessment, candidate assessment, and accreditation activities for all units.
 - Conduct assessment activities to align curriculum with program student learning outcomes

SCHOOL OF EDUCATION

- Evaluate the effectiveness of the electronic application process for student applying to MA and credential programs.
- Hire one new tenure line faculty.

SCHOOL OF NURSING

- Hire one new tenure track position (DNP).
- Hire one new tenure track for the MPH program.
- Fund CCNE accreditation visit (combined BSN and MSN review).
- Fund accreditation activities for the MPH program

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Search for additional faculty member
- Develop specific HD plan for program in Temecula

Department of Kinesiology

- Hire a new tenure line faculty member to support undergrad/graduate Kinesiology programs
- Develop fee-for-service program to provide services to the community and generate revenue for Kinesiology programs
- Support the development of Fall Prevention Clinic and other programs that interact with the community.

Department of Speech Language Pathology

- Assess all aspects of the program and complete annual accreditation reports.
- Dues for ASHA/CAPCSD/CCAPCSD.

Department of Social Work

- Assess impact of recent accreditation on student enrollment
- Examine possible need for additional faculty member based on student application numbers/enrollment

b. Ensure student success by providing, maintaining, and expanding infrastructure, resources, and support for conducting research, developing and delivering innovative curriculum, and advising students. Promote and celebrate student achievement.

COLLEGE

- Publish recruitment materials developed in the previous year

SCHOOL OF EDUCATION

- Hold a joint the MA poster session and the JDP/Ed Admin open house sessions on the same day and venue.
- Provide annual financial incentives (e.g., application fees, CSET fees, and others) and articulate viable opportunities for program completion to enhance student progress through programs and increase retention rates in corresponding education programs.

SCHOOL OF NURSING

- Initiate fully online Nursing Education concentration.
- Develop curriculum for online Nursing Leadership/Administration concentration.
- Develop curriculum for online Nursing Leadership/Administration concentration
- Complete WASC self-study/accreditation for DNP program.
- Develop curriculum for DNP (if the decision is to have the DNP here rather than join the Southern CA consortium).

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Implement alignment of HD PSLOs with CSLOs

Department of Kinesiology

- Evaluate undergraduate and graduate capacity vs student demand. Reallocate resources where appropriate.
- Reduce/increase number of Kinesiology undergraduate majors by adjusting GPA.
- Create funded Graduate Assistantship positions

Department of Speech Language Pathology

- Hold a student research symposium to share student research with community one time per year.
- Develop case studies that will support learning across multiple classes. At least 4 case studies will be developed and used by 2019.

Department of Social work

- Assess status of CalSWEC Title IV-E & Mental Health grant student stipends. Possible expansion of stipends from full time to part time students.
- Implement curriculum revisions based on the 2015 Educational Policy and Standards accreditations guidelines.

C. Institutionalize strategic approaches for development of and engagement with community partnerships. Endorse and advocate for these collaborations.

SCHOOL OF EDUCATION

- Hold two advisory committee meeting of local school district leaders for the MA program through the NCPDF to recommend master's program candidates, indicate needs in their districts, and give expertise to innovation and emerging programs.
- Bring one distinguished expert to the campus for a colloquium that is held at least once a year in alignment with the endowment guidelines.
- Increase the number of the DTiR by 1.
- Increase the Assigned Time Grant for the DTiR program units by 6 units.

SCHOOL OF NURSING

- Continue to establish new partnerships with community or clinical agencies
- Continue to develop service/academia collaborations (research or service).
- Continue to develop community placements for MPH internships.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Plan online HD courses to meet diverse needs of students

Department of Kinesiology

- Increase community/university/college partnerships and collaborations
- Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, High School Health Education, etc.
- Strengthen international partnerships to increase study abroad options for undergraduate students.

Department of Speech Language Pathology

- Organize and offer one professional development course to current students and professionals in the community by 2018.
- Develop specialized clinics including family support groups to serve families in North County San Diego

Department of Social Work

- Expand student internship network by adding a minimum of 10-20 new placements.
- Assess support and feasibility for field instructor Continuing Education offerings and appreciation luncheon/dinner.

D. Develop and sustain long-term positive working relationships within the college, across the university, and among other education partners.

STUDENT SERVICES

SCHOOL OF EDUCATION

- Submit an education related activity proposal for the arts and lectures series.

SCHOOL OF NURSING

- Continue to collaborate with other units within the college (MSW, KINE, SLP, HD, SOE) on educational experiences for students through simulation, and with the institute of Palliative Care.
- Continue to collaborate with faculty within the University on research, projects and service.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Collaborate with other departments to co-teach a course that addresses the critical social services needs such as HD 495 that takes a trip each summer to South America

Department of Kinesiology

- Explore involvement and collaboration with potential engineering program.
- Strengthen relationships with nearby campuses (University of St. Augustine, SDSU).
-

Department of Speech Language Pathology

- Develop inter-professional educational opportunities for students in programs across CEHHS.

Department of Social Work

- Implement plan to increase interdepartmental collaboration.

e. Cultivate and support diversity of students, faculty, and staff. Ensure equality on behalf of all college personnel and foster strong morale among all colleagues. Promote leadership that reflects equitable access to our diverse communities.

COLLEGE

- Research and Develop Marketing and Recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs.
- Revise, develop, and maintain CEHHS website ensuring that it reflects diversity.
- Ensure hiring efforts include provisions to attract a diverse pool of applicants.
- Establish ad hoc committee to review and survey equity/morale among all CEHHS personnel; this committee will report to the Faculty committee

f. Encourage, create, and maintain innovative and high quality programs that respond to community needs and situate the college as a leader in research, teaching, and learning.

COLLEGE

- Research and develop marketing and recruitment plans to increase enrollment in CEHHS programs including:

SCHOOL OF NURSING

- Continue annual Community Advisory Council meetings of community partners and faculty to discuss needed programs and service/academia research partnerships.

g. Enhance support that increases research and creative activities capacity for faculty. Increase opportunities for students and faculty to engage in research and creative activities.

COLLEGE

- Plan and put on a research fair that includes student work, faculty research, and student/faculty collaborative research as well as any community service/student/faculty research

SCHOOL OF NURSING

- Continue to host a Community Appreciation Luncheon event where community partners are honored and students display their achievements (Poster Session of research and projects).
- Present research awards for students in collaboration with STTI Phi Theta Chapter at the Community Appreciation Luncheon.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Speech Language Pathology

- Support faculty in maintaining state license and certification.

Department of Social Work

- Support select practice faculty in obtaining and maintaining state licensure (LCSW)
- Assess prospects for external grant applications and encourage and support faculty in submitting a grant application.

3) Goals by Fiscal Year
FY 2018/19 Goals

- a. Secure resources to support capacity building, hiring, and accreditation. Steward the budget and lead through shared governance in alignment with faculty programming.**

COLLEGE

STUDENT SERVICES

SCHOOL OF EDUCATION

- Increase the number of cohorts in the multiple subject/middle level by 1
- Hire one new tenure line faculty.
- Support faculty in developing and writing biennial accreditation reports
- Support faculty on developing tools for measuring graduates impact on K-12 students and programs

SCHOOL OF NURSING

- Hire one new tenure track position.
- Hire one new tenure track for the MPH program.
- Fund accreditation activities for the MPH program.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Support the development of the new curriculum by hiring a new assistant professor

Department of Kinesiology

- Hire a new tenure line faculty member to support undergrad/graduate Kinesiology programs
- Expand fee-for-service program to provide services to the community and generate revenue for Kinesiology programs
- Support research and scholarship among faculty by pursuing additional laboratory space (both on and off-campus) and updating laboratory equipment on a regular basis.

Department of Speech Language Pathology

- Assess all aspects of the program and complete annual accreditation reports.

- Dues for ASHA/CAPCSD/CCAPCSD.
- One TT hire to support the expansion of the BS in SLP

b. Ensure student success by providing, maintaining, and expanding infrastructure resources, and support for conducting research, developing and delivering innovative curriculum, and advising students. Promote and celebrate student achievement.

COLLEGE

STUDENT SERVICES

SCHOOL OF EDUCATION

- Increase the number of DTiR to by one
- Increase the number of Assigned time DTiR units to reflect the number of DTiRs in the DTiR program
- Hold two advisory committee meeting of local school district leaders for the MA program through the NCPDF to recommend master’s program candidates, indicate needs in their districts, and give expertise to innovation and emerging programs.
- Support one distinguished expert to the campus for a colloquium that is held at least once a year in alignment with the endowment guidelines.

SCHOOL OF NURSING

- Initiate online Nursing Leadership/Administration concentration.
- Initiate online Nursing Leadership/Administration concentration.
- Initiate DNP program (if the decision is to have the DNP here rather than join the Southern CA consortium).

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Research and develop a program that provides HD majors a certificate in non-profit management
- Continue to assess PSLOs and analyze alignment with CSLOs to improve delivery of curriculum

Department of Kinesiology

- Evaluate undergraduate and graduate capacity vs student demand. Reallocate resources where appropriate.
- Reduce/increase number of Kinesiology undergraduate majors by adjusting GPA requirement, commensurate with departmental capacity
- Increase number of funded Graduate Assistantship positions

Department of Speech Language Pathology

- Hold a student research symposium to share student research with community one time per year.

- Develop case studies that will support learning across multiple classes. At least 4 case studies will be developed and used by 2019.
Department of Social Work

c. Institutionalize strategic approaches for development of and engagement with community partnerships. Endorse and advocate for these collaborations.

COLLEGE

STUDENT SERVICES

SCHOOL OF EDUCATION

- Support an education related activity proposal for the arts and lectures series.
- Maintain an alumni database

SCHOOL OF NURSING

- Continue to establish new partnerships with community or clinical agencies
- Continue to develop service/academia collaborations (research or service).
- Continue to develop community placements for MPH internships.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Implement online HD courses to meet diverse needs of students
- Assess effectiveness of student monitoring in field placements and use data to improve quality of placements
- Continue work in nonprofit sector of the community to ascertain necessary skills to work in this area by assessing nonprofit providers

Department of Kinesiology

- Explore involvement and collaboration with potential Engineering program at CSUSM.
- Strengthen relationships with nearby campuses (University of St. Augustine, SDSU).

Department of Speech Language Pathology

- Organize and offer one professional development course to current students and professionals in the community by 2018.
- Develop specialized clinics including family support groups to serve families in North County San Diego

Department of Social Work

d. Develop and sustain long-term positive working relationships within the college, across the university, and among other education partners.

COLLEGE

STUDENT SERVICES

SCHOOL OF NURSING

- Continue to collaborate with other units within the college (MSW, KINE, SLP, HD, SOE) on educational experiences for students through simulation, and with the institute of Palliative Care.
- Continue to collaborate with faculty within the University on research, projects and service.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Continue work on cross department collaborations such as IPE, COBA, and explore other possibilities

Department of Kinesiology

Department of Speech Language Pathology



- Develop inter-professional educational opportunities for students in programs across CEHHS.

Department of Social Work

- e. Cultivate and support diversity of students, faculty, and staff. Ensure equality on behalf of all college personnel and foster strong morale among all colleagues. Promote leadership that reflects equitable access to our diverse communities.**

SCHOOL OF NURSING

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Assess moral and climate of diversity among students, faculty, and staff. Form task force to identify strategies to address needs that may arise from assessment.

Department of Kinesiology

Department of Speech Language Pathology

Department of Social Work

- f. Encourage, create, and maintain innovative and high quality programs that respond to community needs and situate the college as a leader in research, teaching, and learning.**

SCHOOL OF NURSING

- Continue annual Community Advisory Council meetings of community partners and faculty

to discuss needed programs and service/academia research partnerships.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Implement certificate program for students who want to work in the non-profit sector of the community

Department of Kinesiology
Department of Speech Language Pathology
Department of Social Work

- g. Enhance support that increases research and creative activities capacity for faculty. Increase opportunities for students and faculty to engage in research and creative activities.**

SCHOOL OF NURSING

- Continue to host a Community Appreciation Luncheon event where community partners are honored and students display their achievements (Poster Session of research and projects).
- Present research awards for students in collaboration with STTI Phi Theta Chapter at the Community Appreciation Luncheon.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Continue to develop plans to support student participation in faculty research where students receive credit for field work (HD 495) and participate in faculty/student research activities

Department of Kinesiology
Department of Speech Language Pathology

- Support faculty in maintaining state license and certification.

Department of Social Work

Subdivision Unit: CHABSS

PART I: NARRATIVE

A. Planning Assumptions

a. Common planning assumptions for all Academic Affairs subdivision units

- a. 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b. Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e. Program Review findings, if any, should be considered.
- f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

b. *Begin here enumerating planning assumptions for the unit*

- a. CHABSS will continue to generate ~59-60% of CSUSM FTES with an expectation of growth consistent with Academic Affairs assumptions 1.a. and 1.b.
- b. We will continue to focus on programmatic growth that broadens the College's curriculum to serve our diverse student body.
- c. The CHABSS Strategic Plan is based on the following principles:
 - i. Advance a transformative learning environment
 - ii. Enhance teacher-scholar practices
 - iii. Prioritize ethics, personal responsibility, and social justice in the curriculum, in the classroom, and in the student culture
 - iv. Enact a broadly defined culture of diversity and global engagement
 - v. Recruit, hire, and retain high quality faculty and staff from diverse backgrounds
 - vi. Foster cross- and inter-disciplinary collaborations within the College, University, and community
- d. A tenure track faculty profile of CHABSS across the ranks reveals a college with increasing diversity and significant experience. This suggests rising numbers of retiring tenure track faculty in the years ahead. Tenure-track faculty lines that are vacated will

return to the College for allocation by the Dean. However, the preference will be to return those lines to the unit of origin unless there are compelling reasons to do otherwise. Principles will be created to ensure equity and efficiency in these allocations while maintaining the diversity of our faculty.

- e. Leadership in the Dean's office is in transition. We expect to hire a permanent Dean by fall 2016. Bob Rider, Interim Dean through August 2016, working with the Dean's office personnel, chairs and faculty, will prepare the office for the transition. The Interim Dean plans to retain much of the status quo in the college, but will make improvements that aid the permanent Dean in the transition. In addition, much of the planning for FY 2017/18 and FY 2018/19 is tentative, depending on the outcome of this transition.

1) Goals by Fiscal Year

FY 2016/17 Goals

- a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Faculty Hires (listed alphabetically)

Additional Tenure-Track faculty lines are needed in key areas to help us deliver high-quality education to our more than 5800 majors, 1150 minors, and 59-60% of total campus enrollment. Since the inception of CHABSS (F 2011), majors in CHABSS have grown by 26%, minors have grown by 86.7%, and the combined growth of majors and minors has been 31.96%. Because of the tight budget years and limited tenure track hires, the ratio of tenure track faculty to lecturer FTEF has decreased for CHABSS necessitating significant increases in tenure track faculty hires.

Growth of new tenure track lines should average at least 6-7 each year just to maintain the same FTES to tenure track faculty (head count) ratio as in fall 2011. To increase the ratio of tenure track faculty to lecturer faculty (1.0 FTE), more growth positions are necessary. (*Planning assumptions: 1.a, 1.b, 1.e; 2.a, 2.b, 2.c.v*)

The positions below are listed alphabetically by Department/Program.

- Communication (Media History) – Good growth in Mass Media majors. Develop new curriculum.
- Environmental Studies – Although limited data, majors' growth has been strong. Expect continued growth. Need for a TT faculty with a broader emphasis in the field.
- Global Studies (Humanities) – Curricular integrity. Modest growth in FTES; majors flat; however, GBST external reviewers highlighted the need for one "anchor" faculty to build more of its own curriculum, and a need for more emphasis on humanities.
- Liberal Studies (Contact Linguistics) – Although relatively flat growth in FTES and majors, new hire will enable more LING courses and help in meeting Common Core standards.
- Modern Language Studies (Translation Studies) – Strong FTES growth and minors in Spanish. Opportunity to modernize curriculum and for students in fast growing field of translation/interpretation.
- Political Science – Need to expand its upper division offerings.
- Psychology (Social Psychology – multicultural emphasis) – Good growth in

- majors/minors. Good growth in FTES. Field supports diversity goals.
- Social Sciences (Reassignment of TT Faculty in SOC) – Two .5 FTEF from SOC, with SOC receiving 1.0 FTEF replacement. Good majors’ growth. Significant revisions in program.

Staff Hires (listed alphabetically)

To ensure that academic programs are successful as CHABSS grows, staffing levels must also increase. Despite the hiring of additional staff in FY 2014-15, we remain without staff support or with inadequate staff support in several critical areas. In AY 2011/12, there were 14 FTE-AC (full-time AC) for the departments/programs in CHABSS. The ratio of total FTE faculty (tenure track and Lecturer FTE) to FTE-AC was 13.65, i.e. 13.65 FTE faculty per FTE-AC. In fall 2015, the college had 15 FTE-AC for the departments/programs. The ratio of total FTE faculty to FTE-AC is 16.69. AC workload has been increasing. The total number of faculty (tenure track and lecturers) is now 335 supported by department level ACs (a ratio of 23.9). Furthermore, the AC workload has grown more complex with the increase in FTES and the growth and increasing complexity of budget coordination (including the growth of non-state funds, most notably EL). In addition, there have been two new programs introduced as well more programs planned for the future. There is a critical need to increase AC support commensurate with increases in faculty. (*Planning assumptions: 1.a, 1.b; 2.a, 2.b, 2.c.v*)

Listed alphabetically, the top needs are:

- ASC1 CHAD/PYSC: This position was specifically identified in the P-form as a critical need of the highly anticipated CHAD (Child & Adolescent Development) major. This staff member will play a key role in supporting the background check requirement associated with the major.
 - ASC1 Dean’s Office: With the growth of lecturer faculty, the workload associated with lecturers (hires, evaluations, etc.) is becoming untenable for staff. (*Planning assumptions: 1.a, 1.b; 2.a, 2.b*)
 - ASC1 Interdisciplinary & Emerging Programs: ASC1 is currently supporting 4 department/majors slated for program growth.
 - IST1, Anthropology: This position is needed to support the unit’s labs, including multiple gardens on campus.

Programmatic/Curricular

- Launch of Stateside Programs (*Planning assumptions: 1.a, 1.b; 2.a, 2.b, 2.c.iv,2.c.vi*)
 - MUSC B.A. (2nd year of launch): Costs for increased course sections, equipment and lab needs.
 - The creation of the new American Indian Studies Department and significant program revisions to the American Indian Studies minor require additional FTES, WTU and administrative resources.
 - Launch of EL Programs (no funding requested) (*Planning assumptions: 1.a, 1.b, 1.c.vi; 2.a, 2.b*)
 - Geographic Information Systems Certificate

Co-curricular (*Planning assumptions: 1.a, 1.b, 1.c.iv; 2.a, 2.b, 2.c.i, 2.c.iii, 2.c.iv, 2.c.vi*) (No funding requested; funded from EL funds.) Co-curricular programming contributes to the intellectual life of the campus. The incoming CHABSS Dean should have the flexibility to weigh in on the future of such programming within the College; ongoing activities requesting support this year include (listed alphabetically):

- Career Mentoring Program: as an outgrowth of the CRI (Career Readiness Initiative), the Career Mentoring Program matches CHABSS students one-on-one with community professionals in a structured mentoring program throughout the academic year.
- Career Readiness Initiative (CRI): To support activities such as “speed interviewing” workshop to enable students to develop soft skills that the LAMP suggests are a critical need for CSUSM students as they transition to the workforce.
- Diversity Working Group: As a college level program designed to complement the university’s Diversity Mapping Project, this group will develop strategies to build diversity in the college.
- Global Commitment Initiative (GCI): To support activities such as the film screening of *Purgatoria*, a film that exposes politics of the US-Mexico border from experiences on the human scale.
- Interdisciplinary Programs: Development/support of interdisciplinarity will require funding. One proposal is a college-wide symposium on the subject, to include an invitation to outside experts to engage the college in discussion/development of interdisciplinary programs.
- Literature and Writing’s Community and World Literary Series: With the discontinuation of IRA funding, we are requesting funding for a program that brings to campus visiting writers at the forefront of contemporary culture and aesthetics. An average of 300 students and members of the community attend six events each year.
- School of Arts programming: Funds are needed for events, performances and exhibits as necessary elements for the curriculum.
- Senior Experience (CHABSS/CoBA): To support a small pilot program involving students from CHABSS and CoBA.

Operational These proposals are not ranked.

- Space Needs in ARTS: Critical problems in the ARTS Building’s design and construction continue to inflict detrimental impacts on instruction and learning; remediation of HVAC problems in studio classrooms, soundproofing for several studios (ARTS 101, 111, and 107), and purchase of use-appropriate stadium seating in ARTS 101 are necessary for these facilities to make effective working, instructional, and learning spaces for School of Arts students and faculty. (*Planning assumptions: 1.a, 1.b; 2.a, 2.b*)
- Replacement costs for faculty/staff on leave: As of January 2016, CHABSS’ confirmed commitments to replacement costs due to maternity/paternity and medical leaves stands at \$133,000; these costs will certainly grow as the Spring semester progresses. Absent a College-specific allocation, we request that Academic Affairs establish a contingency fund on which all units could draw as needed to support the costs of

replacing staff and instructors who go out on protected leaves and whose absences require replacement hires.

- **TT Faculty Professional Development Support:** Key to building transformative learning opportunities for students is ensuring that all of our faculty are provided with opportunities to grow as scholars and teachers. Because the TT faculty have not had any increase in professional development funds for at least 16 years, we request base stateside funding for competitive Faculty Development Grants. (*Planning assumptions: 1.c.iii, 1.c.v; 2.c.i, 2.c.iii, 2.c.v*)
- **Lecturer Faculty Professional Development Support:** While only tenure-track faculty members are evaluated in the area of research/creative activity, many lecturer faculty within CHABSS are (or aspire to work as) actively engaged scholars whose work informs their own (and others') instruction. \$7,000 in additional base funding for lecturer faculty across the college is requested. (*Planning assumptions: 1.c.iii, 1.c.v; 2.c.i, 2.c.iii, 2.c.v*)
- **Service Stipend for Lecturers:** A growing number of lecturer faculty are expanding their contributions to the campus by engaging in meaningful service. We request \$5000 for lecturer service compensation. (*Planning assumptions: 1.c.v*)
- **Telephone Access for Lecturer Faculty:** CHABSS has over 200 lecturer faculty, and the vast majority of lecturer offices (approximately 60) do not currently have a network-connected computer or telephone. Funds would enable lecturer faculty to have equitable telephone access. (*Planning assumptions: 1.a, 1.b; 2.a, 2.b*)
- **Professional Development for Staff:** In order to attract and retain high quality staff, the College requests funding for staff development (conferences, training). (*Planning assumptions: 1.c.v; 2.c.v*)
- **IRP Funds for Staff:** The College has developed a Staff Development Plan that includes In-Range Progressions for high-performing staff. (*Planning assumptions: 1.c.v; 2.c.v*)
- **Staff Overtime Fund:** We request a small contingency fund for staff overtime. Some of the workload of staff may be unpredictable, requiring overtime to meet particular deadlines.
- **CJRN 401/ Cougar Chronicle:** Support is important for alumni relations and community outreach, and complements CRI by providing professionalization for students interested in publication, marketing, and design – a clear example of a High-Impact Practice (\$72,000). (*Planning assumptions: 1.c.iii; 2.c.i, 2.c.vi*)
- **Lab budget increases keeping pace with enrollment growth:** The College needs to make sure that our laboratory budgets and staffing are growing to keep pace in support of our increasing number of faculty and students. Thus our lab budget request is to (a) continue to shift the cost of operating our labs from one-time funding (EL, Lottery, and OE&E) to base funds, (b) provide one-time deferred equipment purchases, and (c) cover increased costs of the College's labs based on enrollment growth. Our lab budgets have lagged far behind the growth of our FTES for many prior years. (*Planning assumptions: 1.c.iii; 2.c.ii*)
- **Increased funding for TAs:** The CBA for unit 11 establishes a minimum compensation. For equity and recruitment purposes, the college would like to increase TA compensation. (*Planning assumptions: 1.a, 1.b; 2.a, 2.b*)
- **Increased lecturer salaries:** According to CBA 12.11, lecturers with new appointments can be placed above the maximum SSI within her/his then current salary range. In order

to improve lecturer recruitment, small salary incentives are necessary (\$5000).
(*Planning assumptions: 1.a, 1.b; 2.a, 2.b, 2.c.v*)

- Converting instructional one-time funds to base (*Planning assumptions: 1.a, 1.b; 2.a, 2.b*)
- Recovery of instructional shortfall (including supplemental allocation to alleviate bottlenecks (*Planning assumptions: 1.a, 1.b; 2.a, 2.b*)

2) FY 2017/18 Goals

- a. **List here specific goals for the Unit Assumptions enumerated above (e.g., identify which “assumption” the goal supports).**

Faculty & Staff Hires

- The college’s Hiring and Academic Planning Committee (HAPC) will develop faculty and staff hiring recommendations in the spring of 2017 for the year 2017/18. This conversation must include the permanent Dean. (*Planning assumptions: 1.a, 1.b, 1.e; 2.a, 2.b, 2.c.v*)

Staff Hires

- ASC1 to support the launch of new interdisciplinary majors that support campus and the College’s diversity initiatives (American Indian Studies, Chicano Studies, and Ethnic Studies) (*Planning assumptions: 1.a, 1.b; 2.a, 2.b, 2.c.v*)

Programmatic/Curricular

- Launch of Stateside Programs (*Planning assumptions: 1.a, 1.b; 2.a, 2.b, 2.c.iv, 2.c.vi*)
 - American Indian Studies (1st year of launch): Funds for delivery of new lower-division and upper-division curricula necessary for program integrity.
 - Arts, Media and Design B.A. (1st year of launch)
 - Chicano Studies (1st year of launch): Funds for delivery of new lower-division and upper-division curricula necessary for program integrity.
 - Ethnic Studies (1st year of launch): Funds for delivery of new ETST lower-division and upper-division curricula necessary for program integrity.
 - Philosophy B.A. (1st year of launch): Funds to pay for an increased number of upper-division sections to facilitate progress towards degree completion.

Operational

- CJRN 401/ Cougar Chronicle: At present, the financial self-sufficiency of this program is highly doubtful. Support is important for alumni relations, community outreach and complements CRI by providing professionalization for students interested in publication,

marketing, and design – a clear example of a high-impact practice (\$72,000). (*Planning assumptions: 1.c.iii; 2.c.i, 2.c.vi*)

- Arts & Lectures Series operations: The program is not currently on-track to attain financial viability via self-support. For the program to continue, funding will be required. *Planning assumptions: 1.c.iii; 2.c.i, 2.c.iv.,2.c.vi*

3) FY 2018/19 Goals

- a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which “assumption” the goal supports).**

Faculty & Staff Hires

- The college’s Hiring and Academic Planning Committee (HAPC) will develop faculty and staff hiring recommendations in the spring of 2018 for the year 2018/19. This conversation must include the permanent Dean. (*Planning assumptions: 1.a, 1.b, 1.e; 2.a, 2.b, 2.c.v*)

Programmatic/Curricular

- Launch of EL Programs (*Planning assumptions: 1.a, 1.b, 1.c.vi; 2.a, 2.b*)
 - Game Design M.A.
 - Music Therapy Equivalency

Subdivision Unit: College of Business Administration

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a. 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b. Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e. Program Review findings, if any, should be considered.
- f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) *Begin here enumerating planning assumptions for the unit*

- a. Increase in FTES of 5% rate. This will come through the overall university growth.
- b. CoBA desires to be accredited by AACSB. CoBA submitted an Eligibility Plan in Fall 2012, which was accepted in February 2013. CoBA will submit an Initial Self Evaluation Report (iSER) in August 2016.
- c. CoBA's planning will align with its strategic plan which includes the following elements:

Mission

We are committed to providing rigorous and relevant educational programs using a balance of theoretical, experiential, and applied learning. We educate a diverse body of students to become responsible, engaged citizens with a global mindset who contribute positively to their communities and organizations. We achieve this through collaborative relationships among faculty, staff, students and the community guided by faculty. This involves a combination of academic scholarship, applied scholarship, and professional experience.

Strategic Goals

- 1) Achieve AACSB accreditation.
 - a) Review and revise current policies

- b) Enhance assurance of learning
- c) Increase and sustain number of faculty (tenure track and lecturers) who meet AACSB definitions of “qualified” to meet AACSB standards
- d) Review and revise strategic plan
- 2) Increase resource base.
 - a) Explore opportunities with EL
 - b) Increase external support
 - c) Identify naming opportunities
- 3) Attract, retain, and develop excellent faculty and staff.
 - a) Allocate sources of funds to support faculty development
 - b) Identify and provide professional development opportunities for staff
 - c) Assure equitable workload for faculty
- 4) Enhance students’ academic and professional success
 - a) Develop method to measure and track student success
 - b) Develop method to measure and track alumni success
 - c) Align CoBA programs with market needs
 - d) Analyze how CoBA’s programs meet market needs and identify gaps
 - e) Provide rigorous and relevant programs that assure our students have the necessary skill sets to meet workforce needs
- 5) Deepen collaboration with business, education, government and community organizations.
 - a) Create more events and opportunities for alumni and community members to come to campus
 - b) Create advisory boards for each option
 - c) Develop applied research opportunities for faculty
 - d) Create a mechanism for business community feedback
- 6) Enhance perceptions and increase awareness about CoBA.
 - a) Create Branding Strategy
 - b) Utilize on campus events attractive to the business community to achieve better visibility and community connections

- d. The current shortage of PhD candidates in the business disciplines and the Cal State System’s non-competitive salaries make it difficult to successfully recruit qualified faculty.
- e. State funding for higher education will not return to previous levels consequently it will be strategic for CoBA to identify degree and certificate programs to run through self-support.

Goals by Fiscal Year

1) FY 2016/17 Goals

Strategic Goal 1: Achieve AACSB accreditation.

- a. Due to the changes in CoBA leadership, we have requested and granted an extension to the submission of the standards alignment plan. CoBA will submit its iSER by August 2016.
- b. Continue with Assessment of Program Level Student Learning Outcomes.
- c. Review/revise CoBA Strategic Plan.
- d. Review/refine CoBA Governance policies.

Strategic Goal 2: Increase resource base.

- a. Enrollment growth in self-support programs such as
 - i. Specialized MBA Program (full-time and part-time). Current specializations include Business Intelligence, International Business, and Hospitality and Tourism Management
 - ii. MS in Health Information Management
 - iii. MS in Cybersecurity (joint program with CSM)
 - iv. MS in Biotechnology (joint program with CSM)
 - v. BSBA Temecula
 - vi. Health Information Technology Certificate
 - vii. Health Information Management Certificate
 - viii. Water Management Certificate
- b. Continue to develop additional programs through self-support. These may include:
 - i. The fourth specialization of SAMBA in Entrepreneurship.
 - ii. Joint degrees with international universities
 - iii. Engineering certificate (joint program with CSM)
- c. Increase philanthropic contributions to CoBA.

Strategic Goal 3: Attract, retain, and develop excellent faculty and staff.

- a. Actively recruit new faculty to meet faculty qualifications and sufficiency for AACSB.
- b. Develop policies and resources to recognize those who meet “qualifications” for AACSB.
- c. Assure adequate staff to move towards AACSB accreditation.
- d. Identify development opportunities for faculty and staff.

Strategic Goal 4: Enhance students’ academic and professional success

- a. Continue to evaluate and refine the curriculum.
- b. Develop methodology to measure recent graduate and alumni placement and success.
- c. Continue to increase support and opportunities for CoBA students through:
 - i. Business Professional Development Program
 - ii. Mentorship Program
 - iii. Senior Experience Program
- d. Develop Internship program
- e. Establish Career Advising within the college for undergraduate and MBA students

Strategic Goal 5: Deepen collaboration with business, education, government and community organizations.

- a. Continue to expand CoBA Advisory Board as well as advisory boards for all CoBA options.

Strategic Goal 6: Enhance perceptions and increase awareness about CoBA.

- a. Develop a branding strategy for CoBA that aligns with the university’s branding initiatives.
- b. Partner with community members to sponsor more on campus events attractive to the business community, including sponsored research projects.

2) FY 2017/18 Goals

- a. Submit annual update identifying progress towards meeting AACSB standards.
- b. Continue to work with EL to increase CoBA's funding through self-support.
- c. Increase proportion of tenure track faculty and lecturers who are SA, SP, PA, and IP.
Increase philanthropic and self-support contributions to CoBA.
- d. Review/revise CoBA Strategic Plan
- e. Continue assessing Program-Level Student Learning Outcomes.
- f. Hire faculty – discipline determined by strategic planning process.

3) FY 2018/19 Goals

- a. Submit annual update identifying progress towards meeting AACSB standards.
- b. Continue to work with EL to increase CoBA's funding through self-support.
- c. Increase proportion of tenure track faculty and lecturers who are SA, SP, PA, and IP.
- d. Increase philanthropic and self-support contributions to CoBA.
- e. Review/revise CoBA Strategic Plan.
 - a. Continue assessing Program-Level Student Learning Outcomes.
- f. Hire faculty – discipline determined by strategic planning process.

Subdivision Unit: College of Science and Mathematics

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a. 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b. Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e. Program Review findings, if any, should be considered.
- f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) Planning assumptions for CSM

- a. ***Planning Assumption: The laboratory budget must be a separate line item in base funds that scales with student laboratory enrollment to enable pedagogies that are relevant to our changing society and student demographics, and to ensure safety.***
 - i. Historically, pre-dating the formation of CSM, funds for the instructional laboratory budget have been allocated after operating expenses and salaries have been subtracted from the college budget allocation. This unintentional funding model contrasts with a strategic funding model based on need and real expenses. As a result, support for laboratory instruction has been chronically inadequate. Equipment critical to instruction, much of which is now outdated, unreliable, unserviceable, obsolete, damaged, and/or not a candidate for acquisition from federal funding requires immediate investment to replace and modernize.
 - ii. The number of students in laboratories has more than doubled between 2009/10 and 2015/16 from 2454 to 5293, while *lab funding per lab student* decreased – **Figure 1**.
 - iii. Additional supplies and equipment are needed to accommodate additional growth of students, as well as development of contemporary curricula and pedagogies.

- iv. Computer Science requires a laboratory budget allocation to support high impact pedagogies as identified by external program review.
 - v. Based on Delaware Study data, the laboratory budget for a college of our composition and size should be **\$1.2-\$1.5M**. We aim to reach this in 3 years.
- a) Planning Assumption: Additional tenure-track faculty are needed to respond to recent and anticipated growth in majors and FTES.**
- vi. The FTES taught by the college is steadily increasing, while the number of tenure-track faculty per FTES is steadily declining – **Figure 2**. This means that students have less contact with TTF in the classroom.
 - 1. Tenure-track faculty are needed to sustain high quality instruction.
 - vii. The number of majors in the college is steadily increasing, while the number of tenure-track faculty per major is steadily declining – **Figure 3**.
 - 1. Tenure-track faculty are needed to sustain *accredited/certified* degree programs (Computer Science; Engineering; Chemistry).
 - 2. Tenure-track faculty are needed to provide vital advising *in the major*.
 - 3. Tenure-track faculty are needed to support the high-impact practice of *undergraduate research*.
 - 4. Tenure-track faculty are required to grow our graduate programs and support *Masters' level research*.
 - 5. Tenure-track faculty are required to develop and launch engineering programs.
 - viii. Recruitment and retention of high quality STEM faculty requires competitive salaries (market value for computer science and engineering) and start-up funding. The latter includes equipment and supplies for experimentalists and computer infrastructure, the cost of which has traditionally been borne by the college using Indirect Cost Return and Extended Learning revenue sharing. Start-up costs, however, increasingly require space renovations, special library acquisitions, travel and moving expenses.
 - 1. To successfully recruit and retain high quality tenure-track faculty requires a shared investment in start-up between CSM and the University until CSM has a critical mass of tenure-track faculty regularly writing and winning external grants with associated Indirect Cost Return and our special programs offered through Extended Learning reach sustainability.
 - ix. The 3-year tenure-track hiring matrix for CSM (**Table 1**) follows our ongoing 30/90 hiring initiative to accommodate growth in majors (By the 30th birthday of CSUSM, CSM will have 90 tenure-track faculty). We will have met our 25/55 hiring goal (25th birthday, 55 tenure-track faculty) this year, if those faculty holding MPP appointments are counted and searches in progress are successful.
- b) Planning Assumption: A sufficient instructional budget is needed to deliver the curriculum for majors, general education, and service courses.**
- x. The instructional budget is insufficient for the FTES and curriculum for the majors, general education, and service courses because one-time allocations from previous years were inadvertently omitted from the budget.
- c) Planning Assumption: Additional administrative and technical support staff are needed to keep pace with enrollment growth.** This will enable us to expand instructional laboratory capacity and ensure safety, as well as coordinate and provide adequate administrative support for departments.

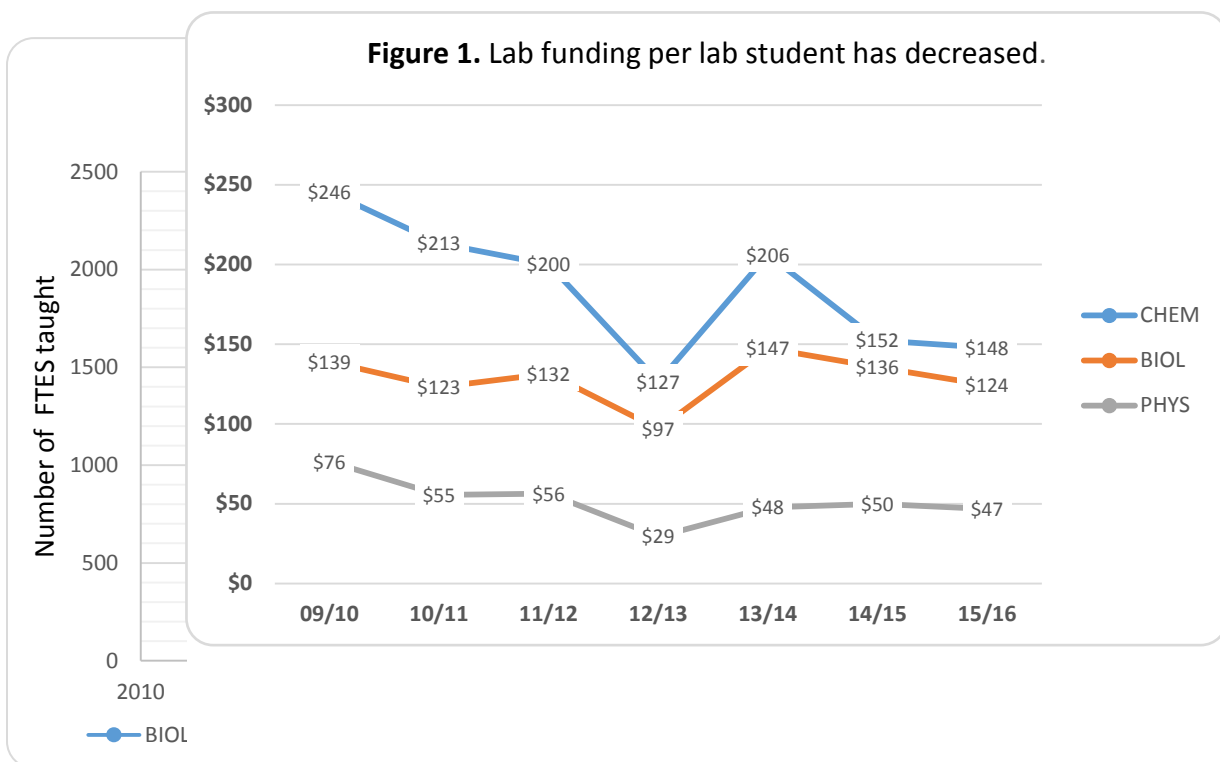
- xi. The ratio of students served per IST should be approximately ~300:1 for safety and effective support. For CSM to offer additional instructional laboratories beyond present capacity in response to the Academic Affairs common planning assumption of 5% FTES growth per year will require hiring additional ISTs and student assistants.
- xii. Additional Academic Support Coordinators (ASCs) are needed to accommodate growth in CSM programs – **Table 2**.
 1. One ASC currently supports two departments (Computer Science and Physics) that will continue to see significant growth. In addition, engineering programs will likely grow out of these departments, requiring substantial administrative support.
 2. One ASC serves a large department, Biological Sciences. This includes the Program in Biotechnology, which will see substantial growth and has plans to split into its own Department.
 3. The CSM Dean’s Office currently supports 50% more tenure-track and adjunct faculty than it did in its inaugural 2011/12 year. Moreover, the number of STEM majors will nearly triple in 2016/17. Given advisory council activities, substantive college events (convocation, celebration of achievement), and increased communications via paper, webpages, and social media, additional skilled administrative support staff are needed.

d) Planning Assumption: Space for CSM faculty and students is now a critical issue.

- xiii. *New building space* will be needed to accommodate laboratory instruction.
- xiv. The total of “research” and “research support” space in Science Halls 1 and 2 according to campus data is 11,000 square feet. A minimum of 300 sq ft is allocated to tenure-track faculty in experimental science. Thus, CSM needs an absolute minimum of 18,000 square feet of research laboratory space to support 60 tenure-track faculty.
 1. To accommodate new tenure-track faculty while minimizing renovation costs to create wet laboratory spaces, CSM will focus on hiring faculty who are primarily computationalists. After the Department of Mathematics completes its move to the 5th and 6th floors of Craven Hall, CSM will renovate the areas vacated on the 3rd floor of Science Hall 2 to accommodate a computational faculty cluster across disciplines.
- xv. Lack of essential research and instructional space will limit our ability to recruit and retain new tenure-track faculty hires and support enrollment growth. Without retirement of research active faculty, CSM will have no additional space for faculty recruitment beginning in AY 2017/18. *New building space will be needed.*
 1. The College is exploring with the Office of Graduate Studies and Research options to acquire building space off campus.
 2. CSM will move forward with discussions to develop plans for Science Hall 3.

e) Planning Assumption: CSM has four overarching strategic priorities that define our rolling strategic plan, based on department-level strategic plans and discussions among college stakeholders at all-faculty meetings.

- xvi. *Build and sustain a supportive and inspirational undergraduate and Master's level educational environment.* This is achieved by developing and implementing an Academic Master Plan that focuses on programs relevant to the intellectual and economic life of our region.
- xvii. *Optimize the potential of faculty, staff and students.* This is achieved by invigorating faculty and student research activities and providing for meaningful professional development of faculty and staff.
- xviii. *Provide enriching educational experiences.* This is achieved by employing innovative pedagogies relevant to our changing society and student demographics.
- xix. *Stimulate the technical and economic development of our region.* This is achieved by aligning our programs and pedagogies with regional needs while also cultivating global perspectives.



**Figure 3. Number of CSM majors is increasing.
Ratio of tenure-track faculty per CSM major is decreasing.**

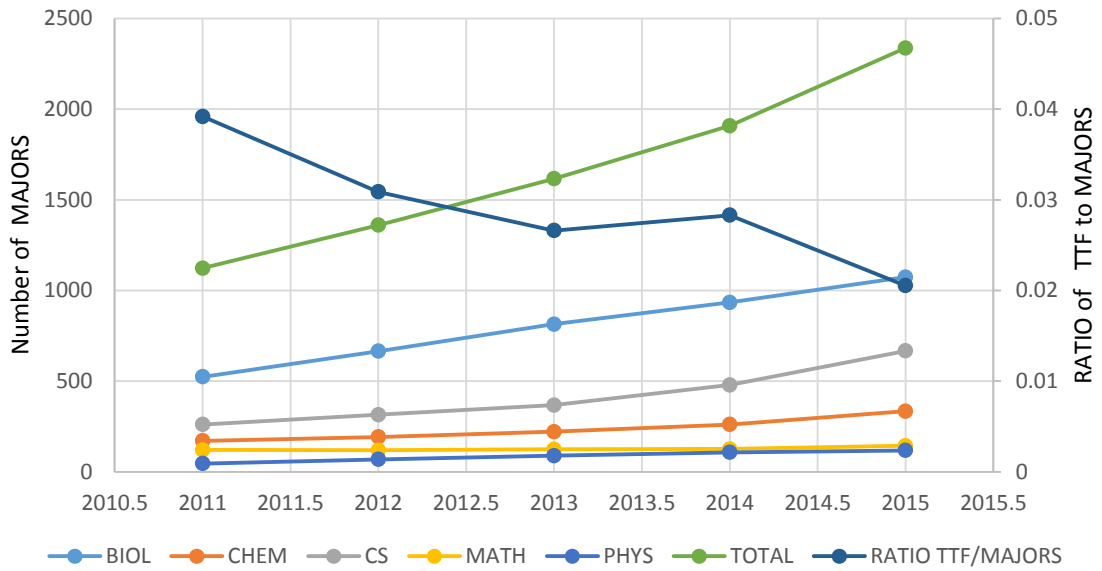


Table 1. 3-Year CSM Tenure-Track Hiring Matrix by Search Year (estim. start-up indicated)

| | Biological Sciences | Chemistry/ Biochemistry | Computer Science | Mathematics | Physics |
|-------|---|--|--|---|---|
| 16/17 | <p>Physiologist \$70-80K; sharing existing space</p> <p>Theoretical Ecologist \$25K; dry lab</p> <p>Stem Cell Biologist \$80K; wet lab, hood</p> | <p>Computational physical chemistry, \$25K; shared computational workspace</p> | <p>Cloud Computing 25-30k; shared computational workspace</p> <p>CIS, \$25-30K; shared computational workspace</p> | <p>Applied Math; \$15K</p> | <p>Computational Physics / Data Modeling; \$25K, shared computational workspace</p> |
| 17/18 | <p>Physiologist \$70-80K; sharing existing space</p> <p>Microbial Ecologist \$80K; sharing existing space</p> <p>Molecular Cell Biologist; \$80K, backfill wet lab</p> | <p>Organometallic Chemistry, \$70-80K, sharing space</p> | <p>Human- Computing Interface; \$50K, workshop</p> <p>Mobile Computing; \$25-30K</p> | <p>Applied Math/ Statistics; \$15K</p> | <p>Experimental Physics; \$80K</p> |
| 18/19 | <p>Physiologist \$70-80K; sharing existing space</p> <p>Behavioral Ecologist \$80K; sharing existing space</p> <p>Molecular Cell Biologist; \$80K, backfill wet lab</p> | <p>Biochemist; \$90K, wet lab</p> | <p>Game Development; \$70K, workshop</p> <p>Big Data Analytics; \$30K</p> | <p>Number Theory/ Cryptography; \$15K</p> <p>Geometry / Topology; \$15K</p> | <p>Experimental Biological Physics; \$100K</p> |

Table 2. 3-Year CSM Staff Hiring Matrix (Instructional and Administrative Support Staff; Program Director)
 *denotes hire in 2015/16 with one-time bottleneck funds to incorporate in base-budget

| | Biological Sciences | Chemistry & Biochemistry | Computer Science | Mathematics | Physics | CSM Dean's Office |
|---------|---|---------------------------------------|------------------------|-------------|-----------|-------------------|
| 2016-17 | IST (1.0)* IST (0.5)* IST (1.0) Biotechnology Director (1.0) | IST (1.0)* IST (0.5)* IST (1.0) | ASC (1.0) IST (1.0) | | | ASC (1.0) |
| 2017-18 | IST (2.0) | IST (1.0) ASA (0.5) | | ASA (0.5) | | EST (1.0) |
| 2018-19 | ASA (0.5) | | | | ASA (0.5) | |

B. Goals by Fiscal Year

1) FY 16/17 Goals

- a. ***FY 16/17. Laboratory budgets must be a separate line item in base funds that scales with student laboratory enrollment to enable pedagogies that are relevant to our changing society and student demographics and ensure safety.***
 - i. Line item of base funds to replace the current unintentional (one-time) Lab Budget : **\$625K**
 - ii. Line item of base funds for augmentation of Lab Budget to purchase replacements for unreliable, unserviceable, obsolete, or damaged equipment: **\$200K**
 - iii. Greenhouse infrastructure: Partial funding has come from private donation and CSU Living Laboratory grant. Funding needed to complete installation, begin operation and incorporate into revised biological sciences curriculum = **\$50K**
 - iv. Equipment replacement in Biological Sciences: **\$185K**
 - v. Field service vehicles for Biological Sciences: 3 @ \$40K = **\$120K**
 1. These support field research as well as field project-based curricula. Service vehicles will further enable expanded use of the Roripaugh Ranch Reserve, with which CSUSM holds a use agreement with the Center for Natural Lands Management (CNLM).
 - vi. Cart of 40 dual-boot Mac computers. In absence of a dedicated upper division computer laboratory, these computers will run specialized software needed for the Computer Science curriculum as it moved forward towards meeting ABET accreditation standards. **\$70K**

- b. ***FY 16/17. Additional tenure-track faculty are needed to respond to recent and anticipated growth in majors and FTES. Note: recommended salaries are based on national/regional data.***
- i. Request: Salaries for authorized searches for tenure-track faculty in AY 15/16, but unfunded in the CSM AY 15/16 budget.
 1. 1 Computer Science @ \$83K = **\$83K**
(Software Engineering)
 2. 1 Chemistry @ \$72K = **\$72K**
 - ii. Request: Tenure-track *growth* hires @ salary
 1. 3 Biological Sciences @\$72K = **\$216K**
 2. 1 Chemistry @ \$72K = **\$72K**
 3. 2 Computer Science @ \$82K = **\$164K**
 4. 1 Mathematics @ \$75K = **\$72K**
 5. 1 Physics @ \$75K = **\$75K**
 - iii. Request: Tenure-track start-up for 10 faculty lines (\$20K per line) = **\$200K**
- c. ***FY 16/17. A sufficient instructional budget is needed to deliver the curriculum for majors, general education, and service courses.***
- i. Instructional deficit: **\$235K**. The instructional budget is insufficient for the FTES and curriculum for the majors, general education, and service courses because one-time allocations from previous years were inadvertently omitted from the budget.
- d. ***FY 16/17. Additional administrative and technical support staff are needed to keep pace with enrollment growth.***
- i. Request: ASC @ salary
 1. 1 full-time ASC for either Computer Science or Physics (which currently share one ASC) @ **\$40K**
 2. 1 full-time ASC for the CSM Dean's Office @ **\$40K**. The Dean's Office currently relies on student assistants, but a higher level of skills is needed to sustain support efforts for CSM. The ASC will also be available as "backup" to department ASCs as needed.
 - ii. Request: time-base IST @ salary
 1. 2 full-time IST @ \$41K were hired with one-time bottleneck funds in 2015/16. Budget augmentation needed = **\$82K**
 2. 2 part-time (50%) IST @ \$21K were hired with one-time bottleneck funds in 2015/16. Budget augmentation needed = **\$42K**
 3. 1 full-time IST in Biological Sciences @**\$42K**. Biological Sciences currently carries a 500:1 ratio of students served per IST. Hiring will help move this ratio to 300:1 for safety, and bring us closer to comparable CSU ratio of 200:1.
 4. 1 full-time IST in Chemistry @ **\$42K**. Chemistry and Biochemistry has American Chemical Society certified degree programs, which prescribe optimal numbers of faculty and staff. Hiring will enable the department to maintain a reasonably safe 300:1 ratio of students serves per IST.
 5. With the rapid increase in number of majors and hiring of research active faculty, expanded IST support from IITS is needed for Computer Science = **\$31K**
 - iii. Increase the pay of Teaching Assistants from \$859/WTU to \$1000/WTU. Total request: **\$10K**

- e. **FY 16/17. Space for CSM faculty and students is now a critical issue.**
- i. Request: Renovation of classrooms SCI2 304, 306, 308, 310 to create **COMPUTation And Data RESEARCH** space to support computationalist faculty and students– **COMPADRES, \$50K**
- f. **FY 16/17. CSM has four overarching strategic priorities.**
- i. In response to its recent Program Reviews of both the undergraduate and Master’s degree programs, we request support for the Department of Mathematics to revise its curricula. We aim to make our programs more relevant to the intellectual and economic life of our region and our changing student demographics, employing innovative pedagogies, and cultivating global perspectives. Requested: **\$45K**
 1. Activities supported by this request include:
 - a. Curricular redesign and placement for Math 125 and Math 160 courses to address DFW rates and preparation
 - b. Creation of a GEL learning community to increase student persistence and retention
 - c. Holding a department retreat to plan curricular changes and implementations
 - ii. In response to its recent Program Review, as well as requirements for our veteran population and demands of the industry, the Department of Computer Science plans to complete the Readiness Review for accreditation by their professional accrediting body, the Accreditation Board For Engineering And Technology (ABET). The Department is presently comprised of 8 tenure-track faculty. Readiness Review requires substantial preparation of data and dedication of time on the part of faculty beyond routine service. Requested for this initial phase: **\$25K**
 - iii. In response to its recent Program Review, as well as in anticipation of the start of engineering programs in the next 3-4 years, the Department of Physics plans to explore preparation of a Readiness Review for accreditation by ABET of its Applied Physics degree. This will strengthen its position and enable its present curricula to support an accredited engineering degree program in the future. The Department is small (6 tenure-track faculty). Readiness Review requires substantial preparation of data and dedication of time on the part of faculty beyond routine service. Requested for this initial phase: **\$15K**
 - iv. In response to the recent Program Review of the Bachelor of Science in Biotechnology, CSM needs a full-time Program Director (not part-time faculty coordinator) to fully realize recommendations in the MOU. Responsibilities include curriculum oversight and assessment (which includes regular consultation with CoBA), interfacing with the industry advisory board, advising and mentoring students and, most importantly, liaising with the life science industry in our region to establish and evaluate internship opportunities as required by the program. The program currently enrolls 137 majors, and continues to grow (~13% of Biological Sciences). Requested: **\$55K**
 - v. To optimize the potential of our faculty and staff, CSM provides support for professional development. This support has not been traditionally a line item in

the college budget, but instead has been carved out. This needs to be more intentional and strategic.

1. Request: **\$60K** for faculty professional development (~\$1K per tenure-track faculty)
 2. Request: **\$10K** for staff professional development (~\$500 per staff)
- vi. The CSM Dean strategically serves on various regional boards of directors, including BIOCOM, CONNECT, and the Cyber Security Institute, which provides opportunity to showcase our programs and make valuable contacts for collaborations, consultation and philanthropy. The campus must be a member of these organizations in order for the Dean to be appointed to the various boards and serve on relevant committees. CSM requests that the college/campus allocate the following to the budget:
1. BIOCOM: **\$1.8K** campus dues plus **\$200** board member fee
 2. San Diego CONNECT: **\$10K**
 3. San Diego Cyber Center of Excellence: campus membership **\$1.5K**
 4. Cyber Security Institute: none anticipated

2) FY 2017/18 Goals

- a. **FY 17/18. Laboratory budgets must be a separate line item in base funds that scales with student laboratory enrollment to enable pedagogies that are relevant to our changing society and student demographics and ensure safety.**
 - i. The request for this academic year will be dependent on enrollment growth the extent to which the line item in the base budget has been created, and the extent to which any remaining funding gaps have been closed.
- b. **FY 17/18. Additional tenure-track faculty are needed to respond to recent and anticipated growth in majors and FTES.**
 - i. Request: Tenure-track *growth* hires @ salary
 1. 3 Biological Sciences @\$72K = **\$216K**
 2. 1 Chemistry @ \$72K = **\$72K**
 3. 2 Computer Science @ \$82K = **\$164K**
 4. 1 Mathematics @ \$75K = **\$75K**
 5. 1 Physics @ \$75K = **\$75K**
 - ii. Request: Tenure-track start-up (\$20K per line) = **\$160K**
- c. **FY 17/18. A sufficient instructional budget is needed to deliver the curriculum for majors, general education, and service courses.**
 - i. The request for this academic year will be dependent any remaining funding gaps in the instructional budget.
- d. **FY 17/18. Additional administrative and technical support staff are needed to keep pace with enrollment growth.**
 - i. Request: 2 ASA (0.5) @**\$50K**
 - ii. Request: 3 IST (1.0) @ **\$126K**
 - iii. Request: 1 EST (1.0) @ **\$42K**, college level, in anticipation of engineering programs
- e. **FY 17/18. Space for CSM faculty and students is now a critical issue.**
 - i. As yet to be determined renovations of existing spaces to accommodate new hires = **\$35K**
- f. **FY 17/18. CSM has four overarching strategic priorities.**

- i. Biological Sciences is scheduled to begin review of its BS and MS degree programs in 2016/17. CSM anticipates that there may be some implementation costs associated with the resulting MOU at the end of this academic year, including but not limited to department planning retreats and reassigned time. Request: **\$10K**
- ii. Computer Science is scheduled to begin review of its BS and MS programs in 2016/17. CSM anticipates that there may be some implementation costs associated with the resulting MOU at the end of this academic year, including but not limited to department planning retreats and reassigned time. Request: **\$10K**
- iii. To optimize the potential of our faculty and staff, CSM provides support for professional development. This support has not been traditionally a line item in the college budget, but instead has been carved out. This needs to be more intentional and strategic.
 - 1. Request: **\$65K** for faculty professional development (~\$1K per tenure-track faculty)
 - 2. Request: **\$15K** for staff professional development (~\$500 per staff)
- iv. The CSM Dean strategically serves on various regional boards of directors, including BIOCOM, CONNECT, and the Cyber Security Institute, which provides opportunity to showcase our programs and make valuable contacts for collaborations, consultation and philanthropy. The campus must be a member of these organizations in order for the Dean to be appointed to the various boards and serve on relevant committees. CSM requests that the college/campus allocate the following to the budget:
 - 1. BIOCOM: **\$2K** campus dues plus board member fee
 - 2. San Diego CONNECT: **\$10K**
 - 3. San Diego Cyber Center of Excellence: campus membership **\$1.5K**
 - 4. Cyber Security Institute: unknown

3) FY 2018/19 Goals

- a. **FY 18/19. Laboratory budgets must be a separate line item in base funds that scales with student laboratory enrollment to enable pedagogies that are relevant to our changing society and student demographics and ensure safety.**
 - i. The request for this academic year will be dependent on enrollment growth the extent to which the line item in the base budget has been created, and the extent to which any remaining funding gaps have been closed.
- b. **FY 18/19. Additional tenure-track faculty are needed to respond to recent and anticipated growth in majors and FTES.**
 - i. Request: Tenure-track *growth* hires @ salary
 - 1. 3 Biological Sciences @\$75K = **\$225K**
 - 2. 1 Chemistry @ \$75K = **\$75K**
 - 3. 2 Computer Science @ \$85K = **\$170K**
 - 4. 2 Mathematics @ \$80K = **\$160K**
 - 5. 1 Physics @ \$80K = **\$80K**
 - ii. Request: Tenure-track start-up (\$20K per line) = **\$180K**
- c. **FY 18/19. A sufficient instructional budget is needed to deliver the curriculum for majors, general education, and service courses.**

- i. The request for this academic year will be dependent on any remaining funding gaps in the instructional budget.
- d. **FY 18/19. Additional administrative and technical support staff are needed to keep pace with enrollment growth.**
 - i. Request: 2 ASA (0.5) @ \$50K
- e. **FY 18/19. Space for CSM faculty and students is now a critical issue.**
 - i. As yet to be determined renovations of existing spaces to accommodate new hires = \$35K
- f. **FY 18/19. CSM has four overarching strategic priorities.**
 - i. Biological Sciences is scheduled to begin review of its BS and MS degree programs in 2016/17. CSM anticipates that there may be some implementation costs associated with the resulting MOU at the end of the previous academic year, including but not limited to department planning retreats and reassigned time. Request: \$10K
 - ii. Computer Science is scheduled to begin review of its BS and MS programs in 2016/17. CSM anticipates that there may be some implementation costs associated with the resulting MOU at the end of the previous academic year, including but not limited to department planning retreats and reassigned time. Request: \$10K
 - iii. To optimize the potential of our faculty and staff, CSM provides support for professional development. This support has not been traditionally a line item in the college budget, but instead has been carved out. This needs to be more intentional and strategic.
 - 1. Request: \$70K for faculty professional development (~\$1K per tenure-track faculty)
 - 2. Request: \$17K for staff professional development (~\$500 per staff)
 - iv. The CSM Dean strategically serves on various regional boards of directors, including BIOCUM, CONNECT, and the Cyber Security Institute, which provides opportunity to showcase our programs and make valuable contacts for collaborations, consultation and philanthropy. The campus must be a member of these organizations in order for the Dean to be appointed to the various boards and serve on relevant committees. CSM requests that the college/campus allocate the following to the budget:
 - 1. BIOCUM: \$2K campus dues plus board member fee
 - 2. San Diego CONNECT: \$10K
 - 3. San Diego Cyber Center of Excellence: campus membership \$1.5K
 - 4. Cyber Security Institute: unknown

Subdivision Unit: Faculty Affairs

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a) 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b) Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c) Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d) Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e) Program Review findings, if any, should be considered.
- f) Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) *Planning assumptions for Faculty Affairs*

- a) Attracting, hiring and retaining exemplary faculty is critical to CSUSM's long-term academic success. Faculty Affairs will continue to focus on attracting and retaining diverse and interculturally competent candidates who meet the needs of our student population.
- b) Changes in the law and related Executive Orders related to discrimination, harassment, retaliation, Title IX and the Violence against Women's Act will require training and continued and increasing partnership between Faculty Affairs and other units.
- c) The implementation of electronic processes, which may include those promulgated by Common HR (if completed by the system), will require assistance from IITS and likely will be time intensive. This investment will ultimately result in many net positives; including moving to a greener platform, and saving significant amounts of time, allowing for other goals to be accomplished.
- d) Providing training and support to the colleges will continue to be critical to supporting the university mission, and maintaining positive labor relations.
- e) Faculty Affairs' workload will continue to increase as: (1) FTES growth will require increased faculty hiring, (2) many long term faculty will begin to retire or FERP, and (3) changes required by the successor Faculty Collective Bargaining

Agreement (“CBA”) and related Executive Orders and tech letters are implemented. This workload increase may require reclassification of existing staff and/or additional Faculty Affairs personnel.

- f) The completion and implementation of the successor CBA will require system wide practice changes, training and flexibility. Related CSUSM training and rollout will be led by the Faculty Affairs unit.
- g) Positive relationships with the Unit 3 and Unit 11 unions will continue to be essential and must be a focus of the unit.

B. Goals by Fiscal Year

1) FY 2016/17 Goals

- a. In support of Faculty Affairs Assumption a, above:
 - i. Faculty Retention Program. In partnership with the Faculty Center, Faculty Affairs will help roll out a two year mentoring/guide program. Year one will likely involve the New Faculty Institute and a social welcome event, comprised of all new faculty and their in-department “guides.” The guides will serve to welcome the new faculty member to the University, escort them to convocation, check in during RTP, etc. Year two will involve the current Faculty Center Connections program. *(Note, this is the only item for which I am requesting funding.)*
 - ii. Faculty Affairs will ensure that the AVP and staff, as appropriate, stay current with training on attracting and retaining diverse faculty, diversity competence, etc. Faculty Affairs will use this information in updating its training for those involved in faculty searches.
 - iii. Faculty Affairs will develop standard parameters for exit interviews and encourage its use and the subsequent evaluation of information obtained.
- b. In support of Faculty Affairs assumption b:
 - i. Faculty Affairs will ensure that its staff receive and attend necessary training related to DHR and Title IX.
 - ii. Working in partnership with other relevant units, Faculty Affairs will ensure training is developed and extended throughout the University, as needed.
- c. In support of Faculty Affairs assumption c:
 - i. Faculty Affairs will continue to reach out to IITS for support in moving our hiring process (ATFs, TT searches, etc.) to electronic modules. During the summer, Faculty Affairs will employ part time/short term staff to convert paper documents to electronic.
- d. In support of Faculty Affairs assumption d:
 - i. Faculty Affairs will continue to provide training for Deans, Associate Deans, Department Chairs and equivalents.
- e. In support of Faculty Affairs assumption e:
 - i. Faculty Affairs staff will be provided adequate training opportunities and opportunity for career growth and success.

2) FY 2017/18 Goals

- a. In support of Faculty Affairs Assumption a, above:

- i. In partnership with the Faculty Center, Faculty Affairs will continue to support the two year mentoring/guide program.
 - ii. Faculty Affairs will ensure that the AVP and staff, as appropriate, stay current with training on attracting and retaining diverse faculty, diversity competence, etc. Faculty Affairs will use this information in updating its training for those involved in faculty searches.
 - iii. Faculty Affairs will make an electronic diversity training module available to all those involved in the search process.
 - b. In support of Faculty Affairs assumption b:
 - i. Faculty Affairs will ensure that its staff receive and attend necessary training related to DHR and Title IX.
 - ii. Working in partnership with other relevant units, Faculty Affairs will ensure training is developed and extended throughout the University, as needed, as new Executive Orders, reporting requirements, etc. emerge.
 - c. In support of Faculty Affairs assumption c:
 - i. Faculty Affairs will continue work in concert with IITS to move as many of our processes to electronic modules as possible. During the summer, Faculty Affairs will employ part time/short term staff to convert paper documents to electronic.
 - d. In support of Faculty Affairs assumption d:
 - i. Faculty Affairs will continue to provide training for Deans, Associate Deans, Department Chairs and equivalents.
 - e. In support of Faculty Affairs assumption e:
 - i. Faculty Affairs staff will be provided adequate training opportunities and opportunity for career growth and success.
 - f. In support of Faculty Affairs assumption f:
 - i. The AVP will work with the Chancellor's Office regarding the successor CBA.
 - ii. Staff will attend relevant information sessions.
 - iii. Faculty Affairs will develop and promulgate training.

3) FY 2018/19 Goals

- a. In support of Faculty Affairs Assumption a, above:
 - i. In partnership with the Faculty Center, Faculty Affairs will continue to support the two year mentoring/guide program.
 - ii. Faculty Affairs will ensure that the AVP and staff, as appropriate, stay current with training on attracting and retaining diverse faculty, diversity competence, etc. Faculty Affairs will use this information in updating its training and methodology for those involved in faculty searches.
 - b. In support of Faculty Affairs assumption b:
 - i. Faculty Affairs will ensure that its staff receive and attend necessary training related to DHR and Title IX.
 - ii. Working in partnership with other relevant units, Faculty Affairs will ensure training is developed and extended throughout the University, as needed, as new Executive Orders, reporting requirements, etc. emerge.
 - c. In support of Faculty Affairs assumption c:
 - i. Faculty Affairs will continue work in concert with IITS to move as many of our processes to electronic modules as possible.

- d. In support of Faculty Affairs assumption d:
 - i. Faculty Affairs will continue to provide training for Deans, Associate Deans, Department Chairs and equivalents.
- e. In support of Faculty Affairs assumption e:
 - i. Faculty Affairs staff will be provided adequate training opportunities and opportunity for career growth and success.

Subdivision Unit: Faculty Center

PART I: NARRATIVE

A. Planning Assumptions

1. Common planning assumptions for all Academic Affairs subdivision units

- a. 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b. Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e. Program Review findings, if any, should be considered.
- f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2. *Begin here enumerating planning assumptions for the unit*

Faculty development will continue to play a critical role in the university with important impacts on student success and graduation rates. Continued growth at CSUSM means increased numbers of both tenure line and lecturer faculty; over the next years, the Faculty Center will continue to be a hub for faculty professional development and will continue to be a place of support for lecturers and tenure line faculty. In order to do this most effectively, we will continue to have close collaborations with other units on campus: IITS, Office of Undergraduate Studies, Office of Graduate Studies and Research, Office of Diversity, Educational Equity and Inclusion, Community Engagement as well as each of the academic colleges. We have seen significant growth in the FC over the last 5 years; we have doubled the number of faculty who attend FC events (over 500 faculty participated in at least one FC activity during AY 14/15) and we continue to have a high level of interest in our Faculty Learning Communities. Some important assumptions as we move forward:

1. Increased Need to Provide Support for all Stages of Faculty Career Development. The Faculty Center will expand its support of faculty related to stage of their careers. While we have developed a strong New Faculty Institute and provide some mentoring to junior faculty through our Faculty Center Connections, over the next several years, we see the need to expand mentoring programs for junior faculty (through a collaborative project with Faculty Affairs), offer mid-career programming, and work with faculty as they start to develop retirement plans (working closely with our Retirement Association).
2. Continued Growth in Teaching and Learning. With the addition of an Associate Director for Teaching and Learning, we have seen growth in the number and types of events and activities we can offer related to teaching. The Faculty Center will continue to increase visibility regarding the importance of professional development related to innovative pedagogy, high impact practices and cultural intelligence and will offer workshops, events and learning communities on these topics.
3. Contribute to key initiatives related to cultural intelligence, diversity and organizational climate on campus. We see an increased need for faculty support on these topics which necessitates an expanded role for our Faculty Fellow.
4. Increased support for lecturer faculty. With the addition of a Lecturer Faculty Fellow last year and increased offerings of orientations and WPAF trainings for lecturers, the Faculty Center will continue to grow in the number of lecturer faculty it supports. Providing support and professional development for our lecturers is critical for student learning and graduation rates.
5. The Faculty Center will have an increased presence and offer more faculty support during the summer months. We have started to do this by offering our Summer Teaching Institute (majority of funding supported by IITS) but in order to be successful during summer we need to also provide summer support Faculty Fellows to be involved in program development and faculty support during summer months.
6. The Faculty Center will play an integral role in the professional development related to quality online teaching. With funding from the Chancellors Office (for AY 2014/2105) the FC has been actively involved in developing a structure to support and reward faculty who want to develop a quality online course and/or assess an existing course. As the number of faculty who teach online continues to grow, the FC must work closely with our IITS partners and play an integral role in supporting faculty who want to teach online.

B. Goals by Fiscal Year

1. FY 2016/17 Goals

List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).

a. Hire a FC support person (ASA II): This goal is the critical component that helps us to meet all of our assumptions and meet the needs for the increased use of the Faculty Center.

In order to meet the needs of the sheer number of faculty who are utilizing and attending events at the FC, applying for professional development opportunities, and participating in Faculty Learning Communities, as well as the number of Faculty Fellows and Faculty Associates for Online Teaching, it is vital we hire a second staff person.

Historically, there were two support staff positions in the FC; however, in 2010, the two positions were combined into 1 (with the second support person moving to Office of Graduate Studies and Research; she took two relatively small job duties with her that were related to graduate student support). We hired a new support person in spring 2013, using our operating funds, but when she took another position in Spring 2014, we did not replace her. At this time, we feel it is important to add a second staff position (to be funded within the base budget/salary funds) in the FC to support the increased growth in numbers of faculty who use the center. The ASA II would assist with the day to day responsibilities within the Faculty Center (setting up for events, submitting paperwork related to professional development funds, assisting faculty with questions, scheduling and planning meetings, etc.) but would also be responsible for updating and maintaining the website, providing support for Faculty Fellows and FLC members and working closely with Associate Director to plan teaching and learning activities and workshops.

b. In order to meet assumption 3, expand role/work of the current Faculty Fellow in Diversity and Culture Intelligence. Previously, the FF was expected to run a Faculty Learning Community and present 4 – 5 short workshops yearly (and received 1 course release per year). Today, the position encompasses these duties and more. The FF has become the point person for the university in matters pertaining to cultural intelligence. She also has served as a mentor for new tenure track and lecturer faculty and has worked one-on-one with them to help them develop a more culturally relevant curriculum and pedagogy. In this role, the FF has been asked to sit on important committees that include strategic planning for the Office of Undergraduate Studies, the Office of Educational Equity and Community Service Learning. She is also spearheading the exploration of the creation of a Cultural Intelligence/Proficiency certificate for faculty. The certificate would serve to institutionalize the work of the Faculty Center in the area of Cultural Intelligence. In order to appropriately compensate the Faculty Fellow for the work that is now part of this role, we would like to add a second course release (currently she receives 1 per year, but it should be 1 per semester) to the position.

c. Continue to support professional development, learning and growth for all faculty.

In order to meet the needs of all our faculty (including lecturers), we need to continue to offer funding for professional development grants (each year we have more faculty apply for these grants), support Faculty Center Connections (mentoring circles for faculty) and maintain and develop our Faculty Learning Communities. Over the last 3 years, we have had numerous learning communities (e.g., topics related to innovative teaching, cultural intelligence, high impact practices, and intensive writing groups).

d. In order to better meet assumption 5, provide summer support for Faculty Center Faculty Fellows. In order to better meet the needs of faculty and fairly compensate fellows for their

work during the summer, we would like to provide several days of support for our lecturer faculty fellow, cultural intelligence fellow, quality on line teaching fellow, and our leader for the writing FLC (approximately \$750 summer stipends).

2. FY 2017/18 Goals

List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).

- a. Summer will be an active time in the Faculty Center, with increased administrative support, The Summer Institute for Teaching and Learning will be institutionalized. In addition, there will be opportunities for writing groups and other one on one teaching and learning mentoring and support for faculty.
- b. New Faculty Learning Communities will be created based on topics of interest for faculty.
- c. The Writing FLC will continue to thrive and as more groups continue to meet, the FLC leader position could become a Faculty Fellow for Writing position.
- d. Increased numbers of faculty will have gone through training and assessment for their online courses and a structure will be in place for want to create and assess quality on line courses.
- e. New workshops and/or events for faculty at all stages of their careers (including junior faculty, mid-career faculty, and faculty thinking about retirement) will be explored.
- f. There will be increased numbers of new lecturer faculty who attend orientation and training and are involved in Faculty Center activities.

3. FY 2018/19 Goals

List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).

- a. Faculty Learning Communities will continue to thrive and new topics will be created based on topics of interest for faculty.
- b. Workshops and/or events for faculty at all stages of their careers (including junior faculty, mid-career faculty, and faculty thinking about retirement) will be established.

Subdivision Unit: IITS

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a) 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b) Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c) Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d) Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e) Program Review findings, if any, should be considered.
- f) Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) *Begin here enumerating planning assumptions for the unit*

- a) **Technology as a Key Component for Innovative Instruction:** Faculty members will respond to the 21st century learner by developing pedagogy and teaching/learning models that use technology to help engage students. Technology will help to increase student learning outcomes by providing access to information and learning resources. Students will have access to learning materials anytime, anywhere, and from any device. Faculty demand for assistance in developing online learning tools will continue to grow. Transformed learning spaces will accommodate active learning environments and include lecture technologies with upgraded projection quality, wireless connectivity, and easy access from any device for faculty and students.
- b) **Mobile First Strategy:** The increasingly pervasive use of smartphones has changed how faculty, staff, students, and prospective students access campus resources. If current trends continue, use of mobile devices to access campus websites will exceed that of desktop and laptop computers within the next three years. The use of mobile apps has dramatically changed how individuals expect to connect with both commercial enterprises and higher education. Similar to peer institutions across the CSU and higher education in general, the campus will move to a “mobile first” strategy that is anchored

by a single campus app which is compelling and easy to use. This approach will enable an active, robust, and continuous connection to students and the broader campus community. A CSUSM smartphone app will facilitate access to campus educational resources, administrative services, communications, and promote engagement and performance.

- c) **Technology Support:** The campus demand for all forms of technology support will continue to grow due to five factors: 1) increasing numbers of faculty, staff and students, 2) expectations of faculty and students for support after-hours and weekends, 3) centrality of technology to both the learning environment and campus administrative operations, 4) the rapid adoption of new services and systems utilizing “software-as-a-service”, and 5) ever growing demand for information within the context of shortened timelines and the fast pace of change.
- d) **Data Driven Decision Making:** Student success will be supported and enhanced through the insightful use of existing and new sources of data. Consolidation and acquisition of dispersed campus data sources will be necessary to provide coherent, cohesive, and consistent data to track and improve graduation rates, time to degree, and shrink the achievement gaps. Students will have access to tools that will help guide them to degree completion. Administrators will have access to data which will help to make decisions about how to allocate campus resources. Sophisticated visualization and self-service business intelligence tools will enable better data awareness and capabilities to promote student success and outreach. To promote timely graduation, tracking and trending models for future term course demand will assist in identifying bottleneck courses and provide projections of future enrollment in order to assist planning efforts and data to guide in the scheduling of adequate class sections.
- e) **Cloud Computing and Online Services Changing Campus IT:** A shifting data center infrastructure, built upon cloud computing and the “as-a-service” model, will see a tremendous shift away from the current homogenous campus environment. The use of cloud and other off-campus hosted technologies will become the norm and create a hybrid infrastructure of campus systems. Critical campus resources that include authentication, web, and various in-house information systems will move to a redundant model that will interchangeably include on and off campus systems that are transparent to the user community.
- f) **Retention and Development of IT Staff:** Technology infrastructure and system support will evolve from IITS as an internal provider to one of a service broker focused on consultation, integration, reporting, information security, and overall IT management. This change will drive evolving IT staffing requirements and create new opportunities for staff due to the dynamic nature of these new technology support paradigms. New skill sets must be developed to meet the needs of the University that will require an ongoing training commitment to prepare staff for these new roles. Aligned with these changes will be the continuing need to provide appropriate salary adjustments associated with changing skill sets, experience levels, and regional economic factors.
- g) **Partnership Opportunities:** Continued partnerships with growing expectations and new opportunities due to expanding services will be driven by Extended Learning, CSU Institute for Palliative Care, CSU system, University Student Union, student housing, grants, and other external units. Meeting the functional requirements of these areas will allow IITS to improve overall support to the campus community. Funding from these sources will support most, but not all, of the associated activities. System-wide

agreements will promote commonality where appropriate and help to enable the campus to achieve fiscal savings.

- h) **University Wide Opportunities:** To provide holistic service to University stakeholders, information must be shared across campus departments and divisions. In order to support efficient business practices and information sharing across the entire university, IITS will partner with units to deploy capabilities such as workflow (On-Base) and Customer Relationship Management (CRM). Recognizing the commodity nature of desktop technology, IITS will explore and deploy technologies that help to control costs associated with desktop computing, improve operational efficiencies, and effectively manage a robust user experience.
- i) **System and Government Regulatory Compliance:** The CSU is committed to taking strong measures to protect the security of campus information assets, promoting the adoption of affordable learning materials, and deploying technologies that are equally accessible to all faculty, staff, and students. New policies from the CSU, regulations from the state, and federal governments will require the campus to create new operational methods and purchase new technology solutions for compliance. Failure to do so may violate state or federal law, and will result in not only audit findings, but fines and costs associated with addressing or mitigating failures and breaches. These efforts will require both technology and personnel resources in order to adequately comply with the requirements.

B. Goals by Fiscal Year

1) FY 2016/17 Goals

a) *Technology as a Key Component for Innovative Instruction:*

- i) **Emerging Academic Technologies** – When possible, fund faculty innovative technology ideas that could be used for instruction. Encourage and assist faculty members with innovative ideas.
- ii) **Faculty Center** – Support the Faculty Center’s efforts to improve the quality of online learning by providing professional development to faculty for QOLT (Quality online learning and teaching) training. Support the Faculty Center’s summer institute training for faculty.
- iii) **Learning Management System (LMS)** – Continue to provide high quality LMS support to faculty and students. Begin investigation of options for a next generation LMS. Key factors will include support for highly interactive content, mobile learning, mobile app support, universal accessibility, and integrated social media and learning analytics for student self-assessment.
- iv) **CALM Initiative** – In FY 15/16 CALM exceeded \$1 million dollars in projected textbook savings. Continue assisting faculty in identifying OER resources that are saving students thousands of dollars on instructional materials. Partner with the Academic Senate, Library, and faculty to support the new AB 798 CA College Textbook Affordability Program.
- v) **Classroom Technology** – Continue to enhance learning spaces with focus on flexibility and student engagement. Upgrade projection quality with new equipment and add wireless projection connectivity that enables access from any device for faculty and students.

vi) **Lecture Capture Capabilities** – Continue to outfit classrooms with technology to support the delivery of on-campus lectures to other classrooms to increase classroom capacity and to help interaction with remotely located students.

b) *Mobile First Strategy:*

i) **Deploy a Campus App** – Utilizing a mobile app framework, deploy the campus' first app targeted for use by current/prospective students, faculty/staff, alumni, and friends of the university.

ii) **Enable Baseline Functionality** – Enable all standard app functionality supported by the vendor including access to PeopleSoft for class registration, LMS access to Moodle, Library systems, push communications, and access to live video of campus events.

iii) **Partner with Athletics Program** – Utilize the campus app as a means to increase student engagement and support of the Athletics program as it completes its move to Division II and begins play in the new campus arena.

iv) **Promote Student Engagement** - Engage with various departments to develop strategies to utilize the app as a means to promote student engagement and increased access to campus services.

v) **Investigate Use of Beacons** - Deploy a limited test of beacons to evaluate use in support of student check-in to lab facilities and classes, advertisement opportunities for campus and community business partners, and student participation in academic and athletic events.

vi) **Investigate Use of App for On-Campus Purchases** - Partner with auxiliaries and vendors to evaluate options for using the campus app as a payment method.

c) *Technology Support:*

i) **Support Hours** - Continue expanded support hours established in FY 15/16 for the faculty/staff help desk and classroom support.

ii) **Technical Support Staff** - Due to ever increasing numbers of computers in classrooms, labs, and faculty/staff offices, increase the technical staff compliment in order to provide sufficient resources to meet the demands for additional technical support.

iii) **Operational Efficiencies** - Implement zero & low touch client management strategies to reduce staff time required to maintain desktop computers.

iv) **Deploy Windows 10** – Windows 10 has established itself with the fastest adoption rate of any previous Windows OS. Deploy across student open labs and new faculty/staff PCs.

v) **Online Learning** – Requests for assistance with LMS and online instructional tools has grown with the number of faculty and students. Evening and after-hours time periods are active with requests for service. Evaluate options for formalizing extended hours of support and evaluating the need for additional IDS staff.

d) *Data Driven Decision Making:*

i) **eAdvising**- With Degree Planner and Schedule Assistant in production, continue to promote their use by students, faculty, and staff advisors. Utilize data for student outreach to develop predictive models for course and section demand needed to facilitate time to graduation and student success.

ii) **Business Intelligence (BI)** – Expand initial deployment of Tableau Dashboards to include an ever growing infrastructure of university data that supports sophisticated dashboards and the strategic use of data for improving student success and university operations.

iii) **Data Warehouse** – Partner with Institutional Planning & Analysis and other units across campus to expand and extend the campus Data Warehouse as a coalesced source of student success information. Evaluate vendor solutions as appropriate.

e) *Cloud Computing and Online Services Changing Campus IT:*

i) **Initial Deployment of Campus Systems in Cloud** – Deploy instances of user authentication, campus website, and LMS in one or more cloud service providers in support of continuous campus operations.

ii) **Software-as-a-Service** – Work with colleges and administrative units to identify hosted and software-as-a-service (SaaS) options to meet rapidly changing service requirements.

iii) **IT Service Broker** – Create within IITS a unit dedicated to campus outreach, experimentation, and rapid deployment of SaaS and other service provider solutions. Build staff consultative service and third party application support team.

f) *Retention and Development of IT Staff:*

i) **Evolving Technology** – Look for staff growth opportunities with the rapidly changing technology delivery models created by mobile apps, third-party hosted systems, and cloud computing. Evaluate how these impact the current services provided by IITS and the new skills staff will be required to master.

ii) **Staff Development** – Allow staff time to explore new technology through pilot projects and provide the ability to experiment with new ways of conducting business, allow for small scale trial and error, test innovative ideas and gain insights, and inform larger scale implementations. Utilize resource networks and attend regional conferences and training opportunities.

iii) **Retention of Staff** – Provide appropriate and sustainable salary adjustments required to retain highly skilled staff as the loss of expertise is difficult to recover.

iv) **Fill Director of Academic Technology Position** – The IDS and Media Services units have been without an incumbent in the director position for several years. The vacant MPP position has been utilized for salary savings to fund department operations, but the needs and expectations of faculty and student have highlighted the necessity for greater management involvement than is available with the current organizational structure.

g) *Partnership Opportunities:*

i) **Campus Auxiliaries** – Partner with self-support areas to meet changing and expanding technology needs. These areas include Extended Learning, Auxiliary Services, CSU Institute for Palliative Care (IPC), grant and research needs. IPC in particular is growing rapidly and may soon reach a point where its technology requirements are beyond the scope, staffing capacity, and mission of the department.

ii) **Faculty Center** – Continue providing funds for the faculty fellow program which supports faculty learning communities, workshops and symposia.

iii) **CSU System** – Expand collaborative efforts with CSU system peers where appropriate to manage costs, share common solutions, and promote rapid adoption of best practices. Engage where appropriate on the current CHRS project and future Student System developments.

iv) **Colleges** – Develop opportunities with innovative faculty who want to use technology to increase student engagement.

h) University Wide Opportunities:

- i) **5 Year IT Strategic Plan**- The current IITS strategic plan ran through 2015. IITS will engage the executive leadership, academic partners, and broader campus community in a long term strategic planning process to develop an updated five-year plan.
- ii) **Electronic Workflow & Document Management** – Build upon early successes within Human Resources and Enrollment Management Services to expand the use of electronic workflow and document management. Using the campus’ existing document management system, utilize workflow to create paperless approval processes that improve the accuracy, timeliness and ability to track core documents across departments.
- iii) **Identity & Access Management** – Identity management is key to the entire IT infrastructure. The ability to provision employees, students, and temporary users in a timely fashion is essential in order to grant access and perform almost any task on campus. This initiative will investigate, purchase, and begin the early deployment of a commercial Identity and Access Management solution in 2017 that will replace the current in-house hybrid solution.
- iv) **Data Governance Committee** - Collaborate with the cross divisional Data Governance Committee to help prioritize data collection and reporting needs for the campus. Grow the Data Warehouse into a robust and consolidated repository of university data.
- v) **Training** – Support the campus wide training system called “Employee Training Center” (ETC). Continue faculty training opportunities including TULIP, OER, and Quality Online Learning and Teaching (QOLT).
- vi) **CRM** – Work with campus constituents to plan and implement a true Customer Relationship Management (CRM) system to help facilitate a more holistic view of our campus community.
- vii) **Virtual Desktop Infrastructure (VDI)** - Complete evaluation of effectiveness, support and costs related to deploying a VDI infrastructure. If appropriate, begin limited deployment to users in identified populations and use case scenarios.

i) System and Government Regulatory Compliance:

- i) **Security & Compliance** - Investigate the implementation of a two-factor authentication system. Implement a PCI and systems penetration testing regime. Address issues related to storage of protected information by widely implementing encryption for data at rest. Implement required incident analysis and log management tools. Implement risk management functions for required compliance.
- ii) **Training** – Continue IT security awareness training for the campus community. Focus efforts on employees who handle protected information.
- iii) **ATI Steering Committee** – Engage the ATI Steering Committee in an increased level of activity to guide and build upon efforts across campus to promote the use of accessible technology.
- iv) **ATI Coordinator** – Establish an ATI Coordinator role with a singular focus on supporting faculty and students in creating and utilizing accessible resources and working with campus units to fully evaluate all IT purchases for accessibility.

2) **FY 2017/18 Goals** – *Tentative goals for this fiscal year will be impacted by IITS Strategic Plan update in 2016.*

a) *Technology as a Key Component for Innovative Instruction:*

- i) **Learning Management System (LMS)** – If an appropriate solution is identified, begin implementation of an updated on-campus or hosted LMS that supports highly interactive content, mobile learning, and integrated social media and learning analytics for student self-assessment. This effort will span multiple years as faculty begin to utilize the new system.
- ii) **CALM Initiative** – Continue successful efforts to assist faculty in identifying OER resources.
- iii) **Classroom Technology** - Continue “Year 3” of the classroom upgrade project to deploy new projection equipment and add wireless projection connectivity.

b) *Mobile First Strategy:*

- i) **Expanding Beyond Basic Functionality** – With the campus app in its second year of adoption, look for opportunities to build campus specific customizations and unique uses.
- ii) **Promote Student Engagement** – Continue work to build student adoption and use of the campus app. Work with campus partners to utilize the app as a means to promote student engagement and services.
- iii) **App Facilitating Campus Transactions** – Use of beacons has expanded to provide appointment check-in and location identification services. Partner auxiliaries and vendors are beginning to use the app as a means of payment. Increase the delivery of MyCSUSM functionality in a mobile friendly format.

c) *Technology Support:*

- i) **Support Hours** – Evaluate formal weekend support hours for faculty and students.
- ii) **Operational Efficiencies** - Client management strategies have reduced staff time required to maintain desktop computers.
- iii) **Deploy Windows 10** - Windows 10 has been deployed across all faculty, staff, and student Windows-based personal computers.
- iv) **Virtual Desktop Infrastructure (VDI)** – VDI in use within a growing user population.
- v) **On-Line Learning** – After-hours support formalized.

d) *Data Driven Decision Making:*

- i) **eAdvising** – With Degree Planner and Schedule Assistant widely used by students, faculty, and staff advisors. Data is highly predictive and used to provide a more accurate plan for student course and section demand.
- ii) **Business Intelligence (BI)** – Tableau Dashboards provide a clear and consistent view of campus data. Dashboards and other tools are utilized to effectively engage and provide assistance to students.
- iii) **Data Warehouse** – Data islands on campus have been eliminated and new information systems and services are integrated into the Data Warehouse at implementation.

e) *Cloud Computing and Online Services Changing Campus IT:*

- i) **Campus Systems Operate in Hybrid Model** – After moving critical campus systems to the cloud for redundancy, all critical campus systems operate in a robust and hybrid infrastructure of on-campus and cloud based operations. Evaluate options for refresh or replacement of aging technology infrastructure.

- ii) **Software-as-a-Service** – Software-as-a-service (SaaS) adoption continues to grow across campus.
 - iii) **IT Service Broker** – IITS unit is fully operational with proactive and consultative services to campus units and a third party application support team assisting operating units to manage their use of SaaS and secure management of data.
- f) *Retention and Development of IT Staff:*
- i) **Staff Development** – IITS’ organizational structure continues to evolve to meet changing service and technology requirements. New staff opportunities are created as needed to accomplish the goals of the updated IT Strategic Plan.
- g) *Partnership Opportunities:*
- i) **CSU System** – Earliest possible implementation of CHRS system begins for CSUSM. CSUSM is engaged in discussions of successor to current Student Information System.
- h) *University Wide Opportunities:*
- i) **Electronic Workflow & Document Management** – Campus is continuing to adopt electronic work flows. Use of paper documents significantly reduced.
 - ii) **Identity & Access Management** – Identity and Access Management (IAM) solution implemented. Increased automation of campus user account management allows for the creation of new users accounts within 24 hours.
 - iii) **CRM** – Campus Customer Relationship Management (CRM) system implemented and reports are in place to provide a comprehensive view of faculty, student and community engagement.
 - iv) **Phone System Replacement** – Campus begins configuration and purchase of a new campus phone system.
- i) *System and government Regulatory Compliance:*
- i) **Security & Compliance** – Investigate the implementation of a two-factor authentication system. Implement a PCI and systems penetration testing regime.
 - ii) **Training** – Continue IT security awareness training for the campus community.
- 3) **FY 2018/19 Goals** – *Tentative goals for this fiscal year will be impacted by the IITS Strategic Plan update in 2016.*
- a) *Technology as a Key Component for Innovative Instruction:*
- i) **Classroom Technology** - Continue “Year 4” of the classroom upgrade project to deploy new projection equipment and add wireless projection connectivity.
- b) *Mobile First Strategy*
- i) **Campus App Widely Adopted** – Campus app is widely used in campus offices for student scheduling.
 - ii) **Promote Student Engagement** – Continue work to build student adoption and use of the campus app. Work with campus partners to build custom app add-on functionality that fully utilizes the platform as a means connecting to the campus and interacting with campus services.
 - iii) **App Facilitating Campus Transactions** – Campus app is used for payment across campus. Continue to increase the delivery MyCSUSM functionality in a mobile friendly format.

c) Technology Support:

i) **Support Hours** – Evaluate and implement if data supports formal Help Desk and IDS staff hours for faculty and students on weekends.

ii) **Virtual Desktop Infrastructure (VDI)** – VDI in use within a growing user population.

d) Data Driven Decision Making:

i) **eAdvising** – Continue to make available the course and section demand data to further assist campus units to identify bottlenecks in course offerings.

ii) **Business Intelligence (BI)** – Explore ways to use predictive analytics to assist in the data driven decisions serving the right information at the right time. A variety of departments will have the ability to view “at-a-glance” visualizations to track the progress of their desired core metrics.

iii) **Data Warehouse** – Begin effort to update the Data Warehouse to include the data from the CHRS implementation.

e) Cloud Computing and Online Services Changing Campus IT:

i) **Campus Systems Operate in Hybrid Model** – Campus systems operate in hybrid infrastructure of on-campus and cloud based operations. Existing campus infrastructure (i.e., data storage, load balancer) will reach end-of-life and require refresh.

ii) **Software-as-a-Service** – Software-as-a-service (SaaS) has become the norm for most new systems. IITS provides quick time to implementation and integration.

iii) **IT Service Broker** – IITS has developed a strong organization with consultative services ready to support the campus units as the use of IT products and services continues to evolve in new and sometimes unexpected ways.

f) Partnership Opportunities:

i) **CSU System** – Implementation of CHRS system begins (or continues) for CSUSM.

g) University Wide Opportunities:

i) **Electronic Workflow & Document Management** – Campus is standardizing on electronic work flows and the use of paper documents have been significantly reduced.

ii) **Identity & Access Management** – Identity and Access Management solution implemented and automation of campus user accounts refined in order to support a role based access model.

iii) **CRM** – Campus Customer Relationship Management (CRM) system widely adopted. Communication to campus constituents improved with consistent, non-duplicative information.

iv) **Phone System Replacement** – Campus completes the implementation of VOIP phone system.

h) System and Government Regulatory Compliance:

i) **Security & Compliance** – Deploy use of a two-factor authentication system for appropriate applications. Implement a PCI and systems penetration testing regime.

ii) **Training** – Continue IT security awareness training for the campus community.

Subdivision Unit: University Library

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a) 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b) Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c) Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d) Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e) Program Review findings, if any, should be considered.
- f) Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) Begin here enumerating planning assumptions for the unit

Planning assumptions for the University Library are prioritized in the form of the six strategic directions included in the [Library's 2015-2020 Strategic Plan](#), which was approved in May 2015. These strategic directions are linked to specific goals for each year of the plan but were also written to be flexible and hospitable to emerging opportunities. The directions are:

Strategic Direction 1: Educational Partnerships

The Library will lead in exploring, planning, and assessing programs that ensure and enhance student learning and success.

Strategic Direction 2: Library Collections

Information resources provided by the Library on behalf of the campus community will facilitate innovative, student-centered teaching and learning.

Strategic Direction 3: Library Spaces

The Library will cultivate learning environments and spaces reflective of the wide diversity of user needs for a growing campus community.

Strategic Direction 4: Library Services and Business Processes

The Library will implement processes that more systematically incorporate the needs and expectations of Library stakeholders into its services and business processes.

Strategic Direction 5: Community Engagement

The Library will engage with external partners to curate collections of regional interest and cultivate a donor network to support the Library as an essential resource to the communities of the North County San Diego area.

Strategic Direction 6: Library Employees

The Library will continue to invest in the development and retention of all employees.

B. Goals by Fiscal Year

1) FY 2016/17 Goals

Goals for 2016/17 are listed by strategic direction (aka, planning assumption). It should be noted that 2015/16 is the first planning year for the goals listed below, and some goals will over to subsequent years for implementation. Faculty and staff in each of the five Library units participated in the creation of this plan through a process of resource requests via their unit heads.

a. Strategic Direction 1: Educational Partnerships

- i. Collaborate with campus partners to explore opportunities to develop first year and general education students' engagement and ability to pursue inquiry both within and beyond the classroom in order to increase retention and positively impact time to graduation.*

During 2015/16, the opportunity to partner with the Office of Undergraduate Studies on the development and hosting of a campus Academic Success Center emerged. Located on the second floor of Kellogg Library, Library faculty and administration will be a major collaborative partner in the development, implementation, and assessment of services and programming. Particular attention will be focused on monitoring the retention and graduation rates of students who utilize the Center. Human resources have been and will be provided by the Library. The \$2.5 million Innovation Award that is being directed toward this initiative will cover the costs for space renovation. *No additional resource request.*

The Context exhibit series has been a major curricular contribution of the University Library over the last twelve years. In partnership with faculty, *Context* provides visual and interactive exhibits facilitating substantive learning opportunities within and beyond the classroom for students in virtually every college. This series has previously been funded through the Instructionally Related Activities (IRA) grants on campus. However, due to changes in the IRA requirements that activities may not be awarded funding in an ongoing way, the Library is requesting **\$10,000 of ongoing funding** to support the *Context* exhibit series. This initiative is a campaign priority for the Library, and the goal is to eventually secure non-state funds to sustain this high impact program.

- ii. *Identify, implement, and assess instructional approaches in order to improve student engagement in their learning experiences even as the student population continues to increase.*

Three years ago, the number of General Education Lifelong Learning (GEL 101), General Education Writing (GEW), and General Education Oral Communication (GEO) course sections outpaced the ability of tenure-track librarians in the Information Literacy Program (ILP) to continue a consistent level of support without additional resources. The ILP has engaged in a number of assessment activities over the 2015/16 academic year and drafted an assessment plan. ILP librarians are building a sustainable assessment cycle for measuring information literacy, with a particular focus on first-year experience courses in order to continue to identify pedagogically sound ways to scale up this substantive part of this larger curriculum. In 2013, the Library hired two lecturer librarians on annual contracts, and it has been necessary to continue those contracts for subsequent years in order to continue to meet demand and so that tenure-track subject specialist librarians may also continue their work with students as they progress throughout their college careers into their majors. While the Library utilizes funds from Extended Learning for a portion of the lecturer salaries, the \$60,000 has been previously unbudgeted as an ongoing expense. To quantify this, based on the current number of sections and librarian involvement, librarians will have contributed 480 hours of in-class instruction for GEL, GEO, and GEW courses during 2015/16, with an estimate of a total of 1,440 hours for class preparation, instruction, and grading for these courses. In order to continue to support these important first-year courses at their current level as course sections increase, the Library is requesting **\$60,000 for lecturer librarian salaries.**

- iii. *Work collaboratively with campus stakeholders to pilot a program to encourage and reward undergraduate students who pursue exemplary research approaches that make use of Library resources, faculty, and staff.*

This year, the Library has collaborated with the Office of Research and Graduate Studies and the Council for Undergraduate Research (CUGR) to pilot the [CSUSM Library Award for Undergraduate Research, Scholarship and Creative Activity](#). There is currently a call out for award applicants, and the award was marketed at the Undergraduate Research Student Poster Showcase in December. Private donor funds will be used to cover the cost of \$600 stipends for up to six awardees and a modest celebratory reception. This initiative is a campaign priority for the Library, and the goal is to eventually secure non-state funds to sustain this award. *No additional resource request.*

b. Strategic Direction 2: Library Collections

- i. *Ensure sufficient resources are available to create accessible, curricularly-driven collections for existing and new degrees/programs*

The collections budget is used to acquire information resources to support academic programs and faculty research needs. Some funds are used to purchase resources through individual vendors, and some collections budget funds are paid to the CSU system for resources that are available through CSU-wide consortial pricing. Even with consortial pricing, costs for these resources continue to increase annually. Our current collections commitments for 2015-16 total \$909,654. The Library requests a **\$90,000 increase in the collections budget to cover typical**

10% inflation. In addition, a request of **\$36,683 in ongoing and \$23,056 in one-time funding will account for resources to support new programs** approved during 2014-15 (tracking details available). Funding for new program support will be tracked and requested each year going forward.

c. Assess the media collection to ensure it is curricularly relevant and accessible.

The Kanopy streaming video library database is highly sought by students and faculty and supports teaching and research. Kanopy and similar streaming video services provide faculty and students with on-demand access to a wide array of videos that can enrich learning and support research. The Library requests **\$30,000 to continue current access and expand our subscription to increased content.** These streaming videos cover a broad range of subjects and can impact courses in many academic programs including: Communication, Women's Studies, Sociology, Anthropology, Psychology, Ethnic Studies, Education, Film Studies, Social Work, and Political Science.

- i. Investigate and implement technologies in order to improve the effectiveness and efficiency of collection management with a particular focus on electronic resource management.*

This goal has not yet been specifically addressed, although the migration to the Alma Library Management System in 2014 has already resulted in a number of efficiencies and holds promise for additional workflow improvements. *No additional resource request.*

- ii. Promote and support open access scholarly communication in partnership with faculty.*

Through the ScholarWorks open access institutional repository, the Library has begun to partner with faculty to increase access and dissemination of faculty research. The Library continues to work with the Colleges and the Academic Senate to educate faculty about open access scholarly communication. In addition, the Library supports the request for a publishing fund to be established through the Office of Research and Graduate Studies, especially to support those requests for faculty publishing in open access journals and who request assistance with article processing charges (APCs). *No additional resource request.*

- iii. Pursue and implement strategies that support the Cougars Affordable Learning Materials (CALM) initiative in order to reduce the cost of instructional materials to students.*

The Library continues to work in partnership with IITS to further the CALM initiative in education to faculty, acquisition and identification of high-quality open education information resources, and creation of faculty resource guides pointing them to open educational resources (OERs). The Library and IITS are also supportive of the Academic Senate in pursuing additional resources through a process designated in Assembly Bill 798 (College Textbook Affordability Act of 2015). *No additional resource request.*

d. Strategic Direction 3: Library Spaces

- i. *Guided by a multi-faceted understanding of user needs, meet increased demand for diverse study and gathering spaces, librarian-led information literacy instruction, and instructionally-related events.*

In order to keep pace with campus growth, enhance Library access, and leverage best practices in learning space design, the Library seeks to create new types of collaboration and study spaces and to improve facility way finding and usability. Due to an ongoing space use study, the Library has a developing understanding of student needs as they relate to quiet versus group study spaces and library instructional space as the student population grows. Access to the first floor of Kellogg Library, where learning centers, classrooms, and University Archives are located, is complex and problematic even for students and faculty that are familiar with the campus. The Library seeks \$50,000 in one-time funding (to be coupled with \$200,000 that has been accrued over time in the Kellogg Endowment) to renovate and reappoint Library spaces in order to a) create a series of distinct “study zones” within the Library, b) outfit study rooms with updated furnishings and technologies, and c) pursue user experience improvements that will ensure access to and use of Library spaces as the campus population continues to grow. The **\$50,000 sought in one time general fund dollars** will be used specifically to improve student access to first floor classrooms and learning centers, create student-centered spaces, and pursue self-checkout options on that floor.

- ii. *Evaluate the Media Library and second floor study space to reflect demands for changing technologies and multiple types of study spaces.*

This goal may be addressed in tandem with the development and implementation of the Academic Success Center and detailed in the aforementioned Goal 1 for Strategic Direction 3. *No additional resource request.*

- iii. *In partnership with appropriate campus units, implement processes, procedures, and policies that cultivate a welcoming, safe, and inclusive environment.*

In anticipation of increasing numbers of students and faculty on campus at a greater range of days and times as a result of the Student Access Initiative, and in order to be responsive to data that indicates students would like greater access to the Library, the Library requests sufficient funding to pursue an expansion of Library building hours (26 additional service hours per week during the fall and spring semesters). This request includes **\$32,000 for an LSS I position on a 10/12 schedule** and an additional **\$12,000 for student employee coverage and shift differentials for existing employees.**

- iv. *Ensure a clean, comfortable, and inviting learning environment for the campus and community during all operational hours.*

Increasing student enrollment has raised foot traffic and overall use of the Kellogg Library facility. As a result, custodial issues triaged through the Library Administration Office have increased significantly. Facility Services has provided the Library cost estimates for two alternatives as possible solutions for extended custodial service to Kellogg Library. To address this challenge and in collaboration with Facility Services, the Library seeks **ongoing funding of \$45,000.**

In addition, the Library requests **\$28,000 that would create two additional offices accessible from Library public spaces** for librarians who work with students and faculty, as by 2016/17, offices accessible to the public will have reached maximum capacity.

e. Strategic Direction 4: Library Services and Business Processes*

- i. Develop a multi-faceted approach to decision-making by creating a Library data repository and information dashboard.*

This goal has not yet been specifically addressed other than through the creation of a calendar of regular system, regional, and national data requests of the Library. *No additional resource request.*

- ii. Identify and implement improvements to the Library's online presence in order to increase awareness of, and access to, Library resources.*

The creation of a Web & User Experience Committee and hiring of a Library staff member with core duties in assessing usability of the Library's online presence are the major steps taken toward this goal in 2015/16. *No additional resource request.*

- iii. Lead the CSU system in fully implementing all aspects of the Alma library management system in order to more efficiently acquire, manage, and share library resources at the system and local levels.*

This goal is ongoing as one Library faculty member and two Library staff members were selected to serve on CSU System-wide leadership groups to support the CSU Unified Library Management System. In addition, the CSUSM University Library is leading the way on compatibility solutions between resource-sharing (e.g., interlibrary loan) systems and integration with PeopleSoft and the Alma system that will benefit the CSU System-wide initiative. *No additional resource request.*

- iv. Conduct an annual campus-wide survey to more systematically make decisions based on user needs.*

Initial steps of this goal have included investigations of alternatives to the Campus Customer Service Survey and discussions with IP&A about campus survey protocols. *No additional resource request.*

*Two requests will support the improvement of Library services and business processes and shore up Library infrastructure needs for 2016/17:

Increased strategic planning efforts and ongoing work to streamline, centralize, and improve business and operations processes throughout the Library have increased demands on Library Administration office staff. The Library seeks ongoing funding of **\$32,000 to facilitate the permanent recruitment of an Administrative Support Assistant I.**

It was discovered in 2015/16 that several Library computers purchased as part of the original Kellogg building funds thought to be on the computer refresh program are not. The Library is in the process of reviewing and streamlining this resources, however, in order to continue to provide computing resources at Library service points and in staff common areas, **\$26,180 is needed to be given to IITS as a base budget transfer** for computer refresh.

f. Strategic Direction 5: Community Engagement

i. Identify and prioritize opportunities for Library partnerships with the regional community.

Library partnerships thus far have been aimed at campus community partners; however, there is inquiry being done by one Library faculty member in collaboration with the College of Business Administration regarding the feasibility of providing workshops on utilizing business resources for the small and closely held business community. *No additional resource request.*

ii. Create and market Library services, collections, and programs to the local K-12 education community.

This year, a group of Library faculty members were awarded a Community Engagement grant in order to pilot an information literacy symposium with teams of local middle and high school teachers and school library personnel. The Library has matched this grant to cover small stipends for participants. This initiative is a campaign priority for the Library, and the goal is to eventually secure non-state funds to sustain this initiative. *No additional resource request.*

iii. Implement an external relations program that includes communications, publications, and donor cultivation and stewardship.

At this time, the Library is creating infrastructure for external relations. *No additional resource request.*

iv. Conduct an updated archives/special collections feasibility study in order to curate and make accessible unique regional collections.

Audra Eagle Yun, Director of Special Collections at UC Irvine, completed this feasibility study site visit in summer 2015. Ms. Yun interviewed several supportive internal and external community stakeholders during her study. The final report outlined resources needed to develop a Special Collections program at CSUSM over the next five years. A first step in the creation of this program is to hire a Special Collections Librarian to define the collection scope and to strategically grow the Archives and Special Collections areas focused on unique materials documenting the history of North San Diego County. This librarian will have a background in archival technical services and digitization. **The need for this Librarian was anticipated in the 2015/16 three-year rolling plan and is requested at a salary of \$70,000.** Since infrastructure and workflows are at a nascent stage, an experienced professional with specialized experience will be necessary, and therefore, starting salary may need to be higher than for most library faculty positions in order to recruit for this position.

The university will be receiving private donor money that will partially cover the ability to hire a temporary archivist to process the Ecke Collection, a special collection from a prominent North San Diego County business family that is currently being housed off campus. The Library is currently pursuing the ability to use additional donor money to complement the initial donation to hire this temporary archivist. There was a campus agreement to cover benefits for this position at **\$22,000 (41% of salary)**, of which this request is a confirmation.

g. Strategic Direction 6: Library Employees

i. Recommend and implement a strategic and sustainable professional development program for Library staff in order to continuously enhance skills and increase engagement

in the vision of the Library.

Each year, staff personnel transactions such as in-range progressions (IRPs) and reclassifications impact the Library's base budget with regularity and significance. The Library has the highest staff to faculty ratio in Academic Affairs, which makes it of particular importance to pay attention to this budget element. Over the past five years, \$84,323 has been eroded from the Library operational budget through unfunded IRPs and reclassifications. To regain ground in the operational budget and better anticipate its ability to develop staff that result in these transactions, the Library is requesting **\$34,000 in base budget increase** in order to recapture approximately one year of base budget erosion and a one year average of staff increases.

ii. *Improve strategies to recruit and retain Library faculty and staff in ways that underscore the Library's commitment to inclusion and diversity.*

At this time, the Library is beginning to expand its outlets for posting faculty job advertisements; however, this goal is yet to be formally addressed. *No additional resource request.*

iii. *Ensure that the Library is nationally competitive in its faculty searches by making adjustments to faculty recruitment processes.*

Library faculty are discussing ways to improve and streamline the search process in order to increase diversity of faculty applicants and identify candidates that have substantive experience and commitment to issues related to diversity and inclusion. In addition, there is now a Library profile statement to accompany job advertisements. This goal is yet to be formally addressed. *No additional resource request.*

2) FY 2017/18 Goals

Goals for 2017/18 are listed by strategic direction (aka, planning assumption). It should be noted that 2016/17 is the first planning year for the goals listed below, and goals will likely roll over to subsequent years for implementation.

a. Strategic Direction 1: Educational Partnerships

i. *Establish sustainable campus partnerships to strategically integrate information literacy within the upper-division and graduate curriculum in order to cultivate graduates' ability to pursue inquiry in their chosen field of study.*

In order to accomplish this goal, the Library anticipates the request of an additional tenure-track librarian in 2017/18. Particular attention should be given to the increasing reliance on online environments and how to best embed information literacy instruction into learning management systems and in support of the Temecula campus. To this end, a librarian with expertise in online instructional design to collaborate with subject specialists will be of vital importance.

b. Strategic Direction 2: Library Collections*

i. *Create a systematic collection management cycle that follows a regular timeline, which will include collection evaluation, management of budget allocation, and deselection processes.*

In order to accomplish this goal, the Library anticipates the request of a tenure-track librarian with expertise in technical services including electronic resource management, including collection use, perpetual access tracking, and managing resources in support of new academic programs.

- ii. *Promote and support open access scholarly communication in partnership with faculty.*
In order to accomplish this goal, the Library anticipates the need to increase a current half-time staff position supporting this initiative to full-time in 2017/18.

*Annual requests to support Library collections inflation and new program support are anticipated each year.

c. Strategic Direction 4: Library Services and Business Processes

- i. *Undertake assessments to identify and prioritize approaches to further facilitate and support faculty research through library resources, services, and/or staff.*
- ii. *Target areas to streamline resource allocation and create more efficient practices, policies, and processes.*

Strategic Direction 5: Community Engagement*

- i. *Create an infrastructure to pursue external funding opportunities, including donations, endowments, and grants to ensure sustainable Library growth and long-term community partnerships.*

In order to accomplish this goal, the Library anticipates the need for a Public Affairs/Communication Specialist to be housed in the Library Administrative Unit.

*A second year of one-time funds to cover benefits for the temporary archivist processing the Ecke collection will be requested this year.

3) FY 2018/19 Goals

Goals for 2018/19 are listed by strategic direction (aka, planning assumption). It should be noted that 2017/18 is the first planning year for the goals listed below, and goals will likely roll over to subsequent years for implementation.

a. Strategic Direction 1: Educational Partnerships

- i. *Identify and pursue partnerships with regional community colleges to ensure transfer student preparation in critical thinking and information literacy skills.*

b.

b. Strategic Direction 2: Library Collections*

*Annual requests to support Library collections inflation and new program support are anticipated each year.

Strategic Direction 3: Library Spaces

i. Evaluate the Barahona Collection space on the fifth floor to determine its best use.

In order to accomplish this goal, it is anticipated that additional funds to renovate this space, coupled with private donor funds, will be requested.

Subdivision Unit: Office of Graduate Studies and Research (OGSR)

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a) 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b) Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c) Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d) Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e) Program Review findings, if any, should be considered.
- f) Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) *Begin here enumerating planning assumptions for the unit*

The Office of Graduate Studies & Research (OGSR) has undergone several major changes in the past two years. On the research side, OGSR has expanded its pre-award support for external grant proposals. As a result of these changes, we are beginning to see an increase in the number of grant proposals written and submitted, along with increased levels of funding for faculty scholarship and campus activities. Because OGSR is responsible for overseeing federal compliance related to research activities, we anticipate added workload in the areas of Institutional Review Board (IRB, for research involving human participants), IACUC (for research involving animals), and DEA research protocols for controlled substances.

In previous years, OGSR has funded a number of activities through IDC funds generated from faculty-led external grants. These include the grant proposal seed money program (GPSM); Symposium on Student Research, Creative Activity, and Innovation; the Committee on Undergraduate Research; Student Poster Showcase; the Graduate Research Dissemination Fund; and the Undergraduate Research and Creative Activities fund. In addition, OGSR has served as the primary source of support for faculty Professional Development through the Senate's UPD program. Two years ago, the campus IDC allocation model was changed, placing added responsibility on OGSR for covering the unfunded IDC associated with "loss IDC" grants, along with a reduced percentage of gain IDC grants. This change has eliminated the funds

available to OGSR to support campus research activities (summarized above) and in last year the IDC allocation was negative (for comparison, in 2012/13 there were \$120K in IDC to fund these activities). As a result, the OGSR budget request below includes a request to help cover “loss IDC grants” such as the campus Hispanic Service Institution (HSI) grant, MARC, RISE, CAMP, Upward Bound, Talent Search, and Student Support.

On the graduate studies front, OGSR anticipates a slight increase in graduate student enrollment as a result of expansion in new self-support graduate program offerings and more robust outreach efforts for stateside programs. Graduate programs need support to: distribute faculty workload; supervise master’s thesis and graduate student projects; support the graduate writing requirement (GWAR); and implement effective mechanisms for tracking student progress, assessing student learning outcomes and pathways, and accessing data for program reviews. In addition, the new KINE MS program will launch in 2016, with the first cohort of students admitted for Fall.

B. Goals by Fiscal Year

1) FY 2016/17 Goals

- a. *Research, goal iii.* Cover loss IDC for institutional and student support grants such as LSAMP, HSI, MARC, RISE, and Talent Search. Most external grants include funding to cover administrative costs. However, a few explicitly exclude or limit overhead costs and ask that the campus cover these costs as evidence of their support for the project. Grants that limit overhead costs are typically aimed at promoting student success—such as our recent HSI grant, and training grants from the National Institutes of Health. These are important grants that bring millions of dollars to our campus, and they provide critical support for our students. However, these grants come with a cost, and there is currently no funding mechanism to cover the administrative costs associated with these grants. In 2014/15, there was \$254K in unfunded administrative costs associated with loss IDC grants. Projections are that these costs will continue for the foreseeable future, and the new HSI will add an additional cost of \$74K per year in unfunded administrative costs. Some of these losses associated with faculty-initiated grants can be covered through OGSR existing mechanisms, but the student-support and institutional grants are currently an unfunded obligation. OGSR is requesting \$275K in base-budget funds to cover the unfunded administrative costs associated with student support grants awarded to Student Affairs (HSI, Upward Bound, Camp, Talent Search), and for student support grants award through OTRES (MARC, RISE, BRIDGES, LSAMP). **Total request: \$275K** in base funding.

- b. *Research, goal v.* Provide campus support for faculty Professional Development. UPD is the primary mechanism for funding faculty professional development at CSUSM, and it has previously been supported by a combination of stateside and IDC support. Last year, OGSR received 1-time funding from the Chancellor’s Office that was used to fund UPD. However, the status of this funding for next year is uncertain. If CO funding is not provided, I am requesting \$75,000 in stateside support for this critical faculty support program. The call for proposals has been issued, and the Senate-appointed committee is preparing to review proposals in March. I anticipate hearing from the CO by mid April, but in the meantime, I

- c. request a 1-time funding amount to sustain the UPD program. **Total request: \$75K** in one-time funds.
- d. *Research, goal vi.* Provide \$50,000 in 1-time support for continued funding for the grant-writing bootcamp. The idea behind the bootcamp is to spur faculty who have not previously received a major grant to write and submit a proposal. This initiative within OGSR is intended to broaden the base of faculty who are actively pursuing outside funding—a strategy which complements our other activities to encourage more activity from experienced faculty. The bootcamp links faculty with OGSR pre-award staff to identify, write and submit a major grant proposal. In 2015/16, OGSR received 1-time funding to support 10 faculty: five were supported in the winter session, and we anticipate 5 additional in the summer. Given the number of requests from faculty who were interested in the bootcamp, we can easily fill 10 more openings (faculty are only eligible to participate in the bootcamp one time). **Total request: \$50K** in one-time funds.
- e. *Research, goal vi.* Provide support for patent costs needed to protect intellectual property resulting from faculty research. In recent years, several faculty research projects have generated “patentable” technologies, and the campus Intellectual Property policy specifies that the campus will incur the costs of patents and trademarks, in exchange for a share of any revenue generated from the patent. But currently, there is no financial mechanism by which to cover these costs. OGSR is requesting funds to begin building an Intellectual Property portfolio, with a longer-term goal of generating revenue for the university. The process will be overseen by the Senate-appointed Intellectual Property Committee. **Total request: \$20K** in base funds to support up to two patent applications per year.
- f. *Publication costs, goal iii.* OGSR is requesting \$20,000 to create a publishing fee fund which would be available to assist faculty in paying for fees associated with publishing scholarly works. The funds would be available to all faculty, on a rolling basis, and the process would be overseen by OGSR with involvement from the library and colleges. We anticipate that these funds would be used to cover publisher page fees and article processing charges associated with peer-reviewed publications and open-source journals, but the process would allow faculty to submit for funding associated with other types of publications. These funds will help to increase the publication levels of our campus faculty, and assist tenure-line faculty in meeting RTP guidelines. Most publication costs are in the \$800 - \$2000 range, per paper, so the funds would support 10-20 publications per year. **Total request: \$20K** in base funding.
- g. *Graduate Applications Student Support, goal vii.* In 2015/16, OGSR launched an online application system for graduate programs. Using software provided by IITS and EL, OGSR worked with the Registrar’s office to create an online application system using Hobson’s Radius. This system replaced the previous *ad hoc* paper-based application system used by CSUSM graduate programs, and represents a major step forward in increasing the number of graduate applications at CSUSM. In 2015/16 the online system was launched with no additional support to OGSR, but funding is required to provide ongoing support to graduate programs in utilizing the system. This includes a student-assistant position within OGSR (\$10K), and funding for technical support of the online platform (\$5K). In addition, OGSR is requesting \$5K to support the new stateside KINE program through a course release for the program coordinator (to align with the funding provided to other stateside graduate

coordinators) and \$10K to support graduate fellowships within KINE and other programs. **Total request: \$30K** for online graduate application and program support.

- h. *Off campus research space, goal iii.*** CSUSM has a history of supporting faculty research and scholarly activities, especially those that involve students. In many cases, this requires space, and the physical space on campus available for faculty research has not kept pace with the number of faculty and students. As a result, faculty lab and research space has been squeezed and the lack of space is beginning to adversely affect faculty productivity, student training opportunities, and faculty ability to meet RTP standards for research and creative activities. In an effort to meet demand until additional space can be built on campus, OGSR is requesting funds to lease off-campus space in the industrial park across from campus. Wet-lab research space is available at a monthly cost of \$2.00/SF (plus .15 per month for electricity), and non-wet-lab space is available at \$1.85/SF (plus .15 for electricity). A typical lab space is 400SF, depending on the supported activities, and there are often opportunities to share space depending on equipment and configuration needs. **This request is for \$60K** to lease and configure an off-campus facility to support a minimum of six faculty lab spaces for 1-year. This would cover three wet-lab spaces and three-non-wet-lab, split across CEHHS, CSM, and CHABSS.
- i. *Grant Proposal Seed Money (GPSM).*** Since 2002, OGSR has provided small seed money grants to support faculty in submitting external grant proposals. This has been a highly successful program, and over the years a total of 129 proposals have been funded at a cost to the campus of \$252K. Of these, 27 have received outside funding resulting in \$8M in support for faculty and students. In order to provide sustained support for this program, **OGSR is requesting \$50K** in base budget support. (note, if the structural deficit problem from item “a” above is funded, this request can be removed).

2) FY 2017/18 Goals

- a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which “assumption” the goal supports).***

 - i. *Graduate studies, goals i and ii.*** Hire a 1.0 Graduate Outreach and Recruitment Coordinator. Currently, OGSR has one staff line to support graduate studies, but her time commitment to outreach is limited. This new position would expand our outreach capabilities, and coordinate the development of materials and activities with EL. In addition, this position would provide additional administrative support for Graduate Studies. This would include data input and tracking in PeopleSoft, support for Radar, and generating queries and reports regarding graduate student enrollment and progress (currently there is no support for these activities within OGSR).
 - ii. *Research, goal vi.*** The grantwriting bootcamp funded 10 major faculty grant proposals in 2015/16, and funding is currently being requested for continued 1-time support in 2016/17. If there is continued demand, and faculty funded through the existing program

are successful in submitting and receiving external funding, OGSR will request additional 1-time funds to continue the program.

- iii. Graduate studies, goal iii.* Hire an Associate Dean for Graduate Studies. Currently, OGSR oversees Graduate Studies across the campus, in addition to research activities. As the responsibilities associated with research increases in coming years, there will be a need to provide additional support for graduate studies, allowing the current Dean to provide sufficient attention to research.
- iv. Research, goal v.* Provide campus support for faculty Professional Development. If CO funding is not provided, OGSR will request stateside support for University Professional Development.
- v. Graduate studies, goal i.* Expand funding for larger graduate programs. Fund two course releases (6 units of assigned time) for each graduate coordinator. Currently, each coordinator of a stateside graduate program receives one course release per year (three units). With the last budget allocation, funding was provided to OGSR to support one course release. This funding was distributed, but the Colleges commensurately reduced their support for graduate program coordinators. The result was no change in the assigned time for coordinators, and a budget savings for the colleges. OGSR requests an increase to two course releases for each program coordinator.

3) FY 2018/19 Goals

- a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*
 - i. Research, goal v.* Provide campus support for faculty Professional Development. If CO funding is not provided, OGSR will request stateside support for University Professional Development.
 - ii. Research, goal v.* In 2014/15, the campus pre-award grants office moved from UARSC to OGSR on campus. However, at the time of the move, one pre-award staff member (Jan Cushman) continued to be paid from UARSC, even though she was now working on campus. This arrangement has worked fine, but this position needs to be fully moved off UARSC and back to stateside support. OGSR anticipates requesting the full salary for this position.
 - iii. Research, goal v.* Explore the transition of post-award grant services back to campus. Currently, post-award services for externally funded grants are handled through an off-campus auxiliary (UARSC). Moving post-award support on-campus will strengthen the services that can be provided, but there are a number of legal, budgetary, and administrative challenges. If these challenges can be resolved, the re-location of post-award services would provide some substantial benefits to campus grant activities.

Subdivision Unit: Office of Undergraduate Studies

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a) 5% FTES growth at the university level for each of the three years, relative to 2014-15.
- b) Increasing funding for all three years, based on approximately 5% FTES growth per year.
- c) Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
- d) Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
- e) Program Review findings, if any, should be considered.
- f) Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) *Begin here enumerating planning assumptions for the unit*

Context

The Office of Undergraduate Studies (OUGS) is charged with enhancing student success by increasing CSUSM's retention and graduation rates. More specifically, the Chancellor's Office has tasked CSUSM with increasing our 4- and 6-year graduation rates and with closing the 6-year achievement gap between at-risk and non-at-risk students by 2025. As we reach towards these goals, OUGS has been asked to oversee the following programs/initiatives:

- Chancellor's Office 2025 Graduation Initiative
- Early Start, a CSU policy, requires incoming first-year students who do not demonstrate college readiness in math or English to begin remediation the summer before coming to any CSU campus.

- Chancellor Office Initiatives that directly link to students' academic success (e.g., High-Impact Practice Initiative, Threshold Concepts and Wicked Problems Cross-Institutional Project, Action Research Plan)
- First-Year Programs (FYP), an academic unit that includes a range of General Education Life-Long Learning and Information Literacy (GEL) courses, first-year learning communities, and other initiatives designed to support the success of our first-year students and the professional development of instructors who teach our first-year students.
- Advancement via Individual Determination (AVID) for Higher Education
- All-University Writing Requirement
- Centers for Learning and Academic Support Services (CLASS): Language Learning Center (LLC), Math Lab, STEM Center, Supplemental Instruction (SI), and Writing Center
- Design and Launch of the Academic Success Center (This will become part of CLASS)

Planning Assumptions

Realizing Retention and Graduation Rates

A. **Graduation Rates:** OUGS facilitates the campus effort to increase the 4- and 6-year graduation rates to 21% and 52% respectively by 2025.

B. **Achievement Gap:** OUGS facilitates the campus effort to close the 6-year achievement gap between at-risk and non-at-risk students by 2025.

Realizing OUGS' Five Strategic Objectives

C. Establish the Office of Undergraduate Studies as the central campus hub for fostering and enhancing the academic success of undergraduate students.

D. Secure funding for the development of initiatives that improve undergraduate students' engagement, persistence, retention, and graduation rates.

E. Facilitate undergraduate students' mastery of critical skills and advocate the use of HIPs that support achievement of undergraduate learning outcomes across the colleges.

F. Identify and enhance partnerships, collaborations, and alignments that support students' academic success across campus.

G. Identify and enhance partnerships, collaborations, and alignments that create interdisciplinary, cross-cultural, domestic and global learning opportunities across campus.

Goals by Fiscal Year

| Goal 1 and 2: Graduation Rates | Baseline Rate | AY 15/16 Goal | AY 16/17 Goal | AY 17/18 Goal |
|--|---------------|---------------|---------------|---------------|
| First-Time Freshman / Native Students | | | | |
| 4-Year Graduation Rate | 12.95% | 14.96% | 16.98% | 18.99% |
| 6-Year Graduation Rate | 44.62% | 46.47% | 48.31% | 50.16% |
| Transfer Students | | | | |
| 2-Year Graduation Rate | 22.06% | 24.05% | 26.03% | 28.02% |
| 4-Year Graduation Rate | 68.94% | 70.21% | 71.47% | 72.74% |

| Goal 3: Achievement Gap | Baseline Rate | AY 15/16 Goal | AY 16/17 Goal | AY 17/18 Goal |
|--|---------------|---------------|---------------|---------------|
| Six-Year Graduation Rate | | | | |
| Underrepresented Minority Students (URM) | 39.37% | 41.47% | 43.56% | 45.66% |
| URM Achievement Gap | 5.25% | 5.00% | 4.75% | 4.50% |
| Pell Grant-Eligible Students | 40.69% | 42.79% | 44.88% | 46.98% |
| Pell Achievement Gap | 3.93% | 3.68% | 3.43% | 3.18% |
| Goal 3: Achievement Gap | Baseline Rate | AY 15/16 Goal | AY 16/17 Goal | AY 17/18 Goal |
| Six-Year Graduation Rate | | | | |
| First-Generation College Students | 34.19% | 36.29% | 38.38% | 40.48% |
| FG Achievement Gap | 10.43% | 10.18% | 9.93% | 9.68% |

| Goal 4: Maintain Retention Rates | Baseline Rate | AY 15/16 Goal | AY 16/17 Goal | AY 17/18 Goal |
|---|---------------|---------------|---------------|---------------|
| First-Time Freshman / Native Students, 1-Year Retention Rate | | | | |
| All | 82.00% | 82.00% | 82.00% | 82.00% |
| URM | 83.00% | 83.00% | 83.00% | 83.00% |
| Pell Eligible | 82.00% | 82.00% | 82.00% | 82.00% |
| First-Generation | 84.00% | 84.00% | 84.00% | 84.00% |
| Transfer Students, 1-Year Retention Rate | | | | |
| All | 85.00% | 85.00% | 85.00% | 85.00% |
| URM | 87.00% | 87.00% | 87.00% | 87.00% |
| Pell Eligible | 87.00% | 87.00% | 87.00% | 87.00% |
| First-Generation | 84.00% | 84.00% | 84.00% | 84.00% |

1) FY 2016/17 Goals

A. **Increase Retention and Graduation** rates while maintaining retention rates and closing the achievement gap as noted. See chart above; launch one Sophomore Success initiative (Assumptions 2A).¹

i. Sophomore Success Initiative: Based on analysis of retention data, the Graduation Initiative Steering Committee expects to launch an initiative to increase sophomore retention.

B. **Scale-up Early Start:** Deliver Early Start in summer 2016 for a student population 7-10% higher than 2015;² provide appropriate preparation for summer instructors (Assumptions 2A, B, C)

C. Scale-Up Chancellor Office Initiatives

i. *High-Impact Practices (HIPs) Initiative:* Expand the HIP tracking system to include additional HIPs and provide faculty and staff HIP professional development support (Assumptions 2A, B, E).

ii. *Predictors of Students' Academic Success and Struggle Project:* Develop the programming for the 3 faculty-led projects identified in 2015 and/or expand the list of faculty-led programming. (Assumptions 2A, B, C, E, F).

D. Scale-Up First-Year Programs

i. Ensure that 85% of first-year students have GEL seats³ (Assumptions 2A, B, E, F).

ii. Launch 1 new GEL learning community (Assumptions 2A, B, E).

iii. Pilot GEL peer educator project (Assumptions 2A, B, E).⁴

iii. Pilot First-Year Programs Faculty Learning Communities for paired classes (Assumptions A, B, E, F)⁵

E. **Scale-Up AVID for Higher Ed:** Develop faculty development series part II, cover annual membership, materials, supplies, and faculty travel (Assumptions 2A, B, E, F).

¹ After reviewing campus data, the Graduation Initiative Steering Committee (GISC) has identified Sophomore Success as its focus. At CSUSM, we have great success retaining students after the first year. Between the third and fifth semester, we are losing a significant percentage of students.

² We learned from a Chancellor's Office memo (January 2015) that effective summer 2015, the CSU will use the new Smarter Balanced Assessment administered in spring 2014 "for determining college-readiness under our Early Assessment Program." The CO also informed us, "[W]e anticipate an increase in the number of eligible first-time freshmen who may be deemed 'not-exempt' or 'conditionally-exempt' to undertake college-level mathematics or English. [...] For summer 2015, all EAP conditionally-exempt students in mathematics and/or English MUST participate in Early Start unless they have fulfilled the condition by other means including the completion of an appropriate senior-year course or by passing the EPT/ELM" (emphasis from CO).

³ Data from IP&A make it clear that GEL courses contribute significantly to retention and graduation rates (data available upon request) and that GEL has closed CSUSM first-year achievement gap.

⁴ Research suggests that peer educator programs promote sophomore success. This is important given CSUSM's notable retention gap between the third and fifth semester. In this model, the peers who support GEL successfully completed GEL their first year.

⁵ This pilot will provide professional development for faculty who teach in first-year learning communities.

F. Scale-up CLASS (Assumptions A, B, D, E, F)

- i. Create a 5-year strategic plan for CLASS: \$8000.
- ii. Complete a space needs analysis for the Language Learning Center (LLC), Math Lab, STEM Center, and Supplemental Instruction (SI).
- iii. Develop a 3-year growth plan.
- iv. LLC: Increase services, staffing, and tutor training.⁶
- v. Math Lab: Increase services and quality of services through enhanced tutor training and staffing (number of tutor and number of hours)⁷ with special attention to increasing the diversity of students served and intentional outreach to “murky middle” students.⁸
- vi. STEM Center: Institutionalize the STEM Center Director position.⁹
- vii. Supplemental Instruction:
 - Expand service to serve more students across more courses with 10-15% growth;¹⁰
 - Increase institutional support for SI Director.
- viii. Writing Center: Writing Center:
 - Increase tutor hours with increased support for multi-lingual writers;¹¹
 - License for 100 users for automated grammar/writing feedback program.

G. Design and Launch Academic Success Center (Assumptions A, B, D, E, F, G)

- i. Hires: Hiring needs noted below in J.
- ii. Renovate space: \$280,000
- iii. Operating costs including faculty time and peer-to-peer student consultants: \$95,000

H. Facilitate continued cross-institutional curricular development (Assumptions 2A, B, D, E, F, G).

- i. *Oceanside Promise* (Assumptions A, B, F, G)
- ii. *Preparing College-Ready Writers Workshop Series*: Continue program (launched in 2014) by offering a series that brings together General Education faculty, School of Education faculty, graduate students, credential candidates, and high school faculty (Assumptions 2A, B, E, F).

I. Launch at least 1 new initiative associated with the OUGS Strategic Plan (Assumptions 2A, B).

J. Hiring:

- GEL faculty: Move 15/16 one-time funds to the base budget for instruction: \$133,243

⁶ Student demand in the LLC suggests a clear need for increased services to support students’ academic speaking, listening, and reading skills in languages including English.

⁷ For fall 2015 alone, the Math Lab provided academic support for 9052 unique student visits with students staying for approximately 1 hour and 34 minutes with each visit.

⁸ The Education Advisory Board (EAB) defines students in the “murky middle as those who have completed their first year with a GPA between 2.0 and 3.0. These students are not on probation, but the research suggests that most of these students will not complete their degrees.

⁹ Demand is great. During the 14/15 AY, students made 11,899 visits with average visits lasting 90 minutes.

¹⁰ The unmet need and increased demand for SI is notable. Data suggest that we need to offer at least 20-24 SI sections per semester. Our current allows for 25 sections per year.

¹¹ During the spring 2015 semester, students made 2099 visits to the center.

- GEL Peer Educators: Hire and train 8 peers
- 4 Academic Success Center Coaches (ASC) (includes benefits): \$340,000
- Language Learning Center (LLC):
 - Hire staff to lead LOTER testing: .5;
- LLC: Increase tutoring hours by 26 hours
- LLC: Increase tutoring training from 10-15 hours per semester
- Math Lab:
 - Hire graduate assistant: .5;
 - Increase tutoring training by 16 hours/semester;
 - Increase tutoring by 900 hours/semester;
 - Increase lead tutor hours by 450 hours/semester; Increase receptionist hours by 360 hours/semester;
 - Extend center evening hours by 2 nights per week.
- STEM Center Director: 1.0
- Supplemental Instruction Director: Increase by .5 to 1.0
- SI Student Leaders: Increase budget by \$29, 344 (20-24 SILs per semester)¹²
- Writing Center:
 - Increase tutor hours by 128 hours/semester.

- OUGS Student Assistant: 50 hours/AY
- OUGS Resource Analyst: move funding from one-time to base.

2) FY 2017/18 Goals

A. Increase Retention and Graduation rates while maintaining retention rates and closing the achievement gap as noted. See chart above; access 16/17 Sophomore Success initiative and determine next steps (Assumptions 2A).

B. Scale-up Early Start: Deliver Early Start in summer 2016 for a student population 7-10% higher than 2015; provide appropriate preparation for summer instructors (Assumptions 2A, B, C)

C. Scale-Up Chancellor Office Initiatives

i. *High-Impact Practices (HIPs) Initiative:* Expand the HIP tracking system to include additional HIPs and provide faculty and staff HIP professional development support (Assumptions 2A, B, E).

ii. *Predictors of Students' Academic Success and Struggle Project:* Develop the programming for the 3 faculty-led projects identified in 2015 and/or expand the list of faculty-led programming. (Assumptions 2A, B, C, E), F.

D. Scale-Up First-Year Programs

i. Ensure that 85% of first-year students have GEL seats¹³ (Assumptions 2A, B, E, F).

¹² This increase ensures that we can meet the unmet need in CSM due to the increase in course sections.

- ii. Launch 1 new GEL learning community (Assumptions 2A, B, E).
- iii. Provide professional development for faculty teaching in all first-year learning communities (Assumptions 2A, B, E).
- iv. Based on analysis of 16/17 peer educator pilot, determine next steps.
- v. Based on analysis of 16/17 pilot for first-year learning community faculty, determine next steps.

E. Scale-Up AVID for Higher Ed: Develop faculty development series part III, cover annual membership, materials, supplies, and faculty travel (Assumptions 2A, B, E, F).

F. Scale-up CLASS (Assumptions A, B, D, E, F)

- i. Launch 1 new initiative associated with the CLASS strategic plan.
- ii. Implement year 2 of the 3-year growth plan.
- iii. LLC: Redesign center to increase small-group tutoring; increase tutoring.
- iv. Math Lab: Increase services and quality of services through enhanced tutor training and staffing (number of tutor and number of hours); special attention to increasing the diversity of students served and intentional outreach to “murky middle” students.
- v. STEM Center: Increase tutoring hours and services.
- vi. SI: Expand service to serve more students across more courses with 10-15% growth.
- vii. Writing Center: Writing Center: Increase tutor hours by 1 day per semester.

G. Design and Launch Academic Success Center (Assumptions A, B, D, E, F, G)

- i. Hiring needs noted below in I.
- ii. Operating costs including faculty time and peer-to-peer student consultants: \$95,000

H. Facilitate continued cross-institutional curricular development (Assumptions 2A, B, D, E, F, G).

- i. *Oceanside Promise* (Assumptions A, B, F, G)
- ii. *Preparing College-Ready Writers Workshop Series*: Continue program (launched in 2014) by offering a series that brings together General Education faculty, School of Education faculty, graduate students, credential candidates, and high school faculty (Assumptions 2A, B, E, F).

I. Hiring:

- 4 ASC Coaches (includes benefits): \$360,000
- LLC: Increase tutoring by 20 hours
- Math Lab:
 - Increase tutoring training by 16 hours/semester; provide 5 hours of leadership training for lead tutors;
 - Increase tutoring by 900 hours/semester;
 - Increase lead tutor hours by 450 hours/semester;
 - Increase receptionist hours by 360 hours/semester;

¹³ Data from IP&A make it clear that GEL courses contribute significantly to retention and graduation rates (data available upon request).

- Extend Friday hours by 2 hours/week;
- Extend night hours by 2 hours/week;
- Run 3.5 hour workshops for all courses tutored/week.
- SI Student Leaders: Increase budget by \$7000 (22-26 SILs/semester).¹⁴
- Writing Center: Increase tutor hours by 128 hours/semester

3) FY 2018/119 Goals

A. **Increase Retention and Graduation** rates while maintaining retention rates and closing the achievement gap as noted. See chart above (Assumptions 2A).

B. **Scale-up Early Start:** Deliver Early Start in summer 2016 for a student population 7-10% higher than 2015; provide appropriate preparation for summer instructors (Assumptions 2A, B, C)

C. Scale-Up Chancellor Office Initiatives

i. *High-Impact Practices (HIPs) Initiative:* Expand the HIP tracking system to include additional HIPs and provide faculty and staff HIP professional development support (Assumptions 2A, B, E).

ii. *Predictors of Students' Academic Success and Struggle Project:* Develop the programming for the 3 faculty-led projects identified in 2015 and/or expand the list of faculty-led programming. (Assumptions 2A, B, C, E), F.

D. Scale-Up First-Year Programs

i. Ensure that 85% of first-year students have GEL seats¹⁵ (Assumptions 2A, B, E, F).

ii. Launch 1 new GEL learning community (Assumptions 2A, B, E).

iii. Provide professional development for faculty teaching in all first-year learning communities (Assumptions 2A, B, E).

E. **Scale-Up AVID for Higher Ed:** Develop faculty development series part II, cover annual membership, materials, supplies, and faculty travel (Assumptions 2A, B, E, F).

F. Scale-up CLASS (Assumptions A, B, D, E, F)

i. Launch 1 new initiative associated with the CLASS strategic plan.

ii. Identify space for CLASS expansion and renovate space for the Language Learning Center (LLC), Math Lab, STEM Center, and Supplemental Instruction (SI)

iii. Implement year 1 of the 3-year growth plan.

iv. LLC: Increase services and tutoring by 15 hours to support heritage speakers.

¹⁴ This increase allows SI to begin to provide academic support to colleges and courses not currently buttressed by SI.

¹⁵ Data from IP&A make it clear that GEL courses contribute significantly to retention and graduation rates (data available upon request).

- v. Math Lab: Increase services and quality of services through enhanced tutor training and staffing (number of tutor and number of hours); special attention to increasing the diversity of students served and intentional outreach to “murky middle” students.
- vi. STEM Center: Increase tutoring hours and services.
- vii. SI: Expand service to serve more students across more courses with 10-15% growth.
- viii. Writing Center: Increase tutor hours by 1 day per semester.

G. Design and Launch Academic Success Center (Assumptions A, B, D, E, F, G)

- i. Hiring needs noted below in N.
- ii. Operating costs including faculty time and peer-to-peer student consultants: \$95,000

H. Facilitate continued cross-institutional curricular development (Assumptions 2A, B, D, E, F, G).

- i. *Oceanside Promise* (Assumptions A, B, F, G)
- ii. *Preparing College-Ready Writers Workshop Series*: Continue program (launched in 2014) by offering a series that brings together General Education faculty, School of Education faculty, graduate students, credential candidates, and high school faculty (Assumptions 2A, B, E, F).

I. Launch at least 1 new initiative associated with the OUGS Strategic Plan (Assumptions 2A, B).

J. Transfer Success Program: Develop the Transfer Success Program to include learning communities, peer leaders, partnerships with the North County Higher Education Alliance and neighboring community colleges. Establish MOUs akin to the agreements the Alliance has established with neighboring school districts. Connect this program with the expectations of [SB 1440](#) (Assumptions 2A, B, D, E, F).

K. Develop and launch a plan for studying the All-University Writing Requirement (Assumptions 2A, B, E, F, G).

L. Hiring:

- 4 ASC Coaches (includes benefits): \$360,000
- LLC: Increase tutoring by 20 hours
- Math Lab:
 - Increase tutoring training by 16 hours/semester;
 - increase tutoring by 900 hours/semester;
 - increase lead tutor hours by 450 hours/semester;
 - Extend night hours by 1 hour/week;
 - Launch Saturday hours by 4 hours/week;
 - Run 7 hours of workshops for all courses tutored/week.
- SI Student Leaders: Increase budget by \$7000 (24-28 SILs/semester).¹⁶
- Writing Center: Increase tutor hours by 128 hours/semester.

¹⁶ This allows SI to continue to expand support to existing courses with increasing sections offered and to courses new to SI.

Subdivision Unit: PAR

PART I: NARRATIVE

A. Planning Assumptions

- 1) **Common planning assumptions for all Academic Affairs subdivision units**
Common planning assumptions for all Academic Affairs subdivision units
 - a) 5% FTES growth at the university level for each of the three years, relative to 2015-16.
 - b) Increasing funding for all three years, based on approximately 5% FTES growth per year.
 - c) Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - i. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - ii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iii. Invigorate faculty and student research activities.
 - iv. Cultivate global perspectives.
 - v. Provide faculty and staff professional development.
 - vi. Develop non-state funding sources.
 - vii. Provide needed academic technology and library resources.
 - d) Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.
 - e) Program Review findings, if any, should be considered.
 - f) Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.
- 2) **Planning assumptions for PAR**
 - a) PAR oversees UGS, GSR, AP, FC, and the Scheduling Office, and is committed to developing synergies between these units
 - b) PAR is responsible for resource allocations in Academic Affairs. Resources include:
 - i. Budget
 - ii. Space
 - iii. FTES
 - c) In alignment with CSUSM's [strategic plan](#), set by President Karen Haynes, PAR is committed to ensuring that CSUSM is well situated to advance the academic mission of the university.

B. Goals by Fiscal Year

1) FY 2016/17 Goals

- a. **Fine-tune the model for FTES allocation, based on past average unit loads across Colleges and current enrollment figures by major and level. Compare to actual FTES production.**

- b. Using Degree Planner, refine queries that are appropriate for January predictions and July predictions of subsequent academic years.
- c. Fine-tune the budget allocation model across Academic Affairs Units based on cost per Department and Departmental costs per FTES. Do away with incremental changes in budget allocations. Build related queries. Establish a three-year plan to align Departments whose costs vary from the model.
- d. Revisit space allocation practices in anticipation of growth.
- e. Build queries to address the Graduation Initiative.
- f. Establish the Academic Success Center.

No new

2) FY 2017/18 Goals

- a. Use Degree Planner for FTES predictions and compare to current FTES model.
- b. Fine-tune the budget model and three-year plan to align Departments whose costs vary from the model.
- c. Incorporate LAMP recommendations into the UAMP process.
- d. Expand the Academic Success Center.
- e. Refine Graduation Initiative queries.

3) FY 2018/19 Goals

- a. Plan and prepare for new infrastructure.
- b. Revisit the LAMP recommendations and prepare a new set of recommendations.
- c. Establish new Centers and Institutes and develop synergies between existing ones.