Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plans
FYs 14/15, 15/16 and 16/17

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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 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.

2) Academic Programs
   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. Changing technology will also impact the look and feel of the catalog.
   b. Program Review and Assessment
i. The number of programs undergoing review will increase significantly in the next academic year (12 programs) and the following (7 programs). The logistics of organizing external reviewer visits will impact AP staff.

ii. The structure for Annual Assessment is in flux. Depending on the model chosen, resources will be needed to support faculty involved. Involvement of colleges is key.

c. WASC Accreditation

i. The responsibility for WASC has shifted from Planning & Academic Resources to Academic Programs.

ii. Given the new responsibility, training for the ALO as well as other individual’s involved will be needed.

iii. The WASC Steering committee will be working on the Institutional Report through Spring 2015, thus resources needed to support faculty involved in the effort as work will be done during summer.

iv. The WASC reaccreditation visit is Spring 2016.

d. General Education

i. GE Assessment is important to the WASC reaccreditation effort.

ii. An effective structure for coordination of GE Assessment needs to be developed.

iii. Faculty need to buy in to, and be engaged with, assessing GE.

B. Goals by Fiscal Year

1) FY 2014/15 Goals

a. Hire full time staff person to support curriculum, WASC, and assessment. This Curriculum, Accreditation and Assessment Specialist would be funded .5 from Academic Programs and .5 from EL due to the volume of self-support programs being implemented [see assumptions a. i., a. iii., c.i., d.i] (Estimated cost: ongoing $60,250 including benefits + $1,760 for computer/telephone complement)

b. Create a University wide Assessment Committee involving colleges and departments directly in the effort. [see assumption b.ii.] (Estimated cost: $41,616 – one course release per semester for faculty representatives from each of the four colleges)

c. Implement Assessment Software [see assumption b.ii., d.i., d.ii., d.iii.] (Estimated cost: ranging from $15,000 - $50,000 depending on what the Assessment Committee selects as the best solution for the campus)

d. Work towards a “Culture of Assessment” by providing training to engage more faculty in the process. [see assumption b.ii.] (Estimated costs: $15,000 to send teams of faculty to WASC or other Assessment training)

e. WASC Steering Committee leads effort to write the Institutional Report. [see assumption c.iii] (Estimated cost: $12,500 – summer and semester stipends for five faculty serving on WASC Steering Committee).

f. Writing teams work with WASC Steering Committee on essays that make up the Institutional Report [see assumption c.iii.] (Estimated cost: $12,000 for stipends for 12 faculty to work on small teams for each essay).

g. Conclude 12 Program Reviews including scheduling External Reviewers. [see assumption b.i.]

h. Support annual assessment activities in all degree programs (except those which are preparing their program review self-studies; see the next goal). [See assumption b.i.]

i. Begin 7 Program Reviews. [see assumption b.i.]
2) FY 2015/16 Goals
   a. Produce the 2016-2018 General Catalog. There has been an increase in student services, and policies, as reflected in our university general catalog, which has grown from 152 pages, in 1990-91, to 520 pages in 2012-14. The 2014-16 catalog is expected to grow even more. Further, catalog is currently an annual operation in that an Addendum is produced every semester. The Catalog Addenda has also grown from 25 pages, in 2003-04, to 148 pages, in Spring 2014, yet there has been no corresponding increase in staff. Thus, creating a full time position to enhance catalog and addendum support is needed given the volume of curriculum/policies as well as to implement digital features. [see assumption a.iii.]
      (Estimated cost: $38,940 + $1760 for computer/telephone complement)
   b. Successfully complete WASC off site review and campus visit [see assumption c. iv.]
   c. Conclude 7 Program Reviews [see assumption b.i.]
   d. Support annual assessment activities in all degree programs (except those which are preparing their program review self-studies; see the next goal). [See assumption b.i.]
   e. Begin 4 Program Reviews [see assumption b.i.]

3) FY 2016/17 Goals
   a. Conclude 4 Program Reviews
   b. Support annual assessment activities in all degree programs (except those which are preparing their program review self-studies; see the next goal). [See assumption b.i.]
   c. Begin 7 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 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.

2) Begin here enumerating planning assumptions for the unit

Planning Assumptions for Academic Senate
1. As the campus grows, the work of the senate officers, senate committees, and senate coordinator increases.
2. There must be adequate funding to support the work of the Senate officers, committees, and coordinator so that senate business is accomplished in a timely manner.
3. In AY 13-14, the senate officers and Executive Committee agreed to explore improving lecturer inclusion at CSUSM by increasing the opportunities for lecturer faculty to have service roles with the Academic Senate and by recognizing the time commitment of certain service roles already held by lecturer faculty. Some forms of service by lecturer faculty will need to be compensated.

B. Goals by Fiscal Year
1) FY 2014/15 Goals

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

Goal derived from Assumption 3:
Goal 1, placeholder: 4 units of release time or equivalent funding for compensation of lecturer service to senate. (to be updated prior to final decision)

   Rationale: In AY 13-14, the executive committee of the academic senate decided to address a number of issues related to lecturer inclusiveness, including increasing the number of lecturer seats on the senate and compensating lecturers for service to the senate. A Senate Task Force is currently discussing these issues. In addition, the Senate Chair has received a request for compensation from the lecturer representative to the Faculty Affairs Committee (this committee’s membership always includes one lecturer). FAC is acknowledged as one of the ‘high workload’ senate committees. Our calculation shows that one year of service on FAC is the equivalent of 3 WTWs of work per academic year. The Task Force will be considering the lecturer’s request for compensation. Goal 1 is currently written as a placeholder in case the Task Force recommends providing compensation for the lecturer on FAC as well as compensation for lecturer service on other senate-related committees.

Goals derived from Assumption 2:
Goal 1. Two additional units of release time per academic year, ongoing, for the Vice Chair of the Senate, which, together with 1 unit of release time funded on an ongoing basis by Extended Learning and the existing 3 units of release time in the Senate’s base budget, will provide the Vice Chair with one course release per semester.

   Rationale: in March 2013, Past Senate Chair Trischman asked Provost Oberem for this additional support for the Vice Chair and the Provost agreed to it. He has asked that we make this a permanent part of the Senate’s budget by including the request here in the Senate’s 3-yr rolling plan. With this additional support, the Vice Chair now serves as the permanent liaison between the Senate Officers and the Dean of Extended Learning (with monthly standing meetings and communication in between as needed), as the permanent liaison between the Senate Officers and the Vice President of Advancement (with regular standing meetings and communication in between as needed), and the Senate Chair’s designee to the LAMP Committee. In addition, when a complex issue or a crisis arises, the Vice Chair is now available to confer with the Senate Chair as well as to attend meetings related to the situation (this has already been very important this year with regards to ROTC, and would have been the case last year as well when the Vice Chair attended many hours of meetings related to the OCSL crisis but did not have the release time.)

Goal 2. Two additional units of release time per academic year, ongoing, for the chair of the Faculty Affairs Committee (FAC), which together with the existing 4 units of release time in the Senate’s base budget will provide 1 course release per semester for the FAC chair.

   Rationale: In June 2013 Senate Chair Bennett asked Provost Oberem for this additional support for the FAC Chair and the Provost agreed to it. He has asked that we make this a permanent part of the Senate’s budget by making the request here in the Senate’s 3-yr rolling plan. This support is needed because FAC is one of the high-workload senate committees. The chair of FAC has a significant
workload throughout the academic year such that having only one course release for one semester is not sufficient. With this increase, the FAC chair has a course release each semester.

Goal 3. One additional unit of release time per academic year, ongoing, for the chair of the General Education Committee (GEC), which together with the existing 5 units of release time in the Senate’s base budget will provide 1 course release per semester for the GEC chair.

Rationale: in June 2013 Senate Chair Bennett asked Provost Oberem for this additional support for the GEC Chair and the Provost agreed to it. He has asked that we make this a permanent part of the Senate’s budget by making the request here in the Senate’s 3-yr rolling plan. This support is needed because GEC is one of the high-workload senate committees. The chair of GEC has a significant workload throughout the academic year such that having only one course release for one semester is not sufficient. With this increase, the GEC chair has a course release each semester.

Goal 4. Funding for a permanent, half-time, 10/12 staff position for the Senate beginning fall 2014, and an RFU desktop PC for this staff person. The classification is Administrative Support Assistant I, classification code 1030, bargaining unit 7. The monthly salary range is $1740-2611. In addition, a computer is needed for this staff person.

Rationale: The Senate office is not able to provide adequate support to the Senate Officers, Committee Chairs, and Committees with one FT staff person. The Senate officers and committees frequently need assistance with data collection and analysis, but the existing staff person can only provide support for such requests on a very infrequent basis. An additional half-time staff person will provide support for the Senate officers and committees in the areas of data collection, file management, and data entry, and will also provide support for the Senate Coordinator freeing her up to carry out higher-level data collection and analysis as needed.

Goal 5: 6-8 additional units of release time for co-chair of PAC and $500 in stipends/faculty development funds for committee members. For AY 2014-15 only.

Rationale: The workload for the Program Assessment Committee (PAC) will more than double next year to 11 Program Reviews. The PAC is currently working at maximum capacity and will not be able to carry out its central role in the Program Review process without additional resources.

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.

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. For example, the PAC prepared responses to 4-5 Program Reviews over the past three AYs since approval of the new Program Review Policy. But, in AY 2014-2015, the number of Program Reviews coming before the PAC will increase to 11, more than double the number of reviews that the committee has responded to in previous years. Working at maximum capacity, the PAC has kept up with the number of Program Reviews in the past three years. But, without additional resources to support the chair and committee members, the increase in workload in AY 2014-2015 will clearly outstrip the PAC’s capacity to complete its tasks. Moreover, the fact that faculty appear to be reluctant to serve on PAC (two seats on the committee have consistently gone unfilled) makes the work of existing committee members even greater.

The addition of 6-8 units for a co-chair and a $500 stipend for each committee member is essential to support the labor-intensive work of the chair, encourage faculty participation on the committee, and enable the committee to take steps, such as more frequent (than every other week) meetings, that will be required if the PAC is to respond to the more than 100% increase in Program Reviews in AY 2014-2015. Simply put, without additional resources for the PAC, the committee will not be able to manage the impending workload and will have to seek guidance about which 4-5 of the upcoming 11 Program reviews to take on for the next year.

Support for PAC should be reviewed and adjusted as needed yearly in the 3-year rolling plan. Each December, the PAC chair should find out from Academic Affairs how many program reviews PAC will have on its docket in the ensuing two academic years. Support for PAC should be adjusted based on those figures. 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.)

Goal 6. Three additional units of release time ongoing for the chair of the Academic Policy Committee (APC), which together with the existing 3 units of release time in the Senate’s base budget will provide 1 course release per semester for the APC chair.

Rationale: APC’s workload has increased substantially and remains steady throughout the academic year. One course release per academic year does not adequately compensate the ongoing work of the committee chair across the entire year. As a result, during the semester without a course release, the APC chair cannot carry out the tasks that have to be done outside of the committee
meetings, creating a significant lag in task completion, which in turn has resulted in referrals to APC being rolled from one academic year to the next.

**Goal 7, placeholder: 3 units of release time for proposed new senate committee: Graduate Studies Policies and Program Committee.**

  **Rationale:** This depends on discussions in EC and senate to be held in January and February regarding UCC’s workload. One proposal is to create this new committee, which would be in charge of policies related to graduate study as well as the review all curricular proposals for graduate programs and curriculum. The latter would resolve UCC’s ongoing workload problems. If this committee is not created then UCC will need additional support.

**Goal 8, placeholder: additional support for UCC if a Graduate Studies Policy and Programs Committee is not created. Amount TBA**

  **Rationale:** Even with the increased support from Extended Learning and a winter retreat, the flow of curricular forms to UCC is such that the committee cannot keep up. With the resumption of faculty hires, we can expect new course proposals to continue to stream in. One way to solve the problem is to create a Graduate Studies Policy and Programs Committee, since then all C, C2, P, and P2 forms related to graduate study will be routed through the new committee. However, if this committee is not created, then UCC will need additional support.

**Goal 9: 3 additional units of release time for co-chair of PTC and $300 as stipends for committee members**

  **Rationale:** As the number of faculty has grown, PTC’s workload has also increased. The workload for PTC members is too large given the current expectations for unremunerated faculty service on committees. As a result, faculty are reluctant to self-nominate for this committee and it has become routine that senate cannot fill PTC. This then makes the workload even greater for those who do serve on the committee. Adding 3-4 units of release time for a co-chair as well as $300 stipends for committee members is essential as reasonable remuneration for, and recognition of, the workload. We expect this resource allocation to enhance faculty willingness to self-nominate for service on this committee.

**Goal 10: 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, SOC, 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, vice chair, or senate chair. 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.
Goal 11: Three additional units of release time for Senate Chair

Rationale: As the campus grows, the workload for the senate chair has grown as well. In Fall 2013, the senate chair worked 30-50 hours each week, only decreasing to less than 30 hours during finals week (but still worked 25 hours that week). With the current two course releases per semester, the metric suggests that the senate chair will work about 18 hours per week. This goal proposes an additional course release starting in AY 14-15 and ongoing to address the workload of the senate chair.

2) FY 2015/16 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: 3 additional units of release time for the co-chair of PAC (additional to the senate's base budget for AY 13-14) and $250 in stipends/faculty development for committee members. For AY 2015-16 only.

Rationale: As noted in the Rationale for Goal 5 for 2014-2015 (see above), an increasing number of programs are undergoing Program Review as the campus has grown and the Program Review Policy has been regularized on the campus. Yet, this number varies significantly from year to year. For example, while the number of programs undergoing review in 2014-2015 doubled to 11 programs over the number of reviews in previous years, this number will decrease to 7 in AY 2015-2016. While this decreases PAC’s workload compared to AY 2014-2015, it nonetheless is a 50% increase or more compared to AY 2013-14. This warrants an increase in support in AY 2015-2016 (relative to the support for PAC in AY 13-14), since it represents a significant increase in the PAC's workload over current levels in AY 13-14. [Note: the support requested for PAC in AY 15-16 is 50% less than that requested for AY 14-15.]

3) 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 2:

Goal 1: No additional release time for chair of PAC over the level of support provided in AY 13-14 (6 WTUs) and no stipends for committee members. [This means a decrease in support compared to AY 15-16.]

Rationale: While the number of Program Reviews coming to the PAC will increase significantly in AY 2014-2015 and AY 2015-2016, the number will return to AY 2013-2014 levels (4) in AY 2016-2017. This return to PAC’s AY 2013-2014 workload warrants the same level of support as in AY 2013-14, which was 6 units of release time for the PAC chair.
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 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.

2) **Planning Assumptions for CoBA**
   i. Increase in FTES of 5% rate. This will come through the overall university growth which started in 2013/2013 and will continue.
   ii. CoBA desires to be accredited by AACSB. CoBA submitted an Eligibility Plan in Fall 2012 and will submit a Standards Alignment Plan within the two year time limit.
   iii. CoBA’s planning will align with its strategic plan which was completed during the 2012 – 2013 academic year and includes the following elements:

   **Mission**

   We are committed to providing rigorous and relevant educational programs using a balance of theoretical, experiential, and applied learning to 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 involved in 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 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

   iv. 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.
   v. 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.

B. Goals by Fiscal Year

1) FY 2014/15 Goals
Strategic Goal 1: Achieve AACSB accreditation.
i. Submit standards alignment plan for AACSB purposes. (The latest this may be submitted is in time for decision prior to February 2015.)
i. Continue with Assessment of Program Level Student Learning Outcomes.
ii. Review/revise CoBA Strategic Plan.
iii. Review/revise CoBA Governance policies.

Strategic Goal 2: Increase resource base.
i. Launch additional certificate and degree programs through self-support. Programs that should be ready to launch include:
a. SAMBA (Specialized Accelerated MBA Program). This is both an MBA program and/or a stackable professional certificate program. Specializations include:
   i. Business Intelligence
   ii. International Business
b. Accounting Certificate Program

ii. Continue to develop additional programs through self-support. These may include:
a. A Hospitality Specialization as part of SAMBA
b. A second certificate and graduate degree related to HIT
c. A Water Management Certificate Program

iii. Increase awareness and student numbers in the BSBA Program in Temecula.
iv. Increase philanthropic contributions to CoBA.
v. Increase efficiency in internal operations within CoBA.

Strategic Goal 3: Attract, retain, and develop excellent faculty and staff.
i. Actively recruit new faculty.

ii. Develop policies and resources to recognize those who meet “qualifications” for AACSB.

iii. Assure adequate staff/student assistants to move towards AACSB accreditation.

iv. Identify development opportunities for faculty and staff.

Strategic Goal 4: Enhance students’ academic and professional success
i. Continue to evaluate and refine the curriculum. This is especially true as we move from a 124 unit major to 120 units.

ii. Develop methodology to measure recent graduate and alumni placement and success.

iii. Increase support and opportunities for CoBA students through:
a. Business Professional Development Program
b. Mentoring Program
c. Internships

Strategic Goal 5: Deepen collaboration with business, education, government and community organizations.
i. 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.
i. Develop a branding strategy for CoBA that aligns with the university’s branding initiatives.

2) FY 2015/16 Goals
   i. Submit annual update identifying progress towards meeting AACSB standards.
   ii. Continue to work with EL to increase CoBA’s funding through self-support.
   iii. Increase proportion of tenure track faculty and lecturers who are AQ and PQ, respectively.
   iv. Increase philanthropic and self-support contributions to CoBA.
   v. Review/revise CoBA Strategic Plan.
   vi. Assess Program Level Student Learning Outcomes.
   vii. Hire faculty – discipline determined by strategic planning process.

3) FY 2016/17 Goals
   i. Submit annual update identifying progress towards meeting AACSB standards.
   ii. Continue to work with EL to increase CoBA’s funding through self-support.
   iii. Increase proportion of tenure track faculty and lecturers who are AQ and PQ, respectively.
   iv. Increase philanthropic and self-support contributions to CoBA.
   v. Review/revise CoBA Strategic Plan.
   vi. Assess Program Level Student Learning Outcomes.
   vii. Hire faculty – discipline determined by strategic planning process.
Subdivision Unit: CEHHS

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 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.

2) Assumptions for the Unit
   a. Strategic searches, faculty hires, faculty support and retention of quality faculty are critical to planned program development and expansion: New hires will be necessary to implement programs in development and to grow self-support programs currently in operation. In addition, retention of quality faculty through peer mentoring, support of scholarship, community support, and other areas of professional development are necessary for ensuring high quality programs.

   b. Program Assessment and Accreditation remain an ongoing and critical activity: Accreditation remains central to the sustainability of programs. All units require either ongoing accreditation review or program review. The College will carefully analyze and protect the appropriate ratio of tenure line and adjunct faculty to meet the criteria for each accrediting organization. The accreditation process also provides a
formalized context for revising and renewing our pedagogical practice for relevancy. Resources will need to be identified to support accreditation efforts in all of our schools and departments.

c. **Partnerships with faculty and community, local, regional, and state agencies** add strength to our foundation and programs and inform new program development: All units in CEHHS have a history of partnering with and serving the community as regional leaders in the changing face of education and health and human services by responding immediately to growing needs. These partnerships and community needs also impact and influence the programs we offer and grow. Our vision and mission are focused on engaging in partnerships that help us develop pathways of access and opportunities for our diverse student community. Communicating with these partners about our work is a critical component of sustaining these partnerships.

d. **Focus on discovering, disseminating, and applying new knowledge in the areas of health, education, rehabilitation, and human services** will play an integral role in distinguishing our programs from others in the state of California: In addition to promoting and increasing the visibility of our programs, successful competition for external funding will provide a portion of the resources necessary for enhancing programs, providing professional development, and increasing research capacity. This will not only support faculty in furthering their research programs but will also provide essential training opportunities for our students, making them highly desirable to employers and graduate schools. Success in this endeavor can be enhanced through increased allocation of space (vivarium and wet lab space in particular) as well as additional TT faculty lines.

e. **Develop or expand programs to meet student and regional needs:** Our region continues to grow and advance in areas of education, rehabilitation, health and human services. Developing and expanding programs to meet growth and new progression in these areas is instrumental in meeting the needs of prospective students, the local community and the region. To gain information on student, community and regional needs, the college and some units have established a Community (External) Advisory Council that meets on a periodic basis. In addition, leaders of clinical agency partners, area community college Deans and Directors/Chairs, and leaders in the community at large provide input on the needs and trends identified in the geographical areas served by the college.

f. **College restructure will continue to impact our future development and scope of work:** Discovering points of collaborative partnerships within the CEHHS will generate synergy for research/creative activity, teaching and service. The potential for international work is magnified because all three schools in CEHHS have faculty with international partnerships.
B. Goals by Fiscal Year
FY 2014/15 Goals

a. Strategic searches, faculty hires, staff hires, faculty support and retention of quality faculty are critical to planned program development and expansion:
   • For most of our units we have an extremely high major/faculty ratio (listed below).

<table>
<thead>
<tr>
<th>School/Department</th>
<th>Major/Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>SoE</td>
<td>4.18</td>
</tr>
<tr>
<td>SoN</td>
<td>207.75</td>
</tr>
<tr>
<td>HD</td>
<td>330.50</td>
</tr>
<tr>
<td>KINE</td>
<td>123.33</td>
</tr>
</tbody>
</table>

   • For 2014/2015 we are planning to conduct faculty searches in:
     o 1-HD-this will be a growth hire to address their large major/faculty ratio as well as to support the new re-design of the major and curriculum.
     o 2-SoN-this is part of the MOU with Extended Learning
     o 1-MPH- this is part of an MOU with Extended Learning to launch this program.
     o 1-SW-this is to comply with accreditation standards
     o SoE-will hire to replace retirements and will conduct strategic planning to identify the specific areas needed. Anticipated focus growth in Technology, Ed. Admin, Special Education, Bilingual Education.
     o 1-SLP-as per the MOU with Extended Learning
     o KINE will perform a strategic plan to outline the future goals of the department
   • For 2014/2015 we are planning to conduct staff searches for an:
     o Undergraduate advising to help alleviate the workload on our faculty in KINE and HD.
     o Academic coordinator to assist with the School of Health Sciences and Human Services to augment the large workload in these growing departments and the addition of the MPH degree.
     o Assessment Analyst. CEHH S has extensive accreditation needs and presently only one Assessment coordinator. It will be imperative that we hire additional staff to maintain our accreditation in all of our programs.

b. Program Assessment and Accreditation remain an ongoing and critical activity:
   • Fund a data management system for data collection, storage and retrieval and report deliverables so that data will be available at predictable points in each calendar year during each multi-year accreditation cycle.
   • Prepare and support accreditation reports and visits for all schools.
   • Host outside reviewers for program review.

c. Partnerships with faculty and community, local, regional, and state agencies add strength to our foundation and programs and inform new program development:
   • Revise all websites to be more intuitive and tailored to target audiences.
- Revitalize the Distinguish Teacher in Residence (DTiR) to add one additional teacher per year.
- Support the collaboration with the North county Professional Development Federation to respond to immediate education needs in the area.
- Implement marketing and recruitment strategies for SoE based on recommendations from 2012 marketing plan completed by the COBA Senior Experience group.
- Continue partnerships with local health care systems (Palomar Health, Tri-city Medical Center, Sharp Healthcare, Kaiser Permanente and Scripps) and pursue arrangements for Research Scholar and Clinical Associate Faculty status for selective employees.
- Support collaboration on grants/donations with local health care systems or academic programs to develop innovative strategies for student learning (nurse residency programs, student healthcare projects, etc.).

**d. Focus on discovering, disseminating, and applying new knowledge in the areas of health, education, rehabilitation, and human services will play an integral role in distinguishing our programs from others in the state of California:**

- **Space/Research needs**
  - Restructure Kinesiology lease with the Clarke Fieldhouse to more effectively serve KINE majors
  - KINE have an input in the Clarke Fieldhouse renovations
  - Identify/renovate wet lab and vivarium space on campus
  - Develop/fund plans for an off-campus Health and Activity Center for augmenting community outreach, service learning, course offerings and research
  - Funding for equipment as new programs are developed

**e. Develop or expand programs to meet student and regional needs:**

- **New Programs starting**
  - MPH
  - M.S. in KINE
  - B.S. in SLP
  - Growth in the B.S. in KINE program in Temecula
- **Increase FTES and alleviate bottlenecks in existing programs**
  - KINE - There are currently 475 Pre-Kinesiology and 375 Kinesiology majors on campus (850 total) and the numbers are growing while still holding a 136:1 SFR. We need an additional 65-70 FTES to meet the needs of current students and we need to reduce our SFR to at least 80:1, preferably 60:1, which is standard across the CSU’s. Extra FTES will be used to offer an extra section per year of KINE 300,301,305,310,326,403, and 426. In the future, for every 80-100 students added to the program, Kinesiology will require an additional 70-80 FTES.
  - HD - We need an additional 40 FTES as we reconfigure the HD major and offer more courses within the major rather than relying on courses from
other departments outside the college. These include the statistic courses formally offered by psychology and other elective courses.
  o SoN- Add an additional Traditional BSN cohort for spring admission either through state funding in San Marcos or through self-support in Temecula.

f. College restructure will continue to impact our future development and scope of work:
   • Develop a collaborative partnership across all units in CEHHS
     o Develop curriculum that forms student partnerships across all units in CEHHS for community and global engagement
     o Target under-represented groups, STEM and ELL
     o Increase our community outreach
     o Increase our global outreach efforts
     o Develop the Therapeutic Recreation project

FY 2015/16 Goals
a. Strategic searches, faculty hires, staff hires, faculty support and retention of quality faculty are critical to planned program development and expansion:
   • For 2015/2016 we are planning to conduct faculty searches in:
     o 2-SoN-this is planned as part of the MOU with Extended Learning
     o 1 – MPH- this is planned as part of an MOU with Extended Learning.
     o 1 or 2-KINE to help alleviate the 136:1 SFR.
     o 1-HD to help alleviate the large SFR.
     o SoE-hires to replace retirements
     o 1-SW to comply with accreditation standards
   • For 2015/2016 we are planning to conduct staff searches for an:
     o 1 – SoN- Full-time administrative assistant for reception and other duties as assigned.
     o Hires that were not funded in 2014/15.

b. Program Assessment and Accreditation remain an ongoing and critical activity:
   • Fund a data management system for data collection, storage and retrieval and report deliverables so that data will be available at predictable points in each calendar year during each multi-year accreditation cycle.
   • Prepare and support accreditation reports and visits for all schools.
   • Host outside reviewers for program review.
   • Support funding a consultant for development of a self-study and implementing changes in accreditation standards and Essentials of Nursing Education (undergraduate and graduate).

c. Partnerships with faculty and community, local, regional, and state agencies add strength to our foundation and programs and inform new program development:
   • Implement marketing and recruitment strategies for SoN based on recommendations completed by the COBA Senior Experience group (we plan to ask them for assistance).
   • Revitalize the Distinguish Teacher in Residence (DTiR) to add one additional teacher per year.
• Support the collaboration with the North county Professional Development Federation to respond to immediate education needs in the area.
• Continue partnerships with local health care systems (Palomar Health, Tri-city Medical Center, Sharp Healthcare, Kaiser Permanente and Scripps) and pursue arrangements for Research Scholar and Clinical Associate Faculty status for selective employees.
• Support collaboration on grants/donations with local health care systems or academic programs to develop innovative strategies for student learning (nurse residency programs, student healthcare projects, etc.).

d. Focus on discovering, disseminating, and applying new knowledge in the areas of health, education, rehabilitation, and human services will play an integral role in distinguishing our programs from others in the state of California:
• Space/Research needs
  o Restructure Kinesiology lease with the Clarke Fieldhouse to more effectively serve KINE majors
  o Continue to identify/renovate wet lab and vivarium space on campus
  o Develop/fund plans for an off-campus Health and Activity Center for augmenting community outreach, service learning, course offerings and research if not finished in 2014/15
  o Funding for equipment as new programs are developed

e. Develop or expand programs to meet student and regional needs: (What programs in subsequent years)
• New Programs starting
  o DNP (either in partnership with SDSU or other University)
• Increase FTES and alleviate bottlenecks in existing programs
  o SoN- add an additional Traditional BSN cohort for spring admission either through state funding in San Marcos or through self-support in Temecula if not done in 2014-2015.
  o Continue to increase FTES in KINE and HD to meet student needs.

f. College restructure will continue to impact our future development and scope of work:
• Develop a collaborative partnership across all units in CEHHS
  o Develop curriculum that forms student partnerships across all units in CEHHS for community and global engagement
  o Target under-represented groups, STEM and ELL
  o Increase our community outreach
  o Increase our global outreach efforts

FY 2016/17 Goals
a. Strategic searches, faculty hires, staff hires, faculty support and retention of quality faculty are critical to planned program development and expansion:
• For 2015/2016 we are planning to conduct faculty searches in:
  o 2-SoN-this is planned as part of the MOU with Extended Learning
  o 2– MPH- this is planned as part of an MOU with Extended Learning.
Three-Year Rolling Budget/Hiring Plan for FYs 14/15, 15/16 and 16/17

Part I: Narrative, Sections A and B

- Hires that were not funded in 2014/15.
- Program Assessment and Accreditation remain an ongoing and critical activity:
  - Fund a data management system for data collection, storage and retrieval and report deliverables so that data will be available at predictable points in each calendar year during each multi-year accreditation cycle.
  - Prepare and support accreditation reports and visits for all schools.
  - Host outside reviewers for program review.
- Partnerships with faculty and community, local, regional, and state agencies add strength to our foundation and programs and inform new program development:
  - Implement marketing and recruitment strategies for SoN based on recommendations completed by the COBA Senior Experience group (we plan to ask them for assistance).
  - Revitalize the Distinguish Teacher in Residence (DTiR) to add one additional teacher per year.
  - Support the collaboration with the North county Professional Development Federation to respond to immediate education needs in the area.
  - Continue partnerships with local health care systems (Palomar Health, Tri-city Medical Center, Sharp Healthcare, Kaiser Permanente and Scripps) and pursue arrangements for Research Scholar and Clinical Associate Faculty status for selective employees.
  - Support collaboration on grants/donations with local health care systems or academic programs to develop innovative strategies for student learning (nurse residency programs, student healthcare projects, etc.).
- Focus on discovering, disseminating, and applying new knowledge in the areas of health, education, rehabilitation, and human services will play an integral role in distinguishing our programs from others in the state of California:
  - Space/Research needs
    - Restructure Kinesiology lease with the Clarke Fieldhouse to more effectively serve KINE majors
    - Continue to identify/renovate wet lab and vivarium space on campus
    - Develop/fund plans for an off-campus Health and Activity Center for augmenting community outreach, service learning, course offerings and research if not finished in 2014/15
    - Funding for equipment as new programs are developed
- Develop or expand programs to meet student and regional needs: (What programs in subsequent years)
  - New Programs starting
    - DNP (either in partnership with SDSU or other University)
  - Increase FTES and alleviate bottlenecks in existing programs
SoN- add an additional Traditional BSN cohort for spring admission either through state funding in San Marcos or through self-support in Temecula if not done in 2015-2016.

- Continue to increase FTES in KINE and HD to meet student needs.

f. College restructure will continue to impact our future development and scope of work:

- Develop a collaborative partnership across all units in CEHHS
  - Develop curriculum that forms student partnerships across all units in CEHHS for community and global engagement
  - Target under-represented groups, STEM and ELL
  - Increase our community outreach
  - Increase our global outreach efforts
Subdivision Unit: College of Humanities, Arts, Behavioral & Social Sciences (CHABSS)

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 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.

2) Begin here enumerating planning assumptions for the unit
   a. CHABSS will continue to generate ~57-60% of CSUSM FTES.
   b. CHABSS enrollments will be 3.5% over base target.
   c. Programmatic growth that broadens the College’s curriculum and allows all departments and programs to better serve students should be encouraged.
   d. 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.
   e. Priority will be given to those areas that align with the CHABSS Strategic Plan and our strategic priorities, namely:
      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

B. CHABSS Strategic Goals

The CHABSS 3-year rolling plan builds on the larger goals of our College Strategic Plan. We elaborate on the specific aims that advance each of our goals from the CHABSS Strategic Plan.

1) Procure sufficient fiscal and human resources to meet the College’s mission
   a. Additional Tenure-Track faculty hires are needed in key areas to be able to deliver high-quality education to our more than 5,000 majors and 59% of total campus enrollment. Assuming 5% funded growth, we should be hiring 7 TT faculty each year to maintain our current ratio of TT to non-TT faculty. A minimum of 10 new hires annually will help reduce the imbalance between TT and non-TT faculty in the College over time.
   b. Add additional staff. As the largest college at CSUSM, our staffing remains exceedingly low. CHABSS currently has 22 staff who serve 13 academic departments, laboratories, and arts facilities. Our low ratio of staff to faculty places additional burdens on department chairs and faculty to meet the needs of our academic programs and students.
   c. Grow CHABSS’ EL Presence. The College’s development of Extended Learning (EL) programs is essential to both the growth of our academic program offerings and to our budget. Over the next three years, the College aims to develop a minimum of 2 BA/MA programs and 2 certificate programs, and to increase enrollment in Special Sessions.
   d. Increase Philanthropic Giving. Fundraising is another critical arena that will provide the College with much-needed supplementary funding. To be successful in philanthropic activities, the College must fully staff CHABSS Dean’s Council and develop a culture of philanthropy in the College.
   e. Staff development. Provide staff with the opportunities to participate in CSU-wide trainings, secure needed equipment and supplies, and attend the annual ARC conference.
   f. TT and Lecturer Faculty 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.
   g. Chair development/compensation. As staffing remains low and as departments grow, greater responsibility has been placed on chairs. We will need to ensure that chairs are compensated fairly and are provided with opportunities for professional development and support.
   h. Laboratory support. The opening of SBSB increased the laboratory capacity in CHABSS and brought with it expanded Psychology facilities (including a dedicated vivarium), an Ethnobotany Lab, the Digital History Lab, an expanded Daniels Communication Lab and other spaces for experiential, laboratory-based learning (e.g., GIS lab). In addition, the transition from VPA to School of Arts in Fall 2014 is also associated with planned curricular
additions that will increase the need for additional arts-related equipment and space. The college is currently working with a lab budget that has not increased in more than 3 years. We need to make sure that our laboratory budgets and staffing are growing to keep pace in support of our increasing number of faculty and students.

2) Support and develop relevant and rigorous disciplinary, interdisciplinary and intercollegiate programs
   a. To truly be a 21st century liberal arts college, CHABSS needs to develop additional “foundational” disciplinary majors as well as new cutting edge interdisciplinary programs that are designed to meet the needs of our region.
   b. Developing a School of Arts within CHABSS is critical to the further development of our arts programs, for philanthropic efforts, and for our relationship with the community.
   c. Tenure-track faculty hires are critical to the success of high quality programs.
   d. To better foster the development and operation of interdisciplinary programs, the College needs to refine its process for scheduling, faculty assignments, and administrative structure of interdisciplinary programs.
   e. The future of CHABSS will not only depend on our ability to offer its “core” programs, but also to more closely articulate with other colleges at CSUSM. Potential collaborations with CoBA include entrepreneurship tracks, business ethics, modern languages. Potential/current collaborations with CSM include neuroscience and “SHTEAM” (Science, Humanities, Technology, Engineering, Arts, and Mathematics). Potential/current collaborations with CoEHHS include medical/biomedical ethics, ICP, social work, and global public health.
   f. CHABSS will build a modest set of academic programs at its Temecula campus. In doing so, we will work with EL to provide incentives to departments for programmatic development in EL.
   g. Support and grow relevant and rigorous graduate programs. While the College has 5 MA programs, with rare exception they have not grown at rates commensurate with campus enrollment. Moreover, funding for these programs, their students and faculty, has been rather low. We need to improve our fiscal support of these existing programs. Finally, new and innovative graduate programs are necessary to meet the needs of our region. To do so, we will need to allocate resources to support Graduate Program Directors, provide resources for graduate students while in school and assist them with placement after they complete their degree, and incentivize graduate program development through EL.

3) Sustain and develop pedagogies and practices that enhance students’ ability to succeed in their personal, professional and civic lives after graduation.

In addition to sustaining our comprehensive foundational and interdisciplinary programs in the liberal arts, we must further develop and support the CHABSS Career Readiness Initiative. As a comprehensive regional institution, our mission is to serve the region by providing an educated workforce. The primary goal of the Initiative is to connect our academic programs more explicitly to employment opportunities in the region. It aims to make manifest our commitment to a liberal education, while simultaneously and explicitly articulating the direct relevance of this education to a variety of career options. The Initiative also seeks to increase
the number of students who participate in internship programs, given that these experiences have been shown to positively affect post-graduate employment. 

4) Grow curricular and non-curricular offerings that provide students with global perspectives and the diversity of human experience 
   a. Tenure-track hires are necessary to build the foundation of programs that are steeped in global education. 
   b. As an HSI and AANAPI institution serving a diverse region, curricula that educate our students about the diversity of human experience is critical. 
   c. Support the CHABSS Strategic Plan Implementation, which emphasizes a culture of diversity and global engagement. 
   d. Promote and help fund study abroad opportunities for students.  
   e. Promote faculty development of short-term study, research and service/internship opportunities outside the US in half of CHABSS’ majors. 

5) Advocate for salary equity across all faculty and staff ranks 
   a. CHABSS faculty and staff salaries are highly inequitable and, over time, these inequities have become more exaggerated via salary compression and inversion. Left unaddressed, we recognize that faculty morale, and potentially productivity, will be negatively affected. The College must remain a champion of and advocate for reducing these inequities. 
   b. Ensure that our staff development plan is funded to allow us to attract and retain high quality staff. 

C. Goals by Fiscal Year 

1) FY 2014/15 Goals 
   a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which “assumption” the goal supports). 

   a. Faculty Hires 

   • School of Arts, Technical Theatre: With only 2 faculty, technical theatre is a key omission for theatre program. This hire will permit blossoming of theatre curriculum & student productions. 
   • Interdisciplinary Programs, Global Studies/Humanities: GBST is the fastest growing major in the College with currently .5 TT FTEF. Meets College strategic goal of interdisciplinarity. 
   • Communication, Trans/International Communication: One of the largest majors in the College, fills critical curricular needs and CHABSS’ strategic priority of advancing global perspectives.
• **Psychology, Developmental Psychology**: Meets the needs of the CHAD major which will be launching in F14.

• **Philosophy, Applied Ethics**: Philosophy is preparing for its BA program and has critical teaching needs in ethics across the university, particularly serving CoEHSS and CSM.

• **Economics**: Economics has experienced significant growth over the past several years without additional growth hires.

• **Interdisciplinary Programs, Environmental Studies**: Will be the first TT hire in the ENVS BA program set to launch in Fall 2014. Meets College’s strategic goal of interdisciplinarity.

• **Modern Language Studies, Spanish Translation**: Spanish has seen significant growth in number of minors it serves and is transitioning into more applied arenas for its students. This will be a critical hire for SPAN to meet these students’ needs.

• **Women’s Studies, LGBT/Sexuality**: Helps build out the WMST program and meets key strategic goal of enhancing diversity.

• **School of Arts, Digital Arts/Media Design**: As the School develops its Digital and Media Arts BA, the Digital Arts area needs faculty with expertise in media design to offer students a well-rounded curriculum.

b. **Staff Hires**

• **IST – School of Arts, supporting TA & VisArt**: Will address critical safety concerns in the Theatre and Visual Arts areas where there currently isn't professional staff supervising technical areas of the School. Given anticipated hiring of a technical theater faculty member, demand for workshop supervision is critical.

• **ASC I – Student Services/Graduate Programs, Dean's Office**: Will support the College’s efforts to better serve students and support faculty in both our graduate and undergraduate programs and increase support for students aligned with the Career Readiness Initiative.

• **ASC I – Anthropology**: The Anthropology program currently shares an ASC I with Liberal Studies. Both departments have considerable needs that are placing increased pressure on the support staff, and a separate support staff for ANTH will better align workload of the staff across departments.

• **ASC II – Arts & Lectures Coordinator**: Arts & Lectures is being housed in CHABSS effective Fall 2014. This position will oversee the Arts & Lectures program.

• **PR/Communications Specialist**: This .50 FTE position, will primarily support the Arts & Lectures program and will be responsible for marketing and communications of Arts & Lectures events and artists/speakers.

c. **Programmatic**
• Launch of EL Programs
  o Cultural Competency in Health Care Certificate (EL)
  o Criminology & Justice Studies BA, Temecula (EL)
• Launch of Approved (or near approved) Stateside Programs
  o Environmental Studies BA (stateside). Approved in 2011 by the CSU, the ENVS major has undergone revisions to help reduce the cost to launch it. These revisions are complete and anticipate that this will be an in-demand interdisciplinary major.
  o Child & Adolescent Development BA (stateside). Approved in 2013 by the CSU, we anticipate significant demand for this major which will attract students from within the college (e.g., psychology) and outside the college (e.g., Human Development).
  o Convergent Journalism minor (stateside). This minor was created out of a mandate that student editors of the Cougar Chronicle and other student media have a curriculum that provides them with the skills necessary to be ethical, responsible, and knowledgeable media producers.

• Curriculum Development: To better align our planning mechanisms and prioritize development of academic programs, the College wishes to provide summer support for new program development.

d. Operational

• ENVS BA launch: Costs for increased course sections and program director.
• CHAD BA launch: Costs for increased course sections and program director.
• CRIM BA (Temecula) launch: Cost for course sections, program administration.
• Convergent Journalism minor launch: Cost for course sections.
• Cultural Competency Certificate Launch: Cost for course sections.
• Music lab equipment: Piano lab necessary for teaching students beginning and intermediate piano. Music BA set to launch in Fall 2015.
• Provide additional compensation for chairs, particularly those in the largest, most complex departments. The workload of Chairs at CSUSM has become increasingly large and more complex. Additionally given that some of our departments are nearly as large as some colleges on this campus, additional compensation for these chairs is sorely needed.
• Increase of lab budget to cover increased costs of the College's labs based on enrollment growth. Our lab budgets have not grown although our FTES increases each year. We must staff these labs appropriately to serve our students.
• Staff Development Plan implementation. In order to attract and retain high quality staff, the College has developed a Staff Development Plan that will include In-Range Progressions for high performing staff.
• Strategic Plan Implementation. One-time costs for Faculty Liaison, Faculty Fellows, and Faculty Learning Communities.
• Growth of Departmental budgets and copier expenses commensurate with enrollment growth
• Faculty Development: Additional base allocation for 11 new TT faculty + $25,000 increase in college-wide awards to include allocations for lecturer faculty.
• Expansion of copier leases. Necessary operational investment given growth in FTES and FTEF.
• Operational costs to administer the Arts & Lectures series. The Arts & Lectures Coordinator will need student assistants to assist at A&L events; will need to supplement IRA funds to support the events; marketing and communications expenses.

2) FY 2015/16 Goals
   a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which “assumption” the goal supports).

   a. Faculty & Staff Hires
      • Our Hiring and Academic Planning Committee (HAPC) will be developing faculty hiring plans for 2015-17 this Spring.
      • IST I - ANTH (.50 FTE). To support the Anthropology/Ethnobotany lab
      • PA/Communications Specialist (.50FTE) CHABSS DO. To support the development efforts of the College.
      • ASC I – SOC (.25 FTE). To support the Criminology program in Temecula (EL).
      • ASC I – CHAD (.50FTE). To support the growth of the CHAD major.

   b. Programmatic: Programs to Launch in 15/16
      • Geographic Information Systems Certificate (EL)
      • Music Therapy Equivalency (EL)
      • Music BA (stateside)

   c. Operational
      • Music BA Launch: Course sections and equipment to support the launch of the BA in Music.
      • ENVS BA launch (Year 2): Additional course sections.
      • CHAD BA launch (Year 2): Additional course sections.
      • GIS Certificate launch (EL)
• Music Therapy Launch (EL)
• College Strategic Plan Implementation: One-time costs for Faculty Liaison, Faculty Fellows, and Faculty Learning Communities.
• Curriculum Development: Summer stipends for curricular development for CHABSS prioritized programs.
• Lab budget increases keeping pace with enrollment growth
• Lab equipment, Music. Music will be launching a BA program and will require one-time laboratory equipment purchases.
• Faculty Development: Adding base funding for faculty development to accommodate new TT faculty.
• Departmental Operating Funds: Proportional increases to departmental budgets based on enrollment growth.
• Staff Development Plan implementation. In order to attract and retain high quality staff, the College has developed a Staff Development Plan that will include In-Range Progressions for high performing staff.

3) FY 2016/17 Goals
   a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which “assumption” the goal supports).

   a. Faculty & Staff Hires

   • Our Hiring and Academic Planning Committee (HAPC) will be developing faculty hiring plans for 2015/16-2016/17 this Spring.
   • Assistant Professor, Criminology & Justice Studies (Temecula). Our MOU with EL calls for a TT hire in 16/17.
   • Admin Analyst (.50 FTE), Dean’s Office. As we grow, we will need additional staff to work with our budget manager and analyst to assist with the growing volume of budgetary and operational paperwork.

   b. Programmatic

   Our College Academic Master Plan has prioritized the following stateside programs for development (all are on the UAMP):

   • Digital Media & Visual Arts BA (stateside)
   • Ethnic Studies BA (stateside)
   • Philosophy BA (stateside)
• Theatre BA (stateside)

The College also anticipates launching an additional EL program in 16/17:
• Degree Completion BA (EL)

c. Operational

• ENVST BA Launch Year 3: Funds for course sections.
• CHAD BA Launch Year 3: Funds for course sections.
• Crim BA (Temecua) Year 3: Course sections.
• Lab budget increases keeping pace with enrollment growth.
• Laboratory equipment purchases for Digital Media & Visual Arts launch. The Digital Media & Visual Arts BA program will necessitate additional one-time equipment purchases.
• College Strategic Plan Implementation: One-time costs for Faculty Liaison, Faculty Fellows, and Faculty Learning Communities.
• Department Operating Funds: Increases to match enrollment growth
• Faculty Development. Adding base funding for faculty development to accommodate new TT faculty.
• Staff Development Plan implementation. In order to attract and retain high quality staff, the College has developed a Staff Development Plan that will include In-Range Progressions for high performing staff.
College of Science and Mathematics Three-Year Rolling Plan 2014/15 thru 2016/17

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Prepared by: Katherine A. Kantardjieff
Date: 01/17/14
Executive Summary

The College of Science and Mathematics at California State University San Marcos is a resource for innovation and workforce development in the region, serving North San Diego County, South Orange County, and Southwest Riverside County. Building upon the successes and accomplishments of the prior College of Arts and Sciences, CSM is committed to building and sustaining a supportive and inspiring undergraduate and master's level educational environment. Here, excellent instruction, interdisciplinary and collaborative research, innovation, and creative endeavors provide our students with the foundational knowledge and skills needed to meet technological challenges in a rapidly evolving world.

CSM includes 46.5 tenure-track faculty (with 4 searches in progress) and nearly 60 lecturer faculty in 5 departments: Biological Sciences (including the Program in Biotechnology), Chemistry and Biochemistry, Computer Science and Information Systems, Mathematics, and Physics. We offer 7 Bachelor of Science degree programs, several with multiple tracks, as well as 4 Master of Science degree programs in Biological Sciences, Biotechnology, Computer Science and Mathematics.

CSM also contributes broadly to the general education of CSUSM's student body. In the information age, students need to be able to learn how to construct meaning, not just repeat memorized facts, and they need to be able to apply knowledge in new situations. This is true regardless whether they become practicing research scientists or academics. Students must be prepared to become scientifically literate citizens to make sound judgments about news and information or make a critical decision in the ballot box.

CSM continues to promote the vision of the former College of Arts and Sciences (CoAS) through exemplary teaching, innovative curricula, and excellence in research. Integral to the College’s instructional mission is the generation of new knowledge through research and creative activity that engages students, as well as educating K-12 teachers. CSM faculty brought in approximately $3.2M in external support for research and creative activity in AY 2012/13.

In our ongoing efforts to provide enriching educational experiences, as well as to stimulate the technical and economic development of our region, CSM plans to develop and launch innovative curricula and degree programs in the next three years.

a. **Professional certificates.**
   i. The Pre-Health Professions Certificate to be offered through Extended Learning (EL), is currently under review by the UCC, with a planned launch in Fall 2014. This professional program addresses health care workforce needs by preparing non-STEM post-baccalaureates to successfully apply to health professional schools. Revenue generated will support full-time pre-health professional advising for CSUSM students.
   ii. The Professional Science Masters program (PSM) in Cybersecurity, with planned launch as a pilot in Fall 2015, responds to strong local industry needs and strategic initiatives in our region. The curriculum design will be a joint effort by CSM and College of Business Administration (CoBA) faculty.
   iii. The Department of Physics will explore the feasibility of offering a certificate program in photonics, for example Laser Electro-Optics Technology.
   iv. CSM has recently submitted an A-form for a PSM in Biomedical Engineering.
   v. CSM is in the early stages of discussion to develop a PSM in Wildfire Science, as well as a PSM in Physicians Assistant.

b. **Masters Degree programs.**
   i. The Department of Chemistry and Biochemistry will submit a Master of Science in Chemistry proposal in AY 2014/15 with participation of the entire faculty in the development and delivery of the program. This program will enhance course offerings in the B.S. degree programs in Chemistry and Biochemistry by providing elective opportunities that have been otherwise challenging to offer.
ii. The Department of Physics will explore the feasibility of offering a Master of Science degree.

c. Undergraduate programs

i. The College will continue to introduce innovative STEM offering through CalStateOnline current enrollment programs. Current offerings include courses that meet B2, B3, B4 and BB requirements. Our goal is to become “the mecca of science and mathematics online” –Dr. Penny Perkins, Biological Sciences.

ii. The Departments of Computer Science and Physics are actively discussing creation of a Minor in Electronics for the Bachelor of Science students in Computer Science. This will strengthen their qualifications for the industry by introducing additional electronics engineering aspects.

iii. The Department of Computer Science and Information Systems will work with CoBA to develop 2 minors: business analysis and project management; risk assessment and compliance. This will enhance the skills of computer science majors for high-demand jobs in our region.

iv. The Department of Biological Sciences will initiate the Quantitative and Computation (Q&C) Minor in Biological Sciences.

v. The Department of Mathematics will propose a Minor in Probability and Statistics, which involves the creation of new courses.

vi. CSM will continue actively discussing options for establishing engineering programs, with the goal to establish a School of Engineering within the next decade. Possibilities include electrical, software, computer, materials, biomedical, and industrial programs, or a combination of these under the umbrella of “general engineering” or “engineering physics”.

Although CSM has had many successes since the restructuring of Academic Affairs, significant growth in enrollment without proportionate allocation in budgets and investment in infrastructure influences our rolling strategic plan for the next three years.

- The number of CSM majors has increased by 44% from 1,123 majors in AY 2011/12 to 1,616 majors in AY 2013/14 (see Figure 1, p. 9).
- The number of students served in labs has increased 25% from 3,262 students in AY 2011/12 to 4,087 students in AY 2013/14 (see Table 3, p. 10).

Growing pains in CSM have creating pressing needs that require the University’s immediate attention:

1) Laboratory budgets should scale with student laboratory enrollment to ensure quality instruction and safety.

a. Laboratory budgets have declined from $429K in AY 2011/12 to $411K in AY 2013/14 (see Table 2, p. 10) while laboratory enrollments have increased by 25% over the same period (see Table 3, p. 10). As a result, instructional funding per laboratory student has fallen dramatically (see Figure 2, p. 11). For a college of our current size, the annual laboratory budget, in the absence of planned obsolescence or acquisition of essential instrumentation, should be ~$650K.

b. Equipment critical to instruction, much of which is now outdated, unreliable, unserviceable, obsolete, or damaged requires an immediate investment of $300K to replace and modernize (see Table 4, p. 11).

c. Anticipated replacement of existing equipment in the next few years will require a funding of $183K in the next few years ($483K – $300K = $183K, see Table 4, p. 11).

d. Beyond addressing the replacement of equipment in 1b and 1c above, the projected cost of equipment needed over the next three years to accommodate additional growth of students and contemporary curricula is $395K.
(2) Additional tenure-track faculty are needed to respond to recent and anticipated growth.
   a. Enrollment growth has overtaken hiring. With enrollment growth and concomitant growth in majors, additional tenure track faculty are needed to sustain high quality instructional programs, provide necessary advising and support undergraduate research. The current ratio of instructional tenure track faculty to majors in CSM is ~40:1. In Computer Science and Biological Sciences, this ratio is greater than 60:1. Degree programs with such a high ratio typically declare impaction. This ratio should be ~30:1 to avoid laboratory safety concerns and/or program impaction.
   b. By our campus’ 25th Anniversary in AY 2015/16, CSM has set a goal of having 60 tenure track faculty, called the “25/60 Initiative”. Based on anticipated growth in majors, this will lower the ratio in (a) to ~35:1.
   c. By our campus’ 30th Anniversary in AY 2020/21, CSM has set a goal of having 90 tenure track faculty, called the “30/90 Initiative”. To be successful, our 30/90 hiring initiative will require additional office and lab space for CSM.

(3) Additional administrative and technical support staff are needed to support faculty and students in our high quality programs. expand instructional lab capacity and ensure safety, and coordinate support for departments.
   a. Instructional Support Technicians (ISTs) in CSM work at maximum capacity. The number of students served in laboratories has increased 25% from 3,262 students in AY 2-011/12 to 4,087 students in AY 2013/14 (see Table 3, p. 10). The ratio of students served per IST averages ~300:1. 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 (see Table 5, p. 12). This will barely maintain the 300:1 ratio. This should be closer to 100:1.
   b. Additional Instructional Support Assistants (ISAs) and Academic Support Coordinators (ASCs) are needed to accommodate growth in CSM programs. One ASC currently supports two departments (Computer Science and Physics) that will continue to see significant growth. Two ASCs serve large departments (Biological Sciences and Mathematics). The ASC in Biological Sciences also serves the Program in Biotechnology, which will see substantial growth and has plans to split into its own Department by AY 2016/17.
   c. Instructional laboratories in some disciplines operate at full capacity from 9am to 6pm. Students in laboratories use, for example, chemicals, power tools, lasers, radioactive sources and/or ionizing radiation in the course of their training. Instructional laboratories can be used in the evenings. However, safety regulations dictate that technical support staff be available, offering of evening laboratory sections will require hiring additional instructional support technicians.

(4) Space for CSM faculty and students has become a critical issue.
   a. Our infrastructure is at or near capacity, particularly with regard to aging equipment and inadequate laboratory space. Using our square footage planning assumption, which derives from professional guidelines, CSM needs an absolute minimum of 18,000 square feet of research laboratory space to support 60 tenure track faculty and undergraduate research. According to current campus data, the total of “research” and “research support” space in Science Halls 1 and 2 is 11,000 square feet.
   b. The College is engaged in reorganization of space and relocation of the Department of Mathematics. Mathematics will relocate to the 5th and 6th floors of Craven Hall as other units move out to occupy new spaces in the University Student Union. The Department of Chemistry and Biochemistry will establish its department office in Science Hall 2 in a portion of space vacated by Mathematics. Remaining offices vacated by Mathematics will be assigned to new faculty hires with laboratory space in Science Hall 2. Funding will be required to create additional laboratory space from space in Science Hall 2 vacated by Mathematics in order to accommodate new tenure-track faculty hires over the next two AYs.
c. Instructional laboratories in some disciplines operate at full capacity from 9am to 6pm. *Provided that technical support staff are available, instructional laboratories can be utilized in the evenings.*

d. The strategic activities in (4b) above will provide additional space in the short term to accommodate faculty according to the 25/60 hiring initiative, *after which CSM will have no additional space to accommodate research active faculty.* Lack of essential research and instructional space will limit our ability to recruit and retain new tenure-track faculty hires and support enrollment growth. The College is exploring options to acquire building space off campus, and we are moving forward with discussions to develop plans for Science Hall 3. *New building space will be needed.*

e. Although the strategic activities in (4b) and (4c) above will accommodate anticipated enrollment growth in the short term, *CSM will run out of instructional laboratory space.* The College is exploring options to acquire building space off campus, and we are moving forward with discussions to develop plans for Science Hall 3. *New building space will be needed to accommodate laboratory instruction.*

**SWOT Analysis**

**Strengths:** The College of Science and Mathematics faculty are a talent pool that offers breadth and depth of expertise despite our relatively small number. We provide a diverse range of research focus for our undergraduates and master’s students and depth of expertise in support of our innovative laboratory intensive curriculum. Our programs continue to increase levels of external funding. CSM faculty currently receive 43% of the total external funding on campus, despite that they constitute 20% of the total faculty at CSUSM. CSM is on target and will actually surpass its goal of $5M external funding by its fifth anniversary as a college. Many faculty publish regularly and frequently, often with students as co-authors. CSM faculty and staff have been quite resourceful in serving an exceptionally large number of undergraduate students in both our service and major courses despite our lean numbers.

**Weaknesses:** We are no longer able to meet enrollment demands in the absence of faculty and staff hiring. Our infrastructure is at or near capacity, particularly with regard to aging equipment and inadequate laboratory space. Beyond safety concerns, these issues are impacting our ability to fulfill our mission to provide exceptional educational experiences for our students and support excellence in research and creative activities.

**Opportunities:** The College of Science and Mathematics at California State University San Marcos is a resource for innovation and workforce development in the region, serving North San Diego County, South Orange County, and Southwest Riverside County. New faculty hires this year and over the next three years will afford opportunities to distribute course loads, enable teaching of upper division courses for majors, and provide meaningful research experiences for our undergraduates and master’s students. Additional staff hires will optimize potential for our faculty and students. Increased budget allocations and proportionate budget allocations, particularly for laboratory instruction, will help to enhance CSM programs.

**Threats:** Continuous and rapid growth in undergraduate enrollments without concomitant budget increases to hire faculty and administrative and technical support staff threaten our ability to meet student needs and to deliver quality programs in STEM. Disproportionate budget allocations and limited laboratory space for CSM faculty and students create safety concerns and undermine faculty potential for scholarship, external funding, and curricular innovation.

**Mission Statement**

THE COLLEGE OF SCIENCE AND MATHEMATICS WILL: Build and sustain a supportive and inspiring undergraduate and Master’s level educational environment where excellent instruction, interdisciplinary

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Prepared by: Katherine A. Kantardjieff  
Date: 01/17/14
and collaborative research, innovation, and creative endeavors provide students with the foundational knowledge and skills needed to meet technological challenges in a rapidly evolving world.

**Vision**

*Imiloa* is a Hawaiian word that means “exploration driven by a sense of wonder and imagination”. Here in the College of Science and Mathematics, our work is driven by our commitment to exploration, educational excellence, equity, and the pursuit of knowledge in STEM. Our CSM faculty, staff, and students are at the forefront of meeting technological challenges in a rapidly evolving world. Every day, research and instruction meet practical application in laboratories, centers, and classrooms, as well as within local schools, where we help to make science and mathematics accessible to all students. As we begin our third year, we remain committed to boldly go, building and sustaining a supportive and inspirational educational environment, with passion and the spirit of *imiloa*.

**Core Values**

1. **Supportive Campus Environment**
   a. We strive to create a positive environment where people work together to contribute to the success of the College.
   b. We foster a collegial environment, based on openness and ethical behavior, which supports freedom to innovate and explore new ideas.
   c. We support our students in all that we do. We strive to facilitate meaningful student-faculty interaction and to provide effective mentoring and academic advisement.

2. **Commitment to Excellence**
   a. We are committed to positive change and constant improvement of our programs.
   b. We are committed to the professional success of our students as critical thinkers, problem-solvers, and effective communicators.
   c. We are committed to recruiting and retaining a diverse faculty, staff, and student body.

3. **Enriching Educational Experiences**
   a. We provide innovative and contemporary curricula, quality instruction, and a challenging environment with high standards.
   b. Our foundational instruction, based on active and collaborative learning, focuses on the tools and practical experiences required for solving contemporary issues in science and technology.
   c. We strive to build and increase enthusiasm and appreciation for science and mathematics, and cultivate life-long learning.

4. **Excellence in Research and Creative Activities**
   a. We strive to provide the best possible environment for excellence in undergraduate and graduate level research.
   b. We encourage, expect and support excellence in research and creative activities.
   c. We expect research and creative activities to meaningfully involve students.
   d. We encourage collaboration and interdisciplinary activities within the campus community and with the larger scholarly community.

5. **Professional Development**
   a. We pledge to seek and provide opportunities, leadership, and support for current faculty and future faculty to help them grow as educators, scholars, and professionals, and to promote excellence, quality, and competence in both teaching and scholarship.
   b. We pledge to uphold general standards and criteria by which we honestly and fairly evaluate our peers.
6. **Community Outreach and Public Engagement**
   
a. We pledge to work cooperatively with educational institutions, industry and other regional organizations to promote public education.

b. We will offer relevant and evolving programs to adequately address regional and statewide needs of the community and the workforce, while also fostering a global perspective.
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 AY 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 our 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. Develop non-state funding sources.
      vi. 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) CSM Planning Assumptions
   a. Projected growth in the number of CSM majors according to Figure 1, p. 9.
   b. A 1:30 ratio of tenure track faculty to majors
      i. 25/60 initiative: By our campus’ 25th Anniversary, CSM will have 60 tenure track faculty.
      ii. 30/90 initiative: By our campus’ 30th Anniversary, CSM will have 90 tenure track faculty.
   c. Adequate funding for laboratory and technical equipment
   d. 1:2 ratio of administrative and support staff to tenure track faculty; current ratio is ~1:3.5.
   e. A 1:100 ratio of ISTs to students served; current ratio is ~1:300.
   f. A minimum ratio of 300 sq ft allocated to tenure track faculty in experimental science.
   g. 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. Each of these strategic priorities has subcategories that are addressed within the CSM rolling plan. Our overarching strategic priorities are:
      i. Build and sustain a supportive and inspirational undergraduate and Master’s level educational environment.
         i. Recruit and retain diverse faculty and staff (25/60 and 30/90 hiring initiatives) to keep up with enrollment growth and student demand (graduation initiative)
         ii. Obtain budget allocations sufficient to meet enrollment demands and costs associated with a quality STEM education
         iii. Secure teaching assistantships to support graduate students and exceptional undergraduates
      ii. Optimize potential of faculty, staff and students
         i. Hire adequate numbers of administrative and technical support staff

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ii. Provide sufficient space in support of instruction, faculty scholarship, undergraduate and graduate research
iii. Build reserves to provide competitive start-up funds to new faculty
iv. Increase externally funded grants, with the ongoing goal, dependent on hiring new faculty, of increasing our external support by 15% each year for the next 5 years. Align philanthropic fundraising priorities with our strategic plan, and actively engage CSM faculty in the development process.
v. Provide professional development/support to faculty and staff for training, travel, and grant writing and post-award support
vi. Promote and sustain safety in all that we do

iii. **Provide enriching educational experiences**
   i. Revise, reform, innovate and assess programs and curriculum
   ii. Maintain a challenging academic environment with high standards
   iii. Create and sustain an environment where research and instruction meet practical application in laboratories, centers and classrooms
   iv. Foster international collaboration with faculty. Encourage students to study abroad, and teach international students at CSUSM.

iv. **Stimulate the technical and economic development of our region**
   i. Meet workforce and community needs to stimulate individual prosperity and economic vitality
   ii. Develop responsive, cutting-edge programs and certificates
   iii. Align/realign programs
   iv. Collaborate with community partners
   v. Track and assess academic and employer validated programmatic outcomes

Guided by these strategic priorities as we move forward, CSM positions itself to be a resource for innovation and workforce development in the region, enriching the intellectual and economic life of our region and state as we grow and mature in the coming decade.

3) **Supporting Data for CSM Planning Assumptions**

**Figure 1, p. 9** represents the growth of CSM majors by discipline from AY 2008/09 to AY 2013/14, and projections based on curve fitting for AY 2014/15 to AY 2017/18.

**Planning Assumption 2.a. (projected growth in majors).** Figure 1, p. 9 shows the projected growth in numbers of majors for the foreseeable future for AYs 2014/15 through 2017/18 based on curve fitting from data for AYs 2008/09 through 2013/14. From CSM’s inaugural academic year AY 2011/12 to the present AY 2013/14, the number of majors in CSM has grown 44% from 1,123 to 1,616 majors. The significant growth requires additional tenure-track faculty who will provide instruction and supervise undergraduate and master’s level research, as well as administrative and instructional support staff. Our strategic plan is based on the assumption that the number of CSM majors will follow current trends.

**Planning Assumption 2.a. (hiring CSM tenure-track faculty).** Table 1, p. 9 shows the hiring matrix for CSM tenure-track faculty for the next five years according to the 25/60 and 30/90 hiring initiatives for the College to accommodate the growth of CSM majors. The 25/60 initiative falls within the timeline of the current rolling strategic plan.
Details about each proposed hire in the matrix are presented in the individual department-level strategic plans. The CSM hiring matrix has been vetted by the College Governance and Planning Committee. With the current number of tenure-track faculty (46.5) and the planned new tenure-track hires (14) by the end of AY 2015/16, then we will have reached 60 tenure-track faculty in the 25th Anniversary of CSUSM.

FIGURE 1. The number of CSM majors is projected to grow significantly.

Source of 2008-2013 data: RaDAR Student Profile query

The hiring of additional CSM faculty will (1) empower CSM to meet recent and anticipated enrollment growth, (2) provide students commensurate opportunities for undergraduate research, (3) complement the expertise of existing faculty to meet workforce needs and offer contemporary programs, and (4) enable CSM to sustain our laboratory intensive curriculum and challenging academic environment with high standards.

TABLE 1. CSM Tenure Track Hiring Matrix following the “25/60 Initiative” by department and year. (Search years are shown at the left; estimated start-up funds needed are shown in parentheses with the total across any row shown at the right)

<table>
<thead>
<tr>
<th></th>
<th>Biological Sciences</th>
<th>Chemistry &amp; Biochemistry</th>
<th>Computer Science</th>
<th>Mathematics</th>
<th>Physics</th>
<th>Start-up Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>Physiology ($80K)</td>
<td>Embedded Systems/Networks ($10K)</td>
<td>Embedded Systems/Networks ($10K)</td>
<td>Electronics/Instrumentation ($70K)</td>
<td>$330K</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Systems Biology ($80K)</td>
<td>Software Engineering ($10K)</td>
<td>Embedded Systems/Networks ($10K)</td>
<td>Electronics/Instrumentation ($70K)</td>
<td>$330K</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Evolutionary Biology ($80K)</td>
<td></td>
<td>Embedded Systems/Networks ($10K)</td>
<td>Electronics/Instrumentation ($70K)</td>
<td>$330K</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Molecular &amp; Cellular Biology ($90K)</td>
<td></td>
<td>Embedded Systems/Networks ($10K)</td>
<td>Electronics/Instrumentation ($70K)</td>
<td>$330K</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physiology</td>
<td>Environmental Analytical ($80K)</td>
<td>Embedded Systems/Networks ($10K)</td>
<td>Electronics/Instrumentation ($70K)</td>
<td>$330K</td>
<td></td>
</tr>
</tbody>
</table>

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Planning Assumption 2.c. (adequate funding for lab equipment). Table 2, p. 10 shows the history of budget allocations. Department laboratory budget requests have been consistently underfunded. Laboratory funds are used to purchase instructional laboratory supplies and laboratory equipment. Table 2, p. 10 shows that laboratory budgets have declined in the last three years from AY 2011/12 to AY 2013/14 and is currently underfunded based on requests. Table 3, p. 10 shows the number of students served in instructional laboratories by AY. The number of students served has grown 25% in 3 years, from 3,262 students in AY 2011/12 to 4,087 students in AY 2013/14.

TABLE 2. History of laboratory budget allocations

<table>
<thead>
<tr>
<th>AY</th>
<th>BIOL</th>
<th>CHEM</th>
<th>CS</th>
<th>MATH</th>
<th>PHYS</th>
<th>Total Allocated</th>
<th>Percentage of request funded</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/07</td>
<td>$139,992</td>
<td>$69,258</td>
<td>$13,850</td>
<td>$9,896</td>
<td>$18,736</td>
<td>$251,732</td>
<td>62%</td>
</tr>
<tr>
<td>07/08</td>
<td>$197,278</td>
<td>$101,886</td>
<td>$28,797</td>
<td>$11,008</td>
<td>$37,338</td>
<td>$376,308</td>
<td>69%</td>
</tr>
<tr>
<td>08/09*</td>
<td>$119,049</td>
<td>$56,059</td>
<td>$14,388</td>
<td>$4,045</td>
<td>$17,095</td>
<td>$210,636</td>
<td>47%</td>
</tr>
<tr>
<td>09/10</td>
<td>$172,596</td>
<td>$144,377</td>
<td>$13,703</td>
<td>$5,049</td>
<td>$47,628</td>
<td>$383,353</td>
<td>84%</td>
</tr>
<tr>
<td>10/11</td>
<td>$179,210</td>
<td>$153,055</td>
<td>$22,006</td>
<td>$4,827</td>
<td>$43,032</td>
<td>$402,130</td>
<td>89%</td>
</tr>
<tr>
<td>11/12</td>
<td>$208,832</td>
<td>$151,998</td>
<td>$12,030</td>
<td>$4,827</td>
<td>$51,507</td>
<td>$429,130</td>
<td>93%</td>
</tr>
<tr>
<td>12/13</td>
<td>$182,509</td>
<td>$104,162</td>
<td>$7,472</td>
<td>$3,500</td>
<td>$28,261</td>
<td>$325,904</td>
<td>59%</td>
</tr>
<tr>
<td>13/14</td>
<td>$225,598</td>
<td>$139,162</td>
<td>$7,473</td>
<td>$3,500</td>
<td>$35,455</td>
<td>$411,188</td>
<td>57%</td>
</tr>
</tbody>
</table>

* No lottery funds available

TABLE 3. Dramatic growth in the number of students served in laboratory courses.

<table>
<thead>
<tr>
<th>AY SUM</th>
<th>09/10</th>
<th>10/11</th>
<th>11/12</th>
<th>12/13</th>
<th>13/14</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>1242</td>
<td>1454</td>
<td>1588</td>
<td>1883</td>
<td>2067</td>
</tr>
<tr>
<td>CHEM</td>
<td>588</td>
<td>718</td>
<td>760</td>
<td>823</td>
<td>857</td>
</tr>
<tr>
<td>PHYS</td>
<td>624</td>
<td>776</td>
<td>914</td>
<td>960</td>
<td>1163</td>
</tr>
<tr>
<td>Total</td>
<td>2454</td>
<td>2948</td>
<td>3262</td>
<td>3666</td>
<td>4087</td>
</tr>
</tbody>
</table>

Figure 2 provides another perspective on this issue: laboratory budget allocated per student enrolled in laboratory courses. The funding per laboratory student has dropped steadily over last 5 years, because while the laboratory budget has declined, enrollment in laboratory courses has increased.

Table 4, p. 11 summarizes the age of significant equipment in CSM and their anticipated replacement dates. The columns ASAP and AY 14/15 in the table indicate that an immediate
An investment of $315K ($300,400 + $15,000 ~ $315K) is needed to modernize and replace critical equipment considered unreliable or unserviceable due to age (vendors typically refuse to maintain equipment when they become too outdated).

With the accompanying growth in majors, this disproportionate funding has prevented repair, replacement and upgrade of instructional laboratory equipment, much of which is now outdated, obsolete, or damaged. Although we have subsisted with inadequate funding, the situation has reached a critical point. CSM faculty have remarked that we reached the point of “eating our seed corn” and “operating laboratories with string and tape.”

Figure 2. Decline in average laboratory budget per laboratory student since AY 2009-2010.

![Average lab budget per lab student](image)

TABLE 4: Inadequate funding has precluded the acquisition of critical equipment to replace unreliable or unserviceable equipment valued at $300K.

<table>
<thead>
<tr>
<th>Age of Equipment (years)</th>
<th>ASAP</th>
<th>AY 14/15</th>
<th>AY 15/16</th>
<th>AY 16/17</th>
<th>AY 17/18</th>
<th>AY 18/19</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-2.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$10,000</td>
</tr>
<tr>
<td>2.5-5</td>
<td>$4,200</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$10,200</td>
</tr>
<tr>
<td>5-7.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>7.5-10</td>
<td>$29,500</td>
<td>$4,760</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$34,260</td>
</tr>
<tr>
<td>10-12.5</td>
<td>$135,740</td>
<td>$4,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$194,740</td>
</tr>
<tr>
<td>12.5-15</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>15-17.5</td>
<td>$11,000</td>
<td>$11,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$44,000</td>
</tr>
<tr>
<td>17.5-20</td>
<td>$120,000</td>
<td>$47,000</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$190,000</td>
</tr>
</tbody>
</table>
Some of the equipment reflected in Table 4 includes: centrifuges to spin samples and separate cells or chemicals for analysis; optical scopes to observe dissected specimens; shaking water bath to grow cell cultures; microscopes to observe specimen slides; infrared spectrometer for instruction and experiments; Vernier sensors for motion, force, pressure, and sound; Linux computers to train students in use of the Linux operating system; servers for computer science; and function generators for electronics and circuits experiments.

In addition to $315K worth of equipment that needs immediate purchase in AY 14/15, Table 4 shows that strategic planning must anticipate an investment of an additional $68,760 ($62,760 + $6,000 = $68,760) in anticipation of replacement of other existing equipment during the last two years of the rolling plan.

Table 4 does not take into account additional equipment needed to accommodate the growth in majors, a 5% FTES growth in CSUSM FTES, and a dynamic curriculum. The projected cost of new (not replacement) equipment needed over the next 3 years to accommodate anticipated growth of students and maintaining contemporary curricula is $395K.

Some of this equipment includes: liquid measurement pipettes used for training students in basic lab techniques of sample delivery; gel electrophoresis boxes and power supplies for running DNA sample analyses; general purpose spectrometer used for sample analysis to operate multiple labs in the same day; tablets to teach mobile computing; wind/fluid tunnel for demonstrations involving fluid dynamics; solar telescope to allow for demonstrations and experiments on solar phenomenon; and optics equipment for student research and classroom optics demonstrations.

Planning assumption 2.d. (improved administrative and support staff to tenure track faculty). The staff/faculty ratio planning assumption of 1 staff per 2 tenure-track faculty is derived from several sources. At adequately staffed and productive institutions, this ratio varies between 0.5 and 1.0 (faculty/staff ratio between 2.0 and 1.0). The optimized ratios that constitute our planning assumptions are based on best practices for similar programs at comparable institutions and published professional guidelines. The current state of affairs in CSM is consistent with inadequate numbers of laboratory support staff, two departments (Physics and Computer Science) sharing one administrative support coordinator, and one ASC serving both a large department and a robust emerging program (Biological Sciences and Biotechnology). CSM faculty feel overworked because they are indeed overworked, having to deal with administrative and support functions rather than being able to focus on their true work, instruction and scholarship. Table 5 shows the hiring matrix for instructional support staff as well as administrative support staff.

We have 4 administrative support staff across 5 departments and 3 dean’s office staff who support faculty, staff and students in the college. We currently have 6 Instructional Support Technicians (ISTs) who support laboratories and instruments at the department level, plus three specialized ISTs, (animal care, electronics, and the Center for Molecular Structure), one of whom is not paid with general funds (CMolS). These administrative and technical support staff are the backbone of our laboratory-intensive curriculum. In addition to actually setting up and tearing down labs (often repeatedly throughout the day, as different classes cycle through a lab classroom), ISTs order supplies, prepare reagents, provide instrument support, maintain fly stocks, oversee student assistants, and perform a wide variety of other essential tasks.

The current ratio of students served in laboratory instruction to IST is ~300:1. Our planning assumptions set a target of lowering this ratio to a more manageable (and safe) ratio of 100:1. This also assumes that we will hire at least 2 student assistants per IST.
With these additional support personnel, our number of support personnel (administrative and technical) increase from 10 (including the specialists) to 22. Technical support staff increase in number to 19, administrative to 10. With the predicted growth in majors (and thus students served) we are essentially maintaining an approximate 300:1 ratio of students to IST, and not really lowering it. Further improvement is achieved if we include 2 student assistants per IST in this support as noted above. Additional support staff hires will change the faculty/staff ratio from 3.5 to 2.0. This will relieve stress, and both faculty and staff will not feel spread quite so thin.

Table 5. Staff Hiring Matrix (Instructional and Administrative Support Staff)

<table>
<thead>
<tr>
<th></th>
<th>Dean's Office</th>
<th>Biological Sciences</th>
<th>Chemistry &amp; Biochemistry</th>
<th>Computer Science</th>
<th>Mathematics</th>
<th>Physics</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>ASC (1.0)</td>
<td>IST (2.0)</td>
<td>ASC (1.0)</td>
<td>IST (1.0)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2015/16</td>
<td>IST (2.0)</td>
<td>ASA (0.5)</td>
<td>IST (1.0)</td>
<td>ASA (0.5)</td>
<td>IST (1.0)</td>
<td></td>
</tr>
<tr>
<td>2016/17</td>
<td>IST (1.0)</td>
<td>IST (1.0)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Programmatic Goals by Fiscal Year

1) FY 2014/15
   a. **Build and retain diverse faculty and staff to keep up with enrollment growth and student demand.**
      i. Based on our planning assumptions, CSM has embraced two hiring initiatives, 25/60 and 30/90. Hiring priorities for AY 2014/15 by CSM department are outlined in Table 1, p. 9.
      b) Departments will complete department-level RTP guidelines for implementation in AY 2015.
   ii. **Obtain budget allocations sufficient to meet enrollment demands and costs associated with a quality STEM education.**
      a) Infrastructural costs associated with replacement of outdated, obsolete and broken equipment are outlined in Table 4, p. 11. Infrastructural costs for AY 2014/15 total approximately **$315K** ($300,440 + $15,000). Some of the aged equipment needing replacement include: refrigerated, high-speed centrifuge (age: 20 years) to spin samples to separate cells or chemicals for further analysis; anatomical models for anatomy courses (age: 7 years) for teaching anatomy and physiology to students in the health sciences; various Vernier sensors (motion, force, pressure, sound, etc. age: 10 years) to record data for a wide variety of labs, as well as for demonstrations and student research; oscilloscopes (age: 10 years) for electronics and circuitry experiments; temperature controlled shaking incubators (age: 19 years) for growing cultures; and upright -80 freezer (age: 15 years) to keep supplies and specimens frozen at -80 degrees.
      b) **Table 2, p. 10** summarizes past laboratory budgets. Laboratory funds are used to purchase new instructional laboratory supplies and new laboratory equipment. The lab underfunded budget has made it difficult for the disciplines to acquire updated and additional equipment for the growing student population. The laboratory budget allocation to meet anticipated enrollment demands in AY 2014/15 should be in the range **$670K to $888K** (the lower bound is based on the average cost per lab student of $156 at the 2009/10 funding levels and the anticipated 4300 laboratory students for AY 2014/15; the upper bound is based on the average cost per lab student of $207 from the most recent Delaware Report on average cost for student for laboratory instruction and the anticipated 4300 laboratory students for AY 2014/15).
c) Acquisition and planned obsolescence of computing resources, including Linux computers, mobile devices such as iPads and Android tablets, and software supporting instruction, should be added to the laboratory budget allocation to service Computer Science. The estimated annual cost is $16K.

d) An additional $120K of equipment is needed to accommodate the growth in majors, a 5% FTES growth in CSUSM FTES, and a dynamic curriculum in AY 2014/15. Some of the equipment includes: analytical balances used for weighing scientific samples to operate multiple labs in a single day; pH meters for measuring the pH of various samples to operate multiple labs in a single day; general purpose spectrometers for sample analysis to operate multiple labs in a single day; liquid measurement Pipetmen for training students in basic lab techniques of sample delivery to operate multiple labs in a single day.

iii. Secure teaching assistantships to support graduate students and exceptional undergraduates. CSM faculty will continue to submit training grants and seek industrial support for student research. We will also make strategic use of students in instructional laboratories and activity-type courses. We expect this to be supported by instructional budget allocation and salary savings that remain with the college to be used strategically. For AY 2014/15 the budget allocation request for this support is $30K.

b. Optimize potential of faculty, staff and students

i. Hire adequate numbers of administrative and technical support staff.
   a) CSM has embraced a hiring plan for 2014/15, which calls for hiring 3 ISTs and 1 ASC, as outlined in Table 5, p. 12. Hiring additional technical and administrative support staff will relieve overworked faculty and staff, guarantee safe instructional laboratories for students, and ensure safe working environments for ISTs.
   b) In the CSM Dean’s office, there is a bare minimum of staff. The Assistant to the Dean and the SSP are stretched to cover their own work, as well provide support to college-wide tasks. CSM will request an additional ASC position for the Dean’s office.

ii. Provide sufficient space in support of instruction, faculty scholarship, undergraduate and graduate research.
   a) Assuming relocation of the Department of Mathematics to Craven Hall is complete, CSM departments will assess space needs for research and instruction. We will begin developing plans for assignment of office space and renovation of ~ 2400 square feet on the 3rd floor of Science Hall 2. This last area has the capacity to support up to 8 tenure track faculty experimentalists using our planning assumption of guaranteeing a minimum of 300 square feet per faculty.
   b) The Department of Physics will reorganize existing laboratory space, creating additional capacity for electronics courses to accommodate enrollment growth and further anticipated demand with Minor in Electronics.
   c) An additional 1000 square feet of instructional laboratory space will be sought, which will allow the Department of Physics to meet anticipated enrollment growth in the major.
   d) The Department of Computer Science and Information Systems will explore options (and funding) for establishing a dedicated semi-open computer laboratory (capacity 40), which will enable students to collaborate on projects and engage in projects relevant to cybersecurity, such as malware.

iii. Build reserves to provide competitive start-up funds to new faculty.
   a) CSM will strategically utilize Indirect Cost Return, Extended Learning Revenue cost-sharing, and proposed additional funding for new hires from Academic Affairs ($20-
30K per hire) to build and sustain these reserves. To cover costs, start-up commitments will be disbursed over a three year period. In our calculations, we assume that i) CSM will not be responsible for covering any disallowances; and ii) CSM will retain a significant portion of its EL cost-share as discretionary.

b) Competitive start-ups for AY 2014/15 will be $70-80K for experimentalists and $10K for a computer scientist.

c) The average return on initial start-up investment for established faculty (grant revenue and IDC return) in CSM is currently about 2:1.

iv. Increase externally funded grants, with the ongoing goal, dependent on hiring new faculty, of increasing our external support by at least 15% each year for the next 5 years (we have achieved closer to 20% each of the last 3 years). Align philanthropic fundraising priorities with our strategic plan, and actively engage CSM faculty in the development process.

   a) We project that our total grant revenue and Indirect Cost Return for 2014/15 (based on 2013/14 grant revenues) will be $3.8M and $110K respectively.

v. Provide professional development/support to faculty and staff for training, travel, and grant writing and post-award support.

   a) CSM will continue to allocate a portion of its budget to professional development and explore with the governance and planning committee implementation of a process for offering opportunities for additional funding.

   b) CSM will continue to explore establishing part-time post-award support through the dean’s office.

vi. Promote and sustain safety in all that we do.

   a) CSM has established excellent working relations with RMS on campus, and we engage in numerous collaborative activities throughout the year. We will continue this fruitful collaboration in AY 2014/15 with training programs, superSTEM Saturday, and eWaste events just to name a few examples.

   b) Hiring of additional technical support staff will guarantee laboratory safety when sections run outside normal hours of 9a – 5p.

   c) Hiring of additional technical support staff will ensure the safety of these staff, who would otherwise be exposed to chemicals for extended periods of time.

C. Provide enriching educational experiences

   i. Revise, reform, innovate and assess programs and curriculum.

      a) The Department of Biological Sciences will begin discussions on declaring impaction, given the high ratio of majors to faculty (>60:1).

      b) The Department of Biological Sciences will develop program assessment tools and strategies. This follows the outcome of program review in 2011/12, from which the Department identified tangible and assessable PSLOs to review annually.

      c) The Department of Chemistry and Biochemistry will complete the second year of its program review.

      d) The Department of Chemistry and Biochemistry will submit a proposal to establish a Master of Science in Chemistry, which will allow the participation of the entire faculty in development and delivery of the program and expand the elective offerings of the Department.

      e) The Department of Chemistry and Biochemistry will assess 2 SLOs for each of its two undergraduate programs.
f) The Department of Chemistry and Biochemistry will assess the Chemistry and Biochemistry Learning Community launched in 2013/14.
g) The Department of Chemistry and Biochemistry will expand its online course offerings, focusing first on CHEM 101 for the Pre-Health Certificate program discussed in section B.1.d.
h) The Department of Computer Science and Information Systems will work with CoBA to develop 2 minors that provide a skilled workforce in high-demand areas: business analysis and project management; risk assessment and compliance.
i) The Department of Computer Science and Information Systems will continue to revise and update its graduate program to meet workforce demands.
j) The Department of Mathematics will review its Masters degree program.
k) The Department of Mathematics will review its Single Subject Matter Preparation program (SSMP) in Mathematics to ensure that courses meet current standards set forth by the California Commission on Teacher Credentialing.
l) The Department of Mathematics will review courses for Liberal Studies majors.
m) The Department of Mathematics will monitor and assess the effectiveness of Math 200 Statistics for Nursing Majors in meeting program needs.
n) The Department of Mathematics will analyze DFW rates in service course Math 115 College Algebra with particular attention given to modes of delivery.
o) The Department of Physics will determine the feasibility of offering a Master of Science in Applied Physics.
p) The Department of Physics will work with the Department of Computer Science and Information Systems to develop a Minor in Electronics. Offering this minor is contingent upon successfully hiring faculty in electronics (currently a significant gap in the Department’s expertise).

ii. Maintain a challenging academic environment with high standards
a) The Department of Chemistry and Biochemistry will review its laboratory curricula for technique/skills coverage in various majors’ courses based on SLO assessment.
b) The Department of Biological Sciences will begin preparations to separate the Biotechnology degree program from the Department of Biological Sciences.
c) The Department of Mathematics will seek support (released time) for the Developmental Math Coordinator. The oversight of remedial courses has become difficult with significant growth in enrollment. Courses taught by graduate students need oversight and coordination for our remedial math programs to remain effective.
d) The Department of Mathematics will develop a placement mechanism for science majors.

iii. Create and sustain an environment where research and instruction meet practical application in laboratories, centers and classrooms.
a) The Department of Chemistry and Biochemistry will develop a Co-Op program, contacting industry partners for a pilot study of this type of internship program.

iv. Foster international collaboration with faculty. Encourage students to study abroad, and teach international students at CSUSM.

Stimulate the technical and economic development of our region.

i. Meet workforce and community needs to stimulate individual prosperity and economic vitality.

ii. Develop responsive, cutting-edge programs and certificates.
a) CSM departments, led by Chemistry/Biochemistry and Biological Sciences, will launch a Pre-Health Professions Certificate Program, offered through the College of Extended Learning. This professional program addresses health care workforce needs by preparing non-STEM post-baccalaureates to successfully apply to health professional schools. Revenue generated will support full-time pre-health professional advising for CSUSM students.

b) CSM and CoBA departments (CSIS and MATH, and MIS respectively) will develop curriculum to support a recently submitted A-form to establish a Professional Science Masters in Cybersecurity. This PSM, the first in the nation when launched, meets a growing and evolving demand in this area, and will contribute to establishing San Diego as a center of excellence in cybersecurity. This program, which is being developed with the support and collaboration of community partners ViaSat and Trusteer, will fund a tenure track faculty line in CSIS.

c) The Department of Physics will explore the feasibility of offering a certificate program in photonics, for example laser electro-optics technology, through Extended Learning. Interest in developing such a program has been stimulated by Melles Griot, a major optics manufacturer just a few miles from campus.

iii. Align/realign programs.

iv. Collaborate with community partners.

a) CSM and The Classical Academies will again collaborate to host superSTEM Saturday in 2015. This event, which is the north County kick-off for the San Diego Festival of Science and Engineering receives community support from ViaSat, Northrop Grumman and Genentech.

v. Track and assess academic and employer validated programmatic outcomes.

2) FY 2015/16

a. Build and sustain a supportive and inspirational undergraduate and Master's level educational environment

i. Recruit and retain diverse faculty and staff to keep up with enrollment growth and student demand.

a) Based on our planning assumptions, CSM has embraced two hiring initiatives, 25/60 and 30/90. Hiring priorities for AY 2015/16 by CSM department are outlined in Table 1, p. 9.

b) Departments will implement department-level RTP guidelines.

ii. Obtain budget allocations sufficient to meet enrollment demands and costs associated with a quality STEM education.

a) Infrastructural costs associated with replacement of outdated, obsolete and broken equipment are outlined in Table 4, p. 11. Infrastructural costs for AY 2015/16 total approximately $63K. Some of the aged equipment needing replacement include: L7-80 HFC Centrifuge, Ultra (age: 20 years) for spinning samples to separate cells or chemicals for further analysis; five scopes (age: 15 years) for observing dissected specimens in courses; compound microscope (age: 15 years) for observing slides at different magnifications in courses; and an infrared spectrometer (age: 8 years) for instruction and experiments for students to obtain real data.

b) Table 2, p. 10 summarizes past laboratory budgets. Laboratory funds are used to purchase new instructional laboratory supplies and new laboratory equipment. The lab underfunded budget has made it difficult for the disciplines to acquire updated and
additional equipment for the growing student population. The laboratory budget allocation to meet anticipated enrollment demands in AY 2015/16 should be in the range $702K to $931K (the lower bound is based on the average cost per lab student of $156 at the 2009/10 funding levels and the anticipated 4500 laboratory students for AY 2015/16; the upper bound is based on the average cost per lab student of $207 from the Delaware Report on average cost per student for lab instruction and the anticipated 4500 laboratory students for AY 2015/16).

c) Acquisition and planned obsolescence of computing resources, including Linux computers, mobile devices such as iPads and Android tablets, and software supporting instruction, should be added to the laboratory budget allocation to service Computer Science. The estimated annual cost is $12K.

d) An additional $130K of equipment is needed to accommodate the growth in majors, a 5% FTES growth in CSUSM FTES, and a dynamic curriculum in AY 2015/16. Some of the equipment includes: centrifuge, fluorometer, and French press for instruction and student research; Linux machines for CS courses; tablets to teach the mobile computing class and teach masters project; wind/fluid tunnel for demonstrations and experiments involving fluid dynamics; optics equipment for upper-division optics experiments and student research; equipment for a laser-induced florescent experiment for experiments in vibrational energy levels of diatomic molecules.

iii. Secure teaching assistantships to support graduate students and exceptional undergraduates. CSM faculty will continue to submit training grants and seek industrial support for student research. We will also make strategic use of students in instructional laboratories and activity-type courses. We expect this to be supported by instructional budget allocation and salary savings that remain with the college to be used strategically. For AY 2014/15 the budget allocation request for this support is $40K.

b. Optimize potential of faculty, staff and students

i. Hire adequate numbers of administrative and technical support staff.
   a) CSM has embraced a hiring plan for 2015/16, which calls for hiring 4 ISTs, 1 ASA and 1 ASC, as outlined in Table 5, p. 12. Hiring additional technical and administrative support staff will relieve overworked faculty and staff, guarantee safe instructional laboratories for students, and ensure safe working environments for ISTs.

ii. Provide sufficient space in support of instruction, faculty scholarship, undergraduate and graduate research.
   a) CSM will begin renovation of ~2400 square feet on the 3rd floor of Science Hall 2. This last area has the capacity to support up to 8 tenure track faculty experimentalists using our planning assumption of guaranteeing a minimum of 300 square feet per faculty. Funding for renovations will likely come from a combination of state and private revenues. Based on square footage costs for the recent physics laboratory renovations in Science Hall 2 ($375/sq. ft.) renovation of the 3rd floor is estimated to cost $900K.

   b) The Department of Computer Science and Information Systems will establish a dedicated semi-open computer laboratory (capacity 40), which will enable students to collaborate on projects and engage in projects relevant to cybersecurity, such as malware. Support could come from the newly launched PSM in Cybersecurity.

   iii. Build reserves to provide competitive start-up funds to new faculty.
a) CSM will strategically utilize Indirect Cost Return, Extended Learning Revenue cost-sharing, and proposed additional funding for new hires from Academic Affairs to build and sustain these reserves. To cover costs, start-up commitments will be disbursed over a three year period. In our calculations, we assume that i) CSM will not be responsible for covering any disallowances; and ii) CSM will retain a significant portion of its EL cost-share as discretionary.

b) Competitive start-ups for AY 2015/16 will be $80-90K for experimentalists and $10K for computer scientist and mathematician.

c) The average return on initial start-up investment for established faculty (grant revenue and IDC return) in CSM is approximately 2:1.

iv. Increase externally funded grants, with the ongoing goal, dependent on hiring new faculty, of increasing our external support by at least15% each year for the next 5 years (we have achieved closer to 20% each of the last 3 years). Align philanthropic fundraising priorities with our strategic plan, and actively engage CSM faculty in the development process.

a) We project that our total grant revenue and Indirect Cost Return for 2015/16 (based on 2014/15 grant revenues) will be $4.4M and $130K respectively.

v. Provide professional development/support to faculty and staff for training, travel, and grant writing and post-award support.

a) CSM will continue to allocate a portion of its budget to professional development and implement a process for offering opportunities for additional funding.

b) CSM will evaluate and consider expanding part-time post-award support through the dean’s office.

vi. Promote and sustain safety in all that we do.

a) CSM has established excellent working relations with RMS on campus, and we engage in numerous collaborative activities throughout the year. We will continue this fruitful collaboration in AY 2015/16 with training programs, superSTEM Saturday, and eWaste events just to name a few examples.

b) Hiring of additional technical support staff will guarantee laboratory safety when sections run outside normal hours of 9a – 5p.

c) Hiring of additional technical support staff will ensure the safety of these staff, who would otherwise be exposed to chemicals for extended periods of time.

c. Provide enriching educational experiences

iv. Revise, reform, innovate and assess programs and curriculum.

a) The Department of Biological Sciences will continue thoughtful discussions to declare impaction, given the high ratio of majors to faculty that will remain despite hiring, due to anticipated enrollment growth.

b) The Department of Biological Sciences will identify approaches to track Biological Sciences and Biotechnology graduates.

c) The Department of Biological Sciences will initiate the Quantitative and Computation (Q&C) Minor in Biological Sciences.

d) The Department of Chemistry and Biochemistry will implement findings from its program review.

e) The Department of Chemistry and Biochemistry will establish a Master of Science in Chemistry, which will allow the participation of the entire faculty in development and delivery of the program and expand the elective offerings of the Department.
f) The Department of Chemistry and Biochemistry will assess 2 SLOs for each of its two undergraduate programs.
g) The Department of Chemistry and Biochemistry will assess the Chemistry and Biochemistry Learning Community launched in 2013/14.
h) The Department of Chemistry and Biochemistry will expand its online course offerings, focusing first on CHEM 101 for the Pre-Health Certificate program discussed in section B.1.d.
i) The Department of Computer Science and Information Systems will work with CoBA to develop 2 minors that provide a skilled workforce in high-demand areas: business analysis and project management; risk assessment and compliance.
j) The Department of Computer Science and Information Systems will continue to revise and update its graduate program to meet workforce demands.
k) The Department of Mathematics will investigate ways to gradually increase the number of graduate students to achieve a target of 30 enrolled students within three years.
l) The Department of Mathematics will refine the comprehensive exam culminating experience option in its graduate program.
m) The Department of Mathematics will offer more applied mathematics courses each year, such as MATH 442 (Intro to Statistics), 464 (Numerical Analysis) and 480 (Optimization).
n) If deemed feasible, the Department of Physics will develop and submit a proposal to establish a Master of Science in Applied Physics.
o) The Department of Physics will work with the Department of Computer Science and Information Systems to launch a Minor in Electronics. Offering this minor is contingent upon successfully hiring faculty in electronics (currently a significant gap in the Department’s expertise).

v. Maintain a challenging academic environment with high standards
   a) The Department of Biological Sciences will implement strategies to accommodate substantial service course commitments. This includes review of the current MOU allocating exclusive use of SCI-1 207 to the Department.
   b) The Department of Biological Sciences will continue preparations to separate the Biotechnology degree program from the Department of Biological Sciences.
   c) The Department of Chemistry and Biochemistry will review its laboratory curricula for technique/skills coverage in various majors’ courses based on SLO assessment.
   d) The Department of Mathematics will implement a placement mechanism for science majors.

vi. Create and sustain an environment where research and instruction meet practical application in laboratories, centers and classrooms.
   a) The Department of Chemistry and Biochemistry will launch a Co-Op program, contacting industry partners for a pilot study of this type of internship program.

v. Foster international collaboration with faculty. Encourage students to study abroad, and teach international students at CSUSM.

   d. Stimulate the technical and economic development of our region.
      i. Meet workforce and community needs to stimulate individual prosperity and economic vitality.
      ii. Develop responsive, cutting-edge programs and certificates.
         a) CSM and CoBA departments (CSIS and MATH, and MIS respectively) will submit C-forms to support a recently submitted A-form to establish a Professional Science Masters in
Cybersecurity. This PSM, the first in the nation when launched, meets a growing and evolving demand in this area, and will contribute to establishing San Diego as a center of excellence in cybersecurity. This program, which is being developed with the support and collaboration of community partners ViaSat and Trusteer, will fund a tenure track faculty line in CSIS.

b) If deemed feasible, the Department of Physics will develop a certificate program in photonics, for example laser electro-optics technology, through Extended Learning. Interest in developing such a program has been stimulated by Melles Griot, a major optics manufacturer just a few miles from campus.

iii. Align/realign programs.

iv. Collaborate with community partners.
   a) CSM and The Classical Academies will again collaborate to host superSTEM Saturday in 2016. This event, which is the north County kick-off for the San Diego Festival of Science and Engineering receives community support from ViaSat, Northrop Grumman and Genentech.

v. Track and assess academic and employer validated programmatic outcomes.

3) FY 2016/17
   a. Build and sustain a supportive and inspirational undergraduate and Master’s level educational environment
      i. Recruit and retain diverse faculty and staff to keep up with enrollment growth and student demand.
         a) Based on our planning assumptions, CSM has embraced two hiring initiatives, 25/60 and 30/90. Hiring priorities for AY 2016/17 by CSM department are outlined in Table 1, p. 9.
         b) Departments will implement department-level RTP guidelines.
      ii. Obtain budget allocations sufficient to meet enrollment demands and costs associated with a quality STEM education.
         a) Infrastructural costs associated with replacement of outdated, obsolete and broken equipment are outlined in Table 4, p. 11. Infrastructural costs for AY 2016/17 total approximately $6K. The aged equipment needing replacement is a Dell power Edge Serve (age: 3.5 years) used by most CS upper division courses.
         b) Table 2, p. 10 summarizes past laboratory budgets. Laboratory funds are used to purchase new instructional laboratory supplies and new laboratory equipment. The lab underfunded budget has made it difficult for the disciplines to acquire updated and additional equipment for the growing student population. The laboratory budget allocation to meet anticipated enrollment demands in AY 2016/17 should be in the range $733K to $973K (the lower bound is based on the average cost per lab student of $156 at the 2009/10 funding levels and the anticipated 4700 laboratory students for AY 2016/17; the upper bound is based on the average cost per student for lab instruction and the anticipated 4700 laboratory students for AY 2016/17).
         c) Acquisition and planned obsolescence of computing resources, including servers and software licenses, should be added to the laboratory budget allocation to service Computer Science. The estimated annual cost is $12K.
d) An additional $145K of equipment is needed to accommodate the growth in majors, a 5% FTES growth in CSUSM FTES, and a dynamic curriculum in AY 2016/17. Some of the equipment includes: equipment for a photo-dissociation experiment for classroom demonstration and student research; vacuum system for demonstrations, experiments, and student research that requires vacuum; Ca-K Solar Telescope for demonstrations and experiments on solar phenomenon.

iii. Secure teaching assistantships to support graduate students and exceptional undergraduates.
CSM faculty will continue to submit training grants and seek industrial support for student research. We will also make strategic use of students in instructional laboratories and activity-type courses. We expect this to be supported by instructional budget allocation and salary savings that remain with the college to be used strategically. For AY 2014/15 the budget allocation request for this support is $50K.

b. Optimize potential of faculty, staff and students
i. Hire adequate numbers of administrative and technical support staff.
   a) CSM has embraced a hiring plan for 2015/16, which calls for hiring 4 ISTs, 1 ASA and 1 ASC, as outlined in Table 5, p. 12. Hiring additional technical and administrative support staff will relieve overworked faculty and staff, guarantee safe instructional laboratories for students, and ensure safe working environments for ISTs.

ii. Provide sufficient space in support of instruction, faculty scholarship, undergraduate and graduate research.
   a) CSM will complete renovation of ~ 2400 square feet on the 3rd floor of Science Hall 2. This last area has the capacity to support up to 8 tenure track faculty experimentalists using our planning assumption of guaranteeing a minimum of 300 square feet per faculty. Funding for renovations will likely come from a combination of state and private revenues. In the absence of available alternative space off campus, CSM will, have reached, at this point in time, maximum occupancy of existing laboratory space in SCI 1 and SCI 2.

b) The Department of Computer Science and Information Systems will establish a Sandbox for students to practice offensive security (ethical hacking) using revenues from the newly launched PSM and equipment donations.

iii. Build reserves to provide competitive start-up funds to new faculty.
   a) CSM will strategically utilize Indirect Cost Return, Extended Learning Revenue cost-sharing, and proposed additional funding for new hires from Academic Affairs to build and sustain these reserves. To cover costs, start-up commitments will be disbursed over a three year period. In our calculations, we assume that i) CSM will not be responsible for covering any disallowances; and ii) CSM will retain a significant portion of its EL cost-share as discretionary.

b) Competitive start-ups for AY 2016/17 will be $70-100K for experimentalists and $10-15K for computer scientist and mathematician.

c) The average return on initial start-up investment for established faculty (grant revenue and IDC return) in CSM is approximately 2:1.

iv. Increase externally funded grants, with the ongoing goal, dependent on hiring new faculty, of increasing our external support by at least15% each year for the next 5 years (we have achieved closer to 20% each of the last 3 years). Align philanthropic fundraising priorities with our strategic plan, and actively engage CSM faculty in the development process.
a) We project that our total grant revenue and Indirect Cost Return for 2016/17 (based on 2015/16 grant revenues) will be $5.0M and $150K respectively.

v. Provide professional development/support to faculty and staff for training, travel, and grant writing and post-award support.
   a) CSM will continue to allocate a portion of its budget to professional development and explore with the governance and planning committee implementation of a process for offering opportunities for additional funding.
   b) CSM will evaluate and expand part-time post-award support through the dean’s office.

vi. Promote and sustain safety in all that we do.
   a) CSM has established excellent working relations with RMS on campus, and we engage in numerous collaborative activities throughout the year. We will continue this fruitful collaboration in AY 2015/16 with training programs, superSTEM Saturday, and eWaste events just to name a few examples.
   b) Hiring of additional technical support staff will guarantee laboratory safety when sections run outside normal hours of 9a – 5p.
   c) Hiring of additional technical support staff will ensure the safety of these staff, who would otherwise be exposed to chemicals for extended periods of time.

c. Provide enriching educational experiences
   i. Revise, reform, innovate and assess programs and curriculum.
      a) The Department of Biological Sciences will submit an application to declare impaction, given the high ratio of majors to faculty that will remain despite hiring, due to anticipated enrollment growth.
      b) The Department of Chemistry and Biochemistry will assess the progress of the newly launched Master of Science in Chemistry, which will allow the participation of the entire faculty in development and delivery of the program and expand the elective offerings of the Department.
      c) The Department of Computer Science and Information Systems will work with CoBA to launch 2 minors that provide a skilled workforce in high-demand areas: business analysis and project management; risk assessment and compliance.
      d) The Department of Computer Science and Information Systems will continue to revise and update its graduate program to meet workforce demands.
      e) The Department of Computer Science will begin the first year of its Program Review.
      f) The Department of Mathematics will continue to explore the use of technology for delivery of online courses.
      g) The Department of Mathematics will create a course that teaches students to use a variety of software packages, such as MATLAB, Geometer’s Sketchpad, Inspire, LaTeX, Mathematics and Maple.
      h) If approved, the Department of Physics will determine whether to launch a Master of Science in Applied Physics.
      i) The Department of Physics will work with the Department of Computer Science and Information Systems to evaluate the Minor in Electronics. Offering this minor is contingent upon successfully hiring faculty in electronics (currently a significant gap in the Department’s expertise).

   ii. Maintain a challenging academic environment with high standards
a) The Department of Biological Sciences will continue implementing strategies to accommodate substantial service course commitments.
b) The Department of Biological Sciences will separate the Biotechnology degree program from the Department of Biological Sciences.
c) The Department of Chemistry and Biochemistry will review its laboratory curricula for technique/skills coverage in various majors’ courses based on SLO assessment.
d) The Department of Mathematics will assess its placement mechanism for science majors.

iii. Create and sustain an environment where research and instruction meet practical application in laboratories, centers and classrooms.

a) The Department of Chemistry and Biochemistry will evaluate the Co-Op program. Two SLOs from each of the two undergraduate programs will be assessed. Two different courses will be selected from the matrix relating Departmental SLOs to specific courses as created in AY 2012/13.

iv. Foster international collaboration with faculty. Encourage students to study abroad, and teach international students at CSUSM.

d. Stimulate the technical and economic development of our region.

i. Meet workforce and community needs to stimulate individual prosperity and economic vitality.

ii. Develop responsive, cutting-edge programs and certificates.

a) CSM and CoBA departments (CSIS and MATH, and MIS respectively) will launch a Professional Science Masters in Cybersecurity through Extended Learning. This PSM, the first in the nation when launched, meets a growing and evolving demand in this area, and will contribute to establishing San Diego as a center of excellence in cybersecurity. This program, which is being developed with the support and collaboration of community partners ViaSat and Trusteer, will fund a tenure track faculty line in CSIS.

b) If approved, the Department of Physics will launch a certificate program in photonics, for example laser electro-optics technology, through Extended Learning. Interest in developing such a program has been stimulated by Melles Griot, a major optics manufacturer just a few miles from campus.

iii. Align/realign programs.

iv. Collaborate with community partners.

a) CSM and The Classical Academies will again collaborate to host superSTEM Saturday in 2017. This event, which is the north County kick-off for the San Diego Festival of Science and Engineering receives community support from ViaSat, Northrop Grumman and Genentech.

v. Track and assess academic and employer validated programmatic outcomes.
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 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.

2) Faculty Affairs Planning Assumptions
   a. FTES growth will require increased faculty hiring. Additionally, many long term faculty will begin to retire or FERP. Attracting, hiring and retaining exemplary faculty will be critical to CSUSM’s long-term academic success. Such hiring must and should focus on attracting diverse candidates that can meet the needs of our student population.
   b. A commitment to diversity in higher education is an integral part of the mission of CSUSM, and of the education of a diverse student body. Faculty Affairs must continue to take steps that align with this mission in providing training, answering questions and assisting with, or developing, faculty hiring processes.
   c. Current labor negotiations will be completed on the new faculty collective bargaining agreement. The completion of such negotiations will require system wide practice changes, training and flexibility. Related CSUSM training and rollout will be headed by the Faculty Affairs unit.
d. Assess and revise new procedures and policies as needed, based upon changes to the CBA. Forward draft revisions to the appropriate channels for review.

e. Positive relationships with the Unit 3 and Unit 11 unions will continue to be essential and must be a focus of the unit.

f. Changes in Title IX implementation and related Executive Orders will require continued and increasing partnership with Student Affairs.

g. The implementation of Common HR will be time intensive, but should result in many net positives; particularly the ability to utilize electronic/paperless processes, rather than hard copy.

h. Providing training and support to the colleges will continue to be critical to supporting the university mission, and maintaining positive labor relations.

i. Workload will continue to expand, which may require reclassification of existing staff and/or additional Faculty Affairs personnel.

B. Goals by Fiscal Year

1) FY 2014/15 Goals

a. Streamline the tenure track hiring process to increase ease of use. Continue to emphasize the importance of diversity and intercultural competence in our hiring practices. Partner with the AVP of Diversity, Educational Equity & Inclusion to insure committee members are adequately trained on diversity issues.

b. Finalize and launch a campus-wide new chair training session.

c. Continue to develop new training on an as-needed basis and enhance existing training for faculty, academic administrators and support staff.

d. Ensure all Faculty Affairs staff members have taken diversity training. DiversityEdu is one potential option.

e. Implement CommonHR and move processes to paperless mechanisms. Examples: Academic Transaction Forms (ATFs), lecturer contracts, sabbaticals, Difference in Pay Leave.

f. Conduct training on the new faculty Collective Bargaining Agreement.

g. Mentoring has been shown to be an effective tool in increasing the long term success of faculty, in particular diverse faculty. Investigate partnership with the Faculty Center to conduct a survey regarding the existence and effectiveness of tenure track faculty mentoring.

h. Determine whether it is possible for faculty to utilize electronic modules for WPAFs, other than Moodle.

i. Ensure Faculty Affairs staff are provided adequate training opportunities and opportunity for career growth and success.

2) FY 2015/16 Goals

a. Further streamline the tenure track hiring process to increase ease of use. Continue to emphasize the importance of diversity and intercultural competence in our hiring practices. Continue to partner with the AVP of Diversity, Educational Equity & Inclusion to insure committee members are adequately trained on diversity issues.

b. Continue to develop new training on an as-needed basis and enhance existing training for faculty, academic administrators and support staff.
c. Incorporating the results of the mentoring survey mentioned in B (i)(g), above, partner with the Faculty Center and colleges to ensure mentoring programs or opportunities are made available to all new faculty.

d. Ensure diversity training is available, and offered to all faculty.

e. Continue the implementation of Common HR. Move as many practices to electronic/paperless processes as possible. Example: tenure track hiring.

f. Review the University emergency preparedness plan. Develop a plan for Faculty Affairs that incorporates moving towards a paperless office.

g. Ensure Faculty Affairs staff are provided adequate training opportunities and opportunity for career growth and success.

h. Assess the need for additional personnel in Faculty Affairs, depending on the increased workload related, among other things, FTES growth, faculty hires and Chancellor’s Office mandates. Ensure any new staff are provided diversity training.

3) FY 2016/17 Goals

a. Further streamline the tenure track hiring process to increase ease of use. Continue to emphasize the importance of diversity and intercultural competence in our hiring practices. Continue to partner with the AVP of Diversity, Educational Equity & Inclusion to insure committee members are adequately trained on diversity issues.

b. Continue to develop new training on an as-needed basis and enhance existing training for faculty, academic administrators and support staff.

c. Assess and revise new procedures and policies, as needed.

d. If not previously completed, continue the implementation of common HR and the movement to paperless practices to improve efficiency.

e. Ensure Faculty Affairs staff are provided adequate training opportunities and opportunity for career growth and success.

f. Assess the need for additional personnel in Faculty Affairs, depending on the increased workload related, among other things, FTES growth, faculty hires and Chancellor’s Office mandates. Ensure any new staff are provided diversity training.
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 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.

2) I. Faculty Center Planning Assumptions

   Faculty development plays a critical role in student success and graduation rates. When faculty are encouraged to try innovative pedagogy, rewarded for using high impact practices, and supported in their research programs, students ultimately benefit. To help faculty members meet their goals, the Faculty Center continues to grow as a hub for faculty development related to teaching and research.

   a. As the number of tenure line and lecturer faculty continues to increase at CSUSM, the Faculty Center will continue to grow and thrive. Over the last few years, Faculty Center programs have expanded to include mentoring for junior faculty, support for graduate student instructors, faculty learning communities as well as orientations for both tenure and lecturer faculty. We expect that both the number of faculty who use Faculty Center resources and the types of programs offered will continue to grow.

   b. The Faculty Center will continue to increase visibility regarding the importance of professional development related to teaching and learning in the 21st-Century University and
innovative pedagogy. Professional development activities that focus on teaching excellence and innovation will be critical over the next several years.

c. The number of lecturers and graduate instructors and teaching assistants who are being supported by the Faculty Center will continue to grow.

d. The Faculty Center will develop more summer programming to meet the needs of faculty who are eager to participate in professional development during summer.

e. The Faculty Center will continue to develop a strong relationship with NCHEA partners and will help support a yearly tri-campus teaching event.

II. Goals by Fiscal Year

1) FY 2014/15 Goals

a. Create increased visibility and better coordination of professional development related to teaching and learning and innovative pedagogy

i. Create a new position, Associate Director for Teaching and Learning, that would focus on activities related to teaching innovation and excellence. In 14/15 this position would receive one course release in the fall and one in the spring as well as two weeks of summer salary to oversee and help plan Faculty Learning Communities, The Teaching Expo, teaching workshops, the NCHEA Tri-Campus teaching event, Summer Institute, etc. We foresee this position growing to include one additional course release in 15/16 as well an additional 2 weeks of summer salary (a total of one month summer in 15/16).

ii. Create a support structure within the Faculty Center to provide two courses per year to Faculty Fellows for Teaching and Learning as well as stipends for faculty participants in our Faculty Learning Communities (FLC's). These positions would be one year appointments. While we are currently able to support FLC members with one time funds allocated in our budget, we would like to request these funds be part of our base budget. In addition, course releases for the teaching and learning fellows is temporary and is being funded through IITS. Four course releases per year are needed to support faculty fellows. We request support for one Faculty Fellow in 14/15 and an additional one in 16/17. In addition, we request funding for FLC participants.

b. Expand new faculty orientations for lecturer faculty.

i. The Director and Associate Director, in collaboration with the lecturer liaison, several orientations for both fall and spring.

c. Offer summer programming for faculty development.

i. The Director, Associate Director for Teaching and Learning and the IDS team will organize a Summer Institute for Innovative Teaching. With financial support of IITS, we will pilot this project in Summer 14 and then hope to expand it in upcoming years. We foresee that this would continue to be a collaborative effort with IITS, but request some additional support for
operating expenses, guest speakers, and to provide a month of summer salary for the associate director.

ii. Offer summer support for faculty research activity. With the financial support of the Office of Graduate Studies and Research, the FC will co-host a pilot summer program in 2014. Faculty will participate in a intensive program on grant writing. Although the Office of Graduate Studies and Research provides support for the faculty and consultant for this group, the FC will needs some additional support to provide administrative and logistical assistance as well as food and supplies.

2) FY 2015/16 Goals

a. Continue to provide increased structure/visibility of teaching and learning activities on campus
   i. Associate Director for Teaching and Learning would gather feedback from faculty about topics/themes for Faculty Learning Communities and expand in person and on-line training.

b. Expand summer support of faculty professional development; gather data from the pilot summer programs (both teaching and research) to develop and make changes; gather feedback around timing of summer institutes, topics of interest, length of sessions, and appropriate summer stipends.
   i. Offer Faculty Learning Community on Writing a Journal Article in 12 weeks
   ii. Expand length of time of Summer Teaching Institute based on faculty interest (3-4 days)

c. Create more programming for mid career faculty
   i. Offer a faculty learning community as well as workshops specifically for mid career faculty.

d. Continue lecturer orientations and explore other types of support for lecturers.

With increases in overall activity, summer programming as well as increased activities specifically geared for lecturers and mid career faculty, we are requesting the Faculty Center Director receives an additional two course releases per year (for a total of 6 per year) starting in 15/16.

3) FY 2016/17 Goals

a. The FC will be established as a clear hub for teaching and learning innovation and activities; Faculty will be able to identify a clear theme for the year
   i. We would like to add an additional teaching and learning fellow this year to support our mission.

b. Increased numbers of faculty will be interested in/participate in summer programs.

c. New workshops and/or events for mid career faculty related to teaching and research will be established.

d. There will be increased numbers of new lecturer faculty who attend orientation and training and are involved in Faculty Center activities.
Subdivision Unit: FIRST-YEAR 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 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.

2) Begin here enumerating planning assumptions for the unit

First-Year Programs (FYP) is the academic unit overseeing the range of 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. Over the last 10 years, FYP has nurtured a wide array of mutually supportive connections within Academic Affairs and Student Affairs. Data compiled by Institutional Planning and Analysis (IPA) reveal that FYP has made highly reliable and positive contributions to increasing the retention and graduation rates of our students. As a result FYP is under continual pressure to grow existing programs, as well as develop new and innovative programs, all while serving a rapidly growing first-year student population. The current organizational structure of FYP includes 1) an Interim Director reporting to the Provost, 2) a half-time administrative assistant, 3) over 20 part-time lecturers who currently deliver over 50 sections of GEL each academic year. During AY 13/14, FYP is operating within the context of the "First-Year Programs/Undergraduate..."
Studies Strategic Planning Task Force.” As charged by the Provost, this task force will: 1) consider how FYP could grow to support undergraduate students more broadly at all levels, 2) develop a strategic plan that provides a vision for what First-Year Programs should become, 3) forward a set of recommendations to the Provost near the end of the Spring 2014 semester. Although this task force has not yet completed its work, this Three-Year Rolling Plan has the overall assumption that FYP will continue to develop its existing programs and also continue to create new and innovative programs designed to enhance the success of our first-year students. Specific assumptions are as follows:

a. **First-Year Programs** will continue to be the administrative home for the GEL courses, First-Year Learning Communities, Early Start, the new Fast Forward initiative, and the new AVID Higher Education initiative:
   
i. **GEL courses** - FYP offers a set of three GEL courses (GEL 101, GEL 110/ESM 111, and GEL 120/ESW 120). All three courses are certified for lower-division General Education Area E and have adopted national “best practices” for a first-year seminar/college success course. GEL 101 is offered in the Fall and Spring and is open to all students with “freshman standing”, while GEL 110 and 120 are also cross-listed as certified Early Start courses and are offered in the Summer to incoming first-year students. Data provided by IPA continue to show consistent longitudinal patterns. Compared to students who do not take a GEL course, students who complete a GEL course have greater one-year and two-year continuation rates and are more likely to graduate. Although the effect is more apparent for students needing remediation, it is also seen in the population of students who are fully proficient at entry.

   ii. **First-Year Learning Communities** - In partnership with a number of academic departments across three colleges (i.e. CoBA, CHABSS, CSM), FYP has established seven different first-year learning communities. Each learning community block enrolls students into specialized GEL 101 sections that are paired with other lower-division courses. In addition to coordinating the recruitment and registration of students into the first-year learning communities, FYP works with the learning community faculty and Student Affairs professionals to develop unique learning community themes and associated curriculum.

   
   iii. **Early Start** - As outlined in the 2010 EO 1048, this CSU summer program for incoming first-year students requires students who have not passed the ELM and those scoring in the lowest quartile (i.e. below 136) on the EPT to begin their remediation in the summer prior to their first Fall semester. In 2010, FYP was charged with coordinating the development of the Early Start plan for our campus. Since that time, FYP has coordinated with Mathematics, Literature and Writing, Extended Learning and Proficiency Services to deliver CSUSM Early Start courses during the past three Summer terms (i.e. 2011, 2012, 2013). Beginning with Summer 2014, EO 1048 is requiring that all students who have failed the EPT (i.e. scoring below 147) to enroll in an approved Early Start Writing course. (As in previous Early Start years, all students who score below 50 on the ELM will be required to enroll in an approved Early Start Mathematics course.) As a result, for Early Start 2014 our campus will need to accommodate significantly more students needing to take Early Start
Writing courses. The previous Director of FYP (i.e. Dr. David Barsky) is continuing to take the lead on insuring the overall coordination of 2014 Early Start summer session and FYP is already beginning to gear up for the associated expansion in our Early Start Course offerings. This includes providing appropriate preparation for instructors teaching the Early Start summer courses and the associated need for funds to support Early Start Subject Coordinators (one coordinator each in Mathematics and English).

iv. **Fast Forward** - Noting the success of our self-support Early Start program, FYP was asked by CHABSS to consider piloting a self-support Summer program specifically for fully-proficient incoming first-year students, thereby giving that student population an opportunity to begin college early in the Summer prior to their first Fall semester. A proposal to implement Fast Forward has been approved by the Provost and FYP has begun coordinating with CHABSS, Extended Learning, Enrollment Management Services and Undergraduate Advising to offer a Fast Forward program for Summer 2014. Using a learning community model (similar to our Fall first-year learning communities) Fast Forward courses will include a specialized version of GEL paired with other key lower-division courses that are appropriate for our fully-proficient students. The primary objective of the Fast Forward program is to facilitate the academic success and timely graduation of our fully proficient incoming first-year students. Implementing a self-support Fast Forward program will help relieve demands placed on departments to offer enough Fall and Spring sections of key lower-division courses, and will help insure that all incoming first-year students (those in need of remediation who will access Early Start, and those who are fully proficient through Fast Forward) have the opportunity to engage in a high quality, comprehensive and supportive introduction to our university in the Summer prior to their first Fall semester.

v. **AVID Higher Education Student Success Initiative** - Supported by the AVID Center and the Michael & Susan Dell Foundation, in AY 13/14 our campus received grant funding to join the AVID for Higher Education (AHE) Student Success Initiative. Participation in this initiative will provide faculty professional development and professional learning to promote and model the use of AVID pedagogies in the curriculum (particularly the GEL courses), co-curriculum and academic support services on our campus. An AVID HE campus team is already in place with AY 13-14 designated as the preparation year. In Fall 2014 we fully expect to have a cohort of GEL instructors fully trained in AVID HE pedagogical methods along with a plan to continually assess the level of student success among those students (with at least 75% of those students being Pell Grant eligible) whose instructors are employing AVID methodology to deliver their course curriculum. In addition to the funding provided by the AVID Center/Dell Foundation, participation also requires institutional funding provided by our campus. The Provost has approved this project and has designated FYP as the administrative home for this initiative. Depending on assessment results, our campus will continue to participate (adding more instructors and more student cohorts each AY) for up to five years (i.e. through AY 17/18).
b. **First-Year Programs will continue to grow as our first-year student population grows:** Based on the recommendations in our Foundations of Excellence self-study and in our reports to WASC, FYP has continued to increase its course offerings and related programs so that we serve as great percentage of our first-year students as possible with a greater array of innovative course offerings and learning communities. Since AY 2010/2011, the number of incoming first-time freshman has grown from approximately 1,200 (AY 10/11) to 2,155 (AY 13/14). With the standing commitment to serve at least 85% of our first-year students with a GEL course, FYP has scaled up its GEL 101 offerings to serve 1,042 students in AY 10/11 to 1,677 in AY 13/14. FYP is also committed to adding one additional first-year learning community per academic year. Fall 2013 saw the delivery of seven first-year learning communities that include GEL 101 (http://www.csusm.edu/fyp/learningcommunities.html). In AY 13/14 FYP is focusing its resources and efforts on the development of the new Fast Forward summer learning communities for fully proficient students to be launched in Summer 2014. In AY 13/14, FYP offered an all time high of 55 GEL sections (4 GEL/ESW 120 sections and 2 GEL 110/ESM 111 sections in the Summer, 42 GEL 101 sections in Fall, 7 GEL 101 sections for Spring). Given the recent announcement by the Provost that the CO has increased FTES targets, FYP is likely to continue with an increase in the demand for GEL sections. Indeed, the longstanding operational model for FYP is to expand and contract its course and program offerings in direct proportion to the size of our first-year class. For the immediate future, it appears that FYP will continue to need increased resources to accommodate the anticipated increase in the size of our first-year class.

c. **First-Year Programs will continue to have designated office space and designated funds for operating costs and staff:**

   i. FYP is currently located in Craven Hall in an office suite that includes space for the Interim Director along with a workroom/supply and computer area for GEL lecturers. Office space for GEL lecturers consists of two lecturer offices on loan from CoBA and located in Markstein Hall. As FYP expands, we are assuming that FYP will continue to have access to designated funds for basic operating costs (e.g. supplies, computers, duplication, travel etc.) that are appropriate for the size and number of programs it delivers. Ideally, the office for the FYP Director and the FYP workroom/supply area should be near the offices for the GEL lecturers.

   ii. The current FYP Administrative Assistant is at a half-time time base. As FYP grows (especially with new programs on board for AY 14/15), there is a need for a full-time Administrative Assistant.

d. **First-Year Programs will continue to develop and strengthen professional development opportunities for all instructors teaching first-year students:**

   i. **Annual Professional Development Conference for Instructors Teaching First-Year Students:** FYP has a longstanding commitment to organize and deliver the “Annual Professional Development Conference for Instructors Teaching First-Year Students.” Held each August for the last 4 years, this conference targets all instructors (lecturers, graduate student teaching associates, tenure-line faculty) who teach courses for first-year students. Attendance numbers and formal feedback (provided by follow-up surveys administered by IPA) reveal
that this conference is very popular and productive. The vast majority of typical first-year courses (e.g., GEW, GEO, GEL, remedial mathematics, PHIL 110) are taught by lecturers and graduate student teaching associates. For them, this conference is one of the only professional development opportunities they have access to. This conference has gained a reputation of having a “convocation” like atmosphere (i.e. at the beginning of each Fall) that facilitates networking and mutual support among those who teach first-year students. Each year has a featured “speaker” and activities that focus on a unique theme designed to enhance the ability of instructors to meet the needs of their first-year students. Funding for this annual conference is provided by FYP (i.e. stipends for the committee who organizes the conference, room costs/other conference materials) and book publishers (who provide food for conference participants). This meeting is large and typically takes an entire AY to plan.

ii. **Provide a Summer and Winter meeting specifically for GEL instructors:** FYP arranges two general meetings (a Summer meeting and a Winter meeting) designed specifically for GEL instructors. These meetings are necessary for assessing and developing our GEL course materials, and conducting the necessary planning with Library faculty and Career advisors to deliver GEL curriculum.

iii. **Faculty Center opportunities:** FYP has significantly improved communication with the Faculty Center to encourage lecturer participation in Faculty Center events and professional development opportunities. FYP will continue to work with the Faculty Center to expand opportunities that are appropriate for all lecturers and faculty who teach first-year students.

iv. **Need for Professional Development for instructors teaching in Fall first-year learning communities, Early Start, Fast Forward:** In addition to the professional development that will be provided by the AVID HE project, there is a need to develop high quality professional development for instructors teaching the Fall First-Year Learning Communities, Early Start GEL 120/110 courses, and Fast Forward, all of which are modeled to one degree or another after a “learning community” pedagogical model. Instructors who teach in one of our first-year learning communities experience a unique educational environment whereby their course curriculum is connected to a larger theme that is shared by the companion courses for that learning community. Instructors in a learning community share the same students and are also expected to connect their students with relevant co-curricular activities. Based on assessment demonstrating the initial success of our existing first-year learning communities, FYP is poised to take this high impact practice to the next level by providing our learning community instructors with professional development opportunities to better connect with the learning community themes, merge curriculum/co-curricular activities, and meet the needs of their learning community students. If we are to continue building out the first-year learning community model on our campus, then appropriate funding is needed to support the full assimilation of instructors into the learning community
model (e.g. up-to-date materials on best practices for teaching in learning communities, professional development meetings organized by FYP, etc.)

e. First-Year Programs will continue to organize and chair the First-Year Council: The very first action item recommended by the Foundations of Excellence self-study called for our campus to form a First-Year Council that would facilitate the communication and activities of all units (across divisions) who serve our first-year students. In 2009, the Provost charged the FYP Director with chairing a cross-division First-Year Council (FYC). FYC has met regularly since 2009 and has made significant contributions toward facilitating the ability of our campus to create a more unified and intentional “first-year experience” for our students. As we look forward to the development of new and innovative programs to serve even greater numbers of first-year students, the need for the First-Year Council increases. FYP is poised to continue its leadership role to chair and organize the FYC meetings.

f. First-Year Programs will continue to place great emphasis on assessment:
   i. Assessment specific to FYP- FYP has developed a longstanding partnership with IPA to assess a variety of FYP related programs and initiatives (e.g. first-year student continuation rates, instructor feedback on course materials, assessment of the August professional development conference are examples).
   ii. FYP participation in institutional assessment- FYP continues to make significant contributions to our WASC assessment and the Graduation Initiative Steering Committee (GISC).
   iii. Need to develop high quality assessment on FYP related Student Learning Outcomes: Especially since the campus has recently approved a new set of General Education Learning Outcomes, FYP is poised to take a fresh look at assessing the specific student learning outcomes related to our GEL courses and first-year learning communities.

g. First-Year Programs will continue to research relevant high impact practices (HIPs) and on-line learning environments, and develop new and innovative programs designed to support the success of our first-year students:
   i. Student Peer Leaders for GEL- Perhaps the most significant HIP not yet found in the GEL courses is the inclusion of student “peer leaders” who will assist the course instructor in delivery of the course material and provide an additional layer of support to FY students as they navigate the transition to college life. In AY 2012/13, FYP began researching various models and best practices for including peer leaders in first-year seminars/college success courses (for instance, CSU East Bay employs a highly successful model). With appropriate funding, FYP is poised to develop curriculum for a pair of new courses to train GEL peer leaders (i.e. a Spring course to train future peer leaders, and a Fall course in which peer leaders would be enrolled when they are matched with a specific GEL sections and instructor.)
   ii. Continued Development of on-line learning environments and on-line support tools- There are a variety of ways that FYP has worked to capitalize on the use of on-line environments to support our first-year students. FYP assumes that all first-year students benefit from a “high tech/high touch” learning environment
that combines interactive on-line material with high quality face-to-face instruction and peer interaction. This includes the development of the Lower-Division Roadmaps (LDRs) on-line academic planning tool which is still perhaps the best template for helping first-year students navigate their way through their first two years at CSUSM. FYP intends to continue assessing the value of the existing LDRs project and any new on-line academic planning tools that are in development by our campus. In AY 13/14, FYP partnered with Cengage Learning to test the use of a highly interactive on-line environment (APLIA) for delivering textbook content. Although this does not imply any type of “formal” long-term agreement between FYP and a for-profit publisher, it is a high priority for FYP to seek out and “test drive” up-to-date and innovative on-line learning environments. FYP also partners with IITS to provide GEL instructors with training for using Cougar Courses and FYP has helped reduce the cost of GEL course materials by digitizing the GEL custom text material (which is now placed on Cougar Courses at no cost to the student). FYP has also partnered with Student Health and Counseling Services to roll out the use of (by our GEL instructors and GEL students) a highly interactive on-line training tool for assisting people who are in distress (i.e. the Kognito interactive mental health training: http://www.csusm.edu/shcs/counseling/kognito.html). Both student and faculty feedback on Kognito has been overwhelmingly positive and we plan to continue using this timely and very important tool.

B. Goals by Fiscal Year

1) FY 2014/15 Goals

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

i. Begin delivering Early Start in Summer 2014 to the entire incoming FY student population needing remediation in English and/or mathematics who choose to participate in Early Start at CSUSM; provide appropriate preparation for summer instructors. [see assumption 2a)iii.]

ii. Launch at least one cohort of approximately 30 students in Summer 2014 for the new Summer Fast Forward learning community; provide appropriate preparation for instructors teaching Fast Forward courses. Assess the outcomes of Fast Forward 2014 to determine its value and future [see assumption 2a) iv.]

iii. Deliver GEL sections to at least 85% of the entering FY class with most of this instruction taking place in Fall and Summer, with trailer sections (as needed) in Spring. [see assumptions 2a) i and 2b.]

iv. In Fall 2014, maintain all existing First-Year Learning Communities from Fall 2013. Solicit recommendations at First-Year Council and work with colleges and departments to plan at least one additional learning community to be implemented in AY 2015/16. [see assumptions 2a) ii and 2b.]
v. Coordinate with our AVID HE Campus Liaison and Campus Team to train selected GEL instructors for implementing AVID HE pedagogical methods in their Fall 2014 GEL 101 sections. The FYP Director will fully participate, as required, in all AVID HE related meetings, conferences and assessment. [see assumption 2a) v.]

vi. Coordinate with the FYC sub-committee on professional development to deliver the Fifth Annual Professional Development Conference for Instructors Teaching First-Year Students, to be held in August, 2014. Assess and begin planning for August 2015. [see assumption 2d) i.]

vii. Maintain the Summer and Winter FYP GEL Instructor Meetings. [see assumption 2d) ii.]

viii. Coordinate with the Faculty Center to insure that GEL instructors (and others who teach first-year students) are aware of opportunities provided by the Faculty Center. [see assumption 2d) iii.]

ix. Develop a plan and insure the professional development for specific instructors who are teaching in the Fall First-Year Learning Communities, Early Start, Fast Forward and AVID HE. [see assumption 2d) iv.]

x. FYP will continue to organize and provide a Chair for the First-Year Council which will which will have a series of meetings in Fall and Spring. This includes oversight of the FYC website, agendas and minutes. [see assumption 2e]

xi. FYP will continue to develop and strengthen an overall “assessment plan” that will expand to assess the entire GEL program, first-year learning communities, Early Start, Fast Forward, related course materials, related student success data and student learning outcomes, instructor feedback. FYP will maintain its working relationship with IPA to obtain related institutional data and develop relevant surveys. This will include a much needed, comprehensive, plan to assess (and “close the loop”) on all FYP related and formally stated “Student Learning Outcomes.” [see assumption 2f.]

xii. FYP will make significant contributions to our WASC accreditation efforts by continuing to participate in the WASC Core Competencies Team and attend WASC conferences (as needed). FYP will continue to participate in the Graduation Initiative Steering Committee. [see assumption 2f) ii.]

xiii. FYP will continue to research models for incorporating “Peer Leaders” into the GEL program and will begin development of curriculum of FYP Peer Leader courses. This will include seeking funds to develop curriculum/courses to train peers and develop the necessary infrastructure to fully support a GEL Peer Leader program. [see assumption 2g i.]

xiv. FYP will continue working with IITS to move relevant GEL course materials to Cougar Courses and train GEL instructors on using the “advanced” features of Cougar Courses. FYP will continue working with IPA to obtain instructor feedback on the use of on-line GEL related learning.
environments and support tools. This includes using Cougar Courses as well as other tools, like APLIA, Kognito, etc. [see assumption 2g) ii.]

xv. FYP will continue to assess and evaluate the need for LDRs. [see assumption 2g) ii.]

xvi. FYP will secure office space for GEL lecturers (current lecturer offices are in Markstein and are “burrowed” on a yearly basis pending approval from CoBA. FYP will seek to unify FYP office space so that the FYP Director, FYP workroom/supply space, and GEL lecturer offices are located in the same general area. [see assumption 2c) i]

xvii. FYP will seek to increase the time-base for the FYP Administrative Assistant (currently a half-time position/ .5 time base) to full-time/ 1.0 time base. [see assumption 2c) ii]

2) FY 2015/16 Goals

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

i. Deliver Early Start in Summer 2015 for a student population comparable to that of Summer 2014; provide appropriate preparation for summer instructors. [see assumption 2a) iii.]

ii. Based on assessment data, deliver an expanded Fast Forward for Summer 2015 [see assumption 2a) iv.]

iii. Deliver GEL sections to at least 85% of the entering FY class with most of this instruction taking place in Fall and Summer, with trailer sections (as needed) in Spring. [see assumptions 2a) i and 2b]

iv. In Fall 2015, maintain all existing First-Year Learning Communities from Fall 2014 and implement one new learning community planned in AY 2014/15. Solicit recommendations at First-Year Council and work with colleges and departments to plan at least one additional learning community to be implemented in AY 2016/17. [see assumptions 2a) ii and 2b]

v. Continue coordinating with our AVID HE Campus Liaison and Campus Team to train selected GEL instructors for implementing AVID HE pedagogical methods in their Fall 2016 GEL 101 sections. The FYP Director will fully participate, as required, in all AVID HE related meetings, conferences and assessment. [see assumption 2a) v.]

vi. Coordinate with the FYC sub-committee on professional development to deliver the Sixth Annual Professional Development Conference for Instructors Teaching First-Year Students, to be held in August, 2015. Assess and begin planning for August 2016. [see assumption 2d) i.]

vii. Maintain the Summer and Winter FYP GEL Instructor Meetings. [see assumption 2d) ii.]

viii. Coordinate with the Faculty Center to insure that GEL instructors (and others who teach first-year students) are aware of opportunities provided by the Faculty Center. [see assumption 2d) iii.]
ix. Develop a plan and insure the professional development for specific instructors who are teaching in the Fall First-Year Learning Communities, Early Start, Fast Forward and AVID HE. [see assumption 2d) iv.]

x. FYP will continue to organize and provide a Chair for the First-Year Council which will which will have a series of meetings in Fall and Spring. This includes oversight of the FYC website, agendas and minutes. [see assumption 2e]

xi. FYP will continue to develop and strengthen an overall “assessment plan” that will expand to assess the entire GEL program, first-year learning communities, Early Start, Fast Forward, related course materials, related student success data and student learning outcomes, instructor feedback. FYP will maintain its working relationship with IPA to obtain related institutional data and develop relevant surveys. This will include a much needed, comprehensive, plan to assess (and “close the loop”) on all FYP related and formally stated “Student Learning Outcomes.” [see assumption 2f.]

xii. FYP will make significant contributions to our WASC accreditation efforts by continuing to participate in the WASC Core Competencies Team and attend WASC conferences. FYP will continue to participate in the Graduation Initiative Steering Committee. [see assumption 2f) ii.]

xiii. Implement a pilot version of a GEL Peer Leader program by selecting a small number of GEL instructors to be “matched” with Peer Leaders who have been trained by a FYP Peer Leader course. [see assumption 2g i.]

3) FY 2016/17 Goals
   a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which “assumption” the goal supports).
      i. Deliver Early Start in Summer 2016 for a student population comparable to that of Summer 2015; provide appropriate preparation for summer instructors. [see assumption 2a)iii.]
      ii. Based on assessment data, deliver Fast Forward for Summer 2016 [see assumption 2a) iv.]
      iii. Deliver GEL sections to at least 85% of the entering FY class with most of this instruction taking place in Fall and Summer, with trailer sections (as needed) in Spring. [see assumptions 2a) i and 2b]
      iv. In Fall 2016, maintain all existing First-Year Learning Communities from Fall 2015 and implement one new learning community planned in AY 2015/16. Solicit recommendations at First-Year Council and work with colleges and departments to continue determining the future development of existing and new first-year learning communities. [see assumptions 2a) ii and 2b]
      v. Continue coordinating with our AVID HE Campus Liaison and Campus Team to train selected GEL instructors for implementing AVID HE pedagogical methods in their Fall 2017 GEL 101 sections. The FYP Director
will fully participate, as required, in all AVID HE related meetings, conferences and assessment. [see assumption 2a) v.]

vi. Coordinate with the FYC sub-committee on professional development to deliver the Seventh Annual Professional Development Conference for Instructors Teaching First-Year Students, to be held in August, 2016. Assess and begin planning for August 2017. [see assumption 2d) i.]

vii. Maintain the Summer and Winter FYP GEL Instructor Meetings. [see assumption 2d) ii.]

viii. Coordinate with the Faculty Center to insure that GEL instructors (and others who teach first-year students) are aware of opportunities provided by the Faculty Center. [see assumption 2d) iii.]

ix. Develop a plan and insure the professional development for specific instructors who are teaching in the Fall First-Year Learning Communities, Early Start, Fast Forward and AVID HE. [see assumption 2d) iv.]

x. FYP will continue to organize and provide a Chair for the First-Year Council which will have a series of meetings in Fall and Spring. This includes oversight of the FYC website, agendas and minutes. [see assumption 2e]

xi. FYP will continue to develop and strengthen an overall “assessment plan” that will expand to assess the entire GEL program, first-year learning communities, Early Start, Fast Forward, related course materials, related student success data and student learning outcomes, instructor feedback. FYP will maintain its working relationship with IPA to obtain related institutional data and develop relevant surveys. This will include a much needed, comprehensive, plan to assess (and “close the loop”) on all FYP related and formally stated “Student Learning Outcomes.” [see assumption 2f.]

xii. FYP will make significant contributions to our WASC accreditation efforts by continuing to participate in the WASC Core Competencies Team and WASC conferences. FYP will continue to participate in the Graduation Initiative Steering Committee. [see assumption 2f) ii.]

xiii. If assessment data and funds allow, expand implementation of the GEL Peer Leader program. [see assumption 2g i.]
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 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.

2) Begin here enumerating planning assumptions for the unit

The Office of Graduate Studies & Research (OGSR) is positioned to grow operationally in the next few years. However, potential growth has been attenuated by flat and uncertain state and university budgets. Much of OGSR’s needs are related to developing the necessary infrastructure, staffing, and capacity to support graduate studies and research initiatives and compliance requirements. In light of new OGSR initiatives and growing compliance requirements, such as expanding graduate program offerings; institutionalizing undergraduate research; increasing external grant development; and federal policy and statutory requirements (RCR and IRB training), the expansion of OGSR infrastructure and capacity are crucial to the success of these initiatives and addressing federal mandates.

a. Graduate Studies
Despite declining stateside master’s student enrollment, OGSR anticipates slight increases in graduate student enrollment as a result of expansions in new self-support graduate program offerings. However, without appropriate resources and staffing to support extant and new graduate programs, the quality, viability, and accessibility for CSUSM graduate education may erode. Thus, OGSR’s immediate goals are to increase internal and external support for graduate programs. Graduate programs need support to: distribute faculty workload; supervise master’s thesis and graduate student projects; and implement effective mechanisms for tracking student progress, assessing student learning outcomes, accessing data for program reviews, and conducting the graduate level graduation writing requirement. Among the OGSR planning assumptions and goals for the Graduate Studies unit are to:

Common Assumptions
   i. Assume that total FTES targets will increase based on projected 2013-14 annualized FTES
   ii. Anticipate a slight growth in overall graduate student enrollment (1 to 2%) because of new self-support graduate program offerings and increasing non-resident/international student presence

Unit-Specific Assumptions/Goals
   i. Increase the number of graduate program offerings including interdisciplinary programs
   ii. Promote graduate student diversity through outreach and recruitment activities
   iii. Institute effective practices for tracking graduate students, generating student progress reports, and assessing graduate student learning outcomes
   iv. Enhance the graduate student experience through support, services, and training opportunities for teaching and research (e.g., master’s thesis and culminating projects)
   v. Seek external/internal sources of support for graduate coordinators and programs, master’s student scholarships, teaching/graduate assistantships, and graduate fellowships

b. Research
   OGSR is experiencing greater demand for research support and services including faculty/student research, master’s theses/projects, research training, external grant development, and center/institute activities. Among the OGSR planning assumptions and goals for the Research unit are to:

Common Assumptions
   i. Expect that permanent and fiscal allocations will slightly increase over 2013-14 budgets
   ii. Continue external grant development through training and support

Unit-Specific Assumptions/Goals
   i. Increase extramural grant awards by 15% over 3 years
   ii. Improve our campus research infrastructure and capacity
   iii. Institutionalize an undergraduate student research and creative activities program
   iv. Seek internal/external support for faculty/student research and research centers
   v. Enhance the recognition, documentation, and support for faculty research and external grant activity
B. Goals by Fiscal Year

1) FY 2014/15 Goals

a. Graduate Studies
   i. Secure internal/external funding to ensure the viability of graduate programs:
      • grow graduate program offerings and enrollment
      • promote successful graduate student progress
      • support for graduate coordinators and programs

   Request:
   ➢ Fund 2 course releases [i.e., 6 units of assigned time] for the graduate coordinators of each
     master’s program

   Assumptions:
   1) Seek external/internal support for graduate coordinators and programs, master’s student scholarships,
      teaching/graduate assistantships, and graduate fellowships
   2) Increase the number of graduate program offerings including interdisciplinary programs

   Potential Collaborators: Colleges/Graduate programs, University Advancement (UA), University Auxiliary
   & Research Services Corporation (UARSC), and Extended Learning (EL)

   ii. Enhance OGSR staff capacity to support graduate programs
      • ensure compliance with CSUSM and CSU policies
      • institute databases and tracking systems for graduate students and alumni
      • develop PeopleSoft expertise in OGSR and the graduate programs

   Request:
   ➢ Hire a 0.5 administrative support person to support PeopleSoft student tracking and data
     input (currently, there are no dedicated OGSR staff for this function). This position can be
     combined with a 0.5 OGSR support staff request.

   Assumption:
   Institute effective practices for tracking graduate students, generating student progress reports, and
   assessing graduate student learning outcomes

   Potential Collaborators: Colleges/Graduate programs, Enrollment Management Services (EMS), University
   Advancement, Instructional Teaching & Technology Services (IITS), and Extended Learning

   iii. Promote outreach activities to increase diversity among graduate student applicants and
        enrollees including international students
        • enhance CSUSM presence at regional graduate school forums
        • increase marketing for out-of-state and international applicants
        • cultivate pathways for underrepresented students to enter CSUSM graduate
          programs (recruitment workshops, visits, social media)
Request:

➢ **Hire a 1.0 Recruiter to increase CSUSM presence at external graduate school forums**  
  (currently, there are no dedicated campus staff for this function)

**Assumption:**

Promote graduate student diversity through outreach and recruitment activities

**Potential Collaborators:**

Colleges/Graduate programs, Extended Learning, Office of Global Education, and University Outreach

iv. Secure external/internal support to recruit and retain high quality master's students through:

  • endowment for graduate/teaching assistantships (GA/TA)
  • training programs to enhance the graduate/teaching assistantship experience
  • competitive scholarships, financial aid packages, and tuition waivers

Request:

➢ **Fund 20 assistantships across graduate programs**
   ➢ **Offer GA/TA tuition waivers for 20 assistantships across graduate programs**

**Assumptions:**

1) Seek external/internal sources of support for master's student scholarships, teaching/graduate assistantships, and graduate fellowships
2) Enhance the graduate student experience through support, services, and training opportunities for teaching and research (e.g., master's thesis and culminating projects)

**Potential Collaborators:**

Colleges/Graduate programs, University Advancement, UARSC, Extended Learning, and Office of Financial Aid

v. Offer university-wide services to address specific graduate student needs:

  • graduate-level writing services
  • coordinated seminar series
  • quantitative, methodological, and technological training

Request:

➢ **Fund master’s Graduation Writing Assessment Requirement (GWAR) preparatory class**

**Assumption:**

Enhance the graduate student experience through support and training opportunities for teaching and research (e.g., master’s thesis and culminating projects)
Potential Collaborators:
Colleges/ Graduate programs, ACLI, the Writing Center, Extended Learning, and Office of Global Education

b. Research
   i. Secure external/ internal funding to advance a student research and creative activities program including:
      • a student research showcase
      • general research/travel support
      • Office for Undergraduate Research

Request:
- Hire a 0.5 faculty director to lead an undergraduate research program (currently, there is no dedicated faculty member appointed for this function)
- Hire a 0.5 administrative staff person to support the undergraduate research program. This position can be combined with a 0.5 OGSR support staff request.

Assumptions:
1) Seek internal/external support for faculty/ student research and research centers
2) Institutionalize an undergraduate student research and creative activities program

Potential Collaborators:
Colleges/ Departments, University Advancement, UARSC, Library, and IITS

ii. Institutionalize a university-wide event celebrating faculty scholarship
    • increase community participation in the event
    • establish connections between faculty and community prospects
    • enhance the diversity of disciplines participating in the event

Request:
- Fund ongoing support for annual Celebration of Faculty Scholarship and Creative Activities

Assumption:
Enhance the recognition, documentation, and support for faculty research and external grant activity

Potential Collaborators:
All AA units, UARSC, and University Advancement

iii. Offer training and peer support for faculty to increase external grant development and extramural grant awards by 5% annually
    • assist with the identification of external and internal grant opportunities
    • collaborate with units to cultivate and support external grant development
    • celebrate externally-funded research projects

Request:
Hire a 1.0 grant development specialist for external grant coaching, consultation, and peer-review (currently, there are no dedicated permanent campus staff for this function)

Fund the ongoing Summer Academy for faculty external grant development

Assumptions:
1) Increase extramural grant awards by 15% over 3 years
2) Enhance the recognition, documentation, and support for faculty research and external grant activity
3) Improve our campus research infrastructure and capacity

Potential Collaborators: Colleges, Departments, UARSC, University Advancement, and Faculty Center

iv. Provide external/ internal support for centers/institutes and faculty research/creative activities
   ➢ promote collaborations between centers and academic departments
   ➢ enhance the scholarly success and prestige of our campus and faculty
   ➢ foster academic and community partnerships for faculty mentored research

Request:
➢ Reestablish ongoing stateside funding for University Professional Development grants
➢ Fund ongoing “Community of Scholars”/ manuscript development faculty learning community
➢ Hire a 0.5 administrative staff person to support Center/Faculty principal investigators with processing general personnel and budget documentation. This position can be combined with a 0.5 OGSR support staff request.

Assumption:
Seek internal/external support for faculty/ student research and research centers

Potential Collaborators:
Colleges, Departments, Extended Learning, UARSC, and University Advancement

v. Strengthen infrastructure to support Institutional Review Board (IRB)/ Institutional Animal Care and Use Committee (IACUC) compliance
   • improve the tracking and operation systems of the IRB and IACUC
   • enforce campus and federal policies and procedures for human and animal research
   • increase staffing and training to support compliance with research regulations

Request:
➢ Purchase license for the IRBNet document management system

Assumption:
Enhance the recognition, documentation, and support for faculty research and external grant activity

Potential Collaborators: Colleges, Departments, Library, and IITS.
2) FY 2015/16 Goals

a. Graduate Studies
   i. Continue external/internal funding for graduate programs to ensure the high quality of CSUSM graduate programs through:
      • grow graduate program offerings and enrollment
      • promote successful student progress
      • ongoing support for faculty graduate coordinators

   Request:
   ➢ Sustain 2 course releases [i.e., 6 units of assigned time] for the graduate coordinator of each stateside master's program

   Assumptions:
   1) Seek external/ internal support for graduate coordinators and programs, master's student scholarships, teaching/graduate assistantships, and graduate fellowships
   2) Increase the number of graduate program offerings including interdisciplinary programs

   Potential Collaborators:
   Colleges/ Graduate programs, University Advancement, UARSC, and Extended Learning

   ii. Continue financial support to recruit and retain high quality master’s students through:
         • endowment for graduate/ teaching assistantships
         • training programs to enhance the graduate/ teaching assistantship experience
         • competitive scholarships, financial aid packages, and tuition waivers

   Request:
   ➢ Continue funding 20 assistantships across graduate programs
   ➢ Continue offering GA/TA tuition waivers for 20 assistantships across graduate programs

   Assumption:
   1) Seek external/ internal sources of support for master's student scholarships, teaching/graduate assistantships, and graduate fellowships
   2) Enhance the graduate student experience through support, services, and training opportunities for teaching and research (e.g., master’s thesis and culminating projects

   Potential Collaborators:
   Colleges/ Graduate programs, University Advancement, UARSC, Extended Learning, and Office of Financial Aid

   iii. Support university-wide services to address specific graduate student needs:
         • graduate-level writing services
         • coordinated seminar series
         • quantitative, methodological, and technological training
Request:

- Continue funding a master’s Graduation Writing Assessment Requirement (GWAR) preparatory class

Assumption:
Enhance the graduate student experience through support and training opportunities for teaching and research (e.g., master’s thesis and culminating projects)

Potential Collaborators:
Colleges/ Graduate programs, ALCI, the Writing Center, and Office of Global Education

b. Research

i. Institutionalize training and peer-review support for faculty to increase external grant development and extramural grant awards by 5% annually
   - assist with the identification of external and internal grant opportunities
   - collaborate with units to cultivate and support external grant development
   - celebrate externally-funded research projects

Request:
- Continue funding the Summer Academy for faculty external grant development

Assumptions:
1) Increase extramural grant awards by 15% over 3 years
2) Enhance the recognition, documentation, and support for faculty research and external grant activity
3) Improve our campus research infrastructure and capacity

Potential Collaborators: Colleges, Departments, UARSC, University Advancement, and Faculty Center

ii. Secure external/ internal support for centers/institutes and faculty-student research
   - promote collaborations between centers and academic departments
   - enhance the scholarly success and prestige of our campus and faculty
   - foster academic and community partnerships for faculty mentored research

Request:
- Continue stateside funding for University Professional Development grants
- Continue funding for the “Community of Scholars”/ manuscript development faculty learning community

Assumption:
Seek internal/external support for faculty/ student research and research centers

Subdivision Unit: Office of Graduate Studies & Research
Prepared by: Gerardo M. Gonzalez
Date: 01/17/14
iii. Strengthen infrastructure to support Institutional Review Board (IRB)/Institutional Animal Care and Use Committee (IACUC) compliance
   - improve the tracking and operation systems of the IRB and IACUC
   - enforce campus and federal policies and procedures for human and animal research
   - increase staffing and training to support compliance with research regulations

Request:
- Renew license for the IRBNet document management system
- Hire a 1.0 administrative analyst for compliance requirements

Assumption:
Enhance the recognition, documentation, and support for faculty research and external grant activity

Potential Collaborators: Colleges, Departments, Library, and IITS
3) FY 2016/17 Goals

a. Graduate Studies

i. Implement external/internal funding to ensure the viability and high quality of CSUSM graduate programs via:
   - support for faculty/graduate coordinators
   - growth in graduate program offerings
   - promotion of successful student progress

Request:

- Sustain 2 course releases [i.e., 6 units of assigned time] for the graduate coordinator of each stateside master’s program

Assumptions:
1) Seek external/ internal support for graduate coordinators and programs, master’s student scholarships, teaching/graduate assistantships, and graduate fellowships
2) Increase the number of graduate program offerings including interdisciplinary programs

Potential Collaborators:
Colleges/ Graduate programs, University Advancement, UARSC, and Extended Learning

ii. Continue financial support to recruit and retain high quality master’s students through:
   - endowment for graduate/ teaching assistantships
   - training programs to enhance the graduate/ teaching assistantship experience
   - competitive scholarships, financial aid packages, and tuition waivers

Request:

- Continue funding 20 assistantships across graduate programs
- Continue offering GA/TA tuition waivers for 20 assistantships across graduate programs

Assumptions:
1) Seek external/ internal sources of support for master’s student scholarships, teaching/graduate assistantships, and graduate fellowships
2) Enhance the graduate student experience through support, services, and training opportunities for teaching and research (e.g., master’s thesis and culminating projects

Potential Collaborators:
Colleges/ Graduate programs, University Advancement, UARSC, Extended Learning, and Office of Financial Aid

iii. Offer university-wide services to address specific graduate student needs:
   - graduate-level writing services
   - coordinated seminar series
• quantitative, methodological, and technological training

Request:

➢ Continue funding a master’s Graduation Writing Assessment Requirement (GWAR) preparatory class

Assumption:
Enhance the graduate student experience through support and training opportunities for teaching and research (e.g., master’s thesis and culminating projects)

Potential Collaborators:
Colleges/Graduate programs, ALCI, the Writing Center, and Office of Global Education

b. Research

i. Continue external/internal support for centers/institutes and faculty-student research
   • assist with the identification of external and internal grant opportunities
   • promote collaborations between centers and academic departments
   • foster academic and community partnerships for faculty mentored research

Request:

➢ Maintain stateside funding for University Professional Development grants
➢ Sustain funding for “Community of Scholars”/manuscript development faculty learning community

Assumption:
Seek internal/external support for faculty/student research and research centers

Potential Collaborators:
Colleges, Departments, Extended Learning, UARSC, and UA

ii. Offer training and peer support for faculty to increase external grant development and extramural grant awards by 5% annually
   • assist with the identification of external and internal grant opportunities
   • collaborate with units to cultivate and support external grant development
   • celebrate externally-funded research projects

Request:

➢ Sustain the Summer Academy for faculty external grant development

Assumptions:
1) Increase extramural grant awards by 15% over 3 years
2) Enhance the recognition, documentation, and support for faculty research and external grant activity
3) Improve our campus research infrastructure and capacity

Subdivision Unit: Office of Graduate Studies & Research
Prepared by: Gerardo M. Gonzalez
Date: 01/17/14
Potential Collaborators: Colleges, Departments, UARSC, University Advancement, and Faculty Center

iii. Strengthen infrastructure to support Institutional Review Board (IRB)/Institutional Animal Care and Use Committee (IACUC) compliance
   • improve the tracking and operation systems of the IRB and IACUC
   • enforce campus and federal policies and procedures for human and animal research
   • increase staffing and training to support compliance with research regulations

Request:

➢ Renew license for the IRBNet document management system

Assumption:
Enhance the recognition, documentation, and support for faculty research and external grant activity

Potential Collaborators: Colleges, Departments, Library, and 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 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.

2) Planning assumptions for IITS
    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 engage students. Students want access to learning material anytime and anywhere. Faculty demand for recording lectures and learning spaces designed to accommodate active learning environments such as “flipped classrooms” will grow dramatically over the next three years.
    b. Technological Change and Advancements as it relates to Human Resources: The next three years will see a tremendous shift in the environment due to the use of “cloud” and other “green” technologies. Campus faculty and staff will require training and development opportunities because of the dynamic nature of technology. Within IITS, new skill sets must be developed to meet the needs of the University. We expect to
continue providing occasional salary adjustments to meet increases in skills and experience.

c. Partnership Opportunities: Opportunities for developing partnerships in order to support Extended Learning, the University Student Union, student housing, grants and other external units will continue to grow. Funding from these sources will support the associated activities and allow us to improve overall support to the campus community.

d. University Wide Opportunities: To provide holistic service to University stakeholders, information must be shared across campus departments and divisions. IITS expects to improve the capabilities of enterprise administrative systems in order to support systems and information sharing for the entire university. In addition, as managing the diversity of devices becomes the norm, IITS must be prepared to develop, secure, and manage applications across a wide range of technologies.

e. System or Government Regulatory Compliance: New policies from the CSU, regulations from the state and federal governments and requirements from commerce partners will require the campus to create new policies and procedures for compliance. These efforts will require technology and staffing resources in order to adequately comply with the requirements.

B. Goals by Fiscal Year

1) FY 2014/15 Goals

a. Technology as a Key Component for Innovative Instruction:

i. Emerging Technologies – When possible fund faculty innovative technology ideas that could be used for instruction. Encourage faculty members to not be concerned about failure. Innovative ideas do not happen without failure.

ii. Faculty and student development - Humanize online and in-person environments with tools that foster real-time collaboration, social media, video and audio. Technology will be used to improve the instructional options allowing faculty to create active and personalized learning opportunities for our students.

iii. Online Instruction – Accommodate increased demand for online instruction. Greater focus on course design and quality assurance.

iv. Multimedia Content – Support increased use of lecture-recording capabilities by faculty who “flip the classroom,” allowing more time in the classroom for discussion and problem solving; as well as student multimedia projects.

v. Remote Lecture Capabilities – Outfit more classrooms with technology to support the delivery of on-campus lectures and interaction with remotely located students.

vi. Classroom Technology – Continue to enhance and differentiate learning spaces with focus on flexibility and student engagement.

b. Technological change and advancements as it relates to Human resources:

i. Enterprise Process Engineering – Begin to implement document management automated workflow technologies.
ii. **Roles to accommodate Emerging Technologies** – Continue to prepare staff to adapt to technology changes by providing resources in the form of instructional materials and hands-on workshops.

iii. **Explore new technologies** – Allow staff time to explore new technology through pilot projects that will 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.

iv. **Increased efficiencies** - Train staff to actively look for efficiencies in our business operations and improve resource utilization.

v. **Workforce Multiplier tools** – IITS will become a model on campus in the use of technology tools that improve collaboration and efficiencies such as the use of shared workspaces, virtualized desktops and applications, and information dashboards.

c. **Partnership opportunities:**

i. **Campus expansion** – Collaborate with campus auxiliary and self-support areas to support their continued growth and technology needs. These areas include Extended Learning, Auxiliary Services, grant and research needs, and University Police.

ii. **Faculty Center** – Continue to support the faculty fellow program which leads faculty learning communities, workshops and symposia.

iii. **CSU System** – Collaborate with other CSU campuses to promote quality standards for online courses using Quality Online Learning and Teaching (QOLT) initiative and eAcademy for consistent, high quality student learning.

d. **University wide opportunities:**

i. **Affordable Learning Initiative** – Accelerate the program that will reduce the cost of instructional material for students. Help faculty find affordable, quality educational content for their students through the IITS “Cougars Affordable Learning Materials” (CALM) initiative.

ii. **Offer Training Courses for Campus Community** – Offer training on vital systems for campus employees – including but not limited to primary desktop applications and tools.

iii. **Graduation Initiative** – Support the CSU wide efforts of the Graduation Initiative with project such as “Predictive Analytics to find at-risk students”.

iv. **Business Intelligence Committee** – Collaborate with the Business Intelligence committee on a strategic approach to data analytics and reporting to support the campus's need for data for informed decision-making. Implement the new Oracle-based Analytics suite as part of the eight-campus collaborative effort.

e. **System or government regulatory compliance:**

i. **Accessible Content** – Develop support material for accessible course content and web content in the effort to comply with the CSU Accessibility Technology Initiative (ATI). Actively engage the university community in advancing web accessibility, universal design of course materials, and education about assistive technologies.
ii. **Common Human Resources System (CHRS)** – Work with campus management and staff on the analysis and implementation of CHRS. Specifically focused on business process changes that will be required to use the new system.

iii. **Security Program** – Implement required objectives in the area of information security (employee training, governance, risk assessment, etc). Implement programs and assessment methodology to comply with laws and contracts such as HIPAA, PCI-DSS, etc.

iv. **Annual Reviews** – Create annual review and reporting methodology for compliance objectives.

v. **Data Center Transition** – Continue working towards virtualization of campus data center systems by implementing storage and virtual machine capacity. Incorporate cloud technology where feasible, and develop methods to ensure security of campus data stored on cloud-based systems.

2) **FY 2015/16 Goals**
   a. **Technology as a Key Component for Innovative Instruction:**
      i. **Students using mobile devices** – Work with faculty to identify how to take advantage of the inevitable fact that all students will own mobile devices and expect to obtain instructional material with these instruments.
      ii. **Learning Management System (LMS)** – Investigate the next generation LMS that can support highly interactive content, mobile learning, and integrated social media. More focus on learning analytics for student self-assessment.
      iii. **Classroom of the Future** – Identify ways to infuse technology and collaboration tools into classrooms to enhance learning through visual and kinesthetic interfaces.
      iv. **Student Engagement** – ePortfolio, game-based learning, collaboration tools.
      v. **Open Educational Resources** – Standardize methods for making appropriate use of open resources.

b. **Technological change and advancements as it relates to Human resources:**
   i. **Explore new technologies** – Allow staff time to explore new technology through pilot projects that will 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.
   ii. **Enterprise process engineering** – Expand implementation of enterprise process engineering technologies such as document management, automated workflows, and integration architectures as enablers for business process optimization addressing efficiency, flexibility, and accountability.

c. **Partnership opportunities:**
   i. **Business Intelligence Committee** – Execute plan to provide dynamic data analytics and reporting to support the campus’s decision-making.

Subdivision Unit: IITS
Prepared by: Wayne Veres
Date: 01/17/14
ii. **Administrative Projects Planning Committee** - Collaborate with the Administrative Projects Planning committee to determine strategic technology needs campus wide.

d. **University wide opportunities:**
   i. **Bring Your Own Device (BYOD)** – Redirect campus computer refresh funds to support the infrastructure needed to support students, faculty, and staff bringing their own devices to campus.
   
   ii. **Personalized Services** – Determine a strategic approach to provide mobile and ubiquitous access to key business processes for students, faculty, and staff.

   e. **System or government regulatory compliance:**
      i. ???

3) **FY 2016/17 Goals**

   a. **Technology as a Key Component for Innovative Instruction:**
      i. **Learning Management System (LMS)** – Learning analytics will be a key to successful student learning outcomes
      
      ii. **Classroom of the Future** – Foster the merging of mobile, virtual, and classroom environments into integrated learning experiences.
      
      iii. **Facilitating BYOD** - All classrooms will need to accommodate mobile computing presentation systems.

   b. **Technological change and advancements as it relates to Human resources:**
      i. **Paperless Campus** – Fully implement document management software that eliminates the need for paper as much as legally acceptable.

   c. **Partnership opportunities:**
      i. **Student Affairs Information Management & Technology** – Collaborate with Student Affairs on the next generation student system needs and related technology needed to support student services and enrollment management.

   d. **University wide opportunities:**
      i. **Administrative Projects Planning Committee** – Implement the document and workflow management application in order to improve campus business processes.

   e. **System or government regulatory compliance:**
      i. ???
Subdivision Unit: Library

PART I: NARRATIVE

A. Planning Assumptions

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      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 CSUSM Library will be considered a distinguished library of the CSU

CSUSM will be the educational hub of North County, and Kellogg Library is the jewel of the CSUSM campus. In 2017, the CSUSM Library will be a distinctive Library in the CSU system, known for its responsiveness to the needs of 21st century learners and teachers.

In the next three years, CSUSM Library will take the following steps towards this vision:
1) **Leadership in exploring, implementing, and assessing relevant pedagogical practices.**

Information literacy instruction is unique in higher education as it often occurs outside the construct of a semester long course. As Library Faculty are leaders in employing different pedagogical theories and practices, we will embark on focused efforts to explore and assess different pedagogical practices. By 2015, Library Faculty will be in the midst of multiple projects to integrate new pedagogies in first year instruction, key courses within majors, and in the delivery of reference/research help.

2) **Beyond books: Library collections that support 21st century teaching and learning.**

Ninety percent of the Library’s collections are in the form of online databases and journals. The cost of library content will continue to increase annually, particularly for the 90% of the collection dependent on subscriptions. Such inflation, without adequate funding will lead to a crisis of access to Library materials. In addition, purchasing power for library databases will be further eroded by reduced subsidization by the Chancellor’s office and increased subscription fees tied to our larger student enrolment. The library’s collection must continue to be positioned as an investment supporting the future of all programs on campus. Collecting the scholarship created on campus as well as working on an Open Access policy supports the efforts to create low cost instructional materials.

3) **The Library as place for a student population expected to grow in the next 20 years.**

CSUSM’s physical campus, curriculum, and faculty’s instructional approaches have changed since the Kellogg Library opened. One way to distinguish the CSUSM Library will be to ensure a welcoming environment and create adaptable spaces. Our particular focus for the next three years will be to create a technologically advanced interior space that will facilitate a variety of teaching and learning modalities. Students will gather, collaborate and create learning environments in our Library.

4) **The expectations of the 21st century learner and researcher will be planned into our research tools, access services, and business processes.**

Today’s students place ever-increasing demands on library services. We will improve the effectiveness and efficiency of our research tools and library services. The Library will actively seek out innovations and technologies to strengthen our business processes infrastructure in order to fully support the 21st century learner and researcher. We recognize the absolute necessity of the continual development of the Library staff’s skills and abilities for such an initiative, and as such, this will be a fundamental part of these efforts. We will engage in planning to assure services are available to students based in Temecula and anywhere else beyond the San Marcos campus including online.
5) **Enhance and invigorate student learning and faculty research by exploring, implementing, and assessing research tools, partnerships, and collaborations.**

Exploring and implementing innovative research tools further strengthens the library environment (online and physically) for student learning and faculty scholarship. Such tools minimize obstacles to student learning and faculty research that will ultimately contribute to higher quality scholarship. Identifying ways to leverage ScholarWorks, the CSUSM Library Archives, and promotion of open access content will also be a significant part of these efforts. Furthering the instructional and research goals of the Library and the University also requires that we seek out and develop partnerships beyond the Library. Outreach to campus and community partners will facilitate innovation as well as leverage potential funding opportunities for library collections and services.

6) **Invest in development and retention of library staff.**

Library staff are essential to the operations of the Library. The adoption of the Alma UMS in 2013/14 will dramatically and positively change the operations of the Library and, as a result, the work of the Library staff. Additionally the evolving nature of libraries requires that we develop and retain highly trained personnel. Professional development will be essential to develop skill sets and overall expertise. With a growing student population, newly expanded library hours and proposed enhanced services additional support staff will be needed.

B. Goals by Fiscal Year

1) FY 2014/15 Goals

**Goals for Assumption: Leadership in exploring, implementing, and assessing relevant pedagogical practices.**

i. **Hire a tenure-track librarian to support School of Health Sciences and Human Services** - The rapidly growing programs in Human Development, Kinesiology, School of Nursing and School of Social Work require the expertise of a tenure-track librarian. This librarian would support Human Development, Kinesiology, Master of Social Work, and the School of Nursing.

ii. **Work collaboratively with First Year Programs (FYP)** - Efforts are underway to consider the future of FYP at CSUSM. The Library is collaborating with campus leaders and will continue to play a significant role. Additional Library Faculty to provide instruction and coordinate efforts within FYP is anticipated.
iii. **Articulate and assess programmatic student learning outcomes (SLO’s)**-While some progress was made on this in the last year, the new requirement from WASC to assess information literacy as a core competency among graduating seniors has added urgency to completing this task. The ILP Coordinator, as part of the Core Competency Team, is leading the ILP on this effort. Additionally, a new data set of research projects completed by first year students is being used to assess information literacy among this population. Together, these two projects represent a major initiative within ILP to assess this core competency.

iv. **Create additional space and refine existing space for librarian-led instruction**- Librarian-led instruction continues to increase within all academic programs. Growth in First Year Programs, courses within majors, new requirements for librarian integration in Area E courses, as well as instructionally related events (e.g. Context: Library Series and Common Read) require that another space, that can hold larger groups, is identified. The existing labs used by librarians are used heavily. Kellogg 2303 and 3400 labs are configured in such a way that limits librarians’ ability to teach in a variety of ways. Additionally, Kellogg 4400 is being used heavily after being made into a classroom that facilitates teaching in small groups, but some improvements need to be made. The ILP will consider how to improve these spaces.

**Goals for Assumption: Beyond books: Library collections that support 21st century teaching and learning.**

i. **Conduct a holistic assessment of multi-media materials** - Partly as a result of the close review of reference materials and also because of the campus decision to no longer support the VHS format, bibliographers will review all multi-media collections. These significant collections require periodic assessment in order to ensure relevancy to the curriculum and to maintain accessibility (e.g. old formats, ADA compliance.)

ii. **Develop awareness of newly acquired Web of Science at CSUSM** - The acquisition of Web of Knowledge represents a significant new addition to the Library’s collections. The Library will plan and hold a variety of events and opportunities to build awareness of this new tool. Usage statistics will be collected for Web of Science for evaluation and budgetary priority.

iii. **Inflation of Library Materials** – 90% of collection development budget is in ongoing subscriptions and databases, a majority of these tied to CSU consortial subscriptions. We will continue working proactively with the Chancellor’s Office, using consortial leverage to get the best resources for our students and faculty. With database inflation and current charging models changing through vendors and the Chancellor’s Office we must rely on the student success fee to augment our general fund. Inflation costs require an additional $80,000 in the collections budget to cover inflation (one example: Springer cost increase from $17,664 to $23,194 – over a 31% increase).
**Goals for Assumption:** The Library as place for a student population expected to grow in the next 20 years.

i. **Assess additional changes needed in redesigned 3rd floor student area** - Students are currently using this area heavily. A formal assessment of usage is needed, yet observations of users in the space have already revealed there are additional changes that could increase usability of this space: e.g. additional seating and flexible space for group work.

ii. **Create informal welcoming environment in Lobby area** – This area is the first area people see when entering the Library on the 3rd floor. The area is heavily used as a meeting place and a landing spot for students between classes. We will continue the renovation of this area, begun in 2013/14, by investing in new furnishings.

**Goals for Assumption:** The expectations of the 21st century learner will be planned into our research tools, access services, and business processes.

i. **Leverage new systems and technologies to improve access, retrieval, and management of library resources** - The process of acquiring, provisioning, and assessing library resources has rapidly evolved over the past ten years. Due to dated, underfunded, and siloed systems, the internal management of this resource lifecycle has not been able to exploit the latest technologies to achieve greater efficiencies and more integrated workflows. In addition, the Library’s ability to explore new technology projects and deploy new systems has been hampered by its aging resource management software. In 2013-2014, the Library is successfully pursuing the deployment of a new Unified Management System (UMS) with the goal of finding better and faster ways of making resources available to library users. The primary goal of the UMS is to enable integration amongst the library’s numerous resource management and access systems. As the UMS comes online, the Library has a unique opportunity to re-envision its internal operations and explore new and improved services to its patrons. Through automation of some business workflows, the Library will be able to engage in projects that explore the uses of recent technological developments.

ii. **Implement, expand and assess new services to students and faculty** – The existing successful group study room reservation project will be expanded to include additional study rooms to meet demand. We will implement on-shelf holds book retrieval for easier access to materials. The new library hours, implemented in 2013/14 will be assessed and evaluated. The Library will invest in a public use scanner on the 3rd floor to enable students to scan/send projects to their professor even after the STH desk is closed.

iii. **Implement new tools to support group work and flipped classes**- The group study areas of the Library are highly used by students study and project groups. The Library will collaborate with IITS to implement a pilot project that provides technological support specific to group collaboration.
iv. **Explore additional integration of library instructional materials, scholarly research data, and user services within campus systems** - Collaborate with Academic Technology to enhance and add shared library data, instructional modules, and streaming video within the campus Learning Management System. Continue to improve exchange of financial and student between the Library UMS and campus systems such as PeopleSoft.

v. **Information Sharing and Collaboration within the Library** - Continue to enhance the Library’s internal knowledge management and assessment applications. Utilize these systems in conjunction with the UMS to support the improvements to the exchange of information and ideas within the Library organization.

**Goals for Assumption:** Enhance and invigorate student learning and faculty research by exploring, implementing, and assessing research tools, and campus/community partnerships.

i. **Work across departments to create standards-based technology solutions for exhibiting and archiving student work** - As undergraduate research efforts continue to increase at CSUSM, departments need more avenues to disseminate and exhibit student works. The library is able to provide guidance to programs wanting to implement standards-based tools for digital projects. Implementing WordPress or Omeka can facilitate Digital History graduate students’ research, for example. Giving students access and training with the tools they would be using in a work environment better prepares them for the world beyond CSUSM.

ii. **Identify staffing needed to further work on outreach efforts** - As outreach efforts continue to increase along with campus growth, planning for additional staffing is necessary. The Library will craft position description(s) for additional human resources in order to continue and support Context: Library Series, Common Read, K-12 outreach, and other library initiatives.

iii. **Develop archives beyond initial efforts** - The efforts of a librarian assigned to develop the archives began in earnest in 2013-14 and has already resulted in much interest on campus and beyond. As CSUSM nears its 25th anniversary and continues to grow past 10,000 students, a formal record of the campus’ history becomes more difficult to capture in an archives. Additionally, individuals and organizations around North County San Diego are already expressing interest in provided materials to the archives to grow the Library’s special collections. A basic infrastructure is needed not just to support such work, but also to cultivate community partnerships. The Library will provide additional human and material resources needed to continue this work. The library will also explore digitizing material from the archives to increase access and prevent wear and tear on the primary source materials.

iv. **Lead the campus on developing an open-access policy** - The Institutional Repository librarian has put forward a proposal to LATAC to bring forward an open access policy for all faculty generated scholarship to be made available in ScholarWorks. CSUSM faculty believe strongly in the teacher-scholar model. An open access policy will facilitate faculty using their own research and campus-generated scholarship in their pedagogy. Additionally, Library Faculty
will aim to, where possible, publish in open access journals as a demonstration of support for these campus efforts.

v. **Fill need for Library Systems Analyst/Programmer** - In response to the evolving technological environment, the Library Technology unit has moved away from managing networks of desktops and is increasing its focus on implementation and development of applications. Due to realignment of personnel in the Library Technology unit, there is a shortfall in resources to support current applications and to initiate pending projects. These projects include the upgrading and replacing older applications and exploring the use of new ones. Areas that need more resources and attention include mobile and wayfinding applications. Enhancements to user authentication and resource sharing remain unexplored due to lack of resources. Additional resources will also allow for the implementation of applications specific to Library Archives, the institutional repository, and Library outreach. This overall shift in focus aligns well with campus IT operations and will more fully support the growing needs of Library instruction, user services, and internal operations.

**Goals for Assumption: Invest in development and retention of library staff.**

i. **Invest in professional growth for Library Staff** - The Alma UMS will significantly increase the complexity and technical nature of the work for virtually all Library Staff. The Library will leverage these changes to implement a coordinated development plan for all staff. In addition, the Library will develop a year-long training plan, focused on Alma and WorldShare Management, that encourages units and individuals to discover innovative uses for the wide range of functionality offered by the new UMS. The Library recognizes that much of the library specific training cannot be obtained through campus sponsored workshops, but will require sending staff outside for training. Library administration will support these professional development efforts.

ii. **Assess library staffing** – The Library will assess vacant and temporary staff positions and create a staffing plan for these (for example backfilling the staff position in Interlibrary Loan is urgently needed in order to maintain turn-around time for materials).

2) **FY 2015/16 Goals**

**Goals for Assumption: Leadership in exploring, implementing, and assessing relevant pedagogical practices.**

i. **Anticipate need for a First Year Program (FYP) tenure-track librarian position** - FYP will be in a process of structural change and the population of first year students will continue to grow rapidly. In order to coordinate curriculum, ensure adequate Library Faculty staffing, and establish a sustained assessment program, a tenure-track Librarian is required.

ii. **Continue assessment efforts of graduating seniors and first year students’ information literacy learning outcomes** - The ILP Coordinator will continue to participate in the Core
Competency Team, and lead the ILP Library Faculty on data collection and data analysis as the work continues.

**Goals for Assumption: Beyond books: Library collections that support 21st century teaching and learning.**

i. **Electronic resource management analysis** - Leverage data collected via Alma to conduct an analysis of usage to better curate electronic collections. Usage data, cost per access, and other data points about the Library’s electronic resources are currently very difficult to collect and analyze. Alma’s ERM (electronic resource management tool) will be essential in empowering Library Faculty to make more informed choices about these materials.

ii. **Explore new endowment opportunities** - The Library will work closely with University Advancement to create new endowments for collections and collaborate with colleges to identify new and/or additional means of incorporating contributions from other colleges into collection budget. Seek ways to develop a stronger mandate, within curriculum development, to bring about increased funding for the Library collections. Explore methods of leveraging RADAR data and e-resource usage analytics (now available via the ALMA ILS) to support additional campus allocations for specific subject areas.

iii. **Inflation of Library Materials** - The Library will need an additional $88,000 in collections to cover inflation as well as $43,000 for Web of Science (2nd year subscription).

**Goals for Assumption: The Library as place for a student population expected to grow in the next 20 years.**

i. **Create Library classroom space on first floor** - As the instructional role of the Library continues to increase along with campus growth, emptied classroom space within Kellogg Library can be reclaimed.

ii. **Library Furniture Rejuvenation Project** – With ten years of heavy usage the Library will begin replacing or reupholstering the well-worn upholstered furniture throughout the library.

**Goals for Assumption: The expectations of the 21st century learner will be planned into our research tools, access services, and business processes.**

i. **Increase services and expertise readily available to distance learners** - Partner with Extended Learning to provide librarian and staff presence on site at the Temecula campus in order to provide the full array of library services and expertise at a part-time basis minimally.

ii. **Self-service** - Explore self-service options for Library users. Particularly of interest will be deploying apps for mobile devices. Students currently are able to pay their fines online, pay and submit e-theses, check for available computers online, and reserve study rooms. The Library will continue to implement similar mobile options. Investigate self-checkout, RFID, self-service holds, etc.
iii. Improve real-time online research assistance - The instruction program at the Library successfully implemented a number of applications that provided new methods of helping students virtually and in real-time. As the technology advances in this area, the Library will explore ways of enhancing current tools.

iv. Increase accessibility of microform materials - The Library’s microform collections have become increasingly difficult to access. Identifying a sustainable approach to ensuring continued access of these collections is necessary. The Library will investigate options for digitizing these materials.

**Goals for Assumption: Enhance and invigorate student learning and faculty research by exploring, implementing, and assessing research tools, and campus/community partnerships.**

i. Determine next steps in development of Barahona Center and Hansen Curriculum Room - The Education Librarian has reinvigorated this space and usage of the Curriculum Room has been steadily increasing. Increased demand on the University Archives and continued growth necessitates that additional spaces for scholars and students coming in to do research are available. By dedicating Archives space on the 5th floor, we are better serving our students and the CSUSM community.

ii. Identify expertise needed to further work on scholarly communication and open access efforts - Craft position description for additional human resources in order to continue and support open access efforts on campus.

iii. Build community partnership to develop San Diego Asian Film Festival collection - The Library’s partnership with a unique local organization brings films from an internationally recognized festival to CSUSM. Materials will contribute to the library’s collection to support student research and curriculum in mass media, communication, ethnic studies and other areas. Making the SDAFF collection available via streaming will support the diverse CSUSM student population as well as make them more available to the public.

**Goals for Assumption: Invest in development and retention of library staff.**

i. Consider future library staffing positions as the campus grows and nears 15,000 FTE - As the campus begins a new wave of growth, assess staffing needs within the Library organization.

ii. Implement Coordinated Development plan for all staff – Based on a needs assessment, and incorporating room to flex for future changes, create defined pathways for future growth. Developing these increased skill sets and responsibilities will be necessary to support campus needs.

### i. FY 2016/17 Goals

Subdivision Unit: Library
Prepared by: Wayne Veres
Date: January 10, 2014
Goals for Assumption: Leadership in exploring, implementing, and assessing relevant pedagogical practices.

i. **Institutionalize assessment cycle within Information Literacy Program** - The initial cycle of assessment efforts initiated in part by WASC requirements will conclude. Making use of the inertia from this work, ILP will articulate and formalize an assessment plan to continue this cycle.

ii. **Create a teacher-librarian in residence program** - The ILP has been recognized nationally as an instructional program that cultivates librarians as educators. Having a teacher-librarian in residence program would provide librarians that are new to teaching an opportunity to develop their skills, and provide ILP Library Faculty with an opportunity to work closely with the next generation of teacher-librarians.

Goals for Assumption: Beyond books: Library collections that support 21st century teaching and learning.

i. **Engage in holistic collection evaluation in response to changes in campus curriculum** - The power of CSUSM Library’s collection lies in the way in which it is curated to be closely aligned with the existing curriculum. Bibliographers will lead an initiative to identify materials for withdrawal as well as to identify significant gaps in our collections. This effort will be used to inform future approaches to collection planning.

ii. **Inflation of Library Materials** – Need additional $97,000 in collections to cover inflation and $43,000 for Web of Science (3rd year subscription).

Goals for Assumption: The Library as place for a student population expected to grow in the next 20 years.

i. **Determine appropriate balance between providing technology by the Library and/or IITS and Bring-Your-Own-Device within student spaces in the Library** - Students regularly bring their technology to campus and this will only continue to grow. The Library has always provided an enormous amount of hardware to students, but as mobile computing becomes ubiquitous, the Library will evaluate and assess students’ technology expectations and needs.

ii. **Continue Library Furniture Rejuvenation/Renewal Project** - continue replacing or reupholstering the well-worn upholstered furniture throughout the library.

Goals for Assumption: The expectations of the 21st century learner will be planned into our research tools, access services, and business processes.
i. **Expand on successful partnerships and collaboration with IITS** - the Library has successfully leveraged and partnered with IITS on projects such as flipped classrooms, campus IR, and virtualized servers. Opportunities exist to further develop virtual meetings, mobile applications, and digital asset management. As use of the campus Learning Management System expands, the Library must be prepared to enhance and extend its presence so as to better serve our students and ensure seamless access to library materials and expertise.

ii. **Investigate checkout of e-readers or other new technologies** - The check-out desk of the Library will expand its operation to include e-readers or other devices students need to access library materials.

**Goals for Assumption: Enhance and invigorate student learning and faculty research by exploring, implementing, and assessing research tools, and campus/community partnerships.**

i. **Actively seek out community partnerships to develop archives and special collections** - With initial materials acquired and expertise now in place, archives and special collection can now more fully expand efforts into the community. The Library will make a concerted effort to connect with people and groups beyond campus to grow this aspect of the Library.

**Goals for Assumption: Invest in development and retention of library staff.**

ii. **Assess and refine professional development initiative for library staff** - In the same way Library Faculty must constantly be seeking ways to improve student learning and deploy new pedagogies, library staff also constantly seek ways to improve their library paraprofessional skills in service and technology. As ongoing professional development for library staff becomes institutionalized, the Library will focus efforts on further developing skills for all library staff. As the campus continues to grow rapidly, the Library must be prepared to provide and support high-tech, personalized service throughout the organization.