

Line in/line-out

Footnotes explain most changes, and include attributions, e.g. AS= Academic Senate, FAC = Faculty Affairs, etc.

03/16 Senate Draft

Revised by President, Provost & Deans + VP Demetrulias 2/21/07

[their insertions **lined-in in red and highlighted**, deletions **lined-out and highlighted**]

Revisited by SEC 3/16/07

[changes made for the 3/16 version are **highlighted in light blue**]

California State University, Stanislaus
DRAFT STRATEGIC PLAN

FRAMING THE FUTURE

High Aspirations, High Expectations

Moving forward into the next decade, California State University, Stanislaus commits itself to an ambitious program: sustaining the qualities that have served us so well, while adapting to current challenges and preparing ourselves to grasp new opportunities. This Strategic Plan, *Framing the Future*, capitalizes on the development over the past decade of the University's mission and the vision and values statement, documents created through extensive intramural collaboration, and outlines a path for future development.

As a campus community, California State University, Stanislaus reaffirms and recommits itself to its core academic mission: the ~~labor~~ joy¹ of teaching and learning. We commit ourselves to engaging and providing access to a diverse, often first-generation student body in a developing region. We commit ourselves to augmenting our strengths in teaching and learning by advancing support for scholarship and intellectual pursuits. At the same time, the opportunities and challenges provoked by the economic and social transformation of our traditional service region—the counties of Calaveras, Mariposa, Merced, San Joaquin, Stanislaus, and Tuolumne—prompt us to augment these commitments by realizing our potential as an agent for positive change through partnership with the community.

This Strategic Plan frames our future through three key themes:

1. Student engagement, development, and student achievement
2. Support for ~~scholarship~~, teaching, and learning, ~~scholarship~~² and service
3. The University and the community

The ~~Implementation of the~~ Strategic Plan ~~requires~~ ~~provides~~ for the necessary ~~infrastructure~~ human, informational, technological, and material ~~resources to realize our commitments~~. We envision California State University, Stanislaus as a ~~world-class~~ highly valued and respected institution that, endowed with a faculty known for ~~the high caliber of their achievements, its outstanding scholarly and creative activities,~~³ fulfills ~~can fulfill~~ its primary mission of teaching excellence ~~informed by well-recognized scholarly and creative accomplishment,~~⁴ augmented by a professoriate whose scholarly and creative activities are internationally recognized within their disciplines. This is a difficult task, ~~These are exacting goals, but one which they can be achieved by funding and focusing on the combined goals of academic pursuits and teaching excellence in teaching, intellectual, and academic pursuits.~~ Our aspiration is that the name "Stanislaus" be widely recognized as a place where academic excellence supports rather than competes with ~~underscores~~ teaching excellence.⁵

¹ [AS]

² [SEC]

³ [President, Provost, and Deans]

⁴ [President, Provost, and Deans]

⁵ [AS/FAC: The language of "world class" is positive and hard to argue against except that the term is undefined here and brings to mind Research I universities such as Stanford which we are not and will not be within the span of time

CSU Stanislaus has built a solid foundation through planned growth, determined adherence to principles of collegial academic exploration, commitment to service to the region, and above all, to the idea that close collaboration between and among faculty and students creates engaged and responsive communities. In effecting the work of this transformation, our engagement with the community is invaluable to the success of any mission we envision. Our ties with our service area allow us to respond to the needs of the area and to work with our communities to have a transformative impact upon it. As we develop, we commit ourselves to ~~growing with~~ growing with serving⁶ the region; our fortunes depend upon our ethical, engaged, inter-related activity.

This Plan encourages faculty development, innovation, and imagination to create and continue to deliver high quality academic programs. We will create a university culture that shows pride in the intellectual achievement and pedagogy of our faculty by investing in the recruitment and retention of a high quality and diverse professoriate and by supporting the development of individual faculty members. Similarly, organizational effectiveness depends upon the quality of the University staff members and their commitment to the highest level of delivery of services to students and faculty. Investment in the professional growth and achievement of staff is essential for the University to achieve excellence of operations and to fulfill its mission as a learning organization.

The University's organizational structures should reflect its high level of expectations for effectiveness, efficiency, productivity, accountability, and quality. As the administration has guided and determined the reorganization of its structures, so the faculty will determine and guide any changes to its structures.⁷ ~~As California State University, Stanislaus becomes increasingly larger and more complex, greater autonomy for decision making and innovation at the department and college level is imperative. At the same time, some issues general education and interdisciplinary programs, for example demand careful University wide deliberation.~~⁸

This Plan gives a framework and direction ~~to colleges~~⁹ for program development during the next decade and establishes criteria for investing in its current programs. This Plan honors the University's traditional core commitment to liberal arts, complemented by professional programs in service to the region while encouraging an entrepreneurial and technological approach to program development, where these approaches are appropriate and supported by faculty. The University will continue to seek accreditation and reaccreditation by national professional accrediting agencies to underscore our commitment to quality.

The University is committed to serving a growing freshman class; continuing to serve transfer, graduate, and post-baccalaureate students; and expanding opportunities for international students. We are one University with a commitment to access and quality at multiple sites: our main Turlock campus, the Stockton Center, the Merced Tri-College Center, and the expanded service area made possible by distance education and e-learning initiatives. As the reputation for quality education of California State University, Stanislaus becomes synonymous with quality education increases, we will invigorate our relations with the many communities of our service area.¹⁰ The University will create partnerships with schools, foundations, and businesses to provide services designed to encourage college preparation and facilitate college entrance. The University will prepare ~~our~~ its graduates to lead their communities, promoting student development in literacy and numeracy, communication, information competence, critical thinking skills, social and community engagement, and global awareness.

this SP will be in force.][FBAC too has concerns about the use of this term here.][Other comments: Is Stanislaus augmented by a professoriate? FAC: Odd that academic excellence excludes teaching excellence]

⁶ [FAC]

⁷ [insertion suggested by AS; line-out suggested by President, Provost, & Deans]

⁸ [FAC]

⁹ [FAC: Does it give no direction to the university? Are we a university or a collection of colleges?]

¹⁰ [SEC: The old version of the statement could be read to imply that CSU Stanislaus is not currently synonymous with quality education.]

Building on our commitment to academic achievement, we are committed to ensuring that campus culture continues to support a nurturing environment, a vigorous student-life presence, and an aesthetically pleasing environment, the latter a distinguishing feature for the City of Turlock and the Central Valley. The City of Turlock occupies a special place in that service area as the home of the University; hence, we endeavor especially to build upon our relations with the City, as we grow our University with our home town.

~~We are the preeminent university in the~~ Ours is a highly regarded Central Valley university with a vital mission.¹¹ Let us frame our future.

1. Student engagement, development, and academic achievement

1.1 Strategic Action: Continue the tradition of engagement to enhance the overall success of a diverse body of students.

Activities:

- ❖ Continue to improve retention and persistence to degree;
- ❖ Increase student-faculty engagement through informal contact, service learning opportunities, meaningful co-curricular programming, community engagement, student participation in professional societies and activities, and study abroad;
- ❖ Encourage and celebrate scholarly achievement;
- ❖ Attract high achieving students to the campus and ensure continued access for students of promise by enhancing scholarships and financial aid.

Effectiveness Indicators:

- ❖ program specific retention and persistence studies;
- ❖ scholarship funding levels;
- ❖ student research productivity;
- ❖ student participation levels in programs;
- ❖ student satisfaction and engagement surveys;
- ❖ student demographics including veterans and disabled students¹².

1.2 Strategic Action: Continue to provide excellent undergraduate and graduate programs in the liberal arts and professions.

Activities:

- ❖ ~~Determine quality indicators based on cost/benefit analyses and academic program reviews;~~¹³
- ❖ ~~Use those quality indicators to determine future investment in current programs;~~¹⁴

¹¹ [FAC: Discomfort with the word preeminent -- look for something that connotes high quality & worthiness of mission.][SEC: possibilities: distinguished, eminent, highly regarded, noteworthy, prominent, top-notch, first-rate, highly valued, respected] [FBAC: "We are the preeminent teaching university in the Central Valley" or "We are a preeminent university in the Central Valley"] [SEC: preeminent means *the* best - you can't be *a* best. "Vital" in lieu of "worthy."]

¹² [President, Provost, & Deans]

¹³ [SEC/FAC/AS What does this mean—that indicators of quality are determined on a cost benefit analysis, but programs are not judged on a cost-benefit analysis? At what point would cost/benefit lead to termination? We need to explain this language careful, especially as it affects smaller programs.][AS/Provost's Forum: At least the first two bullets should be deleted because they employ local assessment and academic program review as a means of competition; local assessment data and its use are protected under the principles of ASL #8 (see 2nd activity bullet) and academic program review, for the programs, is a means to innovate and improve, not to justify funding. Program Assessment Coordinators have worked on language and may also make a suggestion about cost/benefit analysis language.][SEC: Delete this unless we can find an acceptable substitute."]

¹⁴ [AS/SEC: This bullet violates Assessment of Student Learning Principle 8. So it has to be deleted. (c.f. <http://web.csustan.edu/FacultyHandbook/appxx.htm>)]

- ❖ Increase support for current programs as ~~justified by academic quality, data elements, budget, and use of assessment data by programs to promote excellence, as permitted by budget considerations,~~¹⁵
- ❖ ~~Where befitting, sustain or enhance programs relevant to first year students,~~¹⁶
- ❖ ~~Enlist government and the community to help support for existing programs.~~¹⁷

Effectiveness Indicators:

- ❖ program quality (Academic Program Review);
- ❖ ~~program assessment of student learning outcomes;~~¹⁸
- ❖ enrollment data
- ❖ student, alumni, and faculty surveys;
- ❖ ~~the degree to which programs are aligned~~ alignment of the University's and colleges' missions with regional needs, ~~and student demand~~ and institutional mission.¹⁹

1.3 Strategic Action: Develop new programs that demonstrate the greatest centrality to the University's mission, the highest quality of academic rigor, and expectations for student learning.

Activities:

- ❖ Develop new programs through the ~~department, college, and university~~ structures;²⁰
- ❖ ~~Engage in a highly consultative process to prioritize~~ Prioritize new directions with an academic master plan;²¹
- ❖ Enlist the community to recommend and support new program development.

Effectiveness Indicators:

- ❖ program quality and vitality through academic program review, external evaluation, and disciplinary accreditation (as appropriate);
- ❖ ~~program assessment of student learning outcomes;~~²²
- ❖ enrollment data.

1.4 Strategic Action: Support colleges in developing and reinforcing their distinct academic identities.

Activities:

- ❖ Develop and articulate college identities;
- ❖ ~~Market colleges' distinctiveness and competitive advantages through sophisticated and focused promotional materials;~~²³

¹⁵ [AS/SEC: This bullet also is troubling. Like the preceding two, it seems to evoke the "culture of justification."]

¹⁶ [UEPC]

¹⁷ [SEC: It is very important to urge the administration to continue to work for better funding from the state.]

¹⁸ [AS: ASL Principle 8: Assessment data will not be used to make comparison across programs, departments, or colleges. Assessment data will be used only for the facilitation of student, program, college, and university development, and are not intended for comparative judgments. Assessment data will be made available to those most closely involved in and responsible for the learning that is related to the data.][SEC: The bullet has to be deleted because it suggests using assessment data improperly.]

¹⁹ [FAC/SEC: The original wording made this bullet appear to be an activity. The rearrangement casts it as an indicator]

²⁰ [SEC: This is what we normally do; there is faculty review above the college—look at all CSUs]

²¹ [FAC: This will be a large and long process performed by whom?]

²² [SEC: This does not appear to be proper use of assessment data. It would be a violation of principle of assessment 8 to use assessment data to 'make comparison across programs'. This bullet needs to be stricken unless and until explained.]

²³ [UEPC: This statement has been moved to a new section: 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

- ❖ Offer innovative academic programs that both serve particular needs of the region and draw students from the state, nation, and internationally;
- ❖ ~~Simplify and make more responsive University level governance structures and increase college autonomy and agility for decision making~~ Foster fair, effective, and efficient faculty governance structures that mesh well at department, college, and university levels.²⁴
- ❖ Diversify the colleges' resource base through acquisition of extramural and private financial support through University Advancement;
- ❖ Provide seed support for promising programmatic initiatives.²⁵

Effectiveness Indicators:

- ❖ colleges' public images in region, state, and nation;
- ❖ program enrollments—region, state, and nation;
- ❖ diversification of resource base and University Advancement support;
- ❖ programmatic initiatives.

1.5 Strategic Action: Facilitate access to programs and develop nontraditional delivery models appropriate for the unique needs of students.

Activities:

- ❖ Conduct pilot project for online (or other alternative) instruction using established full-time faculty in established courses;
- ❖ Evaluate outcomes of pilot project under faculty leadership;
- ❖ Increase number of new and restructured programs designed for ~~these~~ judiciously chosen student constituencies, with specific program development emanating from the colleges;²⁶
- ❖ Increase number of certificate, credential, and executive programs;
- ❖ Increase number of students entering and completing these programs;
- ❖ Improve workforce placement in high demand professional areas.

Effectiveness Indicators:

- ❖ policies and procedures for (any) future employment of online (or other alternative) instruction, including cost/benefit analysis, program evaluation, evidence of student learning, faculty and student satisfaction;
- ❖ enrollment data and program quality and vitality through academic program review, external evaluation, and disciplinary accreditation (as appropriate);
- ❖ program quality and continuing accreditation;
- ❖ placement data from business, education, healthcare, and industry.

1.6 Strategic Action: Ensure a comprehensive and accurate student advising program to articulate clear degree pathways and emphasize student accountability.

Activities:

- ❖ Implement efficient, ~~and~~ easily-understood and effective²⁷ advising processes, including new student orientation;
- ❖ Make degree audits available on-line;
- ❖ Provide clear and accurate advising, accessible through multiple media;

²⁴ [SEC: What programs have not been approved that should've been? If this applies to faculty governance structures, language should be included to assure the faculty that they will guide this process. (Note that we will have no measures of effectiveness. What would they be? What are the examples of lack of agility? Is the need for agility limited to program approval? The substitute language suggests we proceed objectively.)]

²⁵ [FAC: Can the administration relinquish control of and accountability for money to colleges and departments? Would an indicator be that the deans and chairs recognize greater control over funding allocation?]

²⁶ [SEC: Seems assumed that these constituencies are already identified. Who are they? Where are they?]

²⁷ [SEC]

- ❖ Increase student activity and accountability in evaluating their academic progress, managing their academic portfolios, and abiding by University regulations.²⁸
- ❖ *Effectiveness Indicators:*
- ❖ retention and graduation data;
- ❖ appropriate measures, derived in part from data on graduation rates, total units attempted²⁹ and time to degree;
- ❖ student satisfaction and engagement surveys;
- ❖ exit interviews.

1.7 Strategic Action: Emphasize internships, workshops, and career skills development to provide strong preparation for career success after graduation.

Activities:

- ❖ Increase opportunities for students to explore career opportunities;
- ❖ Link career options and opportunities to majors;
- ❖ Enhance level of service learning and community engagement;
- ❖ Increase placement rates in chosen field;
- ❖ Enhance ~~professional perception~~ the ability of California State University, Stanislaus students to perform as highly competitive and successful professionals.³⁰

Effectiveness Indicators:

- ❖ employer, alumni, and graduating senior surveys;
- ❖ placement rates;
- ❖ increase awareness and resources of Career Center;
- ❖ levels of participation in service learning community partnerships.

1.8 Strategic Action: Strengthen the general education program to prepare students for academic challenges, the likelihood of multiple careers, and lifelong learning.

Activities:

- ❖ ~~Coordinate implementation of college restructuring by reexamining~~ Reexamine general education course offerings and schedules,³¹
- ❖ Coordinate interdisciplinary programs/intercollege programs both sustaining existing ones and creating new ones as necessary.³²
- ❖ Foster strengths in the liberal arts and preparing students for academic challenges³³
- ❖ Integrate clearly global learning and environmental sustainability principles into General Education Learning Goals.³⁴
- ❖ Assess the design and delivery of the general education program, including factors such as information literacy,³⁵ global awareness, civic engagement, and sustainability, among others;

²⁸ [SEC: What is the academic portfolio and what does a student have to do to manage it?]

²⁹ [SEC: It has been pointed out by many faculty that "time to degree" is often not an appropriate metric. Consider other, more refined, metrics. Add "number of units attempted before degree is attained" or something similar.]

³⁰ [UEPC: Another (edited) copy of this statement has been placed in a new section -- 3.9. The principle at work is to make a separate section for activities and indicators related to advertising the university.] [FAC: How can the meaning be clarified? Can we say 'Ensure that students will be highly competitive' . . . that they will be. Should this activity be somewhere else? Leave one copy of this statement in place and transform it into something that says we should try to actually improve the students rather than just the perception that they are good.]

³¹ [FAC: How is the college restructuring linked to reexamining GE? How does the re-examination of offerings here differ from that in the subsequent bullet? The meaning should be made clear.]

³² [AS]

³³ [AS]

³⁴ [UEPC: suggest this bullet be included here in addition to section 1.9. It seems to fit in both locations.]

³⁵ [FAC]

- ❖ Assess student achievement in general education learning goals;
- ❖ Enhance communication with California community colleges to improve transfer readiness and preparation;
- ❖ Study the feasibility of appointing ~~Appoint~~ a faculty director to provide leadership for development and assessment of the general education program.³⁶

Effectiveness Indicators:

- ❖ evidence of student achievement of general education learning goals;³⁷
- ❖ ~~department reports of student preparation;~~³⁸
- ❖ evidence of student participation in interdisciplinary programs or activities.³⁹
- ❖ graduating senior, employer, and alumni surveys.

1.9 Strategic Action: Prepare students to be leaders in their field who are globally aware and responsive to environmental and sustainability issues.

Activities:

- ❖ Increase percentage of students in leadership experiences;
- ❖ Integrate clearly global learning and environmental sustainability principles into General Education Learning Goals;⁴⁰
- ❖ Provide multiple opportunities for the study of a variety of languages and cultures;
- ❖ Increase the number of seminars, practica, and field experiences which address environmental and sustainability issues.

Effectiveness Indicators:

- ❖ student enrollment and participation in leadership programs;
- ❖ student recognition in campus, local, state, and national competitive leadership events;
- ❖ evidence of student achievement of General Education Learning Goals;
- ❖ growth of effective language learning opportunities ~~on-campus and through virtual learning;~~⁴¹
- ❖ availability of campus and local seminars, practica, and field experiences addressing global awareness and/or environmental sustainability.

2. Support for teaching, learning, scholarship, and service

2.1 Strategic Action: Recruit and retain a diverse and engaged professoriate.

*Activities:*⁴²

- ❖ ~~Implement~~ Fund and fully implement the Workload Agreement;⁴³
- ❖ Implement and fully fund a policy of assigning twenty percent of faculty workload to research, scholarship, or creative activities, broadly defined;⁴⁴
- ❖ Continue to increase faculty compensation throughout the academic ranks and at median level or above for comparable institutions;

³⁶ [FAC/SEC: This may be a good idea, but what autonomy will that director have? It's not an agreed-upon goal either.]

³⁷ [FAC: What is the evidence sought that will be in conformance with ASL principles?]

³⁸ [FAC: What does this look like—are students prepared coming in, going out—what data that is in conformance with ASL principles will provide this information? Who wants this? Why is this necessary beyond the first bullet and what additional, valid evidence will it provide? Strike till clarified and justified.]

³⁹ [AS]

⁴⁰ [UEPC: suggest this be listed in 1.8 (and it does appear there in this draft - the fourth 'Activities' bullet).]

⁴¹ [FAC]

⁴² [SEC: What is the difference in what is being offered to the two or three groups listed here?]

⁴³ [FAC: This could simply mean “fill out the forms”; what is the funding commitment? Highlighted change added later by President, Provost & Deans. The provost stated that there's no mention of funding in the workload agreement. However the agreement states that up to twenty percent of the annual workload of the average faculty member may be in the category of RSCA.]

⁴⁴ [SEC: This makes more explicit what FAC intended by it's original modification to the bullet regarding implementing the workload agreement.]

- ❖ Reduce first year workload for new faculty hires;
- ❖ Support pedagogical development for junior faculty;
- ❖ Mentor and support research, scholarship, and creative activities agenda, including securing seed funding for extramural support;
- ❖ Promote and publicize accomplishments and achievements;
- ❖ Determine whether "increased college autonomy" means an increased level of participation of the college in retention, promotion, and tenure decisions;
- ❖ Mentor full-time and part-time faculty and increase opportunities for participation of lecturers and other contingent faculty.
- ❖ Increase faculty opportunities to enhance teaching skills for advancement and professional development via the Faculty Center for Excellence in Teaching and Learning's programs and activities.⁴⁵

Effectiveness Indicators:

- ❖ achieve the ACR-73 goal of seventy-five percent tenured and tenure-track faculty, measured in terms of full-time equivalent faculty (FTEF).⁴⁶
- ❖ maintain or lower student faculty ratio;⁴⁷
- ❖ institutional data indicating the degree to which faculty are able to receive adequate assigned time for scholarship, professional activities, and indirect instruction.⁴⁸
- ❖ other faculty demographics;⁴⁹
- ❖ compensation data;
- ❖ retention rates at mid-career;
- ❖ faculty reports of teaching; research, scholarship, and creative activities; and service performance;
- ❖ student and faculty surveys.

2.2 Strategic Action: Recognize faculty for leadership, service, and achievements.

Activities:

- ❖ Recognize and publicize ~~senior~~⁵⁰ faculty as ~~the~~ public intellectuals ~~of the region~~⁵¹;
- ❖ Increase level and variety of knowledge shared ~~with~~ within the University and the broader community;⁵²
- ❖ Define opportunities for and promote involvement of Emeritus faculty in campus activities;
- ❖ Continue to improve competitiveness in salary compensation.

*Effectiveness Indicators:*⁵³

- ❖ faculty demographics;
- ❖ compensation data;
- ❖ ~~scholarship and creative activity;~~⁵⁴
- ❖ faculty reports of teaching; research, scholarship, and creative activities; and service performance;
- ❖ faculty, student, and community surveys.

⁴⁵ [FDC]

⁴⁶ [AS/SEC]

⁴⁷ [SEC: The President, Provost & Deans group suggested that "maintain or lower" be removed but the provost agreed with SEC on 03/13/07 that it would be alright to leave it in.]

⁴⁸ [SEC]

⁴⁹ [SEC]

⁵⁰ [SEC]

⁵¹ [FAC]

⁵² [FDC]

⁵³ [SEC: How can these items be used to gauge the university's success in recognizing faculty for what they do?]

⁵⁴ [SEC: Bullet 3 appears to be subsumed under bullet 4. What is the difference that makes this a distinct bullet?]

2.3 Strategic Action: Support the professional development, growth, and achievement of the University's staff.

Activities:

- ❖ Increase staff opportunities to enhance skills for advancement and to acquire additional education;
- ❖ Enhance staff satisfaction and efficiency;
- ❖ Recruit, hire, and retain staff ~~to~~ at appropriate levels.⁵⁵

Effectiveness Indicators:

- ❖ funding levels for staff development;
- ❖ staff participation rates in on-campus and external staff development;
- ❖ staff educational attainment;
- ❖ staff demographics;
- ❖ staff, faculty, and student satisfaction surveys.

2.4 Strategic Action: Provide accessible, comprehensive library resources and services to support the research and scholarship of students, faculty, and staff.

Activities:

- ❖ Increase substantially the size and currency of the library collection;
- ❖ Increase information and material and multi-media⁵⁶ learning resources to facilitate high quality teaching and research, scholarship, and creative activities;
- ❖ Recruit library faculty and staff to appropriate levels;
- ❖ Increase support at the University level, in the colleges, and in the library for faculty pursuing grant and research opportunities.

Effectiveness Indicators:

- ❖ funding level for material and human resources;⁵⁷
- ❖ library user surveys;⁵⁸
- ❖ library unit review process;
- ❖ size, scope, currency, and multi-media availability⁵⁹ of the library collection;
- ~~❖ library users surveys~~;⁶⁰
- ❖ grant productivity measures.

2.5 Strategic Action: Provide appropriate campus technology services to all members of the campus community, while maintaining the primacy of technological support for academic programs.

Activities:

- ❖ Provide agile, robust, and ubiquitous technological services;
- ❖ Improve service delivery through accessibility and expanded communication;
- ❖ Improve faculty and student access to campus information and appropriate technology tools.
- ❖ Recruit technical staff in sufficient numbers and with appropriate skills;⁶¹

Effectiveness Indicators:

- ❖ technological support measures;

⁵⁵ [AS/FAC]

⁵⁶ Input from Library Faculty

⁵⁷ Input from Library Faculty

⁵⁸ Input from Library Faculty

⁵⁹ Input from Library Faculty

⁶⁰ Input from Library Faculty

⁶¹ [FAC]

- ❖ technology assessment through support unit review process;
- ❖ faculty, staff,⁶² student satisfaction, and graduating seniors' surveys.

2.6 Strategic Action: Support innovative curricular and co-curricular opportunities to instill in students the pride of scholarship.

Activities:

- ❖ Increase availability of learning communities and learning support programs that support our student body;
- ❖ Develop programs and activities that help distinguish the University as a center for learning;
- ❖ Increase opportunities for student research, scholarly, and creative activities.

Effectiveness Indicators:

- ❖ retention of students and graduation rates against targets and in comparison with peer institutions;
- ❖ outcome achievements in organized learning communities;
- ❖ participation in honor societies, academic presentations, and competitions;
- ❖ students continuing to further graduate and post-baccalaureate study.

2.7 Strategic Action: Continue the development of the Stockton Center.

Activities:

- ❖ Promote existing strengths of the Stockton Center and enhance its academic identity by focusing on 6-8 complete and community-responsive programs,⁶³
- ❖ Redevelop business and academic master plans in collaboration with the community;
- ❖ Explore feasibility of alternative instruction and delivery systems;
- ❖ ~~Enhance marketing and promotion of the Stockton Center,~~⁶⁴
- ❖ Develop key student services.

Effectiveness Indicators:

- ❖ stabilized enrollment growth pattern;
- ❖ increased faculty, staff, student, and community satisfaction;
- ❖ increased student achievement and satisfaction.

2.8 Strategic Action: Increase organizational efficiency and effectiveness.

*Activities:*⁶⁵

- ❖ Perform needs analysis of faculty governance at university and college levels.⁶⁶
- ❖ ~~Coordinate college restructuring by streamlining governance structures at university and college levels to maintain focus on academic mission,~~⁶⁷
- ❖ ~~Increase college autonomy and fiscal accountability by increasing governance and curricular processing at the college level and decreasing processing at the university level;~~⁶⁸

⁶² [AS]

⁶³ [FAC: Is 6-8 subjective or do we have programs identified?]

⁶⁴ [UEPC: This statement has been moved to a new section: 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

⁶⁵ [SEC: Replace the first of the four original bullets with bullets that are as vague as the last three. Regarding "delineation": Appropriate assignment of decision-making duties is already quite comprehensively delineated by professional organizations, law, collective bargaining, precedence and custom. There is a set of important overarching principles involved, not a mere collection of parameters to be 'tweaked' for efficiency's sake.]

⁶⁶ [SEC]

⁶⁷ [FAC: What does the first half of the sentence mean? How is it related to maintaining focus?]

⁶⁸ [FAC: Again, if this touches on faculty governance, needs to include an assurance that it is guided by faculty.]

- ❖ Consider proposals for restructuring of Restructure the university governance and administrative organization,⁶⁹
- ❖ Coordinate decision making by delineating issues appropriate to faculty and administration;⁷⁰
- ❖ Increase integrity of institutional research and data systems;
- ❖ Increase efficiency of administrative operations while maintaining quality;
- ❖ Improve enrollment management to streamline application and admission decisions.

*Effectiveness Indicators:*⁷¹

- ❖ evidence-based decision making;⁷²
- ❖ faculty, staff, and student satisfaction survey;
- ❖ ~~implementation of strategic plan;~~
- ❖ ~~college autonomy;~~⁷³
- ❖ degree of compliance with external deadlines and requirements
- ❖ cost comparisons with other similar institutions
- ❖ ~~institutional research capacity.~~

3. The University and the Community

3.1 Strategic Action: **Grow at a median rate of 3% Full-Time Equivalent Students (FTES) per year, simultaneously improving instructional quality and fiscal well-being.**⁷⁴

*Activities:*⁷⁵

- ❖ Increase student enrollments at an average annual rate of 5-7% per year (average);
- ❖ Maintain a student-faculty ratio at or below 18.5 :1;⁷⁶
- ❖ Reduce the structural deficit to zero by the end of AY 2008-09;⁷⁷
- ❖ Increase freshman enrollments;
- ❖ Increase classroom space;⁷⁸
- ❖ Utilize effective classroom scheduling;
- ❖ ~~Market and promote the Stockton Center;~~⁷⁹
- ❖ Develop program-specific community learning centers in carefully targeted areas;
- ❖ Increase number of qualified transfer students from Delta, Modesto, Merced, Columbia and other community colleges;

⁶⁹ [FAC: What is the difference in “university governance” and “administrative organization”?]

⁷⁰ [AS: In light of what’s stated in first three original bullets, what is appropriate to faculty? How does “delineation” “coordinate”? Who will do the delineation? For example, what is the delineation on 3.3 below—faculty are supposed to have a strong voice in enrollment management—have we ever?]

⁷¹ [SEC: There seems to be no relevance to any of the indicators in the original list, except the second - satisfaction. For example, the degree of “college autonomy” is not intrinsically a measure of efficiency or effectiveness. We should delete the false indicators and try to come up with some that make more sense. How do you actually measure efficiency and effectiveness?]

⁷² [FAC: Does this embrace qualitative data?]

⁷³ [FAC: From whom? It seems this would mean college autonomy from university-level faculty review since they obviously won’t have autonomy from the vice-provost, provost, and president.]

⁷⁴ [AS: Is there any commitment to maintaining or reducing the student/faculty ratio? FBAC has consistently included this in its budget priorities resolutions.][SEC: It is also a perennial concern of the statewide academic senate.]

⁷⁵ [SEC: Regarding these activities, we need careful discussion of the theory that growth is good. How do we know that growth will not put us deeper and deeper into the red due to insufficient increases in funding per student? Let’s couple enrollment growth goals with something that calls to mind the assurances we hear that growth will bring us a more favorable financial position. Consider the effect on SFR and ‘structural deficit.’]

⁷⁶ [SEC: The President, Provost & Deans group suggested that “at or below 18.5:1” be replaced with “that assures pedagogical quality” but the provost agreed with SEC on 03/13/07 that it would be alright to leave this as is.]

⁷⁷ [VP/AVP Demetrulias requested this deletion, citing the concern that WASC might take the phrase “Structural Deficit” to mean that the University is in dire financial straits.]

⁷⁸ [UEPC]

⁷⁹ [UEPC: A statement basically identical to this one was included in section 2.7. It was moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

- ❖ Increase number of out-of-region, national, and international students;
- ❖ Increase use of national and international exchange programs to attract students;
- ❖ Increase percentage of regional high school students who go to college and select California State University, Stanislaus;
- ❖ Reevaluate systematically campus facility capacity needs.

Effectiveness Indicators:

- ❖ enrollment numbers and percentage of freshmen, transfer, graduate and international students annually against targeted growth rates;
- ❖ Stockton and distance education enrollments;
- ❖ international student enrollments and exchange agreements;
- ❖ percentage of regional high school graduates attending college and selecting California State University, Stanislaus;
- ❖ student-faculty ratio.⁸⁰
- ❖ university financial reports.⁸¹

3.2 Strategic Action: Expand high school and community college partnerships.

Activities:

- ❖ Increase high school and community college partnerships and outreach programs;
- ❖ Work within these partnerships to increase student preparation for college entry;
- ❖ ~~Exploit the state-of-the-art website and recruiting materials to market the University~~
Employ novel web technology and other well-suited communication strategies to provide prospective students with timely information facilitating college preparation.⁸²

Effectiveness Indicators:

- ❖ application yield and percentage of students in partnership programs;
- ❖ percentage of students requiring remediation at entrance;
- ❖ web users survey and web log analysis.⁸³
- ❖ percentage of students eligible for California State University, Stanislaus in the six-county area;
- ❖ local high school graduation index;
- ❖ number of local students attending California State University, Stanislaus.

3.3 Strategic Action: Implement an enrollment management plan to increase admission, retention, and progress to degree in graduate programs.

Activities:

- ❖ Increase enrollments in selected graduate programs to meet student, educational, and professional demand for qualified graduate students;
- ❖ Increase financial and scholarly support for graduate students.⁸⁴
- ❖ Develop new programs in response to workforce needs;
- ❖ Streamline admission process for graduate students.
- ❖ Consult fully with the faculty as part of the enrollment management process.⁸⁵
- ❖ ~~Employ an enrollment management process that includes full consultation with the colleges and departments.~~
- ❖ consult fully with faculty and staff at the department, college and university levels as part of the enrollment management process.⁸⁶

⁸⁰ [SEC: Since this has been modified to call for 'sustainable' growth, we need indicators that measure sustainability]

⁸¹ [SEC: Since this has been modified to call for 'sustainable' growth, we need indicators that measure sustainability]

⁸² [AS: Question the use of "exploit" and "state of the art."] [UEPC: An edited copy of the original statement has been placed in a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

⁸³ [SEC]

⁸⁴ [UEPC/GC]

⁸⁵ [AS]

Effectiveness Indicators:

- ❖ application yield, enrollments, and percentage of graduate to undergraduate students;
- ❖ mean application to admission time;
- ❖ retention, total units attempted,⁸⁷ and mean time to degree data;
- ❖ academic program review.

3.4 Strategic Action: Maintain an aesthetically pleasing campus environment that supports opportunities for students, faculty, staff, and community members to engage.

Activities:

- ❖ Enhance campus climate and usability of grounds through campus master planning activities;
- ❖ Increase opportunities for students and the community to use campus facilities and grounds other than the Faculty Development Center⁸⁸ for informal and formal activities;
- ❖ ~~Promote the availability of and reduce obstacles to use of campus facilities, other than the Faculty Development Center,~~⁸⁹ by student, faculty, staff, and the community;
- ❖ Increase opportunities and reduce any obstacles for the campus and external community to use campus facilities and grounds for informal and formal activities, in accordance with university policies.⁹⁰
- ❖ Encourage ~~Increase~~ increased usage ~~perception~~ of campus as a cultural and intellectual center.⁹¹

Effectiveness Indicators:

- ❖ assess facility usage through support unit review process;⁹²
- ❖ completion of campus master planning;
- ❖ student satisfaction and engagement surveys;
- ❖ community surveys.

3.5 Strategic Action: Create a vibrant campus student life culture through increased, high-quality residential living opportunities within the greater campus area.

Activities:

- ❖ Increase campus residential population through the construction of a variety of new student housing units;
- ❖ Enhance local student housing opportunities;
- ❖ Facilitate a ~~wholesome~~ an invigorating, safe, and healthy campus life to enhance student experience;⁹³

⁸⁶ [SEC worked this out with Provost Covino as a compromise between the two bullets above]

⁸⁷ [SEC: It has been pointed out by many faculty that "time to degree" is often not an appropriate metric. Consider other, more refined, metrics. Add "number of units attempted before degree is attained" or something similar.]

⁸⁸ [FBAC][SEC/AS: We have an agreement on the use of JSRFDC, and it should be clear that this bullet does not supersede that agreement. Also, we might prioritize educational uses of facilities] [FAC: library too? A bold statement is needed to assure the first priority for the Library is our students. There should be a priority system to assure that education comes first.]

⁸⁹ [FBAC]

⁹⁰ [SEC agreed to this change by the President, Provost & Deans group after Provost Covino checked with President Shirvani and assured SEC that the President "John Stuart Rogers Faculty Development Center Policies Statement" of May 22, 2001 to be "a University Policy."]

⁹¹ [UEPC: An edited copy of this statement has been placed in a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

⁹² [SEC: What does this mean?]

⁹³ [FBAC: alternatively, "well-rounded"] [FAC: "Wholesome" seems to connote a value judgment. Holistic?][SEC: What were the writers trying to say here? Is this about creating enjoyment for the students but keeping things within bounds?]

- ❖ Improve food service, recreation and activities, safety service, and appropriate administrative service hours.

Effectiveness Indicators:

- ❖ assess housing, food service, **sororities, fraternities, student activities**, and other areas through support unit review process;⁹⁴
- ❖ occupancy reports for housing;
- ❖ campus crime statistics;
- ❖ alcohol and other appropriate benchmarking surveys related to student behavior, physical and mental health.⁹⁵
- ❖ student satisfaction and engagement surveys;

3.6 Strategic Action: Enhance our academic stature nationally and within the California State University system.

Activities:

- ❖ ~~Update website and print media;~~⁹⁶
- ❖ Achieve consistently the highest reaccreditation by the Western Association of Schools and Colleges and disciplinary accrediting agencies.

Effectiveness Indicators:

- ❖ Western Association of Schools and Colleges reaccreditation;
- ❖ disciplinary reaccreditations;
- ❖ National Ranking Publications (e.g., *Princeton Review* listing; *US News and World Report* listing; *Hispanic Outlook* listing);
- ❖ **Offices held by faculty and administration in professional organizations;**⁹⁷
- ❖ CSU Accountability Report and Chancellor's Office reports.

3.7 Strategic Action: Enhance our **stature **partnerships**⁹⁸ regionally, with special attention to the City of Turlock.**⁹⁹

Activities:

- ❖ Substantially increase level of interaction with alumni;
- ❖ ~~Implement marketing and communications plan;~~¹⁰⁰
- ❖ Position the University as the a prominent and¹⁰¹ reliable intellectual resource for the service area;
- ❖ Develop partnerships and create a college town environment;¹⁰²
- ❖ ~~Improve signage and "faces" of University;~~¹⁰³
- ❖ Enhance relationships with government agencies and elected officials;
- ❖ ~~Increase use of campus radio, television, and student newspaper;~~¹⁰⁴

⁹⁴ [President, Provost & Deans]

⁹⁵ [FAC: There are many metrics.]

⁹⁶ [UEPC: This statement has been moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

⁹⁷ [President, Provost & Deans]

⁹⁸ President, Provost & Deans]

⁹⁹ [UEPC: It may be a good idea to move sections 3.7 and 3.8 close to the beginning of section 3 -- maybe the very beginning.]

¹⁰⁰ [UEPC: An edited version of this statement has been moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

¹⁰¹ [SEC]

¹⁰² [AS: Is there any particular college town environment we wish to create?]

¹⁰³ [SEC: What are faces?] [UEPC: This statement has been moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

¹⁰⁴ [UEPC: An edited version of this statement has been moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

- ❖ ~~Consider creating~~ Create a Turlock downtown office and delivery site for extended education and degree programs;¹⁰⁵
- ❖ Increase quality of relations between the City of Turlock and the University;
- ❖ Increase service learning opportunities to enhance engagement between the campus and community.

Effectiveness Indicators:

- ❖ ~~media coverage;~~¹⁰⁶
- ❖ survey of alumni, employers, superintendents, and community college presidents;
- ❖ partnerships and philanthropic activities;
- ❖ student, staff, and faculty involvement in service activities;
- ❖ campus involvement in service learning and local community internships;
- ❖ ~~foot traffic in University business area;~~¹⁰⁷
- ❖ extended education programs and enrollments;
- ❖ faculty and staff participation in city organizations;
- ❖ city participation in campus organizations.

3.8 Strategic Action: Enhance University contributions to the region's economic prosperity.

Activities:

- ❖ Increase opportunities for local economic and business development forums;
- ❖ Encourage responsible, ethical, and sustainable economic development;
- ❖ Increase opportunities for University researchers to improve regional understanding of economic and social indicators;
- ❖ Develop a knowledge-based research center focusing on land and environmental policy and planning;¹⁰⁸
- ❖ Link key corporations more formally to campus;¹⁰⁹
- ❖ Establish University as the a¹¹⁰ key regional source of talent for business recruitment.

Effectiveness Indicators:

- ❖ number of events, activities, and studies for business and economic development;
- ❖ regional economic development indicators;
- ❖ ~~media coverage;~~¹¹¹
- ❖ surveys of economic development officers and leaders;
- ❖ alumni employment.

3.9 Strategic Action: Through Advertis~~ing~~, Enhance University Image and Public Relations¹¹²

Activities:

¹⁰⁵ [FAC: Has this already been done? Do we have a space downtown across the street from the Bistro? Anyway, we have not discussed such a site yet. We need to do that.]

¹⁰⁶ [UEPC: This statement has been moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

¹⁰⁷ [UEPC: This statement has been moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

¹⁰⁸ [SEC: What does this refer to?]

¹⁰⁹ [SEC: Which corporations? Link how?]

¹¹⁰ [SEC]

¹¹¹ [UEPC: This statement has been moved to a new section -- 3.9. The principle at work here is to make a separate section for activities and indicators related to advertising the university.]

¹¹² [UEPC: This section is new. Everything here has been copied or moved from another location (and then edited, in some cases).]

- ❖ ~~Enhance professional perception~~ Increase the awareness¹¹³ of California State University, Stanislaus students as highly competitive and successful professionals.
- ❖ ~~Exploit the state of the art website~~ Employ novel web technology and recruiting materials to market the University.¹¹⁴
- ❖ Increase perception of campus as a cultural and intellectual center.
- ❖ Market colleges' distinctiveness and competitive advantages through sophisticated and focused promotional materials;
- ❖ Enhance marketing and promotion of the Stockton Center;
- ❖ Update website and print media publicizing the university and its achievements;
- ❖ Implement local marketing and communications plan;
- ❖ Improve signage and "faces" of University;
- ❖ Publicize the university through increased ~~Increase~~ use of campus radio, television, and student newspaper;

Effectiveness Indicators:

- ❖ media coverage;
- ❖ foot traffic in University business area;
- ❖ alumni hiring data
- ❖ enrollment data
- ❖ number of cultural and intellectual events on campus

Implementation of the Strategic Plan

The Plan is organized into three themes each supported by several *Strategic Actions*, each of which is further supplemented by specific *Activities* and *Effectiveness Indicators*. The numerical order of these *Actions* and *Activities* is not meant to designate specific priority. Priority for actions and activities is an ongoing, deliberative process within and among administrative units and faculty governance. Hence, University and college divisions are expected to align their own priorities and initiatives with this Plan.

Effectiveness Indicators are to be taken as possible measures and are not inclusive. Actual indicators are chosen through collaborative consultation by among those who perform the actions and activities and those responsible for monitoring the effectiveness of each strategic action the actions and activities, in accordance with the best practices and established principles of shared governance.¹¹⁵

Surveys are frequently identified as effectiveness indicators throughout the document. It is not the intention to develop or conduct individual surveys for each indicator mentioned. Rather, the Office of Institutional Research coordinates the administration of surveys in order to combine measures so as to limit the total number of surveys employed and to use existing data and/or instruments wherever possible and appropriate.

The Plan guides the University's actions for the next five years. Implementation occurs under the leadership of the Provost, with direction and monitoring by the President and the President's Executive Cabinet, based upon assessment data provided by the Office of Institutional Research. The budgetary process ensures a direct link to the Plan and the allocation of revenue sources to support priorities. Campus leaders assess *Strategic Actions* in regular annual reporting documents. We recognize that the Plan must be dynamic and agile, with the University ready to move forcefully in directions not envisioned at the time of adoption. Through our commitment

¹¹³ [FAC]

¹¹⁴ [AS: Question the use of "exploit" and "state of the art."]

¹¹⁵ [FAC: What is the delineation?]

to these focused strategic actions and collegial processes, we ensure our future as ~~a world-class~~ an outstanding academic center.¹¹⁶

Process and Participation in Developing the Strategic Plan

Building on a decade of success in strategic planning at California State University, Stanislaus, President Hamid Shirvani invited the campus community to move the University to the next level of accomplishment and excellence. A strategic planning forum assembled 28 faculty, staff, students, administrators, and community members for a two-day strategic planning session, February 2-3, 2006.

As a means to assess the University's current strategic position, the forum began with an examination of institutional research data, environmental scans, and college academic program plans, followed by a frank discussion of University's strengths and weaknesses, threats and opportunities.¹¹⁷ The focus then shifted to the future. A conceptual framework emerged from the forum, a thematic unity¹¹⁸ that framed the future of California State University, Stanislaus in ways that preserve its traditions and essential character—an historic devotion to students through strong faculty-student interaction and engagement, access (especially for first generation students), regional service, and above all, a commitment to excellence in teaching and learning.

After the forum, a small writing group, comprised of faculty and administration, drafted a Plan consistent with the framework and actions identified during the strategic planning discussions. The Plan identified three institutional priorities, supported by 25 strategic actions and methods for demonstrating effectiveness and quality.

The draft Plan was presented to the campus for discussion in February 2006. Feedback from open forums, online discussions, and other venues was crucial in formulating the revised draft presented to the campus in mid-April 2006. This draft also was widely circulated, and discussed in Academic Senate, faculty governance committees, and administrative units. The present draft (October 2006) incorporates feedback from both of these cycles, and is hereby submitted for deliberation and endorsement by the Academic Senate and approval by the President.

Forum Participants

The following campus and community members participated in the strategic planning forum:

Bill Ahlem, Member, Foundation Board of Trustees
 June Boffman, Interim Dean, College of Arts Letters and Sciences
 Wanda Bonnell, Academic Advisor, Educational Opportunity Program
 David Dauwalder, Provost and Vice President for Academic Affairs
 Scott Davis, Assistant Professor, Department of English
 Diana Demetrulias, Vice Provost
 Amin Elmallah, Dean, College of Business Administration
 Dianne Gagos, Vice President, Foundation Board of Trustees
 Randall Harris, Associate Professor, Management, Operations, and Marketing
 Jennifer Helzer, Associate Professor, Anthropology and Geography
 Kathleen Hidalgo, Administrative Support Coordinator, Advanced Studies in Education
 James Koelewyn, Consultant, Information Technology
 Andrew LaFlamme, Student, Vice President-External of the Associated Students, Inc.
 Timothy Mahoney, Assistant Professor, Teacher Education
 Ken McCall, Alumnus

¹¹⁶ [AS/FAC: The language of “world class” is positive and hard to argue against except that the term is undefined here and brings to mind Research I universities such as Stanford which we are not and will not be within the span of time this SP will be in force.][FBAC too has concerns about the use of this term here.]

¹¹⁷ [SEC: Has this been put on the table for all groups?]

¹¹⁸ [FAC: Is the document a thematic unity or a shopping list? The mission and vision statement has thematic unity about who we are and what we do.]

Chelsea Minor, Student, President of the Associated Students, Inc.
Cynthia Morgan, Dean, Stockton Center
Stacey Morgan-Foster, Vice President for Student Affairs
Mildred Murray-Ward, Dean, College of Education
Gary Novak, Professor, Psychology and Child Development
Paul O'Brien, Professor and Chair, Sociology
Al Petrosky, Speaker of the Faculty, Associate Professor, Management, Operations, and Marketing
Roger Pugh, Assistant Vice President, Enrollment Management Services
Bill Ruud, Vice President, Development and University Relations
John Sarraillé, Professor, Computer Science
Ham Shirvani, President
Mary Stephens, Vice President, Business and Finance
My Lo Thao, Assistant Professor, Biological Sciences

The Writing Group

June Boffman, Special Assistant to the Provost
Scott Davis, Assistant Professor of English
Diana Demetrulias, Interim Provost and Vice President for Academic Affairs
Janet King, Special Assistant to the Provost
Stacey Morgan-Foster, Vice President for Student Affairs
Gary Novak, Professor of Psychology and Child Development and Interim Dean of the College of Human and Health Sciences

Acknowledgements

Special thanks are due to Professor Steven Filling for hosting the online threaded discussion, to Janet King and Jeanne Elliott for managing logistics, and to the many faculty, staff, students, alumni, and administrators who participated in the process, led discussion sessions in committee meetings and open forums, rendered articulate and forceful feedback, and submitted language to the writing group for consideration, especially Carl Bengston, Julie Fox, John Garcia, David Hamlett, Jennifer Helzer, Kelvin Jasek-Rysdahl, Cynthia Morgan, Paul O'Brien, Elaine Peterson, Al Petrosky, Dawn Poole, Roger Pugh, Bill Ruud, Mary Stephens, Koni Stone, and Mark Thompson.

:je (10/12/06)