

Line in/line out

Footnotes explain most changes from the 10/12/2006 draft which the provost transmitted to SEC. The footnotes include attributions, e.g. AS= Academic Senate, FAC = Faculty Affairs, etc. If this policy is adopted by the AS, naturally a "clean" version of this (revised) text will be published - no editing marks or footnotes included.

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04/16 Senate Version
Revised by President, Provost & Deans + VP Demetrulias 2/21/07
Revised by SEC 3/16-27/07 & 4/03-13/07
Revised by Business & Finance 4/12/07
California State University, Stanislaus
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

43 CSU Stanislaus has built a solid foundation through planned growth, determined adherence to
 44 principles of collegial academic exploration, commitment to service to the region, and above all,
 45 to the idea that close collaboration between and among faculty and students creates engaged and
 46 responsive communities. In effecting the work of this transformation, our engagement with the
 47 community is invaluable to the success of any mission we envision. Our ties with our service
 48 area allow us to respond to the needs of the area and to work with our communities to have a
 49 transformative impact upon it. As we develop, we commit ourselves to growing with serving⁶
 50 the region; our fortunes depend upon our ethical, engaged, inter-related interpersonal⁷ activity.

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

60 The University's organizational structures should reflect its high level of expectations for
 61 effectiveness, efficiency, productivity, accountability, and quality. ~~As the administration has
 62 guided and determined the reorganization of its structures, so the faculty will determine and
 63 guide any changes to its structures.~~⁸ As California State University, Stanislaus becomes
 64 increasingly larger and more complex, greater autonomy for decision making and innovation at
 65 the department and college level is imperative. At the same time, some issues general education
 66 and interdisciplinary programs, for example demand careful University-wide deliberation.⁹

67 This Plan gives a framework and direction ~~to colleges~~¹⁰ for program development during the next
 68 decade and establishes criteria for investing in its current programs. This Plan honors the
 69 University's traditional core commitment to liberal arts, complemented by professional programs
 70 in service to the region while encouraging an entrepreneurial and technological a creative and
 71 innovative¹¹ approach to program development, ~~where these approaches are appropriate and
 72 supported by faculty~~¹². The University will continue to seek accreditation and reaccreditation by
 73 national professional accrediting agencies to underscore our commitment to quality.
 74

75 California State University, Stanislaus earned the distinction of being noted a predominant
 76 Hispanic-serving university by U.S. News and World Report. Hispanic Outlook magazine
 77 designated our university exemplary in serving Hispanic students. We are listed as an Hispanic-
 78 serving institution by the U.S. Department of Education. Forty percent of newly admitted
 79 students are of Hispanic heritage. Attention to diversity is a hallmark of this university.¹³
 80

81 The University is committed to serving a growing freshman class; continuing to serve transfer,
 82 graduate, and post-baccalaureate students; and expanding opportunities for international
 83 students. We are one University with a commitment to access and quality at multiple sites: our
 84 main Turlock campus, the Stockton Center, the Merced Tri-College Center, and the expanded

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 [AS - 04/03/07]

⁸ [insertion suggested by AS; line-out suggested by President, Provost, & Deans]

⁹ [FAC]

¹⁰ [FAC: Does it give no direction to the university? Are we a university or a collection of colleges?]

¹¹ [AS - 04/03/07: better to emphasize creativity rather than profit and loss]

¹² [AS - 04/03/07: The lined-out words seem unnecessary, given that "creative and innovative" are to replace "entrepreneurial and technological."]

¹³ [AS - 04/03/07: There was a desire to amplify coverage of diversity issues and concerns.]

85 service area made possible by distance education and e-learning initiatives. As the reputation for
 86 quality education of California State University, Stanislaus ~~becomes synonymous with quality~~
 87 education increases, we will invigorate our relations with the many communities of our service
 88 area.¹⁴ The University will create partnerships with schools, foundations, and businesses to
 89 provide services designed to encourage college preparation and facilitate college entrance. The
 90 University will prepare ~~our~~ its graduates to lead their communities, promoting student
 91 development in literacy and numeracy, communication, creativity¹⁵, information competence,
 92 critical thinking skills, social and community engagement, and global awareness.
 93 Building on our commitment to academic achievement, we are committed to ensuring that
 94 campus culture continues to support a nurturing environment, a vigorous student-life presence,
 95 and an aesthetically pleasing stimulating¹⁶ environment, the latter a distinguishing feature for the
 96 City of Turlock and the Central Valley. The City of Turlock occupies a special place in that
 97 service area as the home of the University; hence, we endeavor especially to build upon our
 98 relations with the City, as we grow our University with our home town.

99 ~~We are the preeminent university in the~~ Ours is a highly regarded Central Valley university with
 100 a vital mission.¹⁷ Let us frame our future.

101 102 103 1. Student engagement, development, and academic achievement

104 105 1.1 Strategic Action: Continue the tradition of engagement to enhance the overall success of a diverse body of students.

106 Activities:

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

114 Effectiveness Indicators:

- 115 ❖ program specific retention and persistence studies;
- 116 ❖ scholarship funding levels;
- 117 ❖ student research productivity;
- 118 ❖ student participation levels in programs;
- 119 ❖ student satisfaction and engagement surveys;
- 120 ❖ student demographics, including veterans and disabled students¹⁸.

122 123 1.2 Strategic Action: Continue to provide excellent undergraduate and graduate programs in the liberal arts and professions.

124 Activities:

¹⁴ [SEC: The old version of the statement could be read to imply that CSU Stanislaus is not currently synonymous with quality education.]

¹⁵ [AS - 04/03/07]

¹⁶ [AS - 04/03/07]

¹⁷ [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."]

¹⁸ [President, Provost, & Deans]

- 126 ❖ ~~Determine quality indicators based on cost/benefit analyses and academic program~~
 127 ~~reviews;~~¹⁹
 128 ❖ ~~Use those quality indicators to determine future investment in current programs;~~²⁰
 129 ❖ ~~Increase support for current programs as justified by academic quality, data elements,~~
 130 ~~budget, and use of assessment data by programs to promote excellence, as permitted by~~
 131 ~~budget considerations;~~²¹
 132 ❖ ~~Where befitting, sustain or enhance programs relevant to first year students;~~²²
 133 ❖ ~~Enlist government and the community to help support for existing programs.~~²³
 134

135 *Effectiveness Indicators:*

- 136 ❖ program quality (Academic Program Review);
 137 ❖ ~~program assessment of student learning outcomes;~~²⁴
 138 ❖ enrollment data
 139 ❖ student, alumni, and faculty surveys;
 140 ❖ ~~the degree to which programs are aligned~~ alignment of the University's and colleges'
 141 ~~missions with regional needs, and student demand~~ and institutional mission.²⁵
 142

143 **1.3 Strategic Action: Develop new programs that demonstrate the greatest centrality to the**
 144 **University's mission, the highest quality of academic rigor, and expectations for student**
 145 **learning.**

146 *Activities:*

- 147
 148 ❖ Develop new programs through the department, college, and university structures;²⁶
 149 ❖ Engage in a highly consultative process to prioritize ~~Prioritize~~ new directions with an
 150 academic master plan;²⁷
 151 ❖ Enlist the community to recommend and support new program development.
 152

153 *Effectiveness Indicators:*

- 154 ❖ program quality and vitality through academic program review, external evaluation, and
 155 disciplinary accreditation (as appropriate);
 156 ❖ ~~program assessment of student learning outcomes;~~²⁸

¹⁹ [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.]

²⁰ [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>)]

²¹ [AS/SEC: This bullet also is troubling. Like the preceding two, it seems to evoke the "culture of justification."]
²² [UEPC]

²³ [SEC: It is very important to urge the administration to continue to work for better funding from the state.]

²⁴ [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.]

²⁵ [FAC/SEC: The original wording made this bullet appear to be an activity. The rearrangement casts it as an indicator]

²⁶ [SEC: This is what we normally do; there is faculty review above the college—look at all CSUs]

²⁷ [FAC: This will be a large and long process performed by whom?]

²⁸ [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.]

157 ❖ enrollment data.

158

159 **1.4 Strategic Action: Support colleges in developing and reinforcing their distinct academic**
 160 **identities.**

161 *Activities:*

- 162 ❖ Develop and articulate college identities;
- 163 ~~❖ Market colleges' distinctiveness and competitive advantages through sophisticated and~~
 164 ~~focused promotional materials;²⁹~~
- 165 ❖ Offer innovative academic programs that both serve particular needs of the region and
 166 draw students from the state, nation, and internationally;
- 167 ❖ ~~Simplify and make more responsive University level governance structures and increase~~
 168 ~~college autonomy and agility for decision making~~ Foster fair, effective, and efficient
 169 faculty governance structures that mesh well at department, college, and university
 170 levels;³⁰
- 171 ❖ Diversify the colleges' resource base through acquisition of extramural and private
 172 financial support through University Advancement;
- 173 ❖ Provide seed support for promising programmatic initiatives.³¹

174 *Effectiveness Indicators:*

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

179

180 **1.5 Strategic Action: Facilitate access to programs and develop nontraditional delivery**
 181 **models appropriate for the unique needs of students.**

182 *Activities:*

- 183 ❖ Conduct pilot project for online (or other alternative) instruction using established full-
 184 time faculty in established courses;
- 185 ❖ Evaluate outcomes of pilot project under faculty leadership;
- 186 ❖ Increase number of new and restructured programs designed for ~~these~~ judiciously
 187 chosen student constituencies, with specific program development emanating from the
 188 colleges;³²
- 189 ❖ Increase number of certificate, credential, and executive programs;
- 190 ❖ Increase number of students entering and completing these programs;
- 191 ❖ Improve workforce placement in high demand professional areas.

192 *Effectiveness Indicators:*

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

²⁹ [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.]

³⁰ [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.)]

³¹ [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?]

³² [SEC: Seems assumed that these constituencies are already identified. Who are they? Where are they?]

200

201

202

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

203

Activities:

204

- ❖ Implement efficient, ~~and~~ easily-understood and effective³³ advising processes, including new student orientation;

205

206

- ❖ Make degree audits available on-line;

207

- ❖ Provide clear and accurate advising, accessible through multiple media;

208

- ❖ Increase student activity and accountability in evaluating their academic progress, managing their academic portfolios, and abiding by University regulations.³⁴

209

210

- ❖ *Effectiveness Indicators:*

211

- ❖ retention and graduation data;

212

- ❖ appropriate measures, derived in part from data on graduation rates, total units attempted³⁵ and time to degree;

213

214

- ❖ student satisfaction and engagement surveys;

215

- ❖ exit interviews.

216

217

218

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

219

Activities:

220

- ❖ Increase opportunities for students to explore career opportunities;

221

- ❖ Link career options and opportunities to majors;

222

- ❖ Enhance level of service learning and community engagement;

223

- ❖ Increase placement rates in chosen field;

224

- ❖ Enhance ~~professional perception~~ the ability of California State University, Stanislaus students to perform as highly competitive and successful professionals.³⁶

225

226

227

Effectiveness Indicators:

228

- ❖ employer, alumni, and graduating senior surveys;

229

- ❖ placement rates;

230

- ❖ increase awareness and resources of Career Center;

231

- ❖ levels of participation in service learning community partnerships.

232

233

234

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

235

Activities:

236

- ❖ ~~Coordinate implementation of college restructuring by reexamining~~ Reexamine Continue to evaluate³⁷ general education course offerings and schedules;³⁸

237

238

- ❖ Coordinate interdisciplinary programs/intercollege programs both sustaining existing ones and creating new ones as necessary.³⁹

239

³³ [SEC]

³⁴ [SEC: What is the academic portfolio and what does a student have to do to manage it?]

³⁵ [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.]

³⁶ [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.]

³⁷ [AS - 04/03/07]

³⁸ [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.]

³⁹ [AS]

- 240 ❖ Foster strengths in the liberal arts and preparing students for academic challenges⁴⁰
- 241 ❖ Integrate clearly global learning and environmental sustainability principles into General
- 242 Education Learning Goals.⁴¹
- 243 ❖ Assess the design and delivery of the general education program, including factors such
- 244 as information literacy,⁴² global awareness, civic engagement, and sustainability, among
- 245 others;
- 246 ❖ Assess student achievement in general education learning goals;
- 247 ❖ Enhance communication with California community colleges to improve transfer
- 248 readiness and preparation;
- 249 ❖ Study the feasibility of appointing ~~Appoint~~ a faculty director to provide leadership for
- 250 development and assessment of the general education program.⁴³

251 *Effectiveness Indicators:*

- 252 ❖ evidence of student achievement of general education learning goals;⁴⁴
- 253 ❖ ~~department reports of student preparation;~~⁴⁵
- 254 ❖ evidence of student participation in interdisciplinary programs or activities.⁴⁶
- 255 ❖ graduating senior, employer, and alumni surveys.

256 **1.9 Strategic Action: Prepare students to be leaders in their field who are globally aware**

257 **and responsive to environmental and sustainability issues.**

258 *Activities:*

- 259 ❖ Increase percentage of students in leadership experiences;
- 260 ❖ Integrate clearly global learning and environmental sustainability principles into General
- 261 Education Learning Goals;⁴⁷
- 262 ❖ Provide multiple opportunities for the study of a variety of languages and cultures;
- 263 ❖ Increase the number of seminars, practica, and field experiences which address
- 264 environmental and sustainability issues.

265 *Effectiveness Indicators:*

- 266 ❖ student enrollment and participation in leadership programs;
- 267 ❖ student recognition in campus, local, state, and national competitive leadership events;
- 268 ❖ evidence of student achievement of General Education Learning Goals;
- 269 ❖ growth of effective language learning opportunities ~~on-campus and through virtual~~
- 270 ~~learning;~~⁴⁸
- 271 ❖ availability of campus and local seminars, practica, and field experiences addressing
- 272 global awareness and/or environmental sustainability.

273

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

275

276 **2.1 Strategic Action: Recruit and retain a diverse and engaged professoriate faculty**⁴⁹.

277 *Activities:*⁵⁰

- 278 ❖ Continued university commitment to established principles of diversity.⁵¹

⁴⁰ [AS]

⁴¹ [UEPC: suggest this bullet be included here in addition to section 1.9. It seems to fit in both locations.]

⁴² [FAC]

⁴³ [FAC/SEC: This may be a good idea, but what autonomy will that director have? It's not an agreed-upon goal either.]

⁴⁴ [FAC: What is the evidence sought that will be in conformance with ASL principles?]

⁴⁵ [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.]

⁴⁶ [AS]

⁴⁷ [UEPC: suggest this be listed in 1.8 (and it does appear there in this draft - the fourth 'Activities' bullet).]

⁴⁸ [FAC]

⁴⁹ [AS - 04/03/07: the term "professoriate" might be construed to exclude some faculty.]

⁵⁰ [SEC: What is the difference in what is being offered to the two or three groups listed here?]

- 279 ❖ ~~Implement Fund and f~~ully implement the Workload Agreement;⁵²
 280 ❖ Implement and fully fund a policy of assigning twenty percent of total faculty workload
 281 to research, scholarship, or creative activities, broadly defined;⁵³
 282 ❖ Continue to increase faculty compensation throughout the academic ranks and at median
 283 level or above for comparable institutions;
 284 ❖ Reduce first year workload for new faculty hires;
 285 ❖ Support pedagogical development for junior⁵⁴ faculty;
 286 ❖ Mentor and support research, scholarship, and creative activities agenda, including
 287 securing seed funding for extramural support;
 288 ❖ Promote and publicize accomplishments and achievements;
 289 ❖ Determine whether “increased college autonomy” means an increased level of
 290 participation of the college in retention, promotion, and tenure decisions;
 291 ❖ Mentor full-time and part-time faculty and increase opportunities for participation of
 292 lecturers and other contingent faculty non-tenure-track faculty to participate in
 293 governance, service, scholarship and creative activity;⁵⁵
 294 ❖ Increase faculty opportunities to enhance teaching skills for advancement and
 295 professional development via the Faculty Center for Excellence in Teaching and
 296 Learning’s programs and activities.⁵⁶
 297

298 *Effectiveness Indicators:*

- 299 ❖ ~~achieve the ACR-73 goal of~~ seventy-five percent tenured and tenure-track faculty,
 300 measured in terms of full-time equivalent faculty (FTEF);⁵⁷
 301 ❖ maintain or lower student faculty ratio;⁵⁸
 302 ❖ institutional data indicating the degree to which faculty are able to receive adequate
 303 assigned time for scholarship, professional activities, and indirect instruction.⁵⁹
 304 ❖ other faculty demographics;⁶⁰
 305 ❖ compensation data;
 306 ❖ retention rates at mid-career;
 307 ❖ faculty reports of teaching; research, scholarship, and creative activities; and service
 308 performance;
 309 ❖ student and faculty surveys.
 310

311 **2.2 Strategic Action: Recognize faculty for leadership, service, and achievements.**

312 *Activities:*

- 313 ❖ Recognize and publicize ~~senior~~⁶¹ faculty as ~~the~~ public intellectuals ~~of the region~~⁶²;
 314 ❖ Increase level and variety of knowledge shared ~~with~~ within the University and the
 315 broader community;⁶³

⁵¹ [AS - 04/03/07]

⁵² [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.]

⁵³ [SEC: This makes more explicit what FAC intended by it's original modification to the bullet regarding implementing the workload agreement.]

⁵⁴ [AS - 04/03/07: Support is indicated for other classes of faculty.]

⁵⁵ [AS - 04/03/07: This attempts to answer the question: "Participation in what?"]

⁵⁶ [FDC]

⁵⁷ [AS/SEC]

⁵⁸ [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.]

⁵⁹ [SEC]

⁶⁰ [SEC]

⁶¹ [SEC]

⁶² [FAC]

⁶³ [FDC]

- 316 ❖ Define opportunities for and promote involvement of Emeritus faculty in campus
 317 activities;
 318 ❖ Continue to improve competitiveness in salary compensation.

319

320 *Effectiveness Indicators:*⁶⁴

- 321 ❖ faculty demographics;
 322 ❖ compensation data;
 323 ❖ ~~scholarship and creative activity;~~⁶⁵
 324 ❖ faculty reports of teaching; research, scholarship, and creative activities; and service
 325 performance;
 326 ❖ **faculty participation in governance;**⁶⁶
 327 ❖ faculty, student, and community surveys.

328 **2.3 Strategic Action: Support the professional development, growth, and achievement of**
 329 **the University's staff.**

330 *Activities:*

- 331 ❖ Increase staff opportunities to enhance skills for advancement and to acquire additional
 332 education;
 333 ❖ Enhance staff satisfaction and efficiency;
 334 ❖ Recruit, hire, and retain staff ~~to~~ at appropriate levels.⁶⁷

335

336 *Effectiveness Indicators:*

- 337 ❖ funding levels **and hours dedicated**⁶⁸ for staff development;
 338 ❖ staff participation rates in on-campus and external staff development;
 339 ❖ **staff promotions, re-classes, in-range advancements, etc.**⁶⁹
 340 ❖ **staff turnover rate**⁷⁰
 341 ❖ staff educational attainment;
 342 ❖ staff demographics;
 343 ❖ staff, faculty, and student satisfaction surveys.

344

345 **2.4 Strategic Action: Provide accessible, comprehensive library resources and services to**
 346 **support the research and scholarship of students, faculty, and staff.**

347 *Activities:*

- 348 ❖ Increase substantially the size and currency of the library collection;
 349 ❖ Increase information and material and multi-media⁷¹ learning resources to facilitate high
 350 quality teaching and research, scholarship, and creative activities;
 351 ❖ Recruit library faculty and staff to appropriate levels;
 352 ❖ Increase support at the University level, in the colleges, and in the library for faculty
 353 pursuing grant and research opportunities.

354 *Effectiveness Indicators:*

- 355 ❖ funding level for material and human resources;⁷²
 356 ❖ library user surveys;⁷³
 357 ❖ library unit review process;

⁶⁴ [SEC: How can these items be used to gauge the university's success in recognizing faculty for what they do?]

⁶⁵ [SEC: Bullet 3 appears to be subsumed under bullet 4. What is the difference that makes this a distinct bullet?]

⁶⁶ [AS - 04/03/07]

⁶⁷ [AS/FAC]

⁶⁸ [Business & Finance - 04/16/07]

⁶⁹ [Business & Finance - 04/16/07]

⁷⁰ [Business & Finance - 04/16/07]

⁷¹ Input from Library Faculty

⁷² Input from Library Faculty

⁷³ Input from Library Faculty

- 358 ❖ size, scope, currency, and multi-media availability⁷⁴ of the library collection;
 359 ❖ ~~library users surveys~~⁷⁵;
 360 ❖ grant productivity measures.

361

362 **2.5 Strategic Action: Provide appropriate campus technology services to all members of the**
 363 **campus community, while maintaining the primacy of technological support for**
 364 **academic programs.**

365 *Activities:*

- 366 ❖ Provide agile, robust, and ubiquitous technological services;
 367 ❖ Improve service delivery through accessibility and expanded communication;
 368 ❖ Improve faculty and student access to campus information and appropriate technology
 369 tools.
 370 ❖ Recruit technical staff in sufficient numbers and with appropriate skills⁷⁶;

371

372 *Effectiveness Indicators:*

- 373 ❖ technological support measures;
 374 ❖ technology assessment through support unit review process;
 375 ❖ faculty, staff⁷⁷ student satisfaction, and graduating seniors' surveys.

376

377 **2.6 Strategic Action: Support innovative curricular and co-curricular opportunities to instill**
 378 **in students the pride of scholarship.**

379 *Activities:*

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

385

386 *Effectiveness Indicators:*

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

392

393 **2.7 Strategic Action: Continue the development of the Stockton Center.**

394 *Activities:*

- 395 ❖ Promote existing strengths of the Stockton Center and enhance its academic identity by
 396 focusing on 6-8 complete and community-responsive programs;⁷⁸
 397 ❖ Provide effective, committed onsite leadership, instruction and staff⁷⁹;
 398 ❖ Redevelop business and academic master plans in collaboration with the community;
 399 ❖ Explore feasibility of alternative instruction and delivery systems;
 400 ❖ ~~Enhance marketing and promotion of the Stockton Center~~⁸⁰;
 401 ❖ Develop key student services.

⁷⁴ Input from Library Faculty

⁷⁵ Input from Library Faculty

⁷⁶ [FAC]

⁷⁷ [AS]

⁷⁸ [FAC: Is 6-8 subjective or do we have programs identified?]

⁷⁹ [AS - 04/03/07: This addresses faculty perception that a greater commitment to Stockton is needed.]

⁸⁰ [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.]

402 *Effectiveness Indicators:*

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

406

407 2.8 Strategic Action: Increase organizational efficiency and effectiveness.

408 *Activities:*⁸¹

- 409 ❖ Perform needs analysis of faculty governance at university and college levels.⁸²
- 410 ❖ ~~Coordinate college restructuring by streamlining governance structures at university and~~
- 411 ~~college levels to maintain focus on academic mission;~~⁸³
- 412 ❖ ~~Increase college autonomy and fiscal accountability by increasing governance and~~
- 413 ~~curricular processing at the college level and decreasing processing at the university~~
- 414 ~~level;~~⁸⁴
- 415 ❖ Consider proposals for restructuring of ~~Restructure the university governance and~~
- 416 ~~administrative organization;~~⁸⁵
- 417 ❖ ~~Coordinate decision making by delineating issues appropriate to faculty and~~
- 418 ~~administration;~~⁸⁶
- 419 ❖ Support effective governance currently in place;⁸⁷
- 420 ❖ Increase integrity of institutional research data⁸⁸ and data systems;
- 421 ❖ Increase efficiency and effectiveness⁸⁹ of administrative operations while maintaining
- 422 quality;
- 423 ❖ Improve enrollment management to streamline application and admission decisions.

424 *Effectiveness Indicators:*⁹⁰

- 425 ❖ evidence-based decision making;⁹¹
- 426 ❖ campus-wide dissemination and application of policies and procedures;⁹²
- 427 ❖ faculty, staff, and student satisfaction survey;
- 428 ❖ functional benchmarking surveys;⁹³
- 429 ❖ ~~implementation of strategic plan;~~
- 430 ❖ ~~college autonomy;~~⁹⁴
- 431 ❖ degree of compliance with external deadlines and requirements
- 432 ❖ cost comparisons with other similar institutions
- 433 ❖ operational improvement initiatives;⁹⁵

⁸¹ [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.]

⁸² [SEC]

⁸³ [FAC: What does the first half of the sentence mean? How is it related to maintaining focus?]

⁸⁴ [FAC: Again, if this touches on faculty governance, needs to include an assurance that it is guided by faculty.]

⁸⁵ [FAC: What is the difference in "university governance" and "administrative organization"?)

⁸⁶ [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?]

⁸⁷ [AS - 04/03/07]

⁸⁸ [Business & Finance - 04/16/07]

⁸⁹ [Business & Finance - 04/16/07]

⁹⁰ [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?]

⁹¹ [FAC: Does this embrace qualitative data?]

⁹² [Business & Finance - 04/16/07]

⁹³ [Business & Finance - 04/16/07]

⁹⁴ [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.]

- 434 ❖ ~~institutional research capacity;~~
 435 ❖ **use of qualitative and quantitative measures in evaluating administrator effectiveness.**⁹⁶
 436

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.**⁹⁷

441 *Activities:*⁹⁸

- 442 ❖ Increase student enrollments at an average annual rate of 5-7% per year (average);
 443 ❖ Maintain a student-faculty ratio at or below 18.5 :1⁹⁹ **and increase instructional resources**
 444 **at a rate to match or exceed growth in FTES**¹⁰⁰;
 445 ❖ **Reduce the structural deficit to zero by the end of AY 2008-09;**¹⁰¹
 446 ❖ Increase freshman enrollments;
 447 ❖ Increase classroom space;¹⁰²
 448 ❖ Utilize effective classroom scheduling;
 449 ❖ ~~Market and promote the Stockton Center;~~¹⁰³
 450 ❖ Develop program-specific community learning centers in carefully targeted areas;
 451 ❖ Increase number of qualified transfer students from Delta, Modesto, Merced, Columbia
 452 and other community colleges;
 453 ❖ Increase number of out-of-region, national, and international students;
 454 ❖ Increase use of national and international exchange programs to attract students;
 455 ❖ Increase percentage of regional high school students who go to college and select
 456 California State University, Stanislaus;
 457 ❖ Reevaluate systematically campus facility capacity needs.

458 *Effectiveness Indicators:*

- 459 ❖ enrollment numbers and percentage of freshmen, transfer, graduate and international
 460 students annually against targeted growth rates;
 461 ❖ Stockton and distance education enrollments;
 462 ❖ international student enrollments and exchange agreements;
 463 ❖ percentage of regional high school graduates attending college and selecting California
 464 State University, Stanislaus;
 465 ❖ student-faculty ratio;¹⁰⁴

⁹⁵ [Business & Finance - 04/16/07]

⁹⁶ [AS - 04/03/07]

⁹⁷ [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.]

⁹⁸ [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.']

⁹⁹ [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.]

¹⁰⁰ [AS - 04/03/07]

¹⁰¹ [VP/AVP Demetrulias requested this line be deleted, citing the concern that WASC might take the phrase "Structural Deficit" to mean that the University is in dire financial straits. SEC chose to leave the item in, noting that Provost Covino and President Shirvani explained many fiscal decisions to the faculty throughout the AY, based on the "structural deficit". SEC feels that elimination of the structural deficit has become a very important concern of the faculty. At the March 20, 2007 AS meeting, President Shirvani estimated that the structural deficit would be extinguished by the end of AY 2007/08. At the next AS meeting on April 4, 2007, Business & Finance Vice President Mary Stephens said that it would be gone by the end of AY 2008/09. Possible alternate wording: "Minimize the use of non-base dollars to cover on-going expenses on a year-to-year basis."]

¹⁰² [UEPC]

¹⁰³ [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.]

¹⁰⁴ [SEC: Since this has been modified to call for 'sustainable' growth, we need indicators that measure sustainability]

- 466 ❖ university financial reports;¹⁰⁵
 467 ❖ classroom seat occupancy measures;¹⁰⁶
 468 ❖ need to reschedule classrooms after term begins;¹⁰⁷
 469 ❖ budget transparency with university financial reports available to the campus and wider
 470 community with on-line access.¹⁰⁸
 471

472 **3.2 Strategic Action: Expand high school and community college partnerships to increase**
 473 **the quality and diversity of our student body**¹⁰⁹.

474 *Activities:*

- 475 ❖ Increase quality and number of¹¹⁰ high school and community college partnerships and¹¹¹
 476 outreach programs;
 477 ❖ Work within these partnerships to increase student preparation for college entry;
 478 ❖ ~~Exploit the state of the art website and recruiting materials to market the University~~
 479 Employ novel web technology and other well-suited communication strategies to
 480 provide prospective students with timely information facilitating college preparation.¹¹²

481 *Effectiveness Indicators:*

- 482 ❖ application yield and percentage of students in partnership programs;
 483 ❖ percentage of students requiring remediation at entrance;
 484 ❖ web users survey and web log analysis;¹¹³
 485 ❖ percentage of students eligible for California State University, Stanislaus in the six-
 486 county area;
 487 ❖ local high school graduation index;
 488 ❖ number of local students attending California State University, Stanislaus.
 489

490 **3.3 Strategic Action: Implement an enrollment management plan to increase admission,**
 491 **retention, and progress to degree in graduate programs.**

492 *Activities:*

- 493 ❖ Increase enrollments in selected graduate programs to meet student, educational, and
 494 professional demand for qualified graduate students;
 495 ❖ Increase financial and scholarly support for graduate students.¹¹⁴
 496 ❖ Develop new programs in response to workforce needs;
 497 ❖ Streamline admission process for graduate students.
 498 ❖ Consult fully with the faculty as part of the enrollment management process.¹¹⁵
 499 ❖ ~~Employ an enrollment management process that includes full consultation with the~~
 500 ~~colleges and departments.~~
 501 ❖ Consult fully with faculty and staff at the department, college and university levels as part of the
 502 enrollment management process.¹¹⁶
 503

504 *Effectiveness Indicators:*

- 505 ❖ application yield, enrollments, and percentage of graduate to undergraduate students;

¹⁰⁵ [SEC: Since this has been modified to call for 'sustainable' growth, we need indicators that measure sustainability]

¹⁰⁶ [Business & Finance - 04/16/07]

¹⁰⁷ [Business & Finance - 04/16/07]

¹⁰⁸ [AS - 04/03/07]

¹⁰⁹ [AS - 04/03/07]

¹¹⁰ [AS - 04/03/07]

¹¹¹ [AS - 04/03/07: These words are redundant here - see section title]

¹¹² [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.]

¹¹³ [SEC]

¹¹⁴ [UEPC/GC]

¹¹⁵ [AS]

¹¹⁶ [SEC worked this out with Provost Covino as a compromise between the two bullets above]

- 506 ❖ mean application to admission time;
- 507 ❖ retention, total units attempted,¹¹⁷ and mean time to degree data;
- 508 ❖ academic program review.

509

510 **3.4 Strategic Action: Maintain an aesthetically pleasing stimulating, inspiring and**
 511 **environmentally sensitive campus environment¹¹⁸ that supports opportunities for**
 512 **students, faculty, staff, and community members to engage and to give the campus a**
 513 **distinct identity¹¹⁹.**

514 *Activities:*

- 515 ❖ Enhance Continuous development of¹²⁰ campus climate and usability of grounds through
 516 campus master planning activities;
- 517 ❖ ~~Increase opportunities for students and the community to use campus facilities and~~
 518 ~~grounds other than the Faculty Development Center¹²¹ for informal and formal activities;~~
- 519 ❖ ~~Promote the availability of and reduce obstacles to use of campus facilities, other than the~~
 520 ~~Faculty Development Center,¹²² by student, faculty, staff, and the community;~~
- 521 ❖ Increase opportunities and reduce any obstacles for the campus and external community
 522 to use campus facilities and grounds for informal and formal activities, in accordance
 523 with university policies.¹²³
- 524 ❖ Encourage increased usage ~~perception~~ of campus as a cultural and intellectual
 525 center;¹²⁴
- 526 ❖ Make the arts more visible on campus (e.g. a public sculpture campaign);¹²⁵
- 527 ❖ Establish a creative arts committee on campus;¹²⁶
- 528 ❖ Coordinate art on campus initiatives, including building programs, with the College of
 529 the Arts.¹²⁷

530

531 *Effectiveness Indicators:*

- 532 ❖ assess facility usage through support unit review process;¹²⁸
- 533 ❖ completion of campus master planning;
- 534 ❖ student satisfaction and engagement surveys;
- 535 ❖ community surveys;
- 536 ❖ number and types of events occurring on campus;¹²⁹
- 537 ❖ revenue generated by non-university event rentals;¹³⁰
- 538 ❖ customer satisfaction surveys.¹³¹

¹¹⁷ [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.]

¹¹⁸ [AS- 04/03/2007: "aesthetically pleasing" seems too passive. Also, there should be reference to environmental sensitivity and sustainability.]

¹¹⁹ [AS - 04/03/2007]

¹²⁰ [Business & Finance - 04/16/07 - JS: Does this change the sense of what was there before?]

¹²¹ [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.]

¹²² [FBAC]

¹²³ [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."]

¹²⁴ [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.]

¹²⁵ [AS - 04/03/07]

¹²⁶ [AS - 04/03/07]

¹²⁷ [AS - 04/03/07]

¹²⁸ [SEC: What does this mean?]

¹²⁹ [Business & Finance - 04/16/07]

¹³⁰ [Business & Finance - 04/16/07]

¹³¹ [Business & Finance - 04/16/07]

- 539 ❖ reviews of campus visual art and performance.¹³²
- 540 ❖ quantity and quality of art on campus.¹³³
- 541 ❖ use of sustainable technology and techniques.¹³⁴

542

543 **3.5 Strategic Action: Create a vibrant campus student life culture through increased, high-**
 544 **quality residential living opportunities within the greater campus area.**

545 *Activities:*

- 546 ❖ Increase campus residential population through the construction of a variety of new
547 student housing units;
- 548 ❖ Enhance local student housing opportunities;
- 549 ❖ Facilitate a ~~wholesome~~ an invigorating, safe, and healthy campus life to enhance student
550 experience;¹³⁵
- 551 ❖ Improve food service, recreation and activities, safety service, and appropriate
552 administrative service hours.

553 *Effectiveness Indicators:*

- 554 ❖ assess housing, food service, sororities, fraternities, student activities, and other areas
555 ~~through support unit review process~~;¹³⁶
- 556 ❖ occupancy reports for housing;
- 557 ❖ campus crime statistics;
- 558 ❖ ~~alcohol and other~~ appropriate benchmarking surveys related to student behavior,
559 physical and mental health.¹³⁷
- 560 ❖ student satisfaction and engagement surveys;

561

562 **3.6 Strategic Action: Enhance our academic stature nationally and within the California**
 563 **State University system.**

564 *Activities:*

- 565 ❖ ~~Update website and print media~~.¹³⁸
- 566 ❖ Achieve consistently the highest reaccreditation by the Western Association of Schools
567 and Colleges and disciplinary accrediting agencies.

568

569 *Effectiveness Indicators:*

- 570 ❖ Western Association of Schools and Colleges reaccreditation;
- 571 ❖ disciplinary reaccreditations;
- 572 ❖ National Ranking Publications (e.g., *Princeton Review* listing; *US News and World Report*
573 listing; *Hispanic Outlook* listing);
- 574 ❖ Offices held by faculty and administration in professional organizations.¹³⁹
- 575 ❖ CSU Accountability Report and Chancellor's Office reports.

576

577 **3.7 Strategic Action: Enhance our ~~stature~~ partnerships**¹⁴⁰ **regionally, with special attention to**
 578 **the City of Turlock.**¹⁴¹

¹³² [AS - 04/03/07]

¹³³ [AS - 04/03/07]

¹³⁴ [AS - 04/03/07]

¹³⁵ [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?]

¹³⁶ [President, Provost & Deans]

¹³⁷ [FAC: There are many metrics.]

¹³⁸ [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.]

¹³⁹ [President, Provost & Deans]

¹⁴⁰ President, Provost & Deans]

579

Activities:

580

- ❖ Substantially increase level of interaction with alumni;

581

- ❖ ~~Implement marketing and communications plan,~~¹⁴²

582

- ❖ Position the University as ~~the~~ a prominent and¹⁴³ reliable intellectual resource for the service area;

583

- ❖ Develop partnerships and create a college town environment;¹⁴⁴

584

- ❖ ~~Improve signage and “faces” of University,~~¹⁴⁵

585

- ❖ Enhance relationships with government agencies and elected officials;

586

- ❖ ~~Increase use of campus radio, television, and student newspaper,~~¹⁴⁶

587

- ❖ Consider creating Create a Turlock downtown office and delivery site for extended education and degree programs;¹⁴⁷

588

589

- ❖ Increase quality of relations between the City of Turlock and the University;

590

591

- ❖ Increase service learning opportunities to enhance engagement between the campus and community.

592

593

594

Effectiveness Indicators:

595

- ❖ ~~media coverage,~~¹⁴⁸

596

- ❖ survey of alumni, employers, superintendents, and community college presidents;

597

- ❖ partnerships and philanthropic activities;

598

- ❖ student, staff, and faculty involvement in service activities;

599

- ❖ campus involvement in service learning and local community internships;

600

- ❖ ~~foot traffic in University business area,~~¹⁴⁹

601

- ❖ extended education programs and enrollments;

602

- ❖ faculty and staff participation in city organizations;

603

- ❖ city participation in campus organizations.

604

605

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

606

607

Activities:

608

- ❖ Increase opportunities for local economic and business development forums;

609

- ❖ Encourage responsible, ethical, and sustainable economic development;

610

- ❖ Increase opportunities for University researchers to improve regional understanding of economic and social indicators;

611

- ❖ Develop a knowledge-based research center focusing on land and environmental policy and planning;¹⁵⁰

612

613

- ❖ Link key corporations more formally to campus Explore opportunities for university-business cooperation;¹⁵¹

614

615

- ❖ Establish University as ~~the~~ a¹⁵² key regional source of talent for business recruitment.

616

¹⁴¹ [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.]

¹⁴² [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.]

¹⁴³ [SEC]

¹⁴⁴ [AS: Is there any particular college town environment we wish to create?]

¹⁴⁵ [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.]

¹⁴⁶ [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.]

¹⁴⁷ [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.]

¹⁴⁸ [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.]

¹⁴⁹ [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.]

¹⁵⁰ [SEC: What does this refer to?]

¹⁵¹ [SEC: Which corporations? Link how? AS suggested the alteration in wording on 04/03/07.]

617

618

Effectiveness Indicators:

619

- ❖ number of events, activities, and studies for business and economic development;

620

- ❖ regional economic development indicators;

621

- ❖ ~~media coverage~~¹⁵³

622

- ❖ surveys of economic development officers and leaders;

623

- ❖ alumni employment.

624

625

626

3.9 Strategic Action: Through Advertising, Enhance University Image and Public Relations¹⁵⁴

627

628

629

Activities:

630

- ❖ ~~Enhance professional perception~~ Increase the awareness¹⁵⁵ of California State University, Stanislaus students as highly competitive and successful professionals.

631

632

- ❖ ~~Exploit the state-of-the-art website~~ Employ novel web technology and recruiting materials to market the University.¹⁵⁶

633

634

- ❖ Increase perception of campus as a cultural and intellectual center.

635

- ❖ Market colleges' distinctiveness and competitive advantages through sophisticated and focused promotional materials;

636

637

- ❖ Enhance marketing and promotion of the Stockton Center;

638

- ❖ Update website and print media publicizing the university, and its achievements and activities open to the public, such as plays, gallery openings and musical performances¹⁵⁷;

639

640

- ❖ Implement local marketing and communications plan;

641

- ❖ Improve signage and "faces" of University;

642

- ❖ Publicize the university through increased increase use of public radio, campus radio, television (including public television)¹⁵⁸, and student newspaper;

643

644

645

Effectiveness Indicators:

646

- ❖ media coverage;

647

- ❖ foot traffic in University business area;

648

- ❖ alumni hiring data

649

- ❖ enrollment data

650

- ❖ number of cultural and intellectual events on campus

651

652

653

Implementation of the Strategic Plan

654

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.

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661

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

662

¹⁵² [SEC]

¹⁵³ [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.]

¹⁵⁴ [UEPC: This section is new. Everything here has been copied or moved from another location (and then edited, in some cases).]

¹⁵⁵ [FAC]

¹⁵⁶ [AS: Question the use of "exploit" and "state of the art."]

¹⁵⁷ [AS - 04/03/07]

¹⁵⁸ [AS - 04/03/07: requested inclusion of public media]

663 ~~actions and activities and~~ those responsible for monitoring the effectiveness of ~~each strategic~~
 664 ~~action~~ the actions and activities, in accordance with the best practices and established principles
 665 of shared governance.¹⁵⁹

666
 667 Surveys are frequently identified as effectiveness indicators throughout the document. It is not
 668 the intention to develop or conduct individual surveys for each indicator mentioned. Rather, the
 669 Office of Institutional Research coordinates the administration of surveys in order to combine
 670 measures so as to limit the total number of surveys employed and to use existing data and/or
 671 instruments wherever possible and appropriate.

672
 673 The Plan guides the University's actions for the next five years. Implementation occurs under the
 674 leadership of the Provost, with direction and monitoring by the President and the President's
 675 Executive Cabinet, based upon assessment data provided by the Office of Institutional Research.
 676 The budgetary process ensures a direct link to the Plan and the allocation of revenue sources to
 677 support priorities. Campus leaders assess *Strategic Actions* in regular annual reporting
 678 documents. We recognize that the Plan must be dynamic and agile, with the University ready to
 679 move forcefully in directions not envisioned at the time of adoption, while preserving the
 680 effective strengths of the past.¹⁶⁰ Through our commitment to these focused strategic actions and
 681 collegial processes, we ensure our future as ~~a world-class~~ an outstanding academic center.¹⁶¹

682 683 **Process and Participation in Developing the Strategic Plan**

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

689
 690 As a means to assess the University's current strategic position, the forum began with an
 691 examination of institutional research data, environmental scans, and college academic program
 692 plans, followed by a frank discussion of University's strengths and weaknesses, threats and
 693 opportunities.¹⁶² The focus then shifted to the future. A conceptual framework emerged from the
 694 forum, a thematic unity¹⁶³ that framed the future of California State University, Stanislaus in
 695 ways that preserve its traditions and essential character—an historic devotion to students
 696 through strong faculty-student interaction and engagement, access (especially for first generation
 697 students), regional service, and above all, a commitment to excellence in teaching and learning.

698
 699 After the forum, a small writing group, comprised of faculty and administration, drafted a Plan
 700 consistent with the framework and actions identified during the strategic planning discussions.
 701 The Plan identified three institutional priorities, supported by 25 strategic actions and methods
 702 for demonstrating effectiveness and quality.

703
 704 The draft Plan was presented to the campus for discussion in February 2006. Feedback from
 705 open forums, online discussions, and other venues was crucial in formulating the revised draft
 706 presented to the campus in mid-April 2006. This draft also was widely circulated, and discussed
 707 in Academic Senate, faculty governance committees, and administrative units. The present draft
 708 (October 2006) incorporates feedback from both of these cycles, and is hereby submitted for
 709 deliberation and endorsement by the Academic Senate and approval by the President.

¹⁵⁹ [FAC: What is the delineation?]

¹⁶⁰ [AS - 04/03/2007]

¹⁶¹ [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.]

¹⁶² [SEC: Has this been put on the table for all groups?]

¹⁶³ [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.]

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711 Forum Participants

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

713 Bill Ahlem, Member, Foundation Board of Trustees

714 June Boffman, Interim Dean, College of Arts Letters and Sciences

715 Wanda Bonnell, Academic Advisor, Educational Opportunity Program

716 David Dauwalder, Provost and Vice President for Academic Affairs

717 Scott Davis, Assistant Professor, Department of English

718 Diana Demetrulias, Vice Provost

719 Amin Elmallah, Dean, College of Business Administration

720 Dianne Gagos, Vice President, Foundation Board of Trustees

721 Randall Harris, Associate Professor, Management, Operations, and Marketing

722 Jennifer Helzer, Associate Professor, Anthropology and Geography

723 Kathleen Hidalgo, Administrative Support Coordinator, Advanced Studies in Education

724 James Koelewyn, Consultant, Information Technology

725 Andrew LaFlamme, Student, Vice President-External of the Associated Students, Inc.

726 Timothy Mahoney, Assistant Professor, Teacher Education

727 Ken McCall, Alumnus

728 Chelsea Minor, Student, President of the Associated Students, Inc.

729 Cynthia Morgan, Dean, Stockton Center

730 Stacey Morgan-Foster, Vice President for Student Affairs

731 Mildred Murray-Ward, Dean, College of Education

732 Gary Novak, Professor, Psychology and Child Development

733 Paul O'Brien, Professor and Chair, Sociology

734 Al Petrosky, Speaker of the Faculty, Associate Professor, Management, Operations, and

735 Marketing

736 Roger Pugh, Assistant Vice President, Enrollment Management Services

737 Bill Ruud, Vice President, Development and University Relations

738 John Sarraillé, Professor, Computer Science

739 Ham Shirvani, President

740 Mary Stephens, Vice President, Business and Finance

741 My Lo Thao, Assistant Professor, Biological Sciences

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743 The Writing Group

744 June Boffman, Special Assistant to the Provost

745 Scott Davis, Assistant Professor of English

746 Diana Demetrulias, Interim Provost and Vice President for Academic Affairs

747 Janet King, Special Assistant to the Provost

748 Stacey Morgan-Foster, Vice President for Student Affairs

749 Gary Novak, Professor of Psychology and Child Development and Interim Dean of the College of

750 Human and Health Sciences

751

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758 Hamlett, Jennifer Helzer, Kelvin Jasek-Rysdahl, Cynthia Morgan, Paul O'Brien, Elaine Peterson,

759 Al Petrosky, Dawn Poole, Roger Pugh, Bill Ruud, Mary Stephens, Koni Stone, and Mark

760 Thompson.

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