California State University SAN MARCOS | Academic Affairs

Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plans
FYs 15/16, 16/17 and 17/18

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California State University San Marcos

Division of Academic Affairs
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Subdivision Unit: Academic Programs

PART I: NARRATIVE

A. Planning Assumptions

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

2) **Academic Programs Planning Assumptions**
   Academic Programs currently has three functional areas: Curriculum and Catalog, Program Review and Assessment, WASC Accreditation, and General Education. The specific assumptions governing these are:

   a. Curriculum and Catalog
       i.   The continued focus on planning for the future indicates that there will still be significant levels of curriculum under development. In particular, the number of self-support programs will continue to grow, as has been the case over the past two years. AP will support the development of this and all curriculum as it moves through the Academic Senate approval process and (as necessary) through approval and review at the Chancellor's Office.

  ii. The larger volume of EL curriculum strains existing personnel responsible for catalog and curriculum.

  iii. The growth in self and state support programs will increase the workload to produce the catalog. Changing technology will also impact the look and feel of the catalog.

 b. Program Review and Assessment

  i. The number of programs undergoing review will be large during the next academic year (8 programs). The logistics of organizing external reviewer visits will impact AP staff.

  ii. The structure for Annual Assessment is in place and seems to be working. This involves significant resources to buy-out faculty time to serve on the University Assessment Council.

 c. WASC Accreditation

  i. The WASC Off-Site Review is in Fall of 2015 with a Campus Visit in Spring 2016.

  ii. There will be additional fees associated with these reviews, as well as the expenses of hosting the review team.

 d. General Education

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

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

B. Goals by Fiscal Year

 a. **FY 2015/16 Goals**

  a. Produce the 2016-2018 General Catalog.

  b. Successfully complete WASC Off Site Review and Campus Visit [see assumption c. iv.]

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

  d. Conclude 8 Program Reviews [see assumption b.i.]

  e. Begin 4 Program Reviews [see assumption b.i.]

 b. **FY 2016/17 Goals**

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

  b. Institutionalize assessment in a post-WASC environment to ensure that processes continue each year, not just when a visit is coming up.

  c. Conclude 4 Program Reviews

  d. Begin 7 Program Reviews [see assumption b.i.]

 c. **FY 2017/18 Goals**

  a. Produce the 2018-2020 General Catalog.

  b. Keep up with growth in catalog and curriculum. [1]

[see assumption a.iii] (Estimated cost: $38,940 +$1760 for computer/telephone complement).

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

d. Conclude 7 Program Reviews

e. Begin 3 Program Reviews [see assumption b.i.]

There has been an increase in student services, and policies, as reflected in our university general catalog, which has grown from 152 pages, in 1990-91, to 520 pages in 2012-14. The 2014-16 catalog is 572 pages; this included the implementation of digital features, which required more time from the Catalog Coordinator to accomplish. Further, the catalog is currently an annual operation in that an Addendum is produced every semester. The Catalog Addenda has also grown to include curriculum, services, and policies that were not included in the catalog. The Catalog Addenda has grown from 25 pages, in 2003-04, to 85 pages, in Spring 2015, and will consist of over 100 pages for Fall 2015, yet there has been no corresponding increase in staff.

In addition, the curriculum process has been changed for program and course changes so that these proposals will be sent directly from the Colleges to Academic Programs before sending them to Senate, and finally including them in the Catalog. This process requires a thorough examination and consultation by the Academic Programs curriculum experts to ensure the proposals are in excellent format and ready for catalog publishing. Thus, creating a full-time position to enhance curriculum review, catalog, and addendum production is needed given the increased volume of curriculum/policies.

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Subdivision Unit: Academic Senate

PART I: NARRATIVE

A. **Planning Assumptions**

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

Planning Assumptions for Academic Senate

1. As the campus grows, the work of the senate officers, senate committees, and senate coordinator increases.
2. There must be adequate funding to support the work of the Senate officers, committees, and coordinator so that senate business is accomplished in a timely manner.
3. In AY 13-14, the senate officers and Executive Committee agreed to explore improving lecturer inclusion at CSUSM by increasing the opportunities for lecturer faculty to have service roles with the Academic Senate and by recognizing the time commitment of certain service roles already held by lecturer faculty. Some forms of service by lecturer faculty will need to be compensated. The small task force that includes representation from NEAC, FAC and a full time lecturer is considering what form compensation for lecturers will take and will make recommendations spring 2015.

B. Goals by Fiscal Year
1) FY 2015/16 Goals

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

Goal derived from Assumption 1:
Goal 1: Three additional units of release time for Senate Chair
> Rationale: As the campus grows, the workload for the senate chair has grown as well. In Fall 2014, the senate chair worked 30-40 hours each week, only decreasing to less than 30 hours during finals week (but still worked 25 hours that week). With the current two course releases per semester, the metric suggests that the senate chair will work about 18 hours per week. This goal proposes an additional course release starting in AY 15-16 and ongoing to address the workload of the senate chair.

Goal derived from Assumption 2:
Goal 2: 6 units of release time for chair/co-chair of PAC and $500 in stipends/faculty development funds for committee members. For AY 2014-15 only.
> Rationale: This year the Program Assessment Committee (PAC) is completing 11 Program Reviews.

For each Program Review carried out at CSUSM, the major responsibilities of PAC committee members include preparing an "executive summary" of each of the documents that comprise the Program Review (Program Self Study, external reviewers' report, responses from the Library, IITS, and College Deans) as well as PAC's own reflections on the state of the program. The PAC also makes recommendations for the length of the next review cycle for each curricular program based on criteria contained in the Program Review Policy. PAC members meet with the external reviewers for each program review to respond to questions about the Program Review process and about expectations regarding the external reviewers' report, and the committee responds to charges from the Executive Committee of the Senate. These tasks are undertaken for each curricular program on campus in year 2 of its program review cycle.

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

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

The Senate budget for AY 14-15 allowed for an increase in release time for the PAC co-chairs so that each chair received 6 units of release time (for a total of 12 units of release time) and each PAC member received a $500 stipend. This was one time funding. In AY 15-16 PAC will review 8 programs. Therefore

Support for PAC should be reviewed and adjusted as needed yearly in the 3- year rolling plan. Each December, the PAC chair should find out from Academic Affairs how many program reviews PAC will have on its docket in the ensuing two academic years. Support for PAC should be adjusted based on those figures. The metric should be one course release per semester for the PAC chair and a stipend of $250 per academic year for each committee member for every 4-5 program reviews that PAC has to take on each academic year (as long as the current program review policy is in place. Changes to the policy may require changes to the support for PAC.)

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

Goal derived from Assumption 3:
Goal 4, placeholder: 4 units of release time or equivalent funding for compensation of lecturer service to senate. (*to be updated prior to final decision*)
Rationale: In AY 13-14 the executive committee of the Academic Senate decided to address a number issues related to lecturer inclusiveness, including increasing the number of lecturer seats on the senate and compensating lecturers for service to the senate. A Senate Task Force is currently discussing these issues. In addition, the Senate Chair has received a request for

compensation from the lecturer representative to the Faculty Affairs Committee (this committee's membership always includes one lecturer). FAC is acknowledged as one of the 'high workload' senate committees. Our calculation shows that one year of service on FAC is the equivalent of 3 WTUs of work per academic year. The Task Force will be considering the lecturer's request for compensation. Goal 4 is currently written as a placeholder in case the Task Force recommends providing compensation for the lecturer on FAC as well as compensation for lecturer service on other senate-related committees.

2. FY 2016/17 Goals

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

Goals derived from Assumption 2:

Goal 5: No additional release time for chair of PAC over the level of support provided in AY 15-16 (6 WTUs) and no stipends for committee members. [This means a decrease in support compared to AY 15-16.]
Rationale: While the number of Program Reviews coming to the PAC will increase in AY 2015-2016, the number will return to AY 2013-2014 levels (4) in AY 2016-2017. This return to PAC's AY 2013-2014 workload warrants the same level of support as in AY 2013-14, which was 6 units of release time for the PAC chair.

Goal 6, placeholder: 3 units of release time for proposed new senate committee: Graduate Studies Policies and Program Committee.
Rationale: This depends on discussions in EC and senate regarding UCC and APC's workload as well as discussions with the new Graduate Dean. One proposal is to create this new committee, which would be in charge of policies related to graduate study as well as the review all curricular proposals for graduate programs and curriculum. The latter would resolve UCC's ongoing workload problems. This committee could combine graduate curriculum review, policy creation and revision, as well as communication with the Office of Graduate Studies.

College of Education Health and Human Services

PART I: NARRATIVE

A. Planning Assumptions

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

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

A. Secure resources to support capacity building, hiring, and accreditation. Steward the budget and lead through shared governance in alignment with faculty programming.
B. Ensure student success by providing, maintaining, and expanding infrastructure, resources, and support for conducting research, developing and delivering innovative curriculum, and advising students. Promote and celebrate student achievement.
C. Institutionalize strategic approaches for development of and engagement with community partnerships. Endorse and advocate for these collaborations.
D. Develop and sustain long-term positive working relationships within the college, across the university, and among other education partners.
E. Cultivate and support diversity of students, faculty, and staff. Ensure equality on behalf of all college personnel and foster strong morale among all colleagues. Promote leadership that reflects equitable access to our diverse communities.
F. Encourage, create, and maintain innovative and high quality programs that respond to community needs and situate the college as a leader in research, teaching, and learning. Review and assess curriculum viability; make decisions strategically. Hire faculty and staff in accordance with curricular needs.
G. Enhance support that increases research and creative activities capacity for faculty. Increase opportunities for students and faculty to engage in research and creative activities.

B) Goals by Fiscal Year

FY 2015/16 Goals

A. <u>**Secure resources to support capacity building, hiring, and accreditation. Steward the budget and lead through shared governance in alignment with faculty programming.**</u>

<u>COLLEGE</u>
1) Convert the half time communications specialist to full time for the following activities and materials:
    a. Web design and update, marketing and recruitment for all units in the college
    b. Implement marketing and recruitment strategies for SoN based on recommendations completed by the COBA Senior Experience group (we plan to ask them for assistance).
    c. Establish a communication plan to advertise to the P-12 partners about education related events via NCPDF and the Community engagement website and Facebook.
    d. Research and develop marketing and recruitment plans to increase the pool of applicants to CEHHS programs, especially the number of students in the MS/ML programs, SoE MA program, and the KINE MA program
    e. Research and develop marketing and recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs
    f. Research and Develop Marketing and Recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs.

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

<u>STUDENT SERVICES</u>
3) Develop an electronic application process for student applying to MA and credential programs.
4) Identify a person to develop, collect data, and make curriculum decisions based on measuring the impact of graduates on P-12 students and community.

<u>SCHOOL OF EDUCATION</u>
5) Hire Assistant Professor

<u>SCHOOL OF NURSING</u>
6) Membership dues for accrediting agencies
7) Hire consultant for assistance on self-study for CCNE
8) Hire Assistant Professor through Extended Learning
9) Hire Full Professor through Extended Learning

<u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>

Kinesiology
10) Hire lab technician to inventory and maintain lab equipment, make purchases, assist in lab instruction

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11) Develop Kinesiology-specific classroom complete with therapy tables and teaching equipment

Department of Speech Language Pathology
    12)Develop and maintain methods for program assessment, candidate assessment, and accreditation activities.

Human Development
    13)Hire Associate Professor

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

<u>COLLEGE</u>
1) Centralize creation and publication of all recruitment and outreach materials to comply with university branding policies on all CSUSM publications

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

<u>SCHOOL OF NURSING</u>
4) Initiate advisory group to explore need for changing the Clinical Nurse Leader concentration to Nursing Leadership/Administration/Informatics concentration for the MSN program

5) Initiate advisory group to explore moving the Nursing Education concentration of the MSN program fully online; complete curricular changes and submit through review process (school, college and university)

<u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>

Kinesiology
6) Increase offerings of core courses for Pre-Kinesiology majors to streamline entry to the major

Speech Language Pathology
7) Sponsor a student research symposium for community

Human Development
8) Plan HD curriculum revision at retreat
    C. **Institutionalize strategic approaches for development of and engagement with community partnerships. Endorse and advocate for these collaborations.**

<u>SCHOOL OF EDUCATION</u>
 1) Hold two advisory committee meeting of local school district leaders for the MA program through the NCPDF to recommend master's program candidates, indicate needs in their districts, and give expertise to innovation and emerging programs.

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2) Bring one distinguished expert to the campus for a colloquium that is held at least once a year in alignment with the endowment guidelines.

3) Hire an additional Distinguished Teacher in Residence

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Kinesiology
4) Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, etc.

Department of Speech Language Pathology
5) Sustain and enhance current services and resources at CSUSM speech-language clinic.

6) Develop specialized clinics including family support groups to serve families in North County San Diego

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

SCHOOL OF EDUCATION
1) Support a 3-unit per semester coordinator position to establish and coordinate the Center for Teacher Education.

STUDENT SERVICES
2) Hire Undergraduate Academic Advisor for our growing undergraduate degrees: BSN, HD and KINE
3) Fund professional development travel for all professional staff
4) Hire consultant to conduct maintenance of the SoE FileMaker database

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

COLLEGE

1) Establish ad hoc committee to review and survey equity/morale among all CEHHS personnel

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

SCHOOL OF EDUCATION
1) Provide three units of assigned time per semester to a faculty member to design, implement, and coordinate the BTSA-MA program. Host it in the current MA (UCC level, not CTC).

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES
Department of Speech Language Pathology

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       2) Open BS in SLP through extended learning.

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

    <u>COLLEGE</u>
1) Plan and host a research fair that includes student work, faculty research, and student/faculty collaborative research as well as any community service/student/faculty research
    <u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>

Department of Speech Language Pathology
2) Support faculty in maintaining state license and certification.

FY 2016/17 Goals

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

    <u>COLLEGE</u>
- Assessment/Accreditation needs for all units in the college including program reviews.
  - Support funding a consultant for development of a self-study and implementing changes in accreditation standards and *Essentials of Nursing Education* (undergraduate and graduate).
  - Develop and maintain methods for program assessment, candidate assessment, and accreditation activities for all units.
  - Conduct assessment activities to align curriculum with program student learning outcomes
    <u>SCHOOL OF EDUCATION</u>
- Evaluate the effectiveness of the electronic application process for student applying to MA and credential programs.
- Hire one new tenure line faculty.

    <u>SCHOOL OF NURSING</u>
- Expand RN to BSN online option enrollment to increase revenue for new faculty and staff
- Fund CCNE accreditation visit (combined BSN and MSN review)

    <u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>
Department of Human Development
- Search for additional faculty member with expertise in the latter portion of the lifespan (aging)
- Develop specific HD plan for program in Temecula

Department of Kinesiology

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

Department of Speech Language Pathology

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

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

<u>COLLEGE</u>
- Publish recruitment materials developed in the previous year

<u>SCHOOL OF EDUCATION</u>
- Provide annual financial incentives (e.g., application fees, CSET fees, and others) and articulate viable opportunities for program completion to enhance student progress through programs and increase retention rates in corresponding education programs.

<u>SCHOOL OF NURSING</u>
- Implement marketing and recruitment strategies for SoN based on recommendations completed by the COBA Senior Experience group (we plan to ask them for assistance).
- Initiate fully online Nursing Education concentration
- Expand Student Healthcare Project by one site to enhance student experiences and clinical placements

<u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>
Department of Human Development
- Implement alignment of HD PSLOs with CSLOs

Department of Kinesiology
- Increase offerings of core courses for Pre-Kinesiology majors to streamline entry to the major
- Create funded Graduate Assistantship positions

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

<u>SCHOOL OF EDUCATION</u>
- Hold two advisory committee meeting of local school district leaders for the MA program through the NCPDF to recommend master's program candidates, indicate needs in their districts, and give expertise to innovation and emerging programs.
- Bring one distinguished expert to the campus for a colloquium that is held at least once a year in alignment with the endowment guidelines.

<u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>
Department of Human Development
- Plan online HD courses to meet diverse needs of students

Department of Kinesiology
- Increase community/university/college partnerships and collaborations
- Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, etc.

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

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

STUDENT SERVICES
- Hire Credential Analyst

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

SCHOOL OF NURSING

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES
Department of Human Development
- Collaborate with other departments to co-teach a course that addresses the critical social services needs such as HD 495 that takes a trip each summer to South America

Department of Kinesiology
- Work with CEHHS Student Services Center to assist with delivery of additional advising and support services for PKIN and KINE majors.
- Explore potential collaborative programs (Biomedical Devices, Health Information Technology, Sport Management/Sport Studies minor, Bioengineering minor)

Department of Speech Language Pathology
- Develop inter-professional educational opportunities for students in programs across CEHHS.

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

COLLEGE

- Research and Develop Marketing and Recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs.

- Revise, develop, and maintain CEHHS website ensuring that it reflects diversity.

- Ensure hiring efforts include provisions to attract a diverse pool of applicants.

- Establish ad hoc committee to review and survey equity/morale among all CEHHS personnel; this committee will report to the Faculty committee

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

    COLLEGE

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

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

    COLLEGE

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

    SCHOOL OF NURSING
- Continue Leadership and Research Open House and research awards for students in collaboration with STTI Phi Theta Chapter

    SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES
Department of Speech Language Pathology
- Support faculty in maintaining state license and certification.

FY 2017/18 Goals

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

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

    SCHOOL OF EDUCATION
- Evaluate the effectiveness of the electronic application process for student applying to MA and credential programs.

    SCHOOL OF NURSING
- Expand RN to BSN online option enrollment to increase revenue for new faculty and staff
- Fund CCNE accreditation visit (combined BSN and MSN review)

    SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES
Department of Human Development
- Develop specific HD plan for program in Temecula

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Department of Kinesiology

- Develop fee-for-service program to provide services to the community and generate revenue for Kinesiology programs
- Support the development of Fall Prevention Clinic and interprofessional collaboration

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

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

<u>SCHOOL OF EDUCATION</u>
- Provide annual financial incentives (e.g., application fees, CSET fees, and others) and articulate viable opportunities for program completion to enhance student progress through programs and increase retention rates in corresponding education programs.

<u>SCHOOL OF NURSING</u>
- Implement marketing and recruitment strategies for SoN based on recommendations completed by the COBA Senior Experience group (we plan to ask them for assistance).
- Initiate fully online Nursing Education concentration
- Expand Student Healthcare Project by one site to enhance student experiences and clinical placements

<u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>
Department of Human Development
- Implement alignment of HD PSLOs with CSLOs

Department of Kinesiology
- Increase offerings of core courses for Pre-Kinesiology majors to streamline entry to the major
- Create funded Graduate Assistantship positions

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

<u>SCHOOL OF EDUCATION</u>
- Bring one distinguished expert to the campus for a colloquium that is held at least once a year in alignment with the endowment guidelines.

<u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>
Department of Human Development
- Plan online HD courses to meet diverse needs of students

Department of Kinesiology
- Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, etc.

Department of Speech Language Pathology

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

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

STUDENT SERVICES
- Hire Credential Analyst

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

SCHOOL OF NURSING

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES
Department of Human Development
- Collaborate with other departments to co-teach a course that addresses the critical social services needs such as HD 495 that takes a trip each summer to South America

Department of Kinesiology
- Work with CEHHS Student Services Center to assist with delivery of additional advising and support services for PKIN and KINE majors.
- Explore potential collaborative programs (Biomedical Devices, Health Information Technology, Sport Management/Sport Studies minor, Bioengineering minor)

Department of Speech Language Pathology
- Develop inter-professional educational opportunities for students in programs across CEHHS.

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

COLLEGE

- Research and Develop Marketing and Recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs.

    o Revise, develop, and maintain CEHHS website ensuring that it reflects diversity.

- Ensure hiring efforts include provisions to attract a diverse pool of applicants.

- Establish ad hoc committee to review and survey equity/morale among all CEHHS personnel; this committee will report to the Faculty committee

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

COLLEGE

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

G. <u>Enhance support that increases research and creative activities capacity for faculty. Increase opportunities for students and faculty to engage in research and creative activities.</u>

<u>COLLEGE</u>

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

<u>SCHOOL OF NURSING</u>
- Continue Leadership and Research Open House and research awards for students in collaboration with STTI Phi Theta Chapter

<u>SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES</u>
Department of Speech Language Pathology
- Support faculty in maintaining state license and certification.

Subdivision Unit: _____**CHABSS**_____

PART I: NARRATIVE

A. Planning Assumptions

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

    2. Begin here enumerating planning assumptions for the unit
- a. CHABSS will continue to generate ~57-60% of CSUSM FTES.
- b. We will continue to focus on programmatic growth that broadens the College's curriculum to serve our diverse student body.
- c. Priority will be given to those areas that align with the CHABSS Strategic Plan and our strategic priorities, namely:
  - i. Advance a transformative learning environment
  - ii. Enhance teacher-scholar practices
  - iii. Prioritize ethics, personal responsibility, and social justice in the curriculum, in the classroom, and in the student culture
  - iv. Enact a broadly defined culture of diversity and global engagement

> v. Recruit, hire, and retain high quality faculty and staff from diverse backgrounds
>
> vi. Foster cross- and inter-disciplinary collaborations within the College, University, and community

    d. Tenure-track faculty lines that are vacated will return to the College for allocation by the Dean. However, the preference will be to return those lines to the unit of origin unless there are compelling reasons to do otherwise.

B. Goals by Fiscal Year

    1) FY 2015/16 Goals

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

Faculty Hires (listed alphabetically).

Additional Tenure-Track faculty lines are needed in key areas to help us deliver high-quality education to our more than 5,000 majors and 59-60% of total campus enrollment. Assuming 5% funded growth, we should be hiring a minimum of 7 TT faculty each year to *maintain* our current ratio of TT to non-TT faculty. 10-12 new hires annually will help reduce the imbalance between TT and non-TT faculty in the College over time. The positions below are listed alphabetically by Department/Program.

- Anthropology (Archaeology), Assistant Professor. ANTH has significantly expanded its enrollment in recent years. Moreover, there are no current TT faculty who have expertise in Archaeology which is a core area of the discipline.
- Communication (Mass Media Law & Policy), Assistant Professor. This hire will continue to build the TT faculty of the Mass Media major which currently has 2 TT faculty serving more than 200 majors.
- Environmental Studies (Environmental Justice), Assistant Professor. Will be the first TT hire in the ENVS BA program that launched in Fall 2014. Meets College goal of interdisciplinarity.
- Global Studies (Humanities), Assistant Professor. GBST continues to grow at a very rapid pace and currently has 1.50 FTEF serving more than 100 majors and minors. Meets College strategic goal of interdisciplinarity.
- History (History Education), Assistant Professor. History has reinstated its single-subject waiver program for educators and it is mandated that a FT faculty member be assigned to oversee this program. The department currently has no TT faculty member with expertise in this area.
- Liberal Studies (Physical Geography), Assistant Professor. The LBST department is currently revising its curriculum to meet Common Core standards. This hire would help align the standards with their curriculum.

- Modern Language Studies (Spanish Translation), Assistant Professor. The Spanish program has experienced solid growth over the past few years. As part of their curricular development and to meet workforce needs the department has increased curriculum in Spanish translation, which this position would serve.
- Philosophy (Modern and Late Modern Philosophy), Assistant Professor. The Philosophy BA is currently under curricular review, and the Department's major should launch in 16/17.
- Political Science (American Politics), Assistant Professor. The Department continues to see steady major and LDGE growth and a hire in American Politics will help in offering the curriculum to a growing number of students.
- School of Arts (Technical Theatre), Assistant Professor. With only 2 faculty in theatre, technical theatre is a critical omission for the program. This hire will round out the faculty expertise in the program.
- Social Sciences (Internal Reassignment .50 FTE). Our Social Sciences major has undergone significant redevelopment including the creation of new SLOs,

Staff Hires (listed alphabetically)

Sufficient staffing levels are critical to the success of academic programs. While the College was able to hire additional staff in FY 2014-15, we remain without staff support (or with inadequate staff support) in several critical areas. Our low ratio of staff to faculty places additional burdens on department chairs and faculty to meet the needs of our academic programs and students.

- Anthropology, IST I. The Anthopology program continues to grow and build its curriculum as well as its multiple labs (e.g., Anthopology Lab, Ethnobotany Garden); the Department will need support for these labs to serve a growing population of students.
- Child & Adolescent Development ASC I. The CHAD major is currently part of the Department of Psychology, which is the largest Department in CHABSS with over 1,000 majors, a graduate program, and a complex system of labs. Moreover, the major is anticipated to grow quickly and requires significant background check administrative work given the nature of the major requirements that will need additional support.
- Dean's Office, PR/Communications Specialist. This .50 FTE position supports the Arts & Lectures program in addition to providing general communications assistance to the College. This position was moved to CHABSS when Arts & Lectures was moved to the College; however, the position was not funded in last year's budget.
- School of Arts, ASA II. This request is for .50 FTE to make the ASA II line a full 1.0FTE given the added curriculum in SoA and the growing SoA infrastructure.

Programmatic
- Child & Adolescent Development (CHAD), Year 2. Costs for increased course sections and program director.

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- Environmental Studies (ENVS), Year 2. Costs for increased course sections and program director.
- Launch of EL Programs (no funding requested)
    - Criminology & Justice Studies BA, Temecula (EL)
    - Cultural Competency in Health Care Certificate (EL)
    - Geographic Information Systems Certificate (EL)
- Launch of Approved (or nearly approved) Stateside Programs
    - Music BA. This program was approved in Fall 2014 by the CSUSM Academic Senate. Funds are needed for program administration, equipment, and equipment.
    - Convergent Journalism minor. This minor has been developed pursuant to a mandate that student editors of the Cougar Chronicle and other student media have a curriculum that provides them with the skills necessary to be ethical, responsible, and knowledgeable media producers.

Operational
- Department Chair compensation. We seek to provide additional compensation for chairs of the largest, most complex departments. The workload of Chairs at CSUSM has become increasingly large and complex, particularly given that some departments are as large as some colleges at CSUSM. In these departments, 11-month contracts would provide a more appropriate and fairer level of compensation.
- Lab Budgets: The opening of SBSB increased the laboratory capacity in CHABSS and brought with it expanded Psychology facilities (including a dedicated vivarium), an Ethnobotany Lab, the Digital History Lab, an expanded Daniels Communication Lab, and other spaces for experiential, laboratory-based learning (e.g., GIS lab). In addition, the transition from VPA to School of Arts in Fall 2014 is also associated with planned curricular additions that will increase the need for additional arts-related equipment and space. The College is currently working with a lab budget that has not increased in more than 3 years. We need to make sure that our laboratory budgets and staffing are growing to keep pace in support of our increasing number of faculty and students. Thus our lab budget request is to (a) shift the cost of operating our labs from one-time funding (EL and OE&E) to base funds, (b) provide one-time deferred equipment purchases, and (c) cover increased costs of the College's labs based on enrollment growth.   Our lab budgets have lagged far behind the growth of our FTES each year. We must staff these labs appropriately to serve our students.
- Staff Development. In order to attract and retain high quality staff, the College requests funding for staff development (e.g., equipment, conferences, training) and to provide regular in-range progressions to high performing staff who qualify.
- Growth of Departmental budgets and copier expenses commensurate with enrollment growth

- <u>Costs associated with new TT faculty hires</u>: Additional base funding for 12 new TT hires (telephone, computer leases, standard faculty development allocation, etc.), plus one-time costs (e.g., moving).
- <u>Faculty Development</u>: TT and Lecturer Faculty Professional Development Support. Key to building transformative learning opportunities for students is ensuring that all of our faculty are provided with opportunities to grow as scholars and teachers. While only tenure-track faculty members are evaluated in the area of research/creative activity, many lecturer faculty within CHABSS are (or aspire to work as) actively engaged scholars whose work informs their own (and others') instruction. We request $500 base funding (in addition to ad hoc funding currently provided by the College) per TT faculty member to support faculty scholarship and $2,000 in additional base funding for lecturer faculty across the college.
- <u>Computer refresh for TT faculty & staff</u>: New faculty and staff require "refresh" computers to perform their work and we request that these be funded for new hires.
- <u>Lecturer Equity Salary Increases</u>: Each year, high performing lecturer faculty apply for range elevations to increase their salary. Unfortunately, we have not had the base budget for these increases. The College wishes to support the work of these excellent faculty by providing appropriate salary adjustments.
- <u>Lecturer computer leases and printer access</u>. There currently exist inequities in access to computers and printers among lecturers in the College. We seek funding to provide equitable access among the lecturer faculty.
- <u>Space Needs in SBSB</u>: Projects and tasks assigned to CHABSS Dean's Office have required the use of faculty office spaces. Renovations to existing CHABSS Dean's suite would allow faculty offices to be reassigned to faculty use.
- <u>Space Needs in ARTS</u>: Critical problems in the ARTS Building's design and construction continue to inflict detrimental impacts on instruction and learning; remediation of HVAC problems in studio classrooms, soundproofing for several studios (ARTS 101, 111, and 107), and purchase of use-appropriate stadium seating in ARTS 101 are necessary for these facilities to make effective working, instructional, and learning spaces for School of Arts students and faculty.
- <u>LBST Common Core curriculum/instruction revisions</u>. The Department of Liberal Studies seeks funding to revise their curriculum for Common Core, Next Generation Science, and CSET waiver curriculum compliance over two years. This effort is particularly challenging given that the major is distributed across multiple departments and requires substantial outreach and coordination.
- <u>Instruction for Non-Resident Students</u>. The College has seen a significant increase in the number of non-resident students enrolled in its courses. In AY 14/15, we estimate approximately 165 annualized non-resident FTES. While we are funded for a resident student enrollment target, we receive no designated funding for non-resident students. This funding is critical to meet our enrollment needs by both resident and non-resident students.

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- Moving One-Time Instruction to Base. For years, the College's instructional budget has operated with significant one-time dollars. As we attempt to have a more predictable budget model that allows for adequate planning, it is imperative that our one-time allocation for instruction is folded into base dollars.

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

   Faculty & Staff Hires

   Our Hiring and Academic Planning Committee (HAPC) will be developing faculty and staff hiring plans for 16/17 this Spring.
   Programmatic

   - Launch of Stateside Programs
     - Philosophy – Funds to pay for an increased number of upper-division sections to facilitate progress towards degree completion.
     - Ethnic Studies – Funds for program director compensation and the delivery of new ETST lower-division and upper-division curricula necessary for program integrity.
     - CHAD BA launch (Year 3): Costs for expanding course sections and program director compensation.
     - ENVS BA launch (Year 3): Costs for expanding course sections and program director compensation.
     - MUSC B.A. launch (Year 2): Costs for increased course sections and program director compensation.

   Operational
   - Ethnic Studies (Year 1): Administrative costs for launch and overseeing an interdisciplinary curriculum encompassing courses from more than 5 departments/programs.
   - Music BA Launch (Year 2): equipment, & lab needs
   - Lab budget increases keeping pace with enrollment growth
   - Costs for new TT faculty (OT & Base)
   - Departmental Operating Funds: Proportional increases to departmental budgets based on enrollment growth.
   - Space Needs in ARTS: Necessary office and workspace for faculty and staff exceed the building's current capacity. The School of Arts has developed a proposal to carve out additional office space.
   - Space Needs in SBSB: The second phase of a space renovation project in the Dean's Office suite would allow more efficient use of space and free up office spaces in the rest of SBSB for Department/Program use.

- Space Needs in MARK: Our Humanities programs are extensively overcrowded in Markstein Hall which will require new space to be developed for use by faculty and staff in History, LTWR, and MLS.

3. **FY 2017/18 Goals**
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Faculty & Staff Hires

Our Hiring and Academic Planning Committee (HAPC) will be developing faculty and staff hiring plans for 17/18 in due course.

Programmatic
- Launch of Stateside Programs
  - Arts, Media and Design: Program director compensation and delivery of new AMD lower- and upper-division curricula.
  - Philosophy (Year 2): Funds to pay for an increased number of upper-division sections to facilitate progress towards degree completion.
  - Ethnic Studies (Year 2): Funds for program director compensation, delivery of expanded ETST lower-division and upper-division curricula.
  - Chican@ Studies: Costs of sustaining and expanding partnerships with community partners for required service learning courses within the major, and program director compensation.
  - MUSC (Year 3): Equipment & lab needs.

Operational
- Arts, Media, & Design: Administrative costs, lab equipment
- Lab budget increases keeping pace with enrollment growth.
- Department Operating Funds: Increases to match enrollment growth
- Faculty Development. Adding base funding for faculty development to accommodate new TT faculty.
- Staff Development Plan implementation. In order to attract and retain high quality staff, the College has developed a Staff Development Plan that will include In-Range Progressions for high performing staff.

Subdivision Unit: <u>College of Science and Mathematics</u>

A. Planning Assumptions

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

2) **CSM Planning Assumptions**
   a. Projected growth in the number of CSM majors according to **Figure 1, p. 4**.
   b. A 1:30 ratio of tenure track faculty to majors
      i. *25/55 initiative*: By our campus' 25th Anniversary, CSM will have 55 tenure track faculty (If 2014-15 searches are successful, CSM will have 57.5 tenure track faculty, including one FERP and 5 MPP.)
      ii. *30/90 initiative*: By our campus' 30th Anniversary, CSM will have 90 tenure track faculty. (This will require additional resources, including laboratory space.)
   c. Adequate funding for laboratory and technical equipment
   d. 2:1 ratio of tenure-track faculty to administrative and support staff; current ratio is ~2.9:1.
   e. A 1:100 ratio of ISTs per semester to students served; current ratio is ~1:270.
   f. A minimum ratio of 300 sq ft allocated to tenure track faculty in experimental science.
   g. CSM has four overarching strategic priorities that define our rolling strategic plan, based on department-level strategic plans and discussions among college stakeholders at all-faculty meetings. Each of these strategic priorities has subcategories that are addressed within the CSM rolling plan. Our overarching strategic priorities are:
      i. ***Build and sustain a supportive and inspirational undergraduate and Master's level educational environment.***

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      i.   Recruit and retain diverse faculty and staff (25/55 and 30/90 hiring initiatives) to keep up with enrollment growth and student demand (graduation initiative)

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

      iii.   Secure teaching assistantships to support graduate students and exceptional undergraduates

ii. *Optimize potential of faculty, staff and students*

      i.   Hire adequate numbers of administrative and technical support staff

      ii.   Provide sufficient space in support of instruction, faculty scholarship, undergraduate and graduate research

      iii.   Build reserves to provide competitive start-up funds to new faculty

      iv.   Increase externally funded grants, with the ongoing goal, dependent on hiring new faculty, of increasing our external support by 15% each year for the next 5 years. Align philanthropic fundraising priorities with our strategic plan, and actively engage CSM faculty in the development process.

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

      vi.   Promote and sustain safety in all that we do

iii. *Provide enriching educational experiences*

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

      ii.   Maintain a challenging academic environment with high standards

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

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

iv. *Stimulate the technical and economic development of our region*

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

      ii.   Develop responsive, cutting-edge programs and certificates

      iii.   Align/realign programs

      iv.   Collaborate with community partners

      v.   Track and assess academic and employer validated programmatic outcomes

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

3) Supporting Data for CSM Planning Assumptions

Figure 1, p. 4 represents the historical growth of CSM majors by discipline from AY 2009/10 to AY 2014/15, and projections for AYs 2015/16, AY 2016/17, and AY 2017/18 based on curve fitting.

Planning Assumption 2a. (projected growth in majors). From CSM's inaugural academic year AY 2011/12 to the present AY 2014/15, the number of majors in CSM has grown **70%** from 1,123 to 1,908 majors. Our strategic plan is based on the assumption that the number of CSM majors will follow the projections in **Figure 1, p. 4** for AYs 2015/16, AY 2016/17, and AY 2017/18. The significant growth requires additional tenure-track faculty who will provide instruction and supervise undergraduate and master's level research, as well as administrative and instructional support staff.

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Planning Assumption 2b. (hiring CSM tenure-track faculty). **Table 1, p. 5** shows the hiring matrix for CSM tenure-track faculty for the next five years according to the 25/55 and 30/90 hiring initiatives for the College to accommodate the growth of CSM majors. The 25/55 initiative falls within the timeline of the current rolling strategic plan.

Details about each proposed hire in the matrix are presented in the individual department-level strategic plans. The CSM hiring matrix has been vetted by the College Governance and Planning Committee. With the current number of tenure-track faculty (49) and the planned new tenure-track hires (6) by the end of AY 2015/16, then we will have reached 55 tenure-track faculty in the 25th Anniversary of CSUSM.

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

Planning Assumption 2c. (adequate funding for lab equipment). **Table 2, p. 6** shows the history of CSM lab budget allocations from CSM's inaugural academic year AY 2011/12 to the present AY 2014/15.

Department lab budget requests have been consistently underfunded from AY 2011/12 to AY 2014/15, based on requests (see **Table 2, p. 6**), while the number of students served has grown 40% in 4 years, from 3,262 students in AY 2011/12 to 4,517 students in AY 2014/15 (see **Figure 2, p. 4**). **Table 3, p. 6** summarizes the age of significant equipment in CSM and their anticipated replacement dates. The columns ASAP and AY 15/16 in the table indicate that an immediate investment of $387K ($237,040 + $149,760 ~ $387K) is needed to modernize and replace critical equipment considered unreliable or unserviceable due to age (vendors typically refuse to maintain equipment when they become too outdated).

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

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Number of Majors by Year
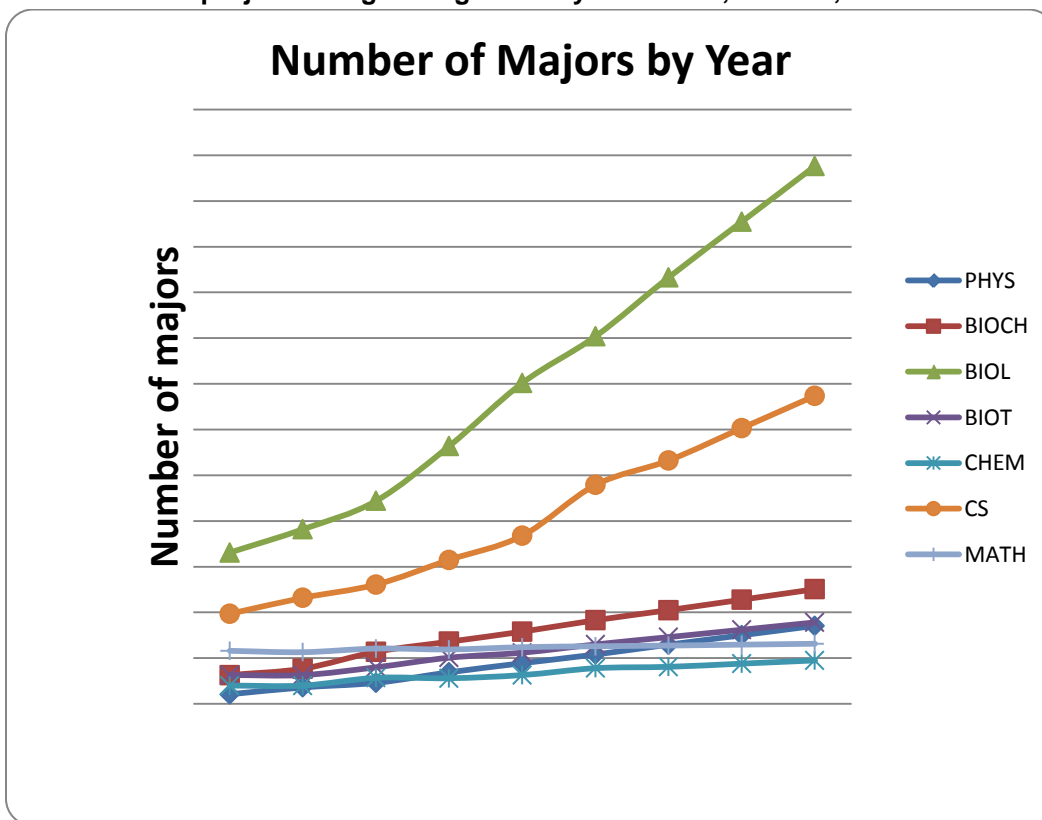
Source of 2009-2014 data: RaDAR Student Profile query

Figure 2. The number of CSUSM students enrolled annually in CSM laboratory courses increased 40%
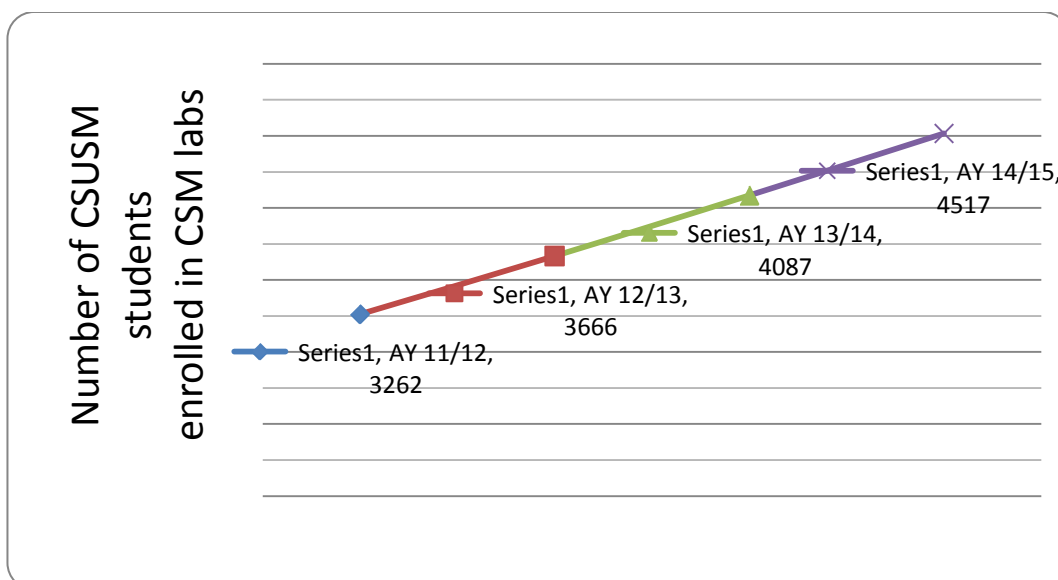from CSM's inaugural academic year AY 2011/12 to the present AY 2014/15.

Series1, AY 14/15, 4517

Series1, AY 13/14, 4087

Series1, AY 12/13, 3666

Series1, AY 11/12, 3262

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TABLE 1. CSM Tenure Track Hiring Matrix following the "25/655 Initiative" by department and year. (Search years are shown at the left; estimated start-up funds needed are shown in parentheses with the total across any row shown at the right)

	Biological Sciences	Chemistry & Biochemistry	Computer Science and Information Systems	Mathematics	Physics	Start-up Costs
2014/15 (In Progress)	Physiology ($80K) / Systems Biology ($80K) / Evolutionary Biology ($80K)		Embedded Systems/Networks ($20K) / Cybersecurity ($20K)		Experimental Physics ($70K)	$350K
2015/16	Molecular & Cellular Biology ($90K) / Physiology ($90K) / Ecology ($90K)	Environmental Analytical ($80K) / Experimental Physical (Materials/Polymer) ($80K)	Parallel Processing ($20K) / Software Engineering/Databases ($20K)	Applied Mathematics ($10K)	Experimental Physics/Electronics ($90K) / AMO ($90K)	$660K
2016/17	Molecular & Cellular Biology ($100K) / Physiology ($100K) / Ecology ($100K)	Organometallic ($80K)	Human Computer interaction ($25K) / Cloud Computing ($25K)	Statistics ($10K) / Number Theory/Cryptography ($10K)	Computation/Modeling ($30K)	$480K
2017/18	Molecular & Cellular Biology ($100K) / Physiology ($100K) / Ecology ($100K) / Biotechnology ($100K)	Biochemistry ($90K)	Mobile Computing ($25K) / Big Data Analytics ($25K)	Applied Mathematics ($10K) / Geometry/Topology ($10K)	Condensed Matter/Materials Science ($100K)	$660K
2018/19		Inorganic ($90K)		Statistics ($10K)	Biological Physics ($100K)	$200K
2019/20				Actuarial Science ($10K) / Foundational or Applied Mathematics ($10K)	AMO ($120K)	$140K

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TABLE 2. History of CSM laboratory budget allocations

AY	BIOL	CHEM	CS	MATH	PHYS	Total Allocated	Percentage of request funded
11/12	$208,832	$151,998	$12,030	$4,827	$51,507	$429,193	93%
12/13	$182,509	$104,162	$7,472	$3,500	$28,261	$325,904	59%
13/14	$225,598	$139,162	$7,473	$3,500	$35,455	$411,188	57%
14/15	$304,598	$176,662	$8,285	$5,000	$55,455	$550,000	54%

TABLE 3. Inadequate funding has precluded the acquisition of critical equipment to replace unreliable or unserviceable equipment valued at $237K ("ASAP").

		Academic Year of Replacement of Equipment				
		ASAP	AY 15/16	AY 16/17	AY 17/18	Grand Total
Age of Equipment (years)	0-2.5				$4,000	$4,000
	2.5-5	$4,200		$6,000		$10,200
	5-7.5					$0
	7.5-10	$29,500	$76,760			$106,260
	10-12.5	$90,340	$4,000		$55,000	$149,340
	12.5-15					$0
	15-17.5	$11,000	$22,000		$11,000	$44,000
	17.5-20	$102,000	$47,000			$149,000
	Total	$237,040	$149,760	$6,000	$70,000	$462,800

Some of the equipment reflected in **Table 3** include: centrifuges to spin samples and separate cells or chemicals for analysis; optical scopes to observe dissected specimens; shaking water bath to grow cell cultures; microscopes to observe specimen slides; Vernier sensors for motion, force, pressure, and sound; Linux computers to train students in use of the Linux operating system; servers for computer science; and replace the old computers that control the instruments in the teaching labs/research because Windows X is no longer supported by IITS.

In addition to $387K ($237,040 + $149,760 ~ $387K) worth of replacement equipment that need immediate purchase in AY 15/16, **Table 3** suggests that strategic planning must anticipate an investment of an additional $76,000 ($6,000 + $70,000 = $76,000) in anticipation of replacement of other existing equipment during the last two years of the rolling plan.

Table 3 does not take into account additional equipment needed to accommodate the growth in majors, a 5% FTES growth in CSUSM FTES, and a dynamic curriculum. Although the college allocated $550K for the lab budget last year, most of the funds were spent on supplies and student

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assistants, and approximately 20% of the funds were spent on equipment. *The projected cost of new (not replacement) equipment needed over the next 3 years to accommodate anticipated growth of students and maintaining contemporary curricula is $420K.* Some of this equipment includes: liquid measurement pipetmen used for training students in basic lab techniques of sample delivery; gel electrophoresis boxes and power supplies for running DNA sample analyses; general purpose spectrometer used for sample analysis to operate multiple labs in the same day; Macs and PCs to teach computing; solar telescope to allow for demonstrations and experiments on solar phenomenon; and optics equipment for student research and classroom optics demonstrations.

Planning assumption 2d. (improved administrative and support staff to tenure track faculty). The faculty/staff ratio planning assumption of 2 tenure-track faculty per 1 staff is derived from several sources. At adequately staffed and productive institutions, this ratio varies between 2.0 and 1.0. The optimized ratios that constitute our planning assumptions are based on best practices for similar programs at comparable institutions and published professional guidelines. The current state of affairs in CSM is consistent with inadequate numbers of laboratory support staff, two departments (Physics and Computer Science and Information Systems) sharing one administrative support coordinator, and one ASC serving both a large department and a robust emerging program (Biological Sciences and Biotechnology). *CSM faculty feel overworked because they are indeed overworked, having to deal with administrative and support functions rather than being able to focus on their true work, instruction and scholarship.* **Table 4** below shows the hiring matrix for instructional support staff as well as administrative support staff.

We have 4 administrative support staff across 5 departments and 3 dean's office staff who support faculty, staff and students in the college. We currently have 8 full-time Instructional Support Technicians (ISTs) who support laboratories and instruments at the department level. One of these full-time ISTs is supported by one-time funds from salary savings in the Department of Physics, hence the staff request in **Table 4** for base funds for an IST in Physics. We also have 2 specialized ISTs, (part-time animal care and full-time equipment technician), as well as 2 part-time ISTs (biological sciences and chemistry) who are paid with funds generated through the newly launched Pre-health Professions Program. In addition to actually setting up and tearing down labs (often repeatedly throughout the day, as different classes cycle through a lab classroom), ISTs order supplies, prepare reagents, provide instrument support, maintain fly stocks, oversee student assistants, and perform a wide variety of other essential tasks. *These administrative and technical support staff are the backbone of our laboratory-intensive curriculum.*

The current ratio of full-time ISTs to students served in laboratory instruction to ~1:270. Our planning assumptions set a target of lowering this ratio to a more manageable and safe ratio of 1:100. This also assumes that we will hire at least 2 student assistants per IST.

With the additional support personnel requested, our number of support personnel (administrative and technical) increases from 17 (including the specialists) to 28. Technical support staff increase in number to 15, administrative to 13. With the predicted growth in majors (and thus students served) we are essentially maintaining an approximate IST/student ratio of 1:270, and not really lowering it. Further improvement is achieved if we include 2 student assistants per IST in this support as noted above. Additional support staff hires will change the faculty/staff ratio from 3.5:1 to 2:1. This will relieve stress, and both faculty and staff will not feel spread quite so thin.

Table 4. Staff Hiring Matrix (Instructional and Administrative Support Staff)

	Biological Sciences	Chemistry & Biochemistry	Computer Science and Information Systems	Mathematics	Physics	CSM Dean's Office
2015-16	ASA (1.0)	ASA (0.5)	IST (1.0)	ASA (0.5)	IST (1.0)	ASA (1.0)
	IST (2.0)	IST (1.0)	ASC (1.0)			
	SSP (1.0)					
2016-17	IST (2.0)	IST (1.0)			ET (1.0)	
2017-18	IST (2.0)	IST (1.0)		ASA (0.5)		ET (1.0)
		ASA (0.5)				
2018-19	ASA (0.5)		ASA (0.5)			
2019-20						ASA (1.0)

B. Programmatic Goals by Fiscal Year

1) FY 2015/16

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

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

   a) Based on our planning assumptions, CSM has embraced two hiring initiatives, 25/60 and 30/90. Hiring priorities for AY 2015/16 by CSM department are outlined in **Table 1, p. 5**.

   b) Departments will implement department-level RTP guidelines pending approvals in Spring 2015.

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

   a) Infrastructural costs associated with replacement of outdated, obsolete and broken equipment are outlined in **Table 3, p. 6**. Infrastructural costs for AY 2015/16 total approximately **$387K** ($237,040 + $149,760 ~ $387K). Some of the aged equipment needing replacement include: refrigerated, high-speed centrifuge (age: 21 years) to spin samples to separate cells or chemicals for further analysis; anatomical models for anatomy courses (age: 8 years) for teaching anatomy and physiology to students in the health sciences; various Vernier sensors (motion, force, pressure, sound, etc. age: 10 years) to record data for a wide variety of labs, as well as for demonstrations and student research; temperature controlled shaking incubators (age: 20 years) for growing cultures; and upright -80 freezer (age: 16 years) to keep supplies and specimens frozen at -80 degrees.

   a)

   b) **Table 2, p. 6** summarizes past laboratory budgets. Laboratory funds are used to purchase new instructional laboratory supplies and new laboratory equipment. The lab underfunded budget has made it difficult for the disciplines to acquire updated and additional equipment for the growing student population. The laboratory budget allocation to meet anticipated enrollment demands in AY 2015/16 should be in the range **$780K to $1.17M** (the lower bound is based on the average cost per lab student of $156 at the 2009/10 funding levels and the anticipated 5,000 laboratory students for AY 2015/16; the upper bound is based

on the average cost per lab student of $234 from the most recent Delaware Report on average cost for student for laboratory instruction and the anticipated 5,000 laboratory students for AY 2015/16). With our 2014/15 college budget allocation, we were able to increase the laboratory budget allocation from $400K to $550K. Therefore, we are requesting a laboratory budget augmentation of **$500K** in 2015/16.

a)c) Acquisition and planned obsolescence of computing resources, including Linux computers, mobile devices, and software supporting instruction, should be added to the laboratory budget allocation to service Computer Science and Information Systems. The estimated annual cost is **$16K**.

iii. *Secure teaching assistantships to support graduate students and exceptional undergraduates.* CSM faculty will continue to submit training grants and seek industrial support for student research. We will also make strategic use of students in instructional laboratories and activity-type courses. We expect this to be supported by instructional budget allocation and salary savings that remain with the college to be used strategically. For AY 2015/16 the budget allocation request for this support is **$30K**.

iv. Given enrollment growth in CSM, and anticipating interesting outcomes from an engineering feasibility study, CSM plans to engage in a more rigorous and longer term strategic planning exercise. This would be facilitated and involve the extended leadership Governance and Planning Committee, as well as selected faculty from each department, and campus stakeholders. Based on previous similar strategic planning exercises on our campus in recent months, CSM requests **$20K**.

b. ***Optimize potential of faculty, staff and students***

i. *Hire adequate numbers of administrative and technical support staff.*

a) CSM has embraced a hiring plan for 2015/16, which calls for hiring 5 ISTs, 1 ASC,
1 SSP, and 3 ASAs for the departments, as outlined in **Table 4, p. 7**. Hiring additional support staff will relieve overworked faculty and staff, guarantee safe instructional laboratories for students, and ensure safe working environments for ISTs.

b) In the CSM Dean's office, there is a bare minimum of staff. The Assistant to the Dean and the SSP are stretched to cover their own work, as well provide support to college-wide tasks. CSM will request 1 ASA position for the Dean's office, as outlined in **Table 4, p. 7**.

ii. *Provide sufficient space in support of instruction, faculty scholarship, undergraduate and graduate research.*

a) With relocation of the Department of Mathematics to Craven Hall, and the Department of Chemistry and Biochemistry into a portion of the vacated 3rd floor suite in Science Hall 2, CSM departments will implement plans for assignment of office space and renovation of ~ 2400 square feet on the 3rd floor of Science Hall 2. This last area has the capacity to support up to 8 tenure track faculty experimentalists using our planning assumption of guaranteeing a minimum of 300 square feet per faculty. Renovation costs are estimated to be more than $1M, which includes capital improvements to the air handling systems to accommodate additional fume hoods. CSM will seek external funding for laboratory renovations but the estimated cost for capital improvements to the roof to accommodate fume hoods is **$250K**.

b) The Department of Physics will build out SCI 2 247 to accommodate a new hire arriving in Fall 2015. Although the laboratory currently has countertops, it

needs cabinets, water, deionized water, sink, drain, eyewash, gas, vacuum, and 240V power. The estimated cost for this work is **$100K**.

c) The Department of Physics will reorganize existing laboratory space, creating additional capacity for electronics courses to accommodate enrollment growth and further anticipated demand with a Minor in Electronics. GE laboratory courses would be relocated elsewhere in the Department. The estimated cost for acquisition and installation of lab benches and storage for equipment and student projects is **$50K.**

d) An additional 1000 square feet of instructional laboratory space will be sought, which will allow the Department of Physics to meet anticipated enrollment growth in the major.

e) The Department of Computer Science and Information Systems and Information Systems will explore options (and funding) for establishing a dedicated Open Access Lab as Maker Space , which will enable students to collaborate on projects, create and test software solutions, and engage in projects relevant to cybersecurity, such as ethical hacking.

f) The Department of Computer Science and Information Systems plans to design and build a Network Lab consisting of 10 PCs, a server, and 30 wireless sensor nodes, miniaturized solar panels, and rechargeable batteries. The estimated cost for equipment is **$12K**.

g) The Department of Computer Science and Information Systems will need an embedded system or software engineering research lab to accommodate research and instruction in this area following successful faculty search in 2014/15 (in progress). This will also provide advanced level instructional capacity for a minor in software engineering and future degree program. Design and equipment needs are not yet known, but **$25K** is requested as a reasonable estimate.

h) The Department of Computer Science and Information Systems needs to replace its Dell PowerEdge server. The replacement cost estimate is **$6K**.

i) The Department of Computer Science and Information Systems incurs annual costs for software licenses that support instruction in the discipline. Estimated cost for licenses is **$10K**. In addition, The Department requests **$20K** for cloud computing service to support curriculum and research in bioinformatics and data/text mining.

j) The vivarium in Science Hall 1 is at full capacity, which limits the use of animals for research and instruction and puts stress on the infrastructure, particularly the cage washer. Retrofitting of the existing space/cage washer to handle the capacity of the facility is a capital improvement to existing facilities for which formal estimates are not yet available, but **$15K** is suggested.

iii. *Build reserves to provide competitive start-up funds to new faculty.*

a) CSM will strategically utilize Indirect Cost Return, Extended Learning Revenue
cost-sharing, and proposed additional funding for new hires from Academic Affairs
($20-30K per hire) to build and sustain these reserves. To cover costs, start-up commitments will be disbursed over a three year period. In our calculations, we assume that CSM will retain a significant portion of its EL cost-share as discretionary.

b) Competitive start-ups for AY 2015/16 will be $80-90K for an experimentalist and
$20-25K for a computer scientist.

c) The average return on initial start-up investment for established faculty (grant revenue and IDC return) in CSM is currently about 2.5:1.

iv. *Increase externally funded grants*, with the ongoing goal, dependent on hiring new faculty, of increasing our external support by at least 15% each year for the next 5 years. Align philanthropic fundraising priorities with our strategic plan, and actively engage CSM faculty in the development process. This will be critical to maintaining a reserve for providing competitive start-up packages to new faculty.

a) We project that our total grant revenue and Indirect Cost Return for 2015/16 (based on 2014/15 grant revenues) will be $3.8 - 4.2M and $85 -100K respectively.

v. *Provide professional development/support to faculty and staff*

a) CSM will continue to allocate a portion of its budget to professional development and explore with the governance and planning committee implementation of a process for offering opportunities for additional funding. **$30K** is requested for faculty professional development, and **$20K** for staff professional development.

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

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

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

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

c. *Provide enriching educational experiences*

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

a) The Department of Biological Sciences will begin discussions on declaring impaction, given the high ratio of majors to faculty (>70:1).

b) The Department of Biological Sciences will identify strategies to balance the exponential growth of its majors in the face of huge service teaching commitments.

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

d) The Department of Chemistry and Biochemistry will implement the MOU following its program review. This will include a facilitated department retreat, the outcome of which will be a strategic plan to address the challenges identified. The estimated cost for such a retreat is **$5,000** (facilitator costs, preparation, materials, and meals/refreshments).

e) The Department of Chemistry and Biochemistry plans to launch its Masters of Science in Chemistry program, with options in Chemistry and Biochemistry. It is anticipated that the program will initially run at a deficit, until a steady state of students is recruited and retained.

f) The Department of Chemistry and Biochemistry will assess 2 SLOs for each of its two undergraduate programs.

g) The Department of Chemistry and Biochemistry will continue to assess the Chemistry and Biochemistry Learning Community originally launched in 2013/14.

h) The Department of Chemistry and Biochemistry will submit for approval a single-subject waiver program for Chemical Education students, and subsequently submitted to the Commission on Teacher Credentialing (CTC).

i) The Department of Mathematics will submit a P-form to establish an Applied Mathematics option for the major.

j) The Department of Mathematics will review courses for Liberal Studies majors.

k) The Department of Mathematics will monitor demand for highly impacted courses to balance service courses with those required by the major.

l) The Department of Mathematics plans to offer more applied mathematics courses annually..

m) The Department of Mathematics will analyze DFW rates in service course Math 115 College Algebra with particular attention given to modes of delivery.

n) The Department of Physics will continue to explore the feasibility of launching a Master of Science in Applied Physics.

o) The Department of Physics will continue to work with the Department of Computer Science and Information Systems to develop and implement a Minor in Electronics.

ii. *Maintain a challenging academic environment with high standards*

a) The Department of Chemistry and Biochemistry will review its laboratory curricula for technique/skills coverage in various majors' courses based on SLO assessment.

b) The Department of Biological Sciences will begin preparations to separate the Biotechnology degree program from the Department of Biological Sciences.

c) The Department of Computer Science and Information Systems and Information Systems will begin assessment planning for ABET Accreditation in CS. This will enhance the ability of the Department to promote its program and recruit talented students. ABET Accreditation is a 2-step process including the planning phase and an 18-month accreditation phase. Anticipating that two course releases will be needed for a two faculty member team to co-chair the 2015/16 planning effort, the Department requests **$20K**.

d) Given the high ratio of undergraduate majors to tenure track faculty in Computer Science and Information Systems (>75:1), the Department must continue to recruit tenure track faculty.

e) The Department of Mathematics will support a Pre-Baccalaureate Math Coordinator, whose task is to supervise the teaching associates in Math 10, 20 and 30. In Fall 2014, approximately 750 students were enrolled in these courses. One course release per semester is anticipated, **$10K**.

f) The Department of Mathematics will develop a placement mechanism for STEM majors to assist students to progress through Pre-Calculus (Math 125) and Calculus (Math 160, 161, 162). A placement tool will be selected and implemented. This project would be reasonably supported by the Academic Excellence and Student Success Fee revenue. **$10K** is requested.

g) The Department of Mathematics plans to institutionalize 6 WTU reassigned time for the Math Graduate Coordinator, whose portfolio encompasses recruitment, admissions, advising, coursework evaluation, academic probation, and degree

completion verification in a program that is currently ~20 students with plans to grow to ~40. Cost: **$10K**

h) The Department of Mathematics will complete its review the Single Subject Matter Preparation program (SSMP) in Mathematics to ensure that courses meet current standards set forth by the California Commission on Teacher Credentialing. This review will also determine the responsibilities of the SSMP coordinator. Assuming sufficient demand to continue the program, the Department plans to institutionalize 4 WTUs for SSMP coordinator, which would be added to 2WTU carried to teach the math pedagogy course, Math 314 Cost: **$7K**.

i) The Department of Physics will explore the feasibility of obtaining ABET Accreditation for its Applied Physics Program. This would become only the second in the nation to be accredited, and such a designation would help promote the program. One course release per semester during a planning phase is anticipated for a faculty to chair this effort, **$10K**.

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

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

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

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

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

a) CSM filed three A-forms in Computer Engineering, Software Engineering and Electrical Engineering. Pending approval by the Board of trustees to include these on the campus' Master Plan, the College will seek external partners to fund a feasibility study in 2015/16.

b) The Department of Computer Science and Information Systems and Information Systems will launch its Professional Science Masters in Cybersecurity (approval pending in early Spring 2015). Revenues generated will pay the salary of a tenure-track faculty (search underway).

c) The Department of Computer Science and Information Systems will submit an A-form for a Professional Science Masters Program in Big Data Analytics.

d) The Department of Physics will launch a certificate program in Laser Electro-Optics Technology (LEOT) through Extended Learning

e) The Department of Biological Sciences will continue working with Extended Learning to develop certifications and a Professional Science Masters Program in Wildfire Science

f) The Department of Biological Sciences will concurrently develop a stateside minor/degree option in Environmental Science.

g) The Department of Biological Sciences and Department of Chemistry and Biochemistry will work with Extended Education, other CSU campuses, and the regional medical diagnostics industry cluster to develop a Clinical Laboratory Scientist Certification program, which will help to address a significant workforce need.

iii. *Align/realign programs.*

iv. *Collaborate with community partners.*

a) CSM and The Classical Academies will again collaborate to host Super STEM Saturday in spring 2016. This event, which is the north County kick-off for the San Diego Festival of Science and Engineering, receives community support from

ViaSat, Northrop Grumman and Genentech. Support for SSS comes from community sponsorships.

   b)   The Department of Computer Science and Information Systems will host its 4th International Women's Hackathon. Support for this event comes from community sponsorships and the College of Science and Mathematics. **$1K** is requested

   c)   The CSM Dean serves on several important boards of directors, including BIOCOM and CONNECT. The membership costs for the university are split among several offices on campus. CSM requests **$5K** to cover its share of membership costs to various community organizations.

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

2) **FY 2016/17**
   a. ***Build and sustain a supportive and inspirational undergraduate and Master's level educational environment***
      i.   *Recruit and retain diverse faculty and staff to keep up with enrollment growth and student demand.*
         a)   Based on our planning assumptions, CSM has embraced two hiring initiatives, 25/55 and 30/90. Hiring priorities for AY 2015/16 by CSM department are outlined in **Table 1, p. 5**.
         b)   Departments will implement department-level RTP guidelines.
      ii.   *Obtain budget allocations sufficient to meet enrollment demands and costs associated with a quality STEM education.*
         a)   Infrastructural costs associated with replacement of outdated, obsolete and broken equipment are outlined in **Table 3, p. 6**. Infrastructural costs for AY 2016/17 total approximately $6K. Some of the aged equipment needing replacement include: L7-80 HFC Centrifuge, Ultra (age: 21 years) for spinning samples to separate cells or chemicals for further analysis; five scopes (age: 16 years) for observing dissected specimens in courses; compound microscope (age: 16 years) for observing slides at different magnifications in courses; and an infrared spectrometer (age: 9 years) for instruction and experiments for students to obtain real data.
         a)
         b)   **Table 2, p. 6** summarizes past laboratory budgets. Laboratory funds are used to purchase new instructional laboratory supplies and new laboratory equipment. The lab underfunded budget has made it difficult for the disciplines to acquire updated and additional equipment for the growing student population. The laboratory budget allocation to meet anticipated enrollment demands in AY 2016/17 should be in the range **$858K to $1.29K** (the lower bound is based on the average cost per lab student of $156 at the 2009/10 funding levels and the anticipated 5,500 laboratory students for AY 2016/17; the upper bound is based on the average cost per lab student of $234 from the Delaware Report on average cost per student for lab instruction (BIOL, CHEM, PHYS) and the anticipated 5,500 laboratory students for AY 2016/17). Assuming we have received our requested laboratory budget augmentation of $500K in 2015/16, we will request an augmentation of **$250K** in 2016/17.
         a)c)   Acquisition and planned obsolescence of computing resources, including Linux computers, mobile devices such as iPads and Android tablets, and software supporting instruction, should be added to the laboratory budget allocation to

service Computer Science and Information Systems. The estimated annual cost is **$12K**.

   iii. *Secure teaching assistantships to support graduate students and exceptional undergraduates.* CSM faculty will continue to submit training grants and seek industrial support for student research. We will also make strategic use of students in instructional laboratories and activity-type courses. We expect this to be supported by instructional budget allocation and salary savings that remain with the college to be used strategically. For AY 2016/17 the budget allocation request for this support is **$40K**.

b. *Optimize potential of faculty, staff and students*

   i. *Hire adequate numbers of administrative and technical support staff.*
- a) CSM has embraced a hiring plan for 2016/17, which calls for hiring 3 ISTs and 1 ET, as outlined in **Table 4, p. 7**. Hiring additional technical and administrative support staff will relieve overworked faculty and staff, guarantee safe instructional laboratories for students, and ensure safe working environments for ISTs.

   ii. *Provide sufficient space in support of instruction, faculty scholarship, undergraduate and graduate research.*
- a) CSM will begin renovation of ~ 2400 square feet on the 3rd floor of Science Hall 2. This last area has the capacity to support up to 8 tenure track faculty experimentalists using our planning assumption of guaranteeing a minimum of 300 square feet per faculty. Funding for renovations will likely come from a combination of state and private revenues. Based on square footage costs for the recent physics laboratory renovations in Science Hall 2 ($375/sq. ft.) renovation of the 3rd floor is estimated to cost **$750K - $1M** and assumes that the University has made the improvements to the roof described in the programmatic goals for 2015/16.
- b) Assuming an additional 1000 square feet of instructional laboratory space has been acquired, the Department of Physics will meet anticipated enrollment growth in the major.
- c) Assuming funding and space has been acquired, the Department of Computer Science and Information Systems and Information Systems will establish a dedicated Open Access Lab as Maker Space, which will enable students to collaborate on projects, create and test software solutions, and engage in projects relevant to cybersecurity, such as ethical hacking.

   iii. *Build reserves to provide competitive start-up funds to new faculty.*
- a) CSM will strategically utilize Indirect Cost Return, Extended Learning Revenue cost-sharing, and proposed additional funding for new hires from Academic Affairs to build and sustain these reserves. To cover costs, start-up commitments will be disbursed over a three year period. In our calculations, we assume that CSM will retain a significant portion of its EL cost-share as discretionary.
- b) Competitive start-ups for AY 2016/17 will be $80-100K for experimentalists, $25K and for a computer scientist and $10K for a mathematician.

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

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a) We project that our total grant revenue and Indirect Cost Return for 2016/17 (based on projected 2015/16 grant revenues) will be $4.2 - $4.8M and $100 - 120K respectively.

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

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

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

    a) CSM has established excellent working relations with RMS on campus, and we engage in numerous collaborative activities throughout the year. We will continue this fruitful collaboration in AY 2016/17 with training programs, Super STEM Saturday, and eWaste events just to name a few examples.

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

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

c. *Provide enriching educational experiences*

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

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

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

    c) The Department of Biological Sciences will implement strategies to accommodate huge service commitments to balance courses with BIOL and BIOT FTE targets.

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

    e) The Department of Chemistry and Biochemistry will evaluate the progress of the Master of Science in Chemistry..

    f) The Department of Chemistry and Biochemistry will assess 2 SLOs for each of its two undergraduate programs.

    g) The Department of Chemistry and Biochemistry will continue to assess the Chemistry and Biochemistry Learning Community originally launched in 2013/14.

    h) The Department of Mathematics will assess placement mechanisms for STEM majors and explore extending placement to Math 132.

    i) The Department of Mathematics will analyze non-passing rates in Math 125.

    j) The Department of Mathematics will investigate ways to increase the number of graduate students to achieve a target of 30 enrolled students. The Department will identify and recruit highly qualified students and seek external funding for graduate scholarships.

    k) The Department of Mathematics will create an "exit interview" online survey for B.S. Mathematics graduates.

    l) If deemed feasible, the Department of Physics will develop and submit a proposal to establish a Master of Science in Applied Physics.

    m) The Department of Physics will work with the Department of Computer Science and Information Systems and Information Systems to launch a Minor in Electronics. Offering this minor is contingent upon successfully hiring faculty in electronics (currently a significant gap in the Department's expertise).

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    v.   *Maintain a challenging academic environment with high standards*

        a) The STEM Center, which is the campus hub for STEM student support and outreach, is overseen by faculty in CSM. The budget is currently funded by an NSF grant, which will terminate in spring 2016. In 2013-14, there were 10,623 visits by 812 unique students. These students benefited from the training and employment of 30 students as peer tutors in Biology, Chemistry, Computer Science and Information Systems, Mathematics and Physics for 35 hours/week. The estimated cost for the tutoring program upon termination of the grant in Fall 2016 is **$42K**.

        b) The STEM Center also provides Learning Assistants. These are undergraduates who work under the guidance of an instructor to facilitate structured activities that improve student learning. The estimated cost for the LA program upon termination of NSF funding in Fall 2016 is **$28K**.

        c) The Department of Computer Science and Information Systems and Information Systems will submit a preliminary Self-Study Report as part of the Readiness review to help ABET determine whether The Department is ready to submit a formal Request for Evaluation. Fees are associated with each phase of the accreditation. Moreover, the institution is expected to cover the cost of the on-site visit, including travel by the external review team. An estimated cost to cover these activities 2016/18 is **$50K**.

        d) The Department of Physics will submit a preliminary Self-Study Report as part of the Readiness review to help ABET determine whether The Department is ready to submit a formal Request for Evaluation. Fees are associated with each phase of the accreditation. Moreover, the institution is expected to cover the cost of the on-site visit, including travel by the external review team. An estimated cost to cover these activities 2016/18 is **$50K**.

    vi. The Department of Biological Sciences will implement strategies to accommodate substantial service course commitments. This includes review of the current MOU allocating exclusive use of SCI-1 207 to the Department. *Create and sustain an environment where research and instruction meet practical application in laboratories, centers and classrooms.*

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

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

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

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

        a) The Department of Computer Science and Information Systems will submit P-forms and C-forms for a Professional Science Masters Program in Big Data Analytics.

        b) The Department of Physics will evaluate the LEOT Certificate Program.

    iii. *Align/realign programs.*

    iv. *Collaborate with community partners.*

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

        b) The Department of Mathematics will extend Math Circles at nearby schools.

    Track and assess academic and employer validated programmatic outcomes.

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Subdivision Unit: College of Business Administration

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

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

2. Planning Assumptions for CoBA

i. Increase in FTES of 5% rate. This will come through the overall university growth.
ii. CoBA desires to be accredited by AACSB. CoBA submitted an Eligibility Plan in Fall 2012, which was accepted in February 2013. CoBA will submit a Standards Alignment Plan in February 2016.
iii. CoBA's planning will align with its strategic plan which includes the following elements:

Mission

We are committed to providing rigorous and relevant educational programs using a balance of theoretical, experiential, and applied learning. We educate a diverse body of students to become responsible, engaged citizens with a global mindset who contribute positively to their communities and organizations. We achieve this through collaborative relationships

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among faculty, staff, students and the community guided by faculty. This involves a combination of academic scholarship, applied scholarship, and professional experience.

Strategic Goals

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

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

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B) Goals by Fiscal Year

   1. FY 2015/16 Goals

Strategic Goal 1: Achieve AACSB accreditation.
- i. Due to the changes in CoBA leadership, we will request an extension to the submission of the standards alignment plan. CoBA will submit the plan by February 2016.
- i. Continue with Assessment of Program Level Student Learning Outcomes.
- ii. Review/revise CoBA Strategic Plan.
- iii. Review/refine CoBA Governance policies.

Strategic Goal 2: Increase resource base.
- i.
     - a. Enrollment growth in self-support programs such as
          - i. SAMBA (Specialized Accelerated MBA Program). Current specializations include Business Intelligence and International Business
     - b. BSBA Temecula
     - c. Health Information Technology
     - d. Water Management Certificate
- ii. Continue to develop additional programs through self-support. These may include:
     - a. The third specialization of SAMBA in Hospitality and Tourism Management.
     - b. A second certificate and graduate degree related to Health Information Management (HIM)
     - c. Accounting Certificate Program
     - d. Cybersecurity Certificate (joint program with CSM)
- iii. Increase philanthropic contributions to CoBA.

Strategic Goal 3: Attract, retain, and develop excellent faculty and staff.
- i. Actively recruit new faculty to meet faculty qualifications for AACSB.
- ii. Develop policies and resources to recognize those who meet "qualifications" for AACSB.
- iii. Assure adequate staff to move towards AACSB accreditation.
- iv. Identify development opportunities for faculty and staff.

Strategic Goal 4: Enhance students' academic and professional success
- i. Continue to evaluate and refine the curriculum.
- ii. Develop methodology to measure recent graduate and alumni placement and success.
- iii. Continue to increase support and opportunities for CoBA students through:
     - a. Business Professional Development Program
     - b. Mentorship Program
     - c. Senior Experience Program
- iv. Develop Internship program
- v. Establish Career Services within the college for under graduate and MBA students

Strategic Goal 5: Deepen collaboration with business, education, government and community organizations.
- i. Continue to expand CoBA Advisory Board as well as advisory boards for all CoBA options.

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

     i. Develop a branding strategy for CoBA that aligns with the university's branding initiatives.

    ii. Partner with community members to sponsor more on campus events attractive to the business community, including sponsored research projects.

2) **FY 2016/17Goals**

     i. Submit annual update identifying progress towards meeting AACSB standards.

    ii. Continue to work with EL to increase CoBA's funding through self-support.

   iii. Increase proportion of tenure track faculty and lecturers who are SA, SP, PA, and IP.

   iv. Increase philanthropic and self–support contributions to CoBA.

    v. Review/revise CoBA Strategic Plan.

   vi. Assess Program Level Student Learning Outcomes.

  vii. Hire faculty – discipline determined by strategic planning process.

3) **FY 2017/18 Goals**

     i. Submit annual update identifying progress towards meeting AACSB standards.

    ii. Continue to work with EL to increase CoBA's funding through self-support.

   iii. Increase proportion of tenure track faculty and lecturers who are SA, SP, PA, and IP.

   iv. Increase philanthropic and self–support contributions to CoBA.

    v. Review/revise CoBA Strategic Plan.

   vi. Assess Program Level Student Learning Outcomes.

  vii. Hire faculty – discipline determined by strategic planning process.

PART I: NARRATIVE

A. Planning Assumptions

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

2) **Faculty Affairs Planning Assumptions**
   a. Faculty Affairs workload will increase as: (1) FTES growth will require increased faculty hiring, (2) many long term faculty will begin to retire or FERP, and (3) changes required by the successor Faculty Collective Bargaining Agreement ("CBA") and related Executive Orders and tech letters are implemented. This workload increase will likely require reclassification of existing staff and/or additional Faculty Affairs personnel.
   b. Attracting, hiring and retaining exemplary faculty will be critical to CSUSM's long-term academic success. Such hiring must and should focus on attracting diverse candidates that can meet the needs of our student population.
   c. A commitment to diversity in higher education is an integral part of the mission of CSUSM, and of the education of a diverse student body. Faculty Affairs must continue to take steps that align with this mission in providing training, answering questions and assisting with, or developing, faculty hiring processes.

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d. The completion and implementation of the successor CBA will require system wide practice changes, training and flexibility. Related CSUSM training and rollout will be lead by the Faculty Affairs unit.

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

f. Changes in underlying laws and interpretations of the law including Title IX and the Violence Against Women's Act, and related Executive Orders, will require training and continued and increasing partnership between Faculty Affairs and other units.

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

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

B. Goals by Fiscal Year

1) FY 2015/16 Goals

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

b. Continue to provide training for Deans, Associate Deans, Department Chairs and equivalents.

c. Continue to develop new training related to the new CBA, Executive Orders, mandatory reporting requirements and more as needed; and enhance existing training for faculty, academic administrators and support staff.

d. Move all Faculty Personnel Action Files to an electronic storage module. This will require the assistance of a temporary staff member.

e. Implement electronic processes (possibly CommonHR if utilized by the system) and move processes to paperless mechanisms. Examples: Academic Transaction Forms (ATFs), lecturer contracts, Difference in Pay Leave.

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

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

2) FY 2016/17 Goals

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

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

c. Work with the AVP of Diversity, Educational Equity & Inclusion to ensure diversity training is available, and offered to all faculty.

d. Continue the implementation of electronic processes/Common HR.

e. Review the University emergency preparedness plan. Develop a plan for Faculty Affairs that incorporates moving towards a paperless office.
f. Ensure Faculty Affairs staff are provided adequate training opportunities and opportunity for career growth and success.
g. Assess the need for additional personnel in Faculty Affairs, depending on the increased workload related, among other things, FTES growth, faculty hires and Chancellor's Office mandates. Ensure any new staff are provided diversity training.

3. **FY 2017/18 Goals**
a. Continue to emphasize the importance of diversity and intercultural competence in our hiring practices. Continue to partner with the AVP of Diversity, Educational Equity & Inclusion to insure committee members are adequately trained on diversity issues.
b. Continue to develop new training on an as-needed basis and enhance existing training for faculty, academic administrators and support staff.
c. Assess and revise new procedures and policies, as needed.
d. If not previously completed, continue the implementation of electronic processes/Common HR and the movement to paperless practices to improve efficiency.
e. Ensure Faculty Affairs staff are provided adequate training opportunities and opportunity for career growth and success.
f. Assess the need for additional personnel in Faculty Affairs, depending on the increased workload related, among other things, FTES growth, faculty hires and Chancellor's Office mandates. Ensure any new staff are provided diversity training.

Subdivision Unit: _____ Faculty Center _____

PART I: NARRATIVE

A. Planning Assumptions

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

2. *Planning Assumptions for Faculty Center*

Faculty development will continue to play a critical role in student success and graduation rates. When faculty are encouraged and rewarded for trying innovative teaching practices, are given mentoring when new to campus, and supported in their overall professional lives students ultimately benefit. Continued growth at CSUSM means increased numbers of both tenure line and lecturer faculty; over the next years, the Faculty Center will continue to be a hub for faculty professional development. In addition, we expect to continue to have close collaborations with other units on campus: IITS, Office of Undergraduate Studies, Office of Graduate Studies and Research, Office of Diversity, Educational Equity and Inclusion as well as each of the academic colleges. We have seen significant growth in the FC over the last 3 years; we have doubled the number of faculty who attend FC events (close to 400 faculty participated in at least one FC activity during AY 13/14) and we have had over 100 faculty participate in one of our 10 Faculty Learning Communities.

a. The Faculty Center will continue to grow in the number of lecturer faculty it supports. While we have seen an increase in the number of lecturers who apply for professional development grants and attend workshops and events, with the recent addition of a Faculty Fellow/Liaison for Lecturers, we expect this number to continue to grow even more as better communication patterns are established. Providing support and

professional development for our lecturers is critical for student learning and graduation rates.

b. The Faculty Center will expand its role in professional development related to quality online teaching. With funding from the Chancellors Office (for AY 2013/2104) the FC has been actively involved in developing a structure to support and reward faculty who want to develop a quality online course and/or assess an existing course. As the number of faculty who teach online continues to grow, the FC must work closely with our IITS partners and play an integral role in supporting faculty who want to teach online.

c. The Faculty Center will continue to increase visibility regarding the importance of professional development related to innovative pedagogy, high impact practices and cultural intelligence and will offer workshops, events and learning communities on these topics.

d. The Faculty Center will continue summer programming to meet the needs of faculty who are eager to participate in professional development during summer. In summer 14, with the support of IITS, we were able to offer our first ever summer teaching institute (Reinvigorate your course); 20 faculty participated and provided very positive feedback about their experiences. We would like to continue to offer summer programming and provide support for faculty who participate (IITS has agreed to fund this again for Summer 15)

e. The Faculty Center will continue to develop a strong relationship with NCHEA partners and will help support a yearly tri-campus teaching event; 2015 will be the third year this teaching event is held on the CSUSM campus and it is important for us to support this to make it easier for our faculty to attend.

B.   **Goals by Fiscal Year**
    1) FY 2015/16 Goals

    a. Expand and Support Teaching and Learning Activities- Innovative Pedagogy, High Impact Practices, and Quality Online Learning

        i. Hire an Associate Director for Teaching and Learning: The Associate Director would oversee events and activities related to teaching and learning. He or she would oversee the Quality Online Teaching Initiative, website development and resources related to teaching and learning, The Teaching Expo, and Summer Institute. The Associate Director would also help with planning teaching workshops and the NCHEA Tri-Campus teaching event. He or she would receive one course release in the fall and one in the spring as well as two weeks of summer salary. We foresee this position growing to include one additional course release in 16/17 as well an additional 2 weeks of summer salary (a total of one month summer in 16).

        ii. Hire a FC support person (ASC II): In order to meet the needs of the sheer number of faculty who are utilizing and attending events at the FC, applying for professional development opportunities, participating in Faculty Learning Communities, and

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

iii. Continue to support professional development, learning and growth for all faculty. In addition to our professional development grants, we feel it is important to continue to maintain and develop our Faculty Learning Communities. Over the last 3 years, we have had numerous learning communities (e.g., topics related to innovative teaching, cultural intelligence, high impact practices, and intensive writing groups). We are requesting funding to continue to support Faculty Learning Communities, our mentoring program for Faculty, *Faculty Center Connections*, and our teaching workshops and events.

b. *Offer summer programming for faculty development.* With financial support of IITS, we piloted this project in Summer 14 with a great deal of success. IITs has already agreed to provide funding for summer 2015, but we are requesting some additional funds for operating expenses and guest speakers. We foresee that this would continue to be a collaborative effort with IITS, but in the future, feel it is important that the FC has a budget to conduct the summer institute.

c. **Create programming related to mid career faculty.** The Faculty Center Director will be returning from sabbatical in Fall 2015 after working on a project related to mid career faculty. Based on her research, we will be creating some professional development opportunities related to mid career faculty.

d. **Continue to provide lecturer orientations and training and provide support for the professional development of lecturers.** With the lecturer liaison now in place in the FC, we expect to see further growth and development in this area over the next several years.

e. **Establish improved methods for evaluating and assessing the impact on professional development on faculty members.** While we do include self report evaluations after workshops and events, we will explore other options for evaluating the longer term effects of training and professional development on faculty members and ultimately on student learning.

> With increases in overall activity, summer programming as well as increased activities specifically   geared for lecturers and mid career faculty, we are

requesting the Faculty Center Director receives an additional two course releases per year (for a total of 6 per year) starting in 15/16.

2) FY 2016/17 Goals

    a. The FC will continue to grow as a hub for teaching and learning innovation and activities.
    b. New Faculty Learning Communities will be created based on topics of interest for faculty.
    c. New methods for feedback and analysis of professional development activities will be implemented.
    d. A structure will be in place that will support faculty who want to create and assess quality online courses.
    e. New workshops and/or events for mid career faculty related to teaching and research will be established.
    f. There will be increased numbers of new lecturer faculty who attend orientation and training and are involved in Faculty Center activities.

3) FY 2017/18 Goals

a. The FC will be established as a clear hub for teaching and learning innovation and activities.
b. The Summer Institute for Teaching and Learning will be institutionalized as a key professional development opportunity and will have increasing faculty interest/participation.
c. Increased numbers of faculty will have gone through training and assessment for their online courses.

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Subdivision Unit: __IITS_____

PART I: NARRATIVE

A. Planning Assumptions

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

2. *Begin here enumerating planning assumptions for the unit*
   a. Technology as a Key Component for Innovative Instruction: Faculty members will respond to the 21st century learner by developing pedagogy and teaching/learning models that engage students. Students want access to learning material anytime and anywhere. Faculty demand for recording lectures and learning spaces designed to accommodate active learning environments such as "flipped classrooms" will grow dramatically over the next three years.
   b. Technology support: The campus is out of instructional space which will increase the amount of courses taught before and after peak hours. In addition, colleges will add portable computer labs for flexibility. These activities will create the need for additional classroom support. In addition to changing the times and places we teach, some classes will use technology "lab" environments in order to teach current topics (i.e. Networking, "Big Data", CyberSecurity, etc). These classes may rely on cloud-based services or may use campus equipment – either way, technology, network and security (access management) support will be required.

c. Data Driven Decision making, a key component for improving student success: Data acquisition, validation, analytics and presentation will be necessary to provide coherent, cohesive, and consistent data to track and improve graduation rates, time to degree, and shrink the achievement gaps. Sophisticated visualization and self-service business intelligence tools will enable better data awareness and capabilities to promote student success. Tracking and trending models for future term course need data will help remove bottleneck courses for the major and data for future term enrollment management will ensure enough class sections are offered for student success.

d. Technological Change and Advancements as it relates to Human Resources: The next three years will see a tremendous shift in the environment due to the use of "cloud" and other "green" technologies. Campus faculty and staff will require training and development opportunities because of the dynamic nature of technology. Cloud-based services, while often cost effective, also bring new challenges to security and access control, increasing the amount of training, monitoring and integration. Within IITS, new skill sets must be developed to meet the needs of the University. We expect to continue providing salary adjustments as needed to meet increases in skills and experience.

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

f. University Wide Opportunities: To provide holistic service to University stakeholders, information must be shared across campus departments and divisions. IITS expects to improve the capabilities of enterprise administrative systems such as workflow (On-Base) and Customer Relationship Management (CRM) in order to support efficient business practices and information sharing for the entire university.

g. System or Government Regulatory Compliance: The CSU is committed to taking strong measures to avoid an information security breach. There are a number of new policies and laws (for instance, we have been identified as a campus which must comply with Federal HIPAA regulations) that require increased effort in order to develop, monitor and maintain information security practices. Failure to implement adequate information security practices can result in not only audit findings, but fines from the state and federal government, costs of addressing or mitigating a breach and potential exposure for failure to protect identity. New policies from the CSU, regulations from the state and federal governments and requirements from commerce partners will require the campus to create new operational methods and purchase new technology solutions for compliance. These efforts will require both technology and personnel resources in order to adequately comply with the requirements.

B.Goals by Fiscal Year
  1) **FY 2015/16 Goals**
      a. *Technology as a Key Component for Innovative Instruction:*
         i) **Emerging Academic Technologies –** When possible fund faculty innovative technology ideas that could be used for instruction. Encourage faculty members to not be concerned about failure. Innovative ideas do not happen without the potential of failure.
         ii) **Faculty Center –** Support the Faculty Center's efforts to improve the quality of online learning by providing professional development to faculty for QOLT (Quality Online Learning and Teaching) training. Support Faculty Center's summer institute training plus other teaching and learning events that use technology.
         iii) **Learning Management System (LMS)** - Investigate the next generation LMS that can support highly interactive content, mobile learning, and integrated social media. More focus on learning analytics for student self-assessment.
         iv) **CALM Initiative –** Expand the campus Affordable Learning Initiative saving students thousands of dollars on instructional materials.
         v) **Classroom Technology** - Continue to enhance and differentiate learning spaces with focus on flexibility and student engagement.
         vi) **Classroom Technology** - Provide ability to enhance teaching and learning with "live technology lab" opportunities for courses which use technology as a key component (MIS and CS Networking courses, MIS "Big Data" course, etc.)
         vii) **Remote Lecture Capabilities** - Outfit more classrooms with technology to support the delivery of on-campus lectures to other classrooms to increase classroom capacity and to help interaction with remotely located students.
      b. *Technology Support:*
         i) **Support Hours –** Due to a shortage of classroom space more classes will be taught in the evenings plus new programs have been added requiring additional support. Staff will need to be added for expanded support.
         ii) **Computer Labs** – Colleges are purchasing multiple portable computer labs due to the shortage of permanent labs on campus. In addition, new programs are requesting small dedicated computer labs for student research. These labs require additional technical support compared to the traditional permanent lab infrastructure.
         iii) **On-Line Learning –** Increased demand for on-line instructional training and support will continue due to the growth in faculty and students. In addition, this type of instruction improves time to graduation by allowing students to take a classes outside the scheduled time for physical instruction.
      c. *Data Driven Decision making, a key component for improving student success:*
         i) **eAdvising –** Degree Planner and Schedule Assistant will be in full production starting in the summer of 2015 which in turn will provide administrator's analytic information about courses and number of sections needed to improve time to graduation and student success.
         ii) **Business Intelligence (BI) –** Improvements will be required in the existing Reporting and Data Analytics Repository (RADAR). Sophisticated dashboards will be created that enables administration to strategically use data for improving student success.
      d. *Technological Change and Advancements as it relates to Human Resources:*

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i) **Enterprise Process Engineering –** Major strides will be taken using Hyland OnBase technology to improve Workflow processes throughout the campus. Time consuming activities such as PAN's, travel forms and C- forms will be automated.

ii) **Roles to accommodate Emerging Technologies** – Streamline PeopleSoft security to reduce access time for campus staff and create more consistent roles for like positions.

iii) **Identity and Access Management –** Investigate and implement a system making the commissioning and decommissioning of campus employee's more efficient and secure. As the campus matures, and with the use of cloud-based applications, the ability to identify individuals associated with the campus along with their "role" as student, applicant, alumni, faculty, etc., becomes key to implementing applications and services. This is a new and emerging requirement.

iv) **Explore new technologies** – Allow staff time to explore new technology through pilot projects that will provide the ability to experiment with new ways of conducting business, allow for small scale trial and error, test innovative ideas and gain insights, and inform larger scale implementations.

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

e. *Partnership Opportunities:*

i) **Campus Auxiliaries –** Partner with self-support areas to expand and improve their technology needs. These areas include Extended Learning, Auxiliary Services, grant and research needs.

ii) **Faculty Center** –Continue providing funds for the faculty fellow program which supports faculty learning communities, workshops and symposia. Partner with the Faculty Center's new Teaching and Learning center.

iii) **CSU System** – Become more active with the eight campus collaborative using the Oracle student data analytic product called OBIEE which has the potential for more detailed analytics than our current campus system.

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

f. *University Wide Opportunities:*

i) **Administrative Projects Committee –** Collaborate with this cross divisional leadership group to help prioritize technology needs for the campus.

ii) **Training –** Continue to improve and support the campus wide training system called "Employee Training Center" (ETC). Continue campus community training on the use of Box "cloud" storage system and other software packages. Expand the training with Quality Online Learning and Teaching (QOLT).

iii) **Staff Development –** Work with campus leadership to develop and implement a staff development plan that will improve PeopleSoft functional operations throughout the campus.

iv) **Mobile Technology –** Mobile application planning begins allowing the campus community to access portal and other useful applications through their mobile devices.

v) **BYOD Student Support –** Implement a new pay 2 print system allowing students to use campus printing resources from their own personal devices. Search for other ways in which we can make student-owned systems more functional with respect to completing coursework or otherwise participating in campus activities.

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      vi) **CRM –** Work with campus constituents and plan to implement a Customer Relationship Management (CRM) system in order to leverage the work of multiple organizations into a single, shared repository of information which can then be used to improve our ability to serve the campus and community.

    g. *System of government regulatory compliance:*
      i) **Training** - Online security and awareness training will be a requirement for the entire campus community. Use the campus Employee Training Center to distribute and monitor training for the campus.
      ii) **Data Classification** - Complete the periodic data classification analysis in order to identify and locate protected information. Once identified, confirm and/or improve ability to control and protect the information.
      iii) **Reduce Risk** - Work to reduce campus risk exposure due to large quantities of stored identity information. This involves an effort to work with departments and individuals across campus to identify and remove identity information not presently necessary for campus operation.

2) FY 2016/17 Goals

    a. *Technology as a Key Component for Innovative Instruction:*
      i) **Learning Management System (LMS)** - Implement the next generation LMS that can support highly interactive content, mobile learning, and integrated social media. More focus on learning analytics for student self-assessment.
      ii) **Classroom Technology** -Foster the merging of mobile, virtual, and classroom environments into integrated learning experiences. Continue upgrading classrooms using HD presentation equipment.
      iii) **Students using mobile devices** - Work with faculty to identify how to take advantage of the inevitable fact that all students will own mobile devices and expect to obtain instructional material with these instruments.

    b. *Technology Support:*
      i) **Computer Labs** – Develop a more robust virtual lab environment which enables more efficient use of campus classroom space.
      ii) **On-Line Learning –** Campus growth and the need for more online instruction will require additional Instructional Developer staff.

    c. *Data Driven Decision making, a key component for improving student success:*
      i) **eAdvising –** All eAdvising technology will have been in operation for an entire year. Administrative personnel will now be able to use data within the system for predictive analytics allowing Academic Affairs improved course section planning.
      ii) **Business Intelligence (BI) –**The 8 campus collaborative for Oracle OBIEE analytics will be in full production. The power of using big data to make decisions will become a reality.

    d. *Technological Change and Advancements as it relates to Human Resources:*
      i) **Explore new technologies** – Drones will be integrated into academic instruction.
      ii) **Increased efficiencies** – Hyland Onbase major projects will be implemented increasing efficiencies for the campus.

    e. *Partnership Opportunities:*
      i) **CSU System–** Investigate a new student ERP system with the CO and all other CSU campuses.

    f. *University Wide Opportunities:*

i) **Telecommunications –** Planning will begin to replace existing telecommunication equipment that was installed in the year 2000.
ii) **Mobile Technology –** Mobile applications developed allowing for access to both administrative and academic applications through campus users mobile devices.
iii) **Customer Relation Management** (CRM) – Implement CRM to proactively engage and track students through recruitment, admissions, enrollment, and graduation.

g. *System of government regulatory compliance:*
i) **Encryption –** Implement encryption for campus workstations in order to protect stored information. Implement common technology and process for mail encryption for confidential information sent off campus.
ii) **Monitoring –** Implement notification system for threat and event management in order to address malware or other potential breach situations on campus equipment.

3) FY 2017/2018 Goals

a. *Technology as a Key Component for Innovative Instruction:*
i) **Classroom of the Future** – Foster the merging of mobile, virtual, and classroom environments into integrated learning experiences.
ii) **Facilitating BYOD** - All classrooms will need to accommodate mobile computing presentation systems.

b. *Technological change and advancements as it relates to Human resources:*
i) **Paperless Campus** – Fully implement document management and digital signature software eliminating the need for paper and increasing staff office efficiencies.

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

d. *University wide opportunities:*
i) **Infrastructure Planning** – Campus will be out of space and a new classroom building will be on the CSU master plan. IITS will play a key role with ensuring current classroom technology needs are incorporated into the design of the building.
ii) **Telephone system** – A new telephone system will need to be designed replacing the existing system that was installed in the year 2000.

e. System of government regulatory compliance:
i) Information (or Cyber) Security needs have expanded to meet the increased number of mobile devices and connected appliances and other capabilities. Features such as two-factor authentication, identity validation and software-defined networking will be used to increase the security and access control for individual systems. This will require investment in technology, personnel and training.

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Subdivision Unit: Library

PART I: NARRATIVE

A. Planning Assumptions

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

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

With the hire of a new Dean of the Library, we began the process to create a new 5-year strategic plan in October 2014. For the purposes of this three-year rolling plan, we have utilized a hybrid of strategic goals from last year's three-year rolling plan and the not-yet-finished new strategic plan. Faculty and staff in each of five library units did participate in the creation of this plan through a process of resource requests via their unit heads. The Library's new vision statement that will guide us in the next three years is as follows:

The CSUSM University Library will be an innovative leader in the CSU system. We will accomplish this by inspiring learners, stimulating curiosity, and promoting intellectual and cultural exchange for all.

The planning assumptions for the Library for the purposes of this resource request are:

1. *The CSUSM Library will continue to be campus leaders in exploring, implementing, and assessing relevant pedagogical practices.*

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

2. *Information resources acquired on by the Library on behalf of the CSUSM community support 21st-century teaching and learning.*

   Ninety percent of the Library's collections are in the form of online databases and journals. The cost of library content will continue to increase annually, particularly for the 90% of the collection dependent on ongoing commitments via subscriptions. Such inflation, without adequate funding is already beginning to lead to a crisis of access to Library materials. In addition, purchasing power for library databases will be further eroded by reduced subsidization by the Chancellor's office and increased subscription fees tied to our larger student enrollment. The library's collection must continue to be positioned as an investment supporting the future of all programs on campus. In addition, the creation of an Open Access policy that emphasizes the collection of scholarship created by our campus community gives us more control over scholarly content and supports efforts aimed at the adoption of low cost instructional materials.

3. *The physical Library will continue to be a destination for a student population expected to grow in the next 20 years.*

   CSUSM's physical campus, curriculum, and faculty's instructional approaches have changed since the Kellogg Library opened. One way to distinguish the CSUSM Library will be to ensure a welcoming environment and create adaptable spaces. A decade since the opening of Kellogg, the facility, furnishings, and technological investments are beginning to age. Our particular focus for the next three years will be to keep Kellogg Library looking fresh, to investigate new way finding solutions, and to create a technologically advanced interior space that will facilitate a variety of teaching and learning modalities. Students will gather, collaborate and create learning environments in our Library. We must also keep any discussions about a physical library presence for the Temecula campus within our planning horizon.

4. *The needs and expectations of 21st-century library users will be planned into our research tools, access services, and business processes.*

   Today's library users place ever-increasing demands on services. Over the next three years, the Library will implement a robust program of assessment in order to evaluate user needs and the services we are providing. Internally, we will focus on developing a culture of assessment, including data driven decision-making, soliciting user input in expended ways, and implementing a data repository. The Library will actively seek out innovations and technologies to strengthen our business processes infrastructure in order to fully support our users. We recognize the absolute necessity of the continual development of the Library staff's skills and abilities for such an initiative, and as such, this will be a fundamental part of these efforts.

5. *The CSUSM Library will continue to enhance and invigorate student learning and faculty research by exploring, implementing, and assessing research tools, partnerships, and collaborations.*

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

6. *The CSUSM Library will continue to invest in development and retention of library staff.*

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

B. **Goals by Fiscal Year**
   1) **FY 2015/16 Goals**
       a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

   Although perhaps non-traditional for a three-year rolling plan document, a new Dean has prompted an analysis of the Library's current budget. This has resulted in the identification of challenges and deficits and has re-prioritized requests from last year's three-year rolling plan document and those going forward.

   In analyzing the Library's budget, there two major goals for FY 2015-16:

1. ***Separate the University's library collections budget from Library operating budget and salaries and keep apace of inflation in the cost of information resources and the creation of new programs at CSUSM.*** The collections budget is used to acquire information resources to support academic programs and faculty research. While the budget is delegated to the library to manage, separating this budget commitment will allow the tracking of inflation and the impact of new programs on these campus resources. The collections budget includes funds that are paid to the CSU system for shared resources as well as funds that are paid to vendors for resources that are licensed at the campus level. Our current collections commitments for 2014-15 total $801,507. We are requesting an $80,000 increase in the collections budget to cover typical 10% inflation. We are requesting $53,534 in ongoing and $30,300 in one-time funding to account for critical resources to support new programs approved during 2011-12, 2012-13, and

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2013-14 (tracking details available). We are requesting $32,485 in ongoing and $40,000 in one-time funding for additional resources to fully support new programs. Funding for new program support will be tracked and requested each year going forward. *Note the above new program requests only include funding for those the Library had the opportunity to review. Going forward, we believe that the process will allow us to review all new program proposals.*

2. ***Increase the Library's budget to allow for full funding of vacant lines.*** At the current time, the Library has vacant lines that we are unable to fill because salary savings for those lines are used to fund critical needs such as equipment maintenance agreements and replacement, facility maintenance of Kellogg Library, campus security, resource sharing (interlibrary loan) services, cataloging outsourcing services, staff training, and student employees. These critical operating needs are currently being greatly supplemented by one vacant faculty line, a vacant unit head line (also faculty), and in the past, the Dean's salary line (although that is no longer the case). It makes little sense for the Library to ask for additional positions when we have lines that we are unable to fill. The shortfall that currently exists to be able to fill these vacant lines and meet critical operating expenses is $192,000. This will allow us to continue to fund these critical operational needs now that the Library Dean line is filled; will allow us to have both an Associate Dean and fill the resulting vacant unit head (budget now allows only for one or the other); and allows us to fill a faculty line that has been vacant for upwards of five years.

These two requests will correct major Library budget deficits and allow the Library to begin to plan for the following goals moving forward:

Planning Assumption 1.

Hire a First Year Experience (FYE) tenure-track librarian position- The population of first year students will continue to grow rapidly. It is widely recognized that, in order for more first year students to continue to the second year, a coordinated and multi-faceted approach to keeping students engaged in the learning endeavor is necessary. A tenure-track library faculty member would lead these efforts in the ILP. Request of $65,000 ongoing support.

Articulate and assess programmatic student learning outcomes related to information literacy (SLO's)- ILP has drafted a set of assessment principles in Fall 2014 and began drafting a multi-year assessment plan in Spring 2015. For AY 2015-16, initial assessment efforts will begin based on this plan. In addition, the ILP Director will continue to participate in the Core Competency Team and lead the ILP Library Faculty on data collection and data analysis as this work continues. No associated resource request.

Create and pilot an undergraduate research award program- The Library will work collaboratively with campus stakeholders to create and pilot an undergraduate research award to be awarded and funded by the Library. We recently acquired a gift to support the development of this program with the goal of developing it into a program that can be endowed in the future. No associated resource request.

Create additional space and refine existing space for librarian-led instruction- Librarian-led instruction continues to increase within all academic programs. Growth in First Year Programs, courses within majors, new requirements for librarian integration in Area E courses, as well as instructionally related events (e.g. Context: Library Series and Common Read) require that

another space, that can hold larger groups, is identified. The existing labs used by librarians are used heavily. Kellogg 2303 and 3400 labs are configured in such a way that limits librarians' ability to teach in a variety of ways. Additionally, Kellogg 4400 is being used heavily after being made into a space that facilitates teaching in small groups, but some improvements need to be made. We will work with IITS to plan for space redesign. No associated resource request for this year.

Planning Assumption 2.

Account for inflation of the cost of information resources- 90% of the collection development budget is in ongoing subscriptions and databases, with a majority of these tied to CSU consortial subscriptions. We will continue working proactively with the Chancellor's Office, using consortial leverage to get the best resources for our students and faculty. However, with database inflation and current charging models changing through vendors and the Chancellor's Office, we will need to augment our current funding for information resources or continue to eliminate resources. See request above.

Conduct a holistic assessment of multimedia materials- Partly as a result of the close review of reference materials in 2013-14, the campus decision to no longer support the VHS format, and faculty requests for multi-media to be accessed digitally, subject specialists will review all multi-media collections. These significant collections require periodic assessment in order to ensure relevancy to the curriculum and to maintain accessibility (e.g. old formats and ADA compliance). Another aspect of the assessment of multi-media materials includes identifying possible streaming video services for acquiring and providing access to such resources. Subject specialists will work closely with the Head of Collection Management to consider such packages for addition to the collections. No associated resource request.

Enhance analysis of electronic resources- Leverage data collected via Alma to conduct an analysis of usage to better curate electronic collections. Usage data, cost per access, and other data points about the Library's electronic resources are currently very difficult to collect and analyze. Alma's ERM (electronic resource management tool) will be essential in empowering Library Faculty to make more informed choices about these materials. The Library's System unit will work with Collection Development and Technical Services to develop reporting workflows for ERM analysis. No associated resource request.

Planning Assumption 3.

Determine and implement appropriate security staffing to match increased usage of Library spaces- The Library will see increasing use by students during what has historically been low-traffic times of day and on weekends. With increasing use, so does the need to reconsider how to ensure a safe environment for the campus community. We consider alternatives to increasing security in Kellogg Library. No associated resource request.

Initiate Library Furniture Rejuvenation Project- With ten years of heavy usage the Library will begin replacing or reupholstering the well-worn upholstered furniture throughout the library. Request of $75,000 in one-time support.

Planning Assumption 4.

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Create and begin to implement a holistic assessment plan, including library use and satisfaction- This year, we will identify and implement a cyclical survey for user input from a variety of alternatives. Request of $10,000 in one-time support.

Leverage new systems and technologies to improve access, retrieval, and management of library resources- The Library will examine the feasibility and implement as appropriate improvements in resource acquisition and exchange of data between vendor systems. The Library will investigate possible improvements in the area of information resource discovery. This will include a holistic review of the primary pathways by which students locate research materials online. Based on this research and assessment, the Library Systems unit will implement an improved discovery environment for Fall 2015. For the campus community, this would result in more efficient technology behind how library materials are found and accessed. The Library will also implement a redesigned website that will enhance the research discovery pathways utilized by our students and researchers. No associated resource request.

Explore additional integration of library instructional materials, scholarly research data, and user services within campus systems- Collaborate with Instructional and Information Technology Services (IITS) to enhance and add shared library data, instructional modules, and streaming video within Cougar Courses. Continue to improve exchange of financial and student between the Library Unified Management System (UMS) and campus systems such as PeopleSoft. No associated resource request.

Implement, expand and assess new services to students and faculty- The existing successful group study room reservation project will be expanded to include additional study rooms to meet demand. We will implement on-shelf holds book retrieval for easier access to materials. The new library hours, implemented in 2013-14 will be assessed and evaluated. The Research Help Desk will add and assess pop-up chat technology to the existing chat access point. All new services will be lead by a principle to increase the campus community's access to library resources and the learning environment of the library. No associated resource request. Planning Assumption 5.

Work across departments to create standards-based technology solutions for exhibiting and archiving student work- As undergraduate research efforts continue to increase at CSUSM, departments need more avenues to disseminate and exhibit student works. The library is able to provide guidance to programs wanting to implement standards-based tools for digital projects. Implementing WordPress or Omeka can facilitate Digital History graduate students' research, for example. Giving students access and training with the tools they would be using in a work environment better prepares them for the world beyond CSUSM. No associated resource request.

Create a team to further work on outreach efforts- As outreach efforts continue to increase along with campus growth, additional staffing is necessary. The Library will work to evaluate current human resources and develop a team to continue and support Context: Library Series, Common Read, K-12 outreach, NCHEA partnerships, and other library initiatives to be created. No associated resource request.

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Develop archives beyond initial efforts- The efforts of a librarian assigned to develop the archives began in earnest in 2013-14 and has already resulted in much interest on campus and beyond. As CSUSM enters its 25th anniversary and continues to grow past 10,000 students, a formal record of the campus' history becomes more difficult to capture in an archives. Additionally, individuals and organizations around North County San Diego are already expressing interest in donating materials to the archives to grow the Library's special collections. A basic infrastructure is needed not just to support such work, but also to cultivate community partnerships. The Library will undertake a feasibility study to determine what will be needed to take this work to the next level. The library will also explore digitizing material from the archives to increase access and prevent wear and tear on the primary source materials. No associated resource request. Request of $10,000 in one-time support.

Lead the campus on developing an open-access policy- The Institutional Repository librarian has put forward a proposal to LATAC to bring forward an open access policy for all faculty generated scholarship to be made available in ScholarWorks. CSUSM faculty believe strongly in the teacher-scholar model. An open access policy will facilitate the discovery of faculty research, as well as faculty using their own research and campus-generated scholarship in their pedagogy. In 2014-15, we have begun to map out a workflow to determine the impact this type of policy will have on library workload. Additionally, Library Faculty will aim to, where possible, publish in open access journals as a demonstration of support for these campus efforts. No associated resource request.

Determine next steps in development of Barahona Center and Hansen Curriculum Room- The Education Librarian has reinvigorated this space and usage of the Curriculum Room has been steadily increasing. A decision will be made this year on the next steps for this area's services and the associated space. No associated resource request.

Planning Assumption 6.

Assess library staffing- The Library will assess vacant and temporary staff positions and create a staffing plan that is reflective of the Library's strategic plan. No associated resource request.

Prioritize information sharing and collaboration within the Library- Continue to enhance the Library's internal knowledge management and assessment applications. Utilize these systems in conjunction with the UMS to support the improvements to the exchange of information and ideas within the Library organization. No associated resource request.

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

Planning Assumption 1.

Anticipate need for Fine Arts Librarian position- This position is indicated as the next subject specialist librarian needed in order to support new programs in this area.

Create a teacher-librarian in residence program- The ILP has been recognized nationally as an instructional program that cultivates librarians as educators. Having a teacher-librarian in

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residence program would provide librarians that are new to teaching an opportunity to develop their skills, and provide ILP Library Faculty with an opportunity to work closely with the next generation of teacher-librarians.

Planning Assumption 2.

Account for inflation of the cost of information resources- The Library will need an additional $88,000 in collections funding to cover inflation.

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

Planning Assumption 3.

Create Library classroom space on first floor- As the instructional role of the Library continues to increase along with campus growth, the Library should explore the use of existing classrooms on the first floor of Kellogg Library.

Continue Library Furniture Rejuvenation Project- Continue replacing or reupholstering the well-worn upholstered furniture throughout the library.

Planning Assumption 4.

Continue to implement a holistic assessment plan, including library use and satisfaction-Increase services and expertise readily available to distance learners- Partner with Extended Learning to provide librarian and staff presence on site at the Temecula campus in order to provide the full array of library services and expertise at a part-time basis minimally.

Explore additional self-service options for Library users- Particularly of interest will be deploying apps for mobile devices. Students currently are able to pay their fines online, pay and submit e-theses, check for available computers online, and reserve study rooms. The Library will continue to implement similar mobile options. Investigate self-checkout, RFID, self-service holds, etc.

Enhance real-time online research assistance- The instruction program at the Library successfully implemented a number of applications that provided new methods of helping students virtually and in real-time. As the technology advances in this area, the Library will explore ways of enhancing current tools.

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

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Planning Assumption 5.

Anticipate need for Special Collections Librarian position- This position will be needed to strategically grow the Archives and Special Collections areas focused on unique materials documenting the history of the campus and North San Diego County.

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

Planning Assumption 6.

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

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

3) **FY 2017/18 Goals**
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Planning Assumption 1.

Anticipate need for Engineering/Computer Science Librarian Position- The need for a second STEM librarian will come with approval and creation of programs in engineering.

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

Planning Assumption 2.

Account for inflation of the cost of information resources- The Library will need an additional $97,000 in collections funding to cover inflation.

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

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Planning Assumption 3.

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

> ***Continue Library Furniture Rejuvenation Project-*** Continue replacing or reupholstering the well-worn upholstered furniture throughout the library.

Planning Assumption 4.

> ***Anticipate need for Library Systems Librarian position-*** This librarian will be focused on providing customization and usability testing in library web and mobile applications.

> ***Expand on successful partnerships and collaboration with IITS-*** the Library has successfully leveraged and partnered with IITS on projects such as flipped classrooms, campus IR, and virtualized servers. Opportunities exist to further develop virtual meetings, mobile applications, and digital asset management. As use of Cougar Courses expands, the Library must be prepared to enhance and extend its presence so as to better serve our students and ensure seamless access to library materials and expertise.

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

Planning Assumption 5.

> ***Anticipate need for External Relations staff position-*** As the Library's community partnerships and donor relationships increase, we will need to create infrastructure for communications, marketing, and donor relations.

> ***Anticipate need for Library Archives staff position-*** This position will be needed to strategically grow the Archives and Special Collections areas focused on unique materials documenting the history of the campus and North San Diego County.

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

Planning Assumption 6.

> ***Assess and refine professional development initiative for library staff-*** In the same way Library Faculty must constantly be seeking ways to improve student learning and deploy new pedagogies, library staff also constantly seek ways to improve their skills in service and

technology. As ongoing professional development for library staff becomes institutionalized, the Library will focus efforts on further developing skills for all library staff. As the campus continues to grow rapidly, the Library must be prepared to provide and support high-tech, personalized service throughout the organization.

PART I: NARRATIVE

A. Planning Assumptions

1. **Common planning assumptions for all Academic Affairs subdivision units**

   a. 5% FTES growth at the university level for each of the three years, relative to 2014-15.

   b. Increasing funding for all three years, based on approximately 5% FTES growth per year.

   c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
      i) Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
      ii) Employ pedagogies that are relevant to our changing society and student demographics.
      iii) Invigorate faculty and student research activities.
      iv) Cultivate global perspectives.
      v) Provide faculty and staff professional development.
      vi) Develop non-state funding sources.
      vii) Provide needed academic technology and library resources.

   d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.

   e. Program Review findings, if any, should be considered.

   f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

   2)Begin here enumerating planning assumptions for the unit

   The Office of Graduate Studies & Research (OGSR) has undergone several major changes in the past year. On the research side, OGSR has expanded its pre-award support for external grant proposals. This included two new hires (a grant writer and a support staff), along with the relocation of an existing pre-award grants specialist. As a result of these changes, we expect an increase in the number of grant proposals written and submitted, along with increased levels of funding for faculty scholarship and campus activities. Because OGSR is responsible for overseeing federal compliance related to research activities, we anticipate added workload in the areas of Institutional Review Board (IRB), IACUC, and DEA research protocols for controlled substances.

   In previous years, OGSR has funded a number of activities through IDC funds generated from faculty-led external grants. These include the grant proposal seed money program (GPSM); Symposium on Student Research, Creative Activity, and Innovation; the Committee on Undergraduate Research; Student Poster Showcase; the Graduate Research Dissemination Fund; and the Undergraduate Research and Creative Activities fund. In addition, OGSR has served as

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the primary source of support for faculty Professional Development through the Senate's UPD program. This past year, the campus IDC allocation model was changed, placing added responsibility on OGSR for covering the unfunded IDC associated with "loss IDC" grants, along with a reduced percentage of gain IDC grants. While OGSR expects that long-term, the added staffing and increased volume of faculty external grants will compensate for these changes in the IDC policy, in the short-term (next 3-5 years), we expect a substantial reduction in the available IDC funds to support OGSR activities.

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

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

Unit-Specific Assumptions/Goals
- i. Promote graduate student diversity through outreach and recruitment activities.
- ii. Increase graduate student enrollment through enhanced recruitment materials and coordination with EL.
- iii. Enhance the graduate student experience through fellowship and GA support, services, and training opportunities for teaching and research (e.g., master's thesis and culminating projects), and support graduate program coordinators.
- iv. Provide support for undergraduate research across the campus.
- v. Provide sustained support for faculty professional development across the campus.
- vi. Increase the number of external grant proposals; increase the amount of grant revenue through UARSC external grants; and increase the amount of IDC returned to Academic Affairs.

B)Goals by Fiscal Year
   1. FY 2015/16 Goals

   a. *Graduate studies, goals i and ii.* Hire a 1.0 Graduate Outreach and Recruitment Coordinator. Currently, OGSR has one dedicated staff, but her time commitment to outreach is limited. This new position would expand our outreach capabilities, and coordinate the development of materials and activities with EL. In addition, this position could provide additional administrative data support for Graduate Studies. This would include data input and tracking in PeopleSoft, support for Radar, and generating queries and reports regarding graduate student enrollment and progress (currently there is no support for these activities within OGSR).

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b. *Graduate studies, goal ii.* Provide a Master's-level GWAR course each semester. With the success of graduate studies in attracting international students, there is a critical need to provide writing support to programs. CSUSM has a campus-wide Graduate Writing Assessment Requirement (GWAR) which requires that all graduate students demonstrate proficiency in English writing. There have several cases in the past year of international graduate students being discontinued because of failure to pass the GWAR.

c. *Graduate studies, goal iii.* Fund two course releases (6 units of assigned time) for each graduate coordinator. Currently, each coordinator of a stateside graduate program receives one course release per year (three units). With the last budget allocation, funding was provided to OGSR to support one course release. This funding was distributed, but the Colleges commensurately reduced their support for graduate program coordinators. The result was no change in the assigned time for coordinators, and a budget savings for the colleges. OGSR requests an increase to two course releases for each program coordinator.

d. *Research, goal iv.* Support a Faculty Fellow for Undergraduate Research. For the past three years, OGSR has provided funding for a Faculty Fellow in Undergraduate Research. This position has worked with the campus CUGR committee to create opportunities for undergraduate on research projects, and to publicize student accomplishments through the Poster Showcase and the Student Research Symposium. In the past, these events and the FF have been support through IDC funds. However, with the anticipated short-fall in IDC funds for the next two years, I am requesting that support be temporarily shifted to stateside funding to ensure continuity in these critical campus activities.

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

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F *Research, goal vi.* Provide funding for the campus IRBnet software. Due to the increasing volume of proposals submitted by faculty and students to the Institutional Review Board (IRB), OGSR recently switched to a dedicated software platform. This past year, we implemented IRBnet using IDC funds, and the transition has been smooth and well-received by the campus community. However, with the anticipated short-fall in IDC funds for the next two years, I am requesting that support for IRBnet be shifted to stateside funding.

g. *Research, goal vi.* Provide funding for a summer Academy for External Grants. With the recent expansion of the pre-award services provided by OGSR, the new staff are eager to engage faculty in writing and submitting proposals for external funding. Currently, OGSR offers Grant Proposal Seed Money (GPSM) funding for faculty, and I anticipate that this program will be continued using IDC funding. However, OGSR would like to launch a new summer "academy" to support 10 faculty members in writing grant proposals. This academy would link faculty PIs with OGSR pre-award staff to identify, write and submit a grant proposal. This is an excellent mechanism for kicking off our expanded pre-award support services, and will help to spur proposals among both new and experienced PIs.

h. *Research, goal vi.* Fully fund the campus grant-writer. In last year's base budget, OGSR received $60K in funding to hire a dedicated 1.0 grant-writer. This position was filled, but in the negotiation process, we hired the person at $65K. I am requesting the additional $5K in base allocation to cover this salary cost.

2) FY 2016/17 Goals

a. *Graduate studies, goal iii.* Hire an Associate Dean for Graduate Studies. Currently, OGSR oversees Graduate Studies across the campus, in addition to research activities. As the responsibilities associated with research increases in coming years, there will be a need to provide additional support for graduate studies, allowing the current Dean to provide sufficient attention to research.

b. *Graduate studies, goal iv*. Provide university support for undergraduate research. OGSR is currently working with the campus Committee on Undergraduate Research (CUGR) to develop a proposal to institutionalize support for undergraduate research. This proposal will request a percentage of the FTES revenue associated independent study (498) and independent research courses (499) across the campus. These funds will be award by CUGR to support faculty research activities, including equipment, travel, and materials that directly involve CSUSM undergraduates. The funds will also be used to support the annual Student Research Symposium, and the Student Poster Showcase (currently funded with

UARSC IDC funds). The details will be worked out in the coming year, with a proposal submitted in the next budget cycle.

c. *Research, goal v.* Provide campus support for faculty Professional Development. If CO funding is not provided, OGSR will request stateside support for University Professional Development.

2) **FY 2017/18 Goals**

a. *Research, goal v.* Provide campus support for faculty Professional Development. If CO funding is not provided, OGSR will request stateside support for University Professional Development.

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

 a. 5% FTES growth at the university level for each of the three years, relative to 2014-15.

 b. Increasing funding for all three years, based on approximately 5% FTES growth per year.

 c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:

  i) Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.

  ii) Employ pedagogies that are relevant to our changing society and student demographics.

  iii) Invigorate faculty and student research activities.

  iv) Cultivate global perspectives.

  v) Provide faculty and staff professional development.

  vi) Develop non-state funding sources.

  vii) Provide needed academic technology and library resources.

 d. Programs and units should remain focused on the future and take into account realistic growth projections and strategic priorities in the unit for the next three years.

 e. Program Review findings, if any, should be considered.

 f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

B. Begin here enumerating planning assumptions for the unit

CONTEXT

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

- Graduation Initiative
- Chancellor Office Initiatives that directly link to students' academic success (e.g., High-Impact Practice Initiative, Threshold Concepts and Wicked Problems Cross-Institutional Project, Action Research Plan)
- First-Year Programs (FYP), an academic unit that includes a range of General Education Life-Long Learning and Information Literacy (GEL) courses, first-year learning communities, and other initiatives designed to support the success of our first-year students and the professional development of instructors who teach our first-year students.
- Early Start, a CSU policy, requires incoming first-year students who do not demonstrate college readiness in math or English to begin remediation the summer before coming to any CSU campus.
- Advancement via Individual Determination (AVID) for Higher Education

- Cross-college coordination of General Education, particularly GEL, General Education Oral Communication (GEO), General Education Science (GES), and General Education Writing (GEW).
- All-University Writing Requirement

Planning Assumptions

Realizing Retention and Graduation Rates

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

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

Engaging Chancellor's Office Projects

C. **Chancellor's Office (CO) Initiatives:** OUGS will continue to launch Chancellor Office (CO) initiatives in support of students' academic success.[2]

Leading Councils, Committees, and Work-groups

D. **Councils, Committees and Work-groups:** OUGS will (co)-lead established and new councils, committees, and work-groups in support of faculty development and student retention and graduation rates.

Partnering with and Supporting Faculty and Staff

E. **Faculty-led Projects:** Faculty supported leadership will be critical to the success of OUGS programs and initiatives.

F. **Faculty/Staff Professional Development:** Professional development for faculty and staff associated with OUGS is critical to students' academic success.

G. **Faculty Research Grants:** Faculty research focused on undergraduate teaching and learning will serve CSUSM and its students.

Developing Curricular Programming

H. **First-Year Programs (FYP):** OUGS will need to scale-up curricular programing for First-Year Programs to serve student needs.

I. **Undeclared Major/Minor Fair**: OUGS will serve as the Academic Affairs lead in designing and launching this fair in partnership with Student Affairs.[3]

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[2] Through a competitive application process, OUGS has secured CO support for a range of initiatives that will allow CSUSM to further support undergraduate students. Aware that these CO initiatives have academic implications, it is important that faculty play a lead role in implementing and assessing these projects. OUGS will need to build an organizational infrastructure to support these faculty leadership positions.

[3] This event serves hundreds of students annually.

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J. **Early Start:** The student need for Early Start will grow beyond 5%, approximately 7-10% for 15/16 and 16/17 (our best guess with current information).

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

K. **AVD for Higher Education:** CSUSM is committed to a 5-year (13/14AY to 17/18 AY) AVID for Higher Education pilot project and corresponding Dell-grant supported research project.

L. **Cross-College, Cross-Institution Transfer Success:** OUGS will develop academic programming within and across colleges and with our community college partners to increase the percentage of students who transfer from community colleges to CSUSM and to strengthen the retention and graduation rates of our transfer students.

M. **Cross-College, Cross Institution College-Readiness:** OUGS will work in partnership with the Alliance for Excellence in Education, the North County Professional Development Federation (NCHEA), and our K-12 colleagues to support our prospective students as they prepare for the academic rigors of the university.

Using Data to Guide Decision-Making

N. **Data-Based Decision Making:** OUGS and First-Year Programs will place emphasis on data-informed decision-making:
  1. *Assessment specific to OUGS:* Graduation Initiative, CO initiative, grant-writing, leadership re: general education, student retention and graduation rates all require annual and longitudinal assessments
  2. *Assessment specific to FYP:* FYP has developed a longstanding partnership with IPA to assess a variety of FYP related programs and initiatives (e.g. first-year student continuation rates, instructor feedback on course materials, assessment of the August professional development conference). With the new GE Learning Outcomes, FYP will need to develop a new assessment.

Supporting Student-led Academic Initiatives and Research

O. **Student Travel/Research Grants**: Engaging undergraduate students in research is a high- impact practice. OUGS is committed to supporting this HIP.

Supporting Student Writing and Writing Instruction

P. **All-University Writing Requirement:** This CSUSM curricular hallmark is unique to our campus. Notably, the campus has not studied its impact on student success or

identified faculty and student needs associated with this requirement. In collaboration with faculty, OUGS will develop a plan for studying writing at CSUSM.

Supporting New Initiatives

Q. **Strategic Plan Initiatives**: New OUGS initiatives to support undergraduate students and the faculty who teach them will emerge when we complete our inaugural Strategic Plan in May 2015. Some of these initiatives will require funding.

B. Goals by Fiscal Year

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

Goal 3: Achievement Gap	Baseline Rate	AY 15/16 Goal	AY 16/17 Goal	AY 17/18 Goal
Six-Year Graduation Rate				
Underrepresented Minority Students (URM)	39.37%	41.47%	43.56%	45.66%
URM Achievement Gap	5.25%	5.00%	4.75%	4.50%
Pell Grant-Eligible Students	40.69%	42.79%	44.88%	46.98%
Pell Achievement Gap	3.93%	3.68%	3.43%	3.18%

Goal 3: Achievement Gap	Baseline Rate	AY 15/16 Goal	AY 16/17 Goal	AY 17/18 Goal
Six-Year Graduation Rate				
First-Generation College Students	34.19%	36.29%	38.38%	40.48%
FG Achievement Gap	10.43%	10.18%	9.93%	9.68%

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

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1) FY 2015/16 Goals

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

B. Facilitate continued cross-institutional curricular development (3 cross-institutional work/lunch gatherings) associated with **Threshold Concepts and Wicked Problems Cross-Institutional Project.** During the 14/15 AY, in partnership with our Faculty Center and the North County Higher Education Alliance (NCHEA), CSUSM and neighboring community college faculty identified discipline-based, foundational concepts and challenging global issues (e.g., water scarcity) that require interdisciplinary solutions. Continue to revise curricular and pedagogical practices accordingly (Assumptions 2C, E, L).

C. **High-Impact Practices (HIPs) Initiative:** Pilot the system developed for tracking students' access to HIPs at CSUSM during the 14/15 AY (Assumptions 2A, B, C, E).

D. **Predictors of Students' Academic Success and Struggle Project:** Support curriculum development by faculty for the 3 indicators of struggle identified in spring 2015. The curriculum/programming will be piloted in fall 2015 and analyzed/revised in spring 2016 (Assumptions 2A, B, C, E).

E. **Scale-Up First-Year Programs**
   i. Ensure that 85% of first-year students have GEL seats.[4] (Assumptions 2A, B, H)
   ii. Provide annual August conference for all instructors teaching first-year students. (Going forward, publishers will no longer support this event.) (Assumptions 2A, B, F, H)
   iii. Provide 2 GEL curriculum meetings (summer and winter) specifically for GEL instructors (2A, B, F, H)
   vi. Launch 1 new GEL learning community (Assumptions 2A, B, H)
   vii. Provide professional development for faulty teaching in first-year learning communities (Assumptions 2A, B, F, H)
   vii. Pilot up to 2 peer leaders in GEL. This will require curriculum development--a spring course to train future peer leaders, and a fall course in which peer leaders would be enrolled when they are matched with a specific GEL sections and instructor (Assumptions 2A, B, H).

F. Lead the cross-college **undeclared major/minor fair** in collaboration with the colleges and Student Affairs (Assumptions 2 A, B, I).

G. **Scale-up Early Start:** Deliver Early Start in summer 2015 for a student population 7-10% higher than 2014; provide appropriate preparation for summer instructors (Assumptions 2A, B, J)

H. **AVID for Higher Ed:** Add 5 cohorts; cover annual membership, materials, supplies, and faculty travel (Assumptions 2A, B, E, F, K, N)

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

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I. **Transfer Success Program**: Pilot an inaugural Transfer Success Program in fall 2015 to include learning communities, peer leaders, partnerships with the North County Higher Education Alliance and neighboring community colleges. In designing this program, we will explore the possibility of establishing MOUs akin to the agreements the Alliance has established with neighboring school districts. We will also explore how this program might meet the expectations of SB 1440 (Assumptions 2A, B, E, F, L, N).

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

K. **Hiring and Re-assigned Time:**
- Support faculty leadership of CO initiatives (Assumptions 2A, B, E)
- Assess faculty leadership needs for GE (Assumptions 2A, B, E, J).

L. Provide competitive funding for **Student Travel/Research Grants** (Assumptions 2A, B, O).

M. OUGS SSP will attend at least one professional conference (Assumptions 2A, B, F).

N. Launch at least 2 new initiatives based on the forthcoming OUGS **Strategic Plan** (Assumptions 2A, B, O).

O. Continue to co-facilitate (with the Faculty Center Director) the **Teaching & Learning Group** (Assumptions 2A, B, D).

2) FY 2016/17 Goals
A. Increase Retention and Graduation rates while maintaining retention rates and closing the achievement gap as noted. See chart above (Assumptions 2A).

B. Facilitate continued cross-institutional curricular development (3 cross-institutional work/lunch gatherings) associated with **Threshold Concepts and Wicked Problems Cross-Institutional Project** or another cross-institutional curricular project depending on the needs faculty identify (Assumptions 2C, E, L).

C. **High-Impact Practices (HIPs) Initiative:** Expand the HIP tracking system to include more HIPs (Assumptions 2A, B, C, E).

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

E. **Scale-Up First-Year Programs**

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i. Ensure that 85% of first-year students have GEL seats[5] (Assumptions 2A, B, H).

ii. Provide annual August conference for all instructors teaching first-year students (Going forward, publishers will no longer support this event.) (Assumptions 2A, B, F, H).

iii. Provide 2 GEL curriculum meetings (summer and winter) specifically for GEL instructors (2A, B, F, H).

vi. Launch 1 new GEL learning community (Assumptions 2A, B, H).

vii. Provide professional development for faulty teaching in all first-year learning communities (Assumptions 2A, B, F, H).

vii. Assess the role of peer leaders in GEL and develop a corresponding plan (Assumptions 2A, B, H).

F. Lead the cross-college **undeclared major/minor fair** in collaboration with the colleges and SA (Assumptions 2 A, B, I).

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

H. **AVID for Higher Ed:** Add 5 cohorts; cover annual membership, materials, supplies, and faculty travel (Assumptions 2A, B, E, F, K, N).

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

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

K. **Hiring**:
- Support faculty leadership of CO initiatives (Assumptions 2A, B, E)
- Faculty Leadership: Based on 15/16 assessment, provide reassigned-time or the like for GE faculty leadership (Assumptions 2A, B, E, J).
- Staff Support: 1.0 ASC II

L. Provide competitive funding for **Student Travel/Research Grants** (Assumptions 2A, B, O).

M. Provide competitive funding for **Faculty Research** focused on undergraduate teaching and learning.

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

N. Provide **professional development** support for OUGS SSP (Assumptions 2A, B, F).

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

P. Continue to co-facilitate (with the Faculty Center Director) the **Teaching & Learning Group** (Assumptions 2A, B, D).

Q. Develop and launch a plan for studying the **All-University Writing Requirement** (Assumptions 2A, B, D, E, P).

3) FY 2017/18 Goals
A. Increase Retention and Graduation rates while maintaining retention rates and closing the achievement gap as noted. See chart above (Assumptions 2A).

B. Facilitate continued cross-institutional curricular development (Assumptions 2C, E, L).

C. **High-Impact Practices (HIPs) Initiative:** Expand the HIP tracking system to include more HIPs (Assumptions 2A, B, C, E).

D. **Predictors of Students' Academic Success and Struggle Project:** Identify up to 5 indicators and develop concomitant faculty-led academic programming to support the indicators. (Assumptions 2A, B, C, E).

E. **Scale-Up First-Year Programs**
  i. Ensure that 85% of first-year students have GEL seats[6] (Assumptions 2A, B, H).
  ii. Provide annual August conference for all instructors teaching first-year students (Going forward, publishers will no longer support this event.) (Assumptions 2A, B, F, H).
  iii. Provide 2 GEL curriculum meetings (summer and winter) specifically for GEL instructors (2A, B, F, H).
  vi. Launch 1 new GEL learning community (Assumptions 2A, B, H)
  vii. Provide professional development for faulty teaching in all first-year learning communities (Assumptions 2A, B, F, H).
  vii. Develop peer leaders in GEL based on 16/17 findings (Assumptions 2A, B, H).

F. Lead the cross-college **undeclared major/minor fair** in collaboration with the colleges and SA (Assumptions 2 A, B, I).

G. **Scale-up Early Start:** Deliver Early Start in summer 2017 for a student population 5% higher than 2016; provide appropriate preparation for summer instructors (Assumptions 2A, B, J).

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

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H. **AVID for Higher Ed:** Add 5 cohorts; cover annual membership, materials, supplies, and faculty travel; assess impact of AVID for Higher Ed on CSUSM student success (Assumptions 2A, B, E, F, K, N).

I. **Transfer Success Program**: Continue to develop the Transfer Success Program. Establish additional MOUs akin to the agreements the Alliance has established with neighboring school districts. Continue to strengthen the connections to the expectations of SB 1440 (Assumptions 2A, B, E, F, L, N).

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

K. Provide competitive funding for **Student Travel/Research Grants** (Assumptions 2A, B, O).

L. Provide competitive funding for **Faculty Research** focused on undergraduate teaching and learning.

M. Provide **professional development** support for OUGS SSP (Assumptions 2A, B, F).

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

O. Support **Teaching & Learning Group** initiatives (Assumptions 2A, B, D).

P. Develop initiatives to support the **All-University Writing Requirement** (Assumptions 2A, B, D, E, P).

Subdivision Unit: PAR

PART I: NARRATIVE

A. **Planning Assumptions**

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

2. **Planning assumptions for PAR**
   a. PAR oversees UGS, GSR, AP, FC, and the Scheduling Office, and is committed to developing synergies between these units
   b. PAR is responsible for resource allocations in Academic Affairs. Resources include:
      ii) Budget
      iii) Space
      iv) FTES
   c. In alignment with CSUSM's strategic plan, set by President Karen Haynes, PAR is committed to ensuring that CSUSM is well situated to advance the academic mission of the university.

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B. Goals by Fiscal Year
   1)FY 2015/16 Goals

   a. Finalize the model for FTES allocation, based on past average unit loads across
    Colleges and current enrollment figures by major and level. Generate queries which are
    appropriate for January predictions and July predictions of subsequent academic years.
   b. Build a model for budget allocations across Academic Affairs Units based on cost per
      Department and Departmental costs per FTES. Do away with incremental changes in
      budget allocations. Build related queries.
   c. Streamline scheduling practices in anticipation of rapid enrollment growth.
   d. Revisit space allocation practices in anticipation of growth.

Related Budgetary Needs

   A data analyst staff position is needed, housed in IITS, and dedicated to and funder by
PAR, to assist in the goals above, and shared with GRS, UGS and AP.

   2) FY 2016/17 Goals

   a. Fine-tune the FTES model and compare to actual FTES production.
   b. Fine-tune the budget model and establish a three-year plan to align Departments
      whose costs vary from the model.
   c. Establish new Centers and Institutes and develop synergies between existing ones.
   d. Incorporate LAMP recommendations into the UAMP process.
   e. Build queries to address the Graduation Initiative.
   f. Refine budget related queries.

   3) FY 2017/18 Goals

   a. Finalize a model for FTES allocation, based on past average unit loads across Colleges
      and current enrollment figures by major and level. Generate queries which are
      appropriate for January predictions and July predictions of subsequent academic years.
   b. Finalize a model for budget allocations across Academic Affairs Units based on cost per
      Department and Departmental costs per FTES. Do away with incremental changes in
      budget allocations.
   c. Plan and prepare for new infrastructure.
   d. Refine Graduation Initiative queries.

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