California State University
SAN MARCOS | Academic Affairs

Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plans
FY 19/20, 20/21 and 21/22

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California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21 and 21/22
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<u>Academic Advising and Academic Programs</u>

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment growth projections and strategic priorities in the unit for the next three years.
   e. Program Review findings, if any, should be considered.
   f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

2) **Planning Assumptions for Academic Advising and Academic Programs**
The unit will be reorganizing to create a centralized advising structure. Consequently, the result will be two distinct areas within the unit. As such, the assumptions for each are different, so discussed separately here:

Academic Advising
Uniting advising staff from four colleges and student affairs is a multi-step, and multi-year, endeavor with the result of establishing a cohesive unit. The planning assumptions are organized by the issues that need to be addressed to achieve the overarching goal of creating an excellent advising experience for all undergraduate students.

a. A unified strategic plan and direction, including roles for advisors, faculty, and staff needs to be developed.

b. Space for a centralized unit must be functional and an improvement over current space allocated to advising.

c. Organizational structure and personnel need continual attention as staff in the new unit become acclimated to new roles/reporting relationships.

d. Budget issues involved in merging across colleges and divisions need to be managed carefully.

e. Policy and Procedures will be developed that are agreed upon yet allow for flexibility in the imprint of the college in academic advising.

f. Technology will be used to most effectively leverage our advising resources.

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

a. Curriculum and Catalog
   i. The continued focus on planning for the future indicates that there will still be significant levels of curriculum under development. 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. Further, CO approvals have become more challenging in recent years, thus more time consuming in terms of responding to questions.
   ii. Responding to and implementing CO Executive Orders creates increased workload for the office.

       iii.   Implementation of Curriculum and Catalog Management software are completely changing curriculum processes. While we are starting to see time savings in some areas, the implementation of curriculum and catalog software are requiring significant time investment of Academic Programs staff.

       iv.   Working with academic departments on Roadmaps is a growing part of the office's responsibility. Coordinating with faculty, IITS staff (for Degree Planner), and with Student Affairs is essential to maintaining accurate information for native students as well as transfers.

  b. Program Review and Assessment

       i.   The number of programs undergoing review varies each year depending on the review cycles. The logistics of organizing external reviewer visits impacts AP staff.

       ii.   While a structure for Annual Assessment is in place, some level of faculty incentive is still needed to encourage and ensure participation.

  c. WASC Accreditation

       i. While the WASC visit and reaccreditation are concluded, the next steps are to institutionalize effective practices to lay the groundwork for future reaccreditation.

       ii. Responding to WASC recommendations will guide and impact future planning for all areas in Academic Programs. This could require resources to support new initiatives. These recommendations are:

          1) Balance between resource needs of established programs and the resource needs of planned/implemented new academic programs.

          2) Use of evidence gathered in the assessment of student learning to improve decision-making and program review

          3) Creation of a unified definition of student success and its use to evaluate program effectiveness

          4) Contributions of the Diversity Mapping Project

          5) Development/implementation of a new, university-wide strategic plan

  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

1. Academic Advising

  a. FY 2019/20 Goals

    i.   Successfully launch the centralized advising model [See assumptions 2a, 2b, 2c, 2d, 2e, 2f]

    ii.   Develop a strategic plan for the unit [See assumption 2a]

    iii.   Invest in professional development of advisors including NACADA memberships and travel to professional conferences [See assumption 2c]

    iv.   Constitute an Advising Council that serves as an effective conduit of information between and within Academic Affairs and Student Affairs [See assumptions 2a, 2b, 2c, 2d, 2e, 2f]

      v.   Hire needed advising staff to begin providing increased levels of service to students [See assumption 2c]

  b. FY 2020/21 Goals
      i.   Provide increased levels of services and accessibility to students in all majors [See assumption 2c]
      ii.   Develop and implement assessment strategies to determine whether a course correction is needed [See assumptions 2a, 2b, 2c, 2d, 2e, 2f]

  c. FY 2021/22 Goals
      i.   Institutionalize model of advising based on results of assessment in 20/21 [See assumptions 2a, 2b, 2c, 2d, 2e, 2f]

2. Academic Programs
  a. FY 2019/20 Goals
      i.   Support annual assessment activities in all degree programs. [See assumption b.ii]
      ii.   Conclude 5 Program Reviews [see assumption b.i]
      iii.   Begin 6 Program Reviews [see assumption b.i]
      iv.   Have 100% of curriculum submitted in Curriculog [See assumption a.iii]
      v.   Keep campus focus on WASC recommendations and begin preparing for Mid-Cycle Review and Progress Report in Spring 2021 [see assumption c.i and c.ii]

  b. FY 2020/21 Goals

      i.   Support annual assessment activities in all degree programs. [See assumption b.i]
      ii.   Conclude 6 Program Reviews [see assumption b.i]
      iii.   Begin 8 Program Reviews [see assumption b.i]
      iv.   Prepare WASC Mid-Cycle Review and Progress Report in Spring 2021 [see assumption c.i and c.ii]

  c. FY 2021/22 Goals
      i.   Support annual assessment activities in all degree programs. [See assumption b.i]
      ii.   Conclude 6 Program Reviews [see assumption b.i]
      iii.   Begin 8 Program Reviews [see assumption b.i]
      v.   Follow up on WASC Mid-Cycle Review to begin preparing for next reaffirmation visit in Spring 2026 [see assumption c.i and c.ii]

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Division of Academic Affairs
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Part I: Narrative, Sections A and B

<u>**Academic Senate**</u>

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
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   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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. Goals by Fiscal Year
   1) FY 2019/20 Goals
      a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).

GOALS DERIVED FROM ASSUMPTION # 1:
Goal 1: Funding for Support Staff in the Academic Senate

Rationale: As the workload for the Academic Senate has increased, so has the workload for the Senate Coordinator and the Senate Administrative Assistant. The following forms the justification for this request:

1) The Senate received multiple requests over the past several years for assistance with various non-standing Senate Committees (e.g. Professional Leave, Faculty Scholarship committees). Given the time sensitive nature of the work that the Professional Leave committee does to recommend sabbaticals to the Provost, the committee requested assistance in the administrative tasks associated with completion of their review. This additional workload was unable to be subsumed by the current staff in the Academic Senate office, and continues to create challenges for timely completion of work.
2) Policies change and resolutions approved regularly. These documents require careful proofreading and timely distribution to the campus community. It would be helpful for the ASA to assist with these functions.
3) The Senate office would benefit from the digital archiving of the agendas and minutes so that they are easily searchable when needed for reference to Senate business. This is a very time consuming process and, to date, there has been insufficient personnel to assist with this process.
4) More assistance for the Senate Coordinator is needed on a daily basis to assist with travel documents, hospitality forms, and meeting preparation. Clerical work in the office is varied in nature and time sensitive. If the ASA were here full-time, this would ensure timely movement of documentation through the office.

It is therefore a goal of the Academic Senate to change the current part-time position for the Senate Administrative Assistant to a full-time position. **This request equates to an increase in Base Budget funds for Support Staff Salaries of $16,278.**

GOALS DERIVED FROM ASSUMPTION # 2:

Goal # 1: Increase funding of basic operating expenses to meet current university fees for services.

Rationale: Current expenses show an increase in overall operating expenses for the senate office.

There is a request of $4,000 in one time funds being made to support the expenses associated with the monthly Senate meetings and the required All-Faculty Assembly. As space for the senate meetings

is limited, we have had to move to the USU. The cost of the USU for the projected 19/20 AY Senate meetings is $2,000.00. The request is for one-time funds as it is unclear where Senate will be held in 20/21 and beyond. This cost should be assessed annually. Additionally, one-time funds are being requested to hold the annual all-faculty assembly that is required as per the AS's Constitution and Bylaws. In the past year, the event cost $2,000.

2) **FY 2020/21 Goals**
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Given the planning assumptions outlined for the upcoming 19/20 fiscal year, for future years we are not advancing any projections for additional expenses, which would be tied to campus growth; rather, we request ongoing funding for 20/21, based on 18/19 expenditures. Additional resources could be needed, however, if Executive Orders, particularly around restructuring of the GE curriculum.

3) **FY 2021/22 Goals**
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Given the planning assumptions outlined for the upcoming 19/20 fiscal year, for future years we are not advancing any projections for additional expenses, which would be tied to campus growth; rather, we request ongoing funding for 20/21, based on 18/19 expenditures. Additional resources could be needed, however, if Executive Orders, particularly around restructuring of the GE curriculum.

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<u>College of Business Administration (CoBA)</u>

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
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   c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
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      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 enrollment 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

   i. CoBA desires to be accredited by the AACSB.
   ii. The current shortage of Ph.D. candidates in the business disciplines and the Cal State System's non-competitive salaries make it difficult to successfully recruit and maintain qualified faculty.
   iii. CoBA has a structural deficit of approximately $206,000 (see the mid-year report)
   iv. 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 and **be able to carry forward the funds generated this way to subsequent years**.
   v. CoBA's planning will align with its strategic plan which includes the following elements:

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

   Strategic Goals

   1) Achieve AACSB accreditation.
      a) Review and revise current policies
      b) Enhance assurance of learning
      c) Increase and sustain number of faculty (tenure track and lecturers) who meet AACSB definitions of "qualified" to meet AACSB standards
      d) Review and revise strategic plan
   2) Increase resource base.
      a) Explore opportunities with EL
      b) Increase external support
      c) Identify naming opportunities
   3) Attract, retain, and develop excellent faculty and staff.
      a) Allocate sources of funds to support faculty development
      b) Identify and provide professional development opportunities for staff
      c) Assure equitable workload for faculty
   4) Enhance students' academic and professional success
      a) Develop method to measure and track student success
      b) Develop method to measure and track alumni success
      c) Align CoBA programs with market needs
      d) Analyze how CoBA's programs meet market needs and identify gaps
      e) Provide rigorous and relevant programs that assure our students have the necessary skill sets to meet workforce needs
   5) Deepen collaboration with business, education, government and community organizations.

      a) Create more events and opportunities for alumni and community members to come to campus
      b) Create advisory boards for each option
      c) Develop applied research opportunities for faculty
      d) Create a mechanism for business community feedback
6) Enhance perceptions and increase awareness about CoBA.
      a) Create Branding Strategy
      b) Utilize on-campus events attractive to the business community to achieve better visibility and community connections

B. Goals by Fiscal Year

1) FY 2019/20 Goals

Strategic Goal 1: Achieve AACSB accreditation.
i. Our revised initial Self Evaluation Report (iSER) was accepted by AACSB's Initial Accreditation Committee (IAC) in March 2017. As a result, CoBA entered a 5-year cycle, where our progress will be reviewed annually by the IAC. CoBA's accreditation team has submitted two update reports so far in December 2017 and December 2018. iSER updates provide feedback to the IAC on our progress toward the college aligning with AACSB's 15 standards. Two important standards are, Standard 8 (Assurance of Learning) and Standard 15 (Faculty Qualifications). In the past three years, we were able to show improvements in these standards, especially in Standard 15. <u>To continue meeting this requirement we need to cover at least 60% of our courses by faculty who are engaged in research. Therefore, any growth in CoBA requires funding for at least 60% tenure-line faculty and 40% qualified lecturers.</u>

ii. At the current FTES with 0 growth in 2019-20, CoBA is 5.25 TT FTEF short to meet the AACSB qualifications (see the tab Growth in the spreadsheet attached). Therefore, we are requesting 4 new faculty lines this year.

iii. Similarly, our instructional funding falls short by $206,720 for the current FTES.

iv. External reviewers to our BSBA and MBA programs pointed out the shortage in our staff. We therefore, request 1.0 faculty Administrative Support Assistant II and 1.0 academic advisor. These two lines were approved for 2019-20, but the college covered them in the remaining of 2018-19.

v. We received base funding for 3.5 academic advisors for AY2018-19 but chose to use our non-base funds to extend one half-time advisor to full-time this semester. At the time of the transfer of the advisors to the new advising entity, we expect that funding for 3.5 headcount be transferred and that one-half of the 4th advisor's costs be returned to CoBA.

Strategic Goal 2: Increase resource base.
i. Enrollment growth in FEMBA and self-support programs such as
      a. Specialized MBA Program (full-time and part-time). Current specializations include Business Intelligence, International Business, Hospitality and Tourism Management, and Supply Chain Management
      b. MS in Cybersecurity (joint program with CSM)
      c. MS in Biotechnology (joint program with CSM)
      d. BSBA Temecula
      e. Water Management Certificate

    ii.   Continue to develop additional programs through self-support. These may include:
        a.   A professional BSBA degree to offer convenient schedule to professionals who seek a business degree.
        b.   The fifth specialization of SMBA in Entrepreneurship.
        c.   Joint degrees with international universities
    iii.   CoBA is planning to cover most of the AACSB accreditation costs from these resources. See the Funding Request spreadsheet for details.
    iv.   Increase philanthropic contributions to CoBA through:
        a.   Active engagement in the business community, in the University's Capital Campaign, and working with Advancement to identify and challenge the top people in the San Diego region with (a) the financial resources, (b) philanthropic interest in post-secondary education for our served demographic, and (c) some history of significant philanthropic activity.
        b.   To name the college by a substantial philanthropic gift. Efforts are underway with Advancement staff to pursue this objective.
        c.   The college will continue to participate in National Giving Day which includes an annual CoBA matching fund from key donors and Advisory Board members. The expectation of this program is to introduce philanthropic giving to alumni and community members and slowly grow the level.
        d.   Corporate and community contributions, which currently cover the costs of all of our college events.

Strategic Goal 3: Attract, retain, and develop excellent faculty and staff.
    i.   Actively recruit new faculty to meet faculty qualifications and sufficiency for AACSB.
    ii.   Develop policies and resources to recognize those who meet "qualifications" for AACSB.
    vi.   Assure adequate staff to move towards AACSB accreditation. <u>In particular, hire one new tenure-track faculty in OSCM department, one in marketing, and two in management.</u>
    iii.   Identify development opportunities for faculty and staff.

Strategic Goal 4: Enhance students' academic and professional success

The top two "very important reasons to pursue higher education" for CSUSM students are "to be able to get a better job" (88.4%) and "to be able to make more money" (85.1%) as opposed to "gain a general education and appreciation of ideas," "learn about things that interest me," "make me a more cultured person," etc. And the highest ranking goal that is "very important or essential" is "being well off financially" (87.3%).

In order to secure these objectives, our students need additional support and mentoring to develop their professional skills. Feedback from our business and community partners as well as our college Advisory Boards indicate that "soft-skills" are the number one unmet area needed for our graduating students. National data from across the US support this assertion as well. Further, placement rates into jobs upon graduation are much lower than we would like. *The placement rate* is of equal priority to *graduation rate* and more so than *time-to-graduation* since many of our students work while in school.

We have several pilot programs in place as well as plans to develop a new program that enhances our student's "soft skills" and success in finding a job and performing in their professional careers. These include:

- *Placement rate:* CoBA placement percentages are approximately 80% one-year post-graduation, and this does not factor in discipline-specific alignment. A goal of 95% within 10 years is appropriate and is partially supported by the initiatives outlined above. However, a re-examination of career planning is underway. There is one essential

element: Earlier and more complete formal career counseling. We have the instruments to assist in discipline and career choice, but it needs to be moved earlier in the college schedule. Under the Business Professional Development Program (BPD), this will start in a student's second year for incoming students and third year for transfer students.

- *Business Professional Development (BPD):* This plan makes this mandatory for all of our business undergraduates, starting in fall 2016, under the supervision of a new Student Success Director, albeit challenging since no academic credit was offered. In 2018, our plan is to make this a mandatory program for credit (2 units, BUS 300).
- *Professional Mentoring Program:* CoBA's Professional Mentor Program, coordinated with the CoBA Advisory Board and our Departmental Boards, gives students a unique opportunity to learn directly from business professionals in a one-on-one relationship. Selected students (mentees) are paired with a professional mentor for one academic year. Mentors are volunteers from organizations in the San Diego county area and come from various industries and backgrounds. We plan to continue to grow this program in size to make it available to a greater percentage of our students and have moved it under the supervision of our new Student Success Director. The Professional Mentoring Program is also being offered to our MBA students (FEMBA and SMBA).
- *Interdisciplinary Initiatives:* Educational experiences are of greater value to students when the curricula reflect real life. These experiences include immersive learning experiences like our Senior Experience Program and select courses that include a practicum with external business engagement.
- *Student Success Grant Program:* Student Success Grants (SSGs) are available to help students meet the costs of attending skills, knowledge-building, and networking events that will enhance their professional development. These may include, but are not limited to, attendance and /or participation at conferences, seminars, workshops, or work on research projects, practical application projects or publications.
- Develop methodology to measure recent graduate and alumni placement and success.

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.
 ii. Continue to expand the EIR program.
iii. Formal participation by faculty and staff in numerous community-related positions (e.g., Chambers of Commerce, Economic Development Corporations, City Councils, etc.).
 iv. Incentives to faculty for registering in the University Experts Directory and financially rewarding them for citing's and articles in the regional press.
  v. Continue to serve the community through approximately 100 Senior Experience consulting projects a year and MBA Projects. Additionally, a number of courses offered include a practicum experience done in conjunction with external businesses.
 vi. Opening up formal business venues to the broader community and specifically:
   a. In the Executive's Chair and its discipline-specific derivatives, In the Trenches and Meet the CIO.
   b. Similarly, for our Meet the Leaders Saturday Program for our MBA students.
   c. Twice annual Senior Experience Receptions and Trade Shows, continuing the expansion of the Reception to be a more broadly advertised regional Business Reception (but still preceding the Trade Show).
   d. Expansion of marketing of the Center for Leadership Innovation and Mentorship Building (CLIMB) Programs to the community.

e.   Continued externally-focused "Emerging Business Concepts and Applications Series" which highlight the research underway by a faculty member paired with an industry expert that can address specific applications.

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. These events include:
   a.   Center for Leadership Innovation and Mentorship Building
   b.   In the Executive's Chair Series
   c.   Meet the Leaders MBA Saturday Series
   d.   Emerging Business Concepts and Applications Series
   e.   MBA information sessions and receptions
   f.   CoBA Alumni Association Receptions Fall and Spring
   g.   Business Receptions Fall and Spring
   h.   Senior Experience Trade Show Fall and Spring
   i.   Student Recognition Breakfast Fall and Spring

2) FY 2020/21 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.   Continue assessing Program-Level Student Learning Outcomes.
   vii. Hire faculty – discipline determined by strategic planning process.

3) FY 2021/22 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.   Continue assessing Program-Level Student Learning Outcomes.
   vii. Hire faculty – discipline determined by strategic planning process

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College of Education, Health and Human Services (CEHSS)

PART I: NARRATIVE
1) **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.

A. Goals by Fiscal Year: <mark>FY 2019/20 Goals</mark>

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>

State-Side Funding	Extended Learning Funding
Hire 1 Graduate Academic Advisor growth hire (partial funding)	Hire 1 Graduate Academic Advisor growth hire (partial funding)
Faculty Lead for Interprofessional Education Committee - 2 course releases	Hire 1 SON TT faculty growth hire
Staff IRPs and Reclassifications	Hire 1 SLP full-time AY lecturer faculty
SOE Accreditation Requirements	Hire 1 KINE TT faculty growth hire

Hire 2 HD TT faculty growth hires	
Hire 1 SON TT faculty *replacement* hire	
Hire 3 SOE TT faculty *replacement* hires	
Hire 1 KINE TT faculty growth hire	
Hire 1 ASC for HD	

COLLEGE
- Increasing enrollments in CEHHS graduate programs requires additional advising support (state-side & EL).
- Multiple CEHHS departments require Interprofessional Education student experiences. We need to support a college-wide single strategic effort to address these accreditation expectations (NURS; SLP; MPH; MSW).
- Changes in roles/responsibilities and performance reviews suggest a need for staff IRP's and reclassifications.

SCHOOL OF EDUCATION
- Increased costs of new Commission on Teacher Credentialing (CTC) supervisory accreditation requirements.
- Hire three tenure-track faculty as replacements (Multi-lingual; Technology; Leadership)

SCHOOL OF NURSING
- Hire one growth tenure track position in Medical/Surgical or Maternal Child/Pediatric.
- Hire one replacement tenure track position in a School of Nursing priority area.
- Work with the Office of Inclusive Excellence to increase the diversity of searches.
- Strategize hiring of DNP faculty to support implementation of the DNP program.
- Start Online MSN program w/concentrations in Clinical Nurse Leader & Nurse Educator.
- Explore and conduct a needs assessment for a possible joint MSN/MBA with CoBA.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development
- Hire two tenure-line faculty for core courses, upper-division courses, and/or one of the concentrations as indicated by prior program assessment and reviews.
- Hire new Academic Coordinator so that sharing one AC between departments is no longer necessary.
- Develop a list of space needs and prioritize them.

Department of Kinesiology [Split funding state-side and through Extended Learning]
- Request one additional tenure line faculty in the area of sport psychology/sociology.
- Request one new tenure line faculty hire to support Accelerated BS Program.
- Evaluate the potential need for additional 100-level EL activity courses.
- Support the development of the Action Sports and VR lab initiatives.

- Develop, as appropriate, fee-for-service program to provide services to the community and generate revenue for Kinesiology program

Department of Public Health [Funded through Extended Learning]
- Continue developing the self-study document for accreditation by the Council on Education for Public Health (CEPH) process.
- Examine need for a consultant to provide on-going technical accreditation support.
- Pending additional student enrollment, hire one AY lecturer to teach both foundational and concentration-specific courses as well as support students' thesis/capstone projects in both concentrations.

Department of Speech Language Pathology [Funded through Extended Learning]
- All faculty participate in assessing the SLP program and completing annual accreditation reports, which requires faculty release and work retreats outside the academic calendar.
- Support accreditation costs/dues for ASHA/CAPCSD.
- Explore hiring a full-time faculty member in the department.

Department of Social Work [Funded through Extended Learning]
- Prepare for accreditation site visit in December 2019-Feb 2020.
- Explore hiring a tenure-track assistant professor in social work.

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

COLLEGE
- Fund CEHHS Student Success grants
- Fund professional development activities for faculty and staff
- Expand and support CEHHS programs in Temecula
- Funds for Student Services for a new Graduate Advisor (cost shared with EL and Stateside)
- Fund operational costs of meeting attendance to CCAC for credential expectations.
- Examine funding sources for Graduate Assistants
- Secure space for 21st Century Education lab via external advancement opportunities/funding

SCHOOL OF EDUCATION
- Secure space for an Education Lab for 21st Century educator preparation courses.
- Modify the Hansen Endowment Corpus to use some funds to support a new Education Lab.

SCHOOL OF NURSING
- Implement the revised application process to better align with the guidelines and standards from our accrediting bodies.
- Fund tenure-track faculty to attend professional development meetings and/or international conferences.
- Present research joint awards for students in collaboration with STTI Phi Theta Chapter.
- Mentor nursing students through the process of registering, planning, writing an abstract, attending and presenting a variety of projects and research.

- Incorporate assignments into the curriculum requiring students to develop evidence-based projects.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development
- Develop new elective courses to meet the needs of concentrations and reflect TTF expertise.
- Revise the curriculum to restructure 400-level courses to address action items, suggestions and recommendations stated in MOU and by the external review team.
- Explore the possibility of developing HD program in Temecula.

Department of Kinesiology
- Evaluate and adjust admissions numbers (first year and transfer students) for undergraduate impaction structure for stateside program.
- Promote and manage growth of the accelerated BS program in Kinesiology.
- Evaluate growth of the program on Temecula campus, particularly in light of new space and resources.
- Pursue additional laboratory space and update lab equipment on a regular basis.
- Develop Culminating Experience requirement for undergraduate program that incorporates undergraduate research and study abroad options as alternatives to internships
- Pursue the development of a Physical Education Minor.
- Explore the possibility of offering a Nutrition Minor.
- Fund instructional lab supplies and equipment required for instructional purposes for the BS and MS degree programs (previously funded by one-time lottery funds).

Department of Public Health [Funded through Extended Learning]
- Ongoing curriculum review and revision based on CEPH's 2016 accreditation criteria.
- Utilize results and findings of our End of Program evaluation to inform and make necessary revisions to the program and to support our accreditation site-visit.
- Continue to collaborate with other programs to provide regular topical research presentations and colloquiums on emerging issues of public health importance.
- Continue to meet, dialog, and collaborate with our Advisory Board on the needs of our local community for developing competent and effective MPH graduates.
- Continue to involve students in faculty led research and capstone projects including community-based participatory research.
- Continue to collaborate with the Graduate Organization of Public Health (GoPH) to promote and celebrate our students' achievements.

Department of Speech Language Pathology [Funded through Extended Learning]
- Continue to fund graduate research assistantship positions.
- Support an expanded CSUSM Speech-Language Clinic by increasing utilization and supporting supervisors.
- Skills training in the simulation theatre, by acquiring new technologies to support student learning on emerging prevention, assessment, and intervention practices.
- Support implementation and continued development of inter-professional education experiences to enhance student learning.
- Support faculty and students to participate in the department's study abroad program.

- Support faculty in implementing high-impact teaching practices across the curriculum.

Department of Social Work [Funded through Extended Learning]
- Assess possibility of student research grants/stipends.
- Continue to provide regular topical colloquiums on emerging areas in social work.
- Utilize program evaluation findings to inform program after accreditation site visit.

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

COLLEGE
- Re-establish the CEHHS Advisory Board to support increased community partnerships and visibility of CEHHS in our local community/service region.
- Develop community partnerships and memorandum of understanding with various organizations and agencies for the purpose of enhancing all CEHHS student internship placements, clinical experiences, and service-learning experiences.

SCHOOL OF EDUCATION
- Continued partnership with Southern California Professional Development Federation.

SCHOOL OF NURSING
- Continue to foster current partnerships as well as establish new partnerships with local community or clinical agencies and SON alumni.
- Continue to develop service learning and academia collaborations for students and faculty.
- Develop an increased number of community placements for nursing internships through strategic growth of the Student Healthcare Project.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development
- Develop strategy for collecting information on needs of non-profit agencies for HD students.

Department of Kinesiology
- Support the development and growth of new research initiatives that have high potential for new or existing community partnerships (e.g. Surf Research, Health Education, etc.)
- Explore/increase study abroad options for undergraduate students.
- Contribute to development and planning of upcoming Southern California Conferences for Undergraduate Research (SCCUR) conference.

Program of Public Health [Funded through Extended Learning]
- Develop/maintain partnerships with public health agencies to meet CEPH's accreditation requirements and to support students' capstone projects and internships based on identified community needs.
- Continue to explore international partnership opportunities with various agencies and organizations to promote faculty-led study abroad and international service-learning programs for students.

- Continue to recruit community partners to serve on our Advisory Board and/or participate in our bi-annual Advisory Board meetings.

Department of Speech Language Pathology [Funded through Extended Learning]
Establish university supported clinical experiences in community facilities.
- Implement a study abroad program.
- Support supervision of specialized clinics including to serve families in North County San Diego.
- Support at least 2 community-based events annually to maintain community engagement.
- Establish community relationships by collaborating with alumnae.

Department of Social Work [Funded through Extended Learning]
- Revise and update community field instructor training materials to be more engaging.
- Assess ways to increase faculty engagement in local community agencies and organizations.

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

COLLEGE
- Fund college-based Interdisciplinary grants.
- Fund Interprofessional Education (IPE) taskforce in CEHHS (one-time funds).

SCHOOL OF EDUCATION
- Develop marketing and recruitment plans to increase diverse student enrollments in SOE programs.

SCHOOL OF NURSING
- Support grant submissions that foster interprofessional collaboration of professions represented by units within the college for interprofessional experiences for students through simulation.
- Continue to collaborate with faculty within the University on research, projects and service.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development
- Develop closer connections with local community colleges to help them understand the HD program for their academic advising.
- Develop international partnerships for students to do course work abroad.
- Continue to provide opportunities for HD majors to engage in projects in local communities with students in other programs (e.g., CoBA).

Department of Kinesiology
- Work with Risk Management to ensure Kinesiology labs are in compliance with relevant safety policies.

Program in Public Health [Funded through Extended Learning]
- Continue to dialog and explore the development of inter-professional education with other CEHHS departments (e.g., HD, SoN and MSW) and the College of Business Administration as part of CEPH's program accreditation requirements.

- Continue to work with CSU Los Angeles to provide ongoing opportunities for our students to participate in the annual faculty-led "Sacramento Health Policy Conference."
- Encourage tenure-track faculty to serve in leadership positions for CEHHS and university committees.

Department of Speech Language Pathology [Funded through Extended Learning]
- Implement inter-professional educational opportunities for CEHHS students
- Support active learning skills labs in local high need educational settings

Department of Social Work [Funded through Extended Learning]
- Tenured faculty will serve in significant leadership capacities in college and/or university committees

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
- Collaborate with the Office of Inclusive Excellence on efforts to attract diverse applicants.
- Continue CEHHS efforts to address goals noted in the Diversity and Inclusion Strategic Plan.
- Support the work of the CEHHS committee on to identify, assess, and advance strategic initiatives that promote diversity, equity, and inclusion for the success of all students, staff, and faculty.

SCHOOL OF EDUCATION
- Develop marketing and recruitment plans to increase diverse student enrollments in SOE programs.

SCHOOL OF NURSING
- Continue to work with Office of Inclusive Excellence to increase the number of students, faculty, and staff from underrepresented of groups.
- Support faculty service in and initiatives of the CEHHS Committee for Inclusion, Diversity and Equity.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development
- Create opportunities for HD students with particular needs to meet with the HD faculty on a regular basis.
- Continue HD faculty participation in Faculty Mentoring Program.
- Incorporate the suggestions and recommendations made by the CEHHS Committee for Inclusion, Diversity and Equity into the Department practices in promoting diversity, equity and inclusion for faculty and students.

Department of Kinesiology
- Seek out and implement marketing strategies for recruiting diverse applicants for undergraduate and graduate programs.
- Add study abroad opportunities for Kinesiology majors.
- Support faculty on integration of social justice, diversity, inclusion, and equity content and pedagogy.
- Collect survey data from selected classes on diversity.

Department of Public Health [Funded through Extended Learning]
- Use inclusiveness and diversity to support the recruitment/retention of students in the program.
- Continue to work with EL staff to develop targeted marketing programs, flyers, and other materials to advertise, promote, and attract a diverse pool of both domestic and international student applicants.
- Explore the possibility of offering special cohort-based MPH training programs as part of workforce development for fully employed non-traditional students at a designated community partner's location.

Department of Speech Language Pathology [Funded through Extended Learning]
- Continue to market, recruit, admit, and retain diverse students.
- Ensure faculty hiring efforts include provisions to attract a diverse pool of applicants.
- Implement student support initiative with the goal of a zero-achievement gap.
- Faculty professional development related specifically to student support including, diverse populations
- Provide scholarships for students with financial hardships especially with preference given to first generation college students.
- Support faculty in maintaining state licensure (CSHA) and national certification (ASHA).

Department of Social Work [Funded through Extended Learning]
- All aspects of diversity will continue to be discussed and assessed in the program.
- Utilize program evaluation regarding diversity in self-study to inform program goals.

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
- Develop a college-wide effort to promote and celebrate scholar-teacher activities.
- Expand philanthropic and advancement efforts in support of CEHHS programs or initiatives.

SCHOOL OF EDUCATION
- Secure space for an Education Lab for 21st Century.
- New program development depending on needs from school partners, e.g. developing a technology credential.

SCHOOL OF NURSING
- Identify funding to support the Student Healthcare Project's expansion.
- Continue to develop, revise, and evaluate outcomes of service learning and academic collaborative projects being completed by students and faculty (research or service).
- Continue to develop research teams among students and faculty to evaluate, report, and disseminate clinic data from the Student Healthcare Project sites.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development
- Assess the faculty's needs for resources and support for the faculty-led community projects.
- Through Senior Experience Groups with CoBA, engage in HD students in conducting research to meet the

needs of community agencies/organizations

Department of Kinesiology
- Hold periodic meetings with community partners to assess student preparation and market for graduates.
- Continue to engage in meaningful assessment of all Kinesiology programs.

Department of Public Health [Funded through Extended Learning]

- Continue to collaborate with the Advisory Board on the needs of our local communities for developing competent and effective MPH graduates.
- Continue to engage the Advisory Board and community partners in ongoing curriculum development and participation as stakeholders in CEPH's accreditation process.

Department of Speech-Language Pathology
- Support annual faculty work meetings to engage in program assessment, improvement and standardization of curriculum
- Fund innovative programs and curriculum
- Train and support bachelor's students to engage in faculty research
- Develop and support student success initiatives including supplemental instruction
- Support faculty with grading and teaching assistants in courses with high class sizes or intense writing requirements

Department of Social Work [Funded through Extended Learning]
- Evaluate effectiveness of advanced standing 1 year MSW program.
- Assess need/utility of offering summer bridge courses to prepare advanced standing students.

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

COLLEGE
- Collaborate with the Office of Graduate Studies and Research to expand CEHHS grants activity.
- Seek and enhance opportunities for undergraduate and graduate student research.

SCHOOL OF EDUCATION
- Explore options to provide space for faculty and student research and creative activities
- Hire student assistants to support faculty with their research / creative activities

SCHOOL OF NURSING
- Continue to host a Community Appreciation Luncheon event where community partners are honored, and students display their achievements (Poster Session of research and projects).
- Continue to develop, revise, and evaluate outcomes from placements and community partnerships.
- Develop research teams across colleges, among students and faculty to evaluate, report, disseminate clinic data from the Student Healthcare Project sites.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development
- Explore the possibility of having students participate in the faculty-student research as part of course work to meet students' needs.
- Seek funds to support faculty-student research activities (e.g., conference trip, research projects in communities, student research fair).

Department of Kinesiology
- Support faculty by pursuing additional laboratory space (both on and off-campus) and updating laboratory equipment on a regular basis.
- Seek additional sources of funding to provide Graduate Assistantships.

Department of Public Health [Funded through Extended Learning]
- Continue to encourage and support students to attend and present their research.
- Assess ways to incentivize students who complete their thesis and capstone projects and to convert them into manuscripts for peer-reviewed publication.
- Assess ways to provide funding for students' involvement and participation in research and creative activities with both faculty and community partners.

Department of Speech Language Pathology [Funded through Extended Learning]
- Support faculty in grant writing.
- Support student research assistants.
- Support faculty and students to present research and clinical cases at the local, state and national levels.
- Support faculty in utilizing clinic space to conduct in research.

Department of Social Work [Funded through Extended Learning]
- Assess possibility for student graduate research assistantships.
- Evaluate outcomes of students who completed theses in collaboration with faculty members in the past 4 years with regard to scholarly/research publications or presentations.

==FY 2020/21 Goals== (*Given document space limitations, School-level detail cannot be included).*

A. **Secure resources to support capacity building, hiring, and accreditation. Steward the budget and lead through shared governance in alignment with faculty programming.**
   - Engage in a college-wide strategic planning process to re-establish goals and priorities.
   - Support Assessment/Accreditation needs for all units.
   - Evaluate the need for tenure-track hires by department/school.
   - Clarify funding processes between State-side and Extended Learning programs.
   - Evaluate strategies identified in 19/20 and prioritize funding, approaches and related resources.

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.**
   - Continue support for Student Success grants.
   - Continue support for faculty and staff professional development funds.

- Examine supports for CEHHS Student Services.
- Evaluate strategies identified in 19/20 and prioritize funding, approaches and related resources.

C. Institutionalize strategic approaches for development of and engagement with community partnerships. Endorse and advocate for these collaborations.
- Examine memberships in the CEHHS Advisory Board and programmatic advisory boards in the College.
- Expand advisory board memberships as appropriate.
- Evaluate strategies identified in 19/20 and prioritize funding, approaches and related resources.

D. Develop and sustain long-term positive working relationships within the college, across the university, and among other education partners.
- Assess college-wide efforts to implement Interprofessional Education (IPE).
- Continue support for CEHHS interdisciplinary grants.
- Evaluate strategies identified in 19/20 and prioritize funding, approaches and related resources.

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.
- Support the CEHHS Committee for Inclusion, Diversity and Equity including proposed strategies and recommendations.
- Collaboration with the Office of Inclusive Excellence to cultivate and support diversity college-wide.
- Evaluate strategies identified in 19/20 and prioritize funding, approaches and related resources.

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.
- Develop a college-wide effort to promote and celebrate scholar-teacher activities.
- Expand philanthropic and advancement efforts in support of CEHHS programs or initiatives.
- Evaluate strategies identified in 19/20 and prioritize funding, approaches and related resources.

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.
- Examine efforts to expand CEHHS grants activity.
- Continue to seek and enhance opportunities for undergraduate and graduate student research.
- Evaluate strategies identified in 19/20 and prioritize funding, approaches and related resources.

FY 2021/22 Goals

Beginning in 2020/2021, CEHHS will participate in a strategic planning effort to re-establish College wide priorities that will shape future 3-year rolling plans. To this end, no specific assumptions or goals are provided for 2021/2022 consideration.

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21, and 21/22
Part I: Narrative, Sections A and B

College of Humanities, Arts, Behavioral, and Social Sciences (CHABSS)

PART I: NARRATIVE

   A. Planning Assumptions

   1) Common planning assumptions for all Academic Affairs subdivision units
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
       i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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. Continue to meet established FTES targets, which are approximately 53-55% of the University target.
   b. Strategically manage programmatic development. Build mechanism to support smaller or emerging programs. Strengthen the existing College curriculum to serve our diverse student body

    c.   Align budget requests with the CHABSS strategic priorities:
- i. Focus on building and strengthening existing programs and strategically develop new curriculum that advances the mission and values of a Liberal Arts College and CSUSM's diverse student populations
- ii. Advance a transformative learning environment
- iii. Enhance teacher-scholar practices
- iv. Prioritize ethics, personal responsibility, and social justice in the curriculum, classroom, and student culture
- v. Enact a broadly defined culture of diversity and global engagement
- vi. Recruit, hire, and retain high quality faculty and staff from diverse backgrounds
- vii. Foster cross-and inter-disciplinary collaborations within the College, University, and community
- viii. Address the imbalance between tenure track and non-tenure track faculty in the College over time

B. Goals by Fiscal Year
  1) FY 2019/20 Goals
    a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Note: The connection between CHABSS requests and Academic Affairs planning assumptions are referenced at the end of each item in the form of letters and numbers (e.g. Ci, Civ, etc.)

Currently, CHABSS is the largest academic unit at CSUSM, supporting 21 departments/ programs, 25 majors, 30 minors, and 5 graduate programs—we support 2-3 times the number of departments than the other colleges and funding for staffing the college has not mirrored the college growth. While we recognize that each college has specific kinds of staffing to meet its respective mission, core elements of staffing across colleges are uneven and this unevenness means there are some variations in college workload that require attention. In 2018-2019, the University FTES target was 11646, CHABSS accounted for 54% of that with a target of 6290 for the year (see **Table A** for full FTES comparison). CHABSS met these targets in Fall 2018 with a tenure track FTEF of 100.89 and a lecturer FTEF of 129.07 (lecturer headcount of 250) for a TT density of 44%.[1] As these data indicate and we elaborate below, current staffing levels in the College are inadequate to the goal of appropriately serving our students, faculty, staff, and partnering units on campus, much as they may appear to "get the job done."

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[1] There are several methods of calculating TT density shared by Dr. Haddad with the deans of academic colleges. We chose to use the unadjusted calculation because other measures rely on evaluations of assigned time that often change from year to year.

Staff Hires: Staff members are integral to the success of academic programs and to serving student needs.

CHABSS Associate Dean: The current structure of two associate deans to support the college cannot sustain and support the level of work required by the college. At the time of hire, the current Dean was promised three MPP positions. When the Dean arrived in July 2017, one MPP position had been dismantled. For the 2018-2019 AY, CHABSS is being run by one Dean and one Associate Dean.

An inequitable level of pressure rests on a Deans Office of this size with the current level of staffing. These pressures are especially evident during times of the year such as evaluation season when upwards of 50 tenure track and fifty lecturer faculty must be evaluated at the same time that 30 staff undergo their annual review. These pressures compound the challenges a dean's office faces and makes it unlikely that a robust candidate pool of Deans and Associate Deans will continue to exist or that individuals will remain long in positions with such challenges.

Currently, two associate deans are dedicated to Budget and Facilities (1 position) and Student Services, Curriculum, and Academic Planning (1 position). CHABSS currently supports 21 departments/programs, 25 majors, 30 minors, and 5 graduate programs. The CHABSS program array embodies significant intellectual, methodological, and programmatic complexity that requires a broader set of strategies and time than required in smaller colleges with less programmatic diversity (e.g. we support the fine and performing arts and simultaneously support a Vivarium and everything in between).

In terms of enrollment pressures, this program diversity manifests in our FTES target of 6290 for AY 18-19. Comparatively, the size difference in enrollments is as follows: CoBA is approximately 20% of the CHABSS FTES target at 1252 (equivalent or lower than enrollments in our two largest departments), CEHSS is approximately 20% of the CHABSS FTES target at 1240, and CSM is approximately 42% of the CHABSS FTES target at 2636 FTES for AY 18-19. A third Associate Dean is needed to support duties such as research and curriculum-based grants, and collaborating with the dean on the development of non-state funding sources. It is also needed to disburse exist MPP's workload.

At this time, the current leadership is prohibited from meeting the demands of maintaining basic college functions and in supporting work that is aligned with work enabled in other colleges or units. The diversity in program sizes within the College also results in an incrementally greater workload for middle managers. (Ci-vii)

CHABSS Technical Staff: The college has a variety of computer labs and technical equipment for which a single technical staff would be a welcome addition. A technical staff, much like the School of Arts technical staff, that could manage all the remaining department computer labs

could work closely with departments and students to increase the usage of the labs and success of our students. IITS does not support department computer labs, even in cases where those labs are essential for program delivery (e.g. the Digital History Lab).

CHABSS Student Assistant Project: During the last budget cycle, CHABSS conducted a workload analysis to determine the equity of the workload amongst Administrative Coordinators in the college. During this process, several workloads were rearranged to better equitably distribute workload. The second part of this process is to systematically create a plan to bring on additional workload help that does not end up favoring one area of the college over other areas moving forward. To this end, over the next several years, CHABSS would like to put a system in place in which we start with one-time funds each year supporting the creation of a student assistant project that helps each department with administrative work, while we continue to build out our capacity to justify additional lines within the departments.

Faculty Hires: CHABSS requests additional TT faculty lines in order to strengthen existing programs with faculty whose duties span the three areas required of tenure track colleagues (teaching, research, and service) and to advance our delivery of a strong and vibrant liberal arts curriculum. CHABSS should be hiring 6-7 tenure track faculty each year to *maintain* our current ratio of TT to Lecturer faculty (44%). By increasing our hires to 10-12, we would be able to begin addressing the current imbalance between TT and lecturer faculty and the resulting challenges in providing full service to run departments and the college as well as to fully support students who enroll in our courses. It is our hope that in the near future we can begin to make headway with our TT hiring and the imbalance in TT density in this college. Last year, we were funded for 3 TT lines, which means we lost ground on our overall TT density.

CHABSS would like to request 12 TT faculty lines, but given the cap at 5% growth for this year, requests 8 TT faculty lines to hire during the 2019-2020 academic year. Each position listed below would enhance the TT density in each program as well as supporting program and College strategic priorities. To substantiate our argument for each position, we provide qualitative and quantitative data related to number of majors, TT faculty, SFR, and number of FTES covered by lecturer faculty versus tenured faculty. *We reviewed enrollment data for the past 7.5 academic years to analyze enrollment and staffing and to substantiate the need for lines within specific units requesting positions.* Note: CHABSS prioritizes recruiting, hiring, and retaining high quality faculty and staff from diverse backgrounds and we continue to update our processes to achieve this integral goal.

The CHABSS 2018-2019 Hiring and Academic Planning Committee prioritized 3 positions, representing one small, one medium, and one large department/program. These three positions were Ethnic Studies, Modern Languages, and Psychology. CHABSS was able to start the hiring process this year for the Ethnic Studies position (using one growth line provided in the last budget cycle). Leaving two programs ranked at number one for their areas. These positions are listed alphabetically:

Modern Language Studies (Latin American Literature Generalist), Assistant Professor: Modern Languages is a large service oriented department with the lowest tenure track density of any department in CHABSS. The department has consistently taught with a tenure track density in the 20% range over the past 3.5 years. The department plans to hire a Latin American Literature generalist.

Psychology (Neuropsychologist), Assistant Professor: Psychology is consistently one of the two largest departments/majors in CHABSS, with a tenure track density rate that hovers in the 40th percentile. The majors offered in the department continue to grow at a fast rate. Psychology plans to hire a neuropsychologist.

Please see **Table B** for the comparative numerical data for the college. This table demonstrates quantitatively where additional TT lines are needed in CHABSS. According to these calculations, CHABSS would need 15+ hires to achieve at least 50% tenure track density in each of our departments. We understand the budget is not available to hire this extensively in a single year, however, we want to emphasize that if we do not keep up with a certain level of hiring we will fall further and further behind in one of the goals put forth by the CSU. For this reason, we are requesting at least 7 TT hires.

Programmatic & Operational Requests

Additional Salary For New TT Hires: During the 2018-2019 budget year, the college was allocated $75,000 per TT hire. While only two hires have been completed to date, the salaries have been higher than the allocation. As such, we request the difference between the original salaries approved and the revised approvals provided by the Provost. As of 2/12, this amount totaled $1,500 additional to base. (Ci-viii)

Range Progression Increases: There are two types of range progression increases that have moved through the College this year, mostly supporting progressions for lecturers. According to the CBA, those faculty who show sustained excellence in teaching are eligible for a 5% salary increase or whatever increase is needed to reach the minimum of the next range, whichever is GREATER. We are requesting the required funds for a salary increase for these twelve lecturers ($29,293) (see **Table C**). In addition, we had two staff reclasses that meant increases in salary. We are requesting these salary adjustments in base dollars ($17,584). Total = $46,877 (Ci-viii)

Replacement Costs For Faculty On Medical Leave: **Table D** shows the replacement costs for staff and faculty on family medical, maternity/paternity, and administrative leave over the past three academic years. As of January 2018, CHABSS's confirmed commitments to replacement costs in AY 18-19 due to maternity/paternity and medical leaves stands at over $156,000; these costs will certainly grow as the Spring semester progresses. Last year we received one-time funds to partially cover these replacement costs. These funds were very helpful in allaying

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unexpected labor costs. We are again requesting funds to help allay staff and faculty family medical, maternity/paternity, and administrative leave costs.

Costs Associated With Start-Up And Moving: Additional one-time funding for 8 new TT hires (standard faculty start-up allocation, etc.) plus one-time costs (e.g., moving). Note: As noted in our goals, CHABSS is committed to recruiting, hiring, and retaining faculty and staff from historically underrepresented populations. In order to be competitive with other universities, we must provide adequate moving and start-up allocations, particularly when there is little flexibility in salary (we can't invert or compress). This inflexibility in salary makes it difficult to recruit and retain candidates who represent historically underrepresented faculty populations. One-time funds in start-up and moving can help allay some of these challenges. (Ci, Ciii)

Costs associated with developing a new College strategic plan: During the 2019-2020 academic year, CHABSS will need to work collectively to develop a new strategic plan. We request funding to support three course releases for faculty to lead this effort ($18,000) and $2000 to resource support materials and meeting supplies for large groups. (Ci-vii) Funds that were allocated last year helped the college evaluate current standards of practice, brought in a guest presenter on the power of true strategic planning, and created a pre-planning model that provides a data foundation for a full planning process.

Funded by Non-State Revenues (or other EL funds)

Non-state revenues are used for a variety of purposes from co-curricular programming to faculty and staff professional development. These activities advance the following principles of the Academic Affairs and CHABSS Strategic Master plans: focusing on programs relevant to our changing society and student demographics, employing pedagogies that are relevant to our changing society and student demographics, invigorating faculty and student research activities, cultivating global perspectives, providing faculty and staff professional development, advancing a transformative learning environment, enhancing teacher-scholar practices, and enacting a broadly defined culture of diversity and global engagement. There are several integral initiatives that are run with non-state revenues, including the following:

Career Mentoring Network: The Career Mentoring Network matches CHABSS students one-on-one with community professionals in a structured mentoring program throughout the academic year. The purpose of the program is to prepare students for life after college and is geared to assist students with transitioning to life as a professional.

Diversity Working Group: As a college level program designed to complement the University's Diversity Mapping Project, this group develops strategies to build diversity and inclusion in the college.

Global Commitment (GCI): Supports activities such as the film screening of *Purgatorio*, a film that exposes politics of the US-Mexico border from experiences on the human scale and the Community Service and Volunteer Fair, which served 250 students in its last iteration.

TT Faculty Professional Development Support: $500 per TT faculty per year is insufficient to appropriately support faculty. As such, CHABSS regularly uses EL dollars to supplement the University allocation to each tenure track faculty. 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.

Lecturer Faculty Professional Development Support: While only tenure-track faculty members are evaluated in the area of research/creative activity, many lecturer faculty within CHABSS are (or aspire to work as) actively engaged scholars whose work informs their own (and others') instruction.

Professional Development for Staff: In order to attract and retain high quality staff, the College requires funding for staff development (conferences, training). Staff in the Dean's Office must seek professional development for new job requirements. Furthermore, staff performance and morale improves when resources are dedicated to their roles.

Leadership Professional Development: Increasing support is needed for professional development for departmental chairs and other leadership positions. In the past, there has been little systematic professional development for those we ask to lead in the college. EL funds were used this year and will continue to be used in the future to create workshops and conference experiences that focus on how to lead in academia.

Funds for new leadership transition: We are anticipating a need for funds to be available for the new leadership as a transition is made between an interim dean and permanent dean. We have planned budget to provide at least one month transition salary for a new Associate Dean and Interim Dean. These monies will help prepare new leadership and mitigate stress on staff who onboard new leadership. We are also setting aside funds for the new deans to attend a summer professional development workshop.

Overload payments for faculty due to FML: The Chancellor's office has implemented a new tracking system for faculty payments that means in certain instances, faculty must be paid out of EL funds for work that they are contracted to do. The most important of these are replacement costs for FML for faculty who are already contracted to work a 1.0 time-base. The college holds a portion of its EL funds in reserve in the event that a part-time replacement cannot be hired for the classroom.

2) FY 2020/21 Goals
  a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Faculty and staff hiring:
  1. For the 2019-2020 academic year, the college is focusing on tenure track density in hiring as well as continuing a focus on diversity in hiring and program strength and diversity.
  2. We will be continuing the staff evaluation of workload to build a plan for supporting the delivery of new curriculum, addressing long-term staffing gaps, and assess needs for new lines.
  3. Work with the CDO to evaluate hiring practices in order to enhance our tools and skills for recruiting, hiring, and retaining a diverse faculty and staff.

Programmatic & Operational
  1. Arts, Media & Design: Equipment, Maintain theater/dance floor
  2. Department operating funds: Increases to match enrollment growth
  3. Faculty development: Add base funding to support new TT faculty hires
  4. Lab budget increases to pace with enrollment trends
  5. Communication support – funding to support college marketing plan, including costs for design and printing
  6. We anticipate that Geography, Philosophy, Online Sociology (via EL), and Theatre will come online as majors

3) FY 2021/22 Goals
  b. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Faculty and Staff Hires
  1. Our Hiring and Academic Planning Committee will develop faculty and staff hiring plans for each budget cycle

Programmatic & Operational
  1. Arts, Media & Design lab equipment; instruments for Music
  2. Communication support – funding to support College marketing plan, including costs for design and printing (duties beyond the scope of a Comm Specialist)
  3. Lab budget increases to pace with enrollment trends
  4. Department operating fund increases to pace with enrollment trends
  5. Faculty development – add base funding for faculty development to support new TT faculty

Table A: AY 17-18 FTES TARGETS by College

College	AY 18-19 FTES target	Percentage of Total FTES	Percentage to CHABSS FTES
CHABSS	6290	54%	100%
CSM	2636	23%	42%
CoBA	1252	11%	20%
CEHSS	1240	11%	20%
Total	11646	100%	

Table B: See Enrollment Table included as a separate sheet in the budget document (Excel)

Table C: Required Funds for Eight In-Range Progressions for Lecturers per CBA

Current Range	Current Rate	Range Elevation	New Rate (+5% or min of range)	Current Entitlement	Projected Appt	Estimated Annual Increase
Lecturer A, Range 2	4844	Lecturer B, Range 3	5087	30	1.00	2916
Lecturer B, Range 3	5935	Lecturer C, Range 4	6232	10.5	.35	1247
Lecturer B, Range 3	5896	Lecturer C, Range 4	6191	6	.20	708
Lecturer B, Range 3	5584	Lecturer C, Range 4	5864	27	.90	3024
Lecturer B, Range 3	6180	Lecturer C, Range 4	6489	24	.80	2966
Lecturer B, Range 3	4628	Lecturer C, Range 4	4923	30	1.00	3540
Lecturer B, Range 3	5151	Lecturer B, Range 3	5409	18	.60	1858
Lecturer B, Range 3	6180	Lecturer C, Range 4	6489	27.5	.92	3399
Lecturer A, Range 2	4838	Lecturer B, Range 3	5080	19.28	.64	1866
Lecturer A, Range 2	4618	Lecturer B, Range 3	4923	18	.60	2196
Lecturer A, Range 2	4755	Lecturer B, Range 3	4993	30	1.00	2856
Lecturer B, Range 3	5645	Lecturer C, Range 4	5928	24	.80	2717
						29,293

Table D: Staffing Replacement Costs by AY, due to FML/Administrative leaves

Academic Year	Fall	Spring	Total
2015/2016	$84,801.89	$117,288.50	$202,090.39
2016/2017	$97,234.15	$21,720.00	$118,954.15
2017/2018	$117,493.77	$161,395.21	$278,888.98
2018/2019	$53,517.14	$103,272.69	$156,789.83
3 year average			$185,889.15

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21 and 21/22
Part I: Narrative, Sections A and B

<u>**College of Science and Mathematics**</u> (CSM)

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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. *Budget requests follow the mission of the College as articulated in our recently completed 10-year Strategic Plan*: to empower our students with the foundational knowledge and practical skills in science, technology, engineering and mathematics (STEM) to meet complex challenges in a rapidly evolving world. We provide a supportive and inspiring bachelor and master's level educational environment where excellent instruction, interdisciplinary and collaborative research, innovation and creative endeavors thrive.

    b. *Budget requests help to accomplish our vision:*
   - i. *Offering innovative curriculum.* Our faculty will be reflective practitioners of teaching, who offer learner-centered curricula that adapt to real world challenges and responds to regional needs.
   - ii. *Expanding and enhancing faculty and student research.* CSM will significantly increase the number and diversity of faculty who are passionate and productive scholars, boosting our reputation as a leading comprehensive university. We will expand our available resources to support research, and inspire instructional excellence and interactive learning.
   - iii. *Preparing graduates to be productive members of an agile, resilient and inclusive STEM workforce*. We will prepare our students through experiential learning, research and collaborations across disciplines, colleges, and industry.

    c. *Budget requests must not exceed $563,786 in accordance with Academic Affairs planning assumption A.1.a.*

B. **Goals by Fiscal Year**
    1) **FY 2019/20 Goals**
      a. *Support departments with instruction, curriculum review and new program development. CSM goal 2.b.iii; AA goals 1.c.ii and 1.e.*
   - i. Enhance *permanent* resources for laboratory budgets.
      1. Our laboratory budget allocation in 2017/18 was funded entirely with one-time lottery funds @$722,000. In 2018/19, $342,075 was funded with lottery funds, $175,000 was funded with GF one-time funds, and an "augmentation" of $160,000 was funded with GF one-time funds, for a total of $677,075 ($49,925 <u>short</u> of the 2017/18 allocation).
         - a. ***We request that this $49,925 shortfall be restored in our budget to bring the previous allocation total to the 2017/18 requested value of $722,000.***
      2. The number of students in BIOL, CHEM, and PHYS laboratories has more than doubled from 2,454 students in AY 09/10 to 5,508 students in AY 17/18, while lab funding decreased from $149 to $131 per lab student. Adjusting for inflation in terms of 2009 dollars from AY 09/10 to AY 17/18, this is a 24% decrease, from $149 to $113 per

lab student. Based on the 2009/10 lab funding rate of $149 per lab student, the permanent CSM laboratory instructional budget today, just to service students in BIOL, CHEM, and PHYS, should be at least $812K. When we account for inflation, this value rises to $970K (as prices in 2018 are 19.5% higher than prices in 2009). As stated in previous TYRPs, based on Delaware Study data, the laboratory budget for a college of CSM's composition and size should be $1.2-$1.5M. We must strive achieve this base funding in the instructional budget within 3 years.

    a. While we note an allocation of $120K to our GF base budget for laboratory instruction a few years ago, we are still well short of funding for laboratory instruction. Last year, we received a $160K "augmentation" which was not a true augmentation, as it was part of the $677K. For 2019/20, ***we request an incremental augmentation in the lab budget of $170K in base general funds.*** Together, this should bring the total laboratory budget available in 2019/20 to approximately $1M and enable us to serve our students.

        i. Existing outdated and unserviceable equipment need replacement, such as microscopes, freezers, cabinets, meters, autoclaves, cadavers, and centrifuges. Most of the lab budget that we receive pays for student assistants in the labs, supplies for the lab experiments, contracts for maintaining equipment, minor repairs of equipment, and purchases of minor equipment such as microscopes. The ongoing lab budget is insufficient to replace aged equipment. Data in Tables 1 and 2 on the following page indicate the critical need to replace $727K in aged equipment. We will strategically allocate funds from the budget augmentation requested for this critical priority.

3. Computer Science requires a dedicated laboratory budget allocation to support high impact pedagogies and to enable meeting ABET accreditation criteria, as identified by external program review. We have accounted for this need in the budget augmentation requested.

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Table 1: Equipment Age and Replacement Costs

AGE (years)	ASAP	AY 19/20	Grand Total
0-2.5	$25K (d)		$25K
2.5-5			
5-7.5		$23K (x)	$23K
7.5-10			
10-12.5	$20K (u)	$11K (h)	$31K
12.5-15		**$45K (i)**	**$45K**
15-17.5	**$45K (bv)**	**$175K (afgj)**	**$22K**
17.5-20			
20+	**$637K (cklmnopqrstw)**		**$637K**
Total	$727K	$254K	$981K

Table 2: Equipment Descriptions

ITEM	DESCRIPTION
a	BIOL (30K) Floor centrifuge JXP02C25 with new rotors
b	BIOL (25K) Replace 4 water purifiers
c	BIOL (30K) Floor centrifuge, Ultra L7-80 HFC with new rotors
d	BIOL (25K) Water source for Green House well water is destroying structure and cement
f	BIOL (80K) Autoclave sterilizer, Large cap for multible users
g	BIOL (30K) High speed centrifuge, table top. With new rotors
h	BIOL (11K) Safety Cabinet (4')
i	BIOL (45K) Safety Cabinet (8')
j	BIOL (35K) Acid wash dishwasher
k	BIOL (225K) Replace cage washer, 26+ years old, no parts available for existing one; new electrical and plumbing needed
l	BIOL (55K) Replace large autoclave 26+ years old; new electricval and plumbing
m	BIOL (45K) Replace small autoclave, 26+ years old; new electricval and plumbing
n	BIOL (56K) Replace 16 compound microscopes (Rm 207), 26+ years old, cannot repair
o	BIOL (7K) Replace 3 dissection mictroscopes (Rm 207), 26+ years old, no parts available
p	BIOL (29K) Replace 13 dissection mictroscopes (Rm 310), 26+ years old, no parts available
q	BIOL (84K) Replace 24 compound microscopes (Rm 316), 26+ years old, cannot repair
r	BIOL (14K) Replace 2 Glass Door Chromatography Refrigerator with Natural Refrigerants (Rm 207), 20+ years old, no long can find parts
s	BIOL (19K) Replace Floor Mount Shaker Incubator, (Rm 212), 26+ years old, no long can find parts
t	BIOL (38K) Replace 6 Thermo Scientific Barnstead E-Pure Ultrapure Water Purification Systems D4641, 26+ years old, no longer can fix
u	CHEM (20K) Replace a glovebox (~$10K) and a Rotovap (~$10K) both of which are more than 10 yrs old.
v	CHEM (20K) A speedvac which is more than 15 years old.
w	CHEM (35K) Replace a potentiostat (~5K) and Gas Chromatograph (~30K) both which are more than 20 years old.
x	CHEM (23K) Replace HPLC pumps (~$18K) and a HPLC degasser (~$5K) both of which are ~ 5 years old.

4. ***We request 1 Instructional Support Technician for prepping laboratory instruction in Science Hall 1 at a salary of $44K.***
    a. In Spring 2015 2.5 ISTs were responsible for 24 lab sections per week. In Spring 2019, the same 2.5 ISTs were responsible for 41 lab sections per week.
    b. Due to the tremendous increase in the number of lab sections for which these staff are responsible, we are stretched way too thin and risk not having enough time for our employees to take mandatory breaks and a full lunch along with increased stress to accomplish the impossible.
    c. In addition, in Fall 2019 ~18 lab sections will have their time extended by one additional hour. This will require staff to start earlier (6am) and stay later (7pm), and this will cause problems in the middle of the day with less coverage.
    d. Due to the high demand from students for needed courses and the scheduling constraints, some labs are only allowed 10 min to reprep which takes a full crew to accomplish.

b. *Increase the number of tenure track faculty to make progress with our 30/90 hiring plan (30th anniversary, 90 tenure track faculty in CSM) and increase requisite staffing levels. CSM goal 2.b.ii; AA goal 1.c.iii*

San Diego's North County (North County) has over 1.2 million residents and just over 513,000 jobs. North County hosts several innovative, export-oriented industry clusters, including Biotechnology and Biomedical devices; Defense, Aerospace, and Communications Manufacturing; Sports and Active Lifestyle; and, Information and Communication Technologies (ICT). The region is also a net exporter of talent, providing highly-skilled workers to employers in neighboring communities.

North County's population is becoming slightly more concentrated in the younger and older range, while middle-aged residents are shrinking. In 2016, 24% of the population was under the age of 18. The populations of the North County cities of San Marcos and Vista have grown about 3% annually since 2015. To be successful as part of a regional comprehensive university, CSM must be able to deliver curricula and research experiences that are relevant to the employer of the future. With our annual budget allocation request, we aim to sustain our ability to employ pedagogies that are relevant to our changing society and student demographics in the face increasingly limited space/facilities.

The FTES taught by the college continues to increase, and the number of FTES per tenure-track faculty is steadily increasing as well. This means that, despite successful strategic hiring by CSM in the last three years, CSUSM students still have less contact with CSM TTF in the classroom, particularly in certain disciplines. An acceptable benchmark range for SFR

(in the major) in STEM is 40 (good)-60 (bad), given external demand/pipeline factors. This ratio remains on the higher end in at least two departments. We need sufficient numbers of tenure track faculty to:

- Sustain accredited/certified degree programs (Computer Science; Engineering; Chemistry). Recent chemistry program reviews have raised concerns, and we know that the American Chemical Society has placed other departments in the CSU on probation in similar circumstances.
- Provide vital advising and mentoring in the major.
- Support the high-impact practice of undergraduate research.
- Grow our graduate programs and support Masters' level research.
    i. To make progress with our 30/90 plan in accordance with planning assumptions, we request *4 tenure track faculty lines* to meet academic and diversity requirements for a total request of *$330K*.
        1. *2 tenure track faculty lines at an average starting salary of $80K* (*$160K*) as a cluster hire in STEM Education Research (also known as discipline-based education research, DBER), in disciplinary areas to be determined in accordance with our CSM faculty hiring matrix. In addition to helping achieve a critical mass of faculty in this area, such a cluster hire will foster interdisciplinary collaboration, increase the likelihood of obtaining new sources of external funding, attract high value faculty, and advance our strategic of developing learner-centered, innovative curriculum.
        2. *2 tenure track faculty lines at an average starting salary of $85K* (*$170K*) in Computer Science/Data Science/Big Data/Software Engineering. The San Diego Regional Economic Development Corporation has been working with employers throughout the region, and across industries, to evaluate demand signals within the field of Data Science. The field is growing rapidly and LMI data have not accurately projected this growth. As a result, employers are concerned about their talent pipeline moving forward. Last fall SDEDC aggregated a group of 20 companies that are hiring data scientists at scale, to understand better the specific need, important skillsets, and projected growth, and to ensure that as a region we as educators are aware of these trends. The top 5 trends are Artificial Intelligence, Cloud Services, AR/VR Systems, IoT Platforms, Big Data. In addition to serving our current instructional needs and given current faculty interests and expertise, this could be a joint appointment between Computer Science and other departments in the College.

      ii. **Search costs** for 4 tenure track faculty @ $6K each: ***$24K***

      iii. **Moving costs** for 4 tenure track faculty @ $3-8K each: **$20K**

c. *Expand and enhance faculty and student research. AA planning assumptions 1.c.iii, 1.c.v, CSM planning assumptions 2.a, 2.b.ii, 2.b.iii*

      i. Our physical resources are diminishing. CSM is limited in space because of continued growth. Renovations (capital improvements) are needed routinely to accommodate faculty research and laboratory curricula. Increase funding for space. Furthermore, competitive start-up packages are needed to recruit and retain talented and diverse faculty to be successful teacher-scholars. Adequate start-up enables faculty to be more competitive in seeking external funding. Although CSM has done well to increase its portion of IDC return allocation and EL revenue share in order to fund start-up costs, these revenues are insufficient to support faculty recruitment at a rate commensurate with the needs of the College (we are still playing "catch-up").

          1. We request to retain ***our projected salary savings of* $99,815** for the purposes of renovation and start-up costs to offset our projected AY 2019/20 start-up costs of $182K for existing recently hired tenure track faculty.

          2. ***To date, we have realized a total of $587K in salary savings from the DoEd HSI STEM grant. CSM requests that we retain these cumulative salary savings in 2019/20 for expenses associated with engineering such as engineering faculty salaries.***

          3. In 2018/19 two CSM faculty received GRIF appointments. ***We request to carry forward $17,303 to offset the July and August salaries of their GRIF appointments.***

d. *Increase faculty and staff professional development opportunities. AA planning assumption; 1.c.v; CSM planning assumptions 2.b.i and 2.b.ii.*

      i. Compensate and incentivize time spent in professional development.

          1. Faculty: ~60 tenure track faculty @$500; total $30K. Typically, we realize this cost from our instructional budget, salary savings, and/or alternative revenues.

          2. Staff: ~25 staff @$250; total $5K. Typically, we realize this cost from our instructional budget, salary savings, and/or alternative revenues.

     e.   *Increase promotion of CSM in the larger community.*

            i.   CSUSM pays annual campus tithes to the COAST, CSUPERB and OSI affinity groups: $10K, $12K and $1.5K respectively. These funds are held in Academic Affairs as base budget and are typically transferred to the CSM budget as one-time allocations. ***We request that $23.5K be transferred to our base budget.***

            ii.   Dean Kantardjieff is a member of several high profile non-profit boards of directors in greater San Diego. These appointments, including Athena San Diego, BIOCOM and CONNECT, bring additional recognition to CSUSM and provide opportunities for advocacy and philanthropy. ***The continuing annual educational organizational financial commitment to these organizations $15K.***

2) **FY 2020/21 Goals**

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

CSM's planning assumptions remain as articulated in 2019/20 and follow our 10-year strategic plan. This advances via 24-month action plans, which are updated annually. Thus, budget requests for tenure track faculty hiring, laboratory budget, and salary savings for various strategic priorities will be updated to account for campus growth and any budget adjustments/shortfalls realized in 2019/20.

Assuming that we have successfully implemented a strategic facility plan that aligns our facility needs with our business plan, the 2020/21 budget request will likely reflect greater emphasis on our strategic priority to expand and enhance faculty and student research, which will now include the needs of our newly launched software and electrical engineering programs. This should also assist us in accommodating much-needed tenure track faculty according to our 30/90 plan.

3) **FY 2021/22 Goals**

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

CSM's planning assumptions remain as articulated in 2019/20 and follow our 10-year strategic plan. This advances via 24-month action plans, which are updated annually. Thus, budget requests for tenure track faculty hiring, laboratory budget, and salary savings for various strategic priorities will be updated to account for campus growth and any budget adjustments/shortfalls realized in 2019/20.

Assuming that we have successfully implemented a strategic facility plan that aligns our facility needs with our business plan, the 2020/21 budget request will likely reflect greater emphasis on our strategic priority to expand and enhance faculty and student research, which will now include the needs of our newly launched software and electrical engineering programs. This should also assist us in accommodating much-needed tenure track faculty according to our 30/90 plan.

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Three-Year Rolling Budget/Hiring Plan for FYs, 20/21, 19/20 and 21/22
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<u>**Global Programs and Services (Global Ed. and ALCI**</u>)

PART I: NARRATIVE

A. **Planning Assumptions**

  1) **Common planning assumptions for all Academic Affairs subdivision units**
     a. 3-5-% growth (or baseline pending effect of Cal State Apply, CO Redirect Process and Political Climate in US and optics globally this growth could be 0% or negative pending these items are not corrected) at the university level for each of the three years based on the following assumptions:
        - Unique value propositions in Canada (green card upon university graduation) and Australia (instant off-campus work authorization and devaluation of currency by 20%) will have a direct impact on student-decision-making process.
        - Prospect of increase in non-resident fees and in-state tuition could impact our recruitment efforts.
        - Revision of overseas government sponsored-student requirements will result in fewer eligible to participate in study
        - Impact may be mitigated should CSUSM receive AACSB accreditation and finalize Engineering programs in 2019/20 with first international student enrollments admitted in 2020/21 due to Department of Homeland Security rules.
        - With the potential to hire an Associate/Director of International Admissions, more time may be dedicated to the purpose of recruitment and streamlining admissions procedures (effective CRM system).
        - ALCI projections are estimated at 2-3% growth due to items mentioned above along with restrictions on placements in English as a Second Language (ESL) programs through sponsoring agencies. In addition, competition with proprietary "pathway" language programs continue to erode market-share. These figures could be mitigated by offering innovative programs for English language learners heavy marketing of "pathway" bridge program for English learners earning college credit, Teacher Training, high school summer camp, ESL for credit, certificate programs, short-term programs for professionals etc.) alternative options.
        - Study abroad numbers will grow at an annual rate of approximately 1-3% over the course of 3 years due to limited staffing. Addition of a full-time study abroad assistant could grow these numbers.
     b. Increasing funding for all three years based on future economic and political decisions
     c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:

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      i.   Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics (Engineering, face-to-face Cyber-Security and Hospitality Management).

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

   iii.   Invigorate faculty and student research activities.

   iv.   Cultivate global perspectives through review of General Education content

    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 – Global Programs and Services (GPS)***

    a.   GPS will continue operating under a self-support model through Extended Learning.

    b.   GPS in conjunction with other units within Extended Learning will work with faculty on program recommendations based upon needs assessments, resources, feasibility, justification analysis and partner support. Where applicable, programs will be pursued with respective Colleges for establishing MOU's, ranking of priorities and implementation. Following agreement with College and Departments, GPS's involvement will be primarily program implementation, facilitation and operation

    c.   Through the use of the University Global Affairs Committee (UGAC), GPS will continue to conduct outreach efforts for campus awareness of its services and support. Likewise, UGAC will serve as a portal for academic departments to bring forth ideas on campus initiatives and direction.

    d.   CSUSM campus community is more accepting of the presence of international students on campus. Should student enrollment increase substantially (AACSB, Engineering), additional support and workspace must be provided.

    e.   Global outreach efforts will remain the purview of GPS with the expectation that Academic Affairs and colleges will have direct input into such efforts, especially if new programs are to have a global perspective.

    f.   Demand for on-campus housing may grow pending an in-depth review of residential cost. Currently, international students elect to live off campus (host-families or apartments due to lower monthly costs and lack of 1 year housing contract). Should this be addressed, the expectation of services and processes adapted to the needs of this target audience will need to materialize. The expectation is that programming in the residence halls will reflect the diversity of the student population and take into consideration the unique opportunity that having international students living on campus encompasses.

    g.   Proposed that any differential <u>increase</u> in non-resident tuition of $396 to campus will be channeled directly to GPS to offset our efforts to grow our international student

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*population, support our efforts to fund student study abroad opportunities and to provide
support services across campus for departments that are directly impacted by such
growth.*

B.   Goals by Fiscal Year
   FY 2019/20 Goals
   *1. Create a new action plan for 2020-25 and shape a diversified campus environment by continuing
      to attract students from a variety of geographic regions around the world.* GPS will continue to
      target the following geographic areas for student enrollments. These areas have been
      identified in the annual IIE report "Open Doors" as strategic areas of growth:

      a.   Vietnam/Malaysia and Indonesia
      b.   China
      c.   South America (Ecuador, Peru and Bolivia for 2+ 2 programming)
      d.   Northern Europe (ALCI)
      e.   Middle East (Oman, Qatar, Lebanon, Bahrain, Saudi Arabia)

   *2. Ensure that growth patterns are supported by services that assist students with their
   adjustment to the United States in general and CSUSM in particular.* Defer hiring of additional
   staffing for both Global Education and ALCI due to budget constraints. Provide cost-sharing
   with other departments whenever possible (e.g. Enrollment Services, EL Central and other
   institutions such as community colleges' marketing efforts).

   *3.   Increase CSUSM visibility and awareness throughout the world as an ideal location for student
   learning and a respected institution and resource for academic collaboration.* Revise collateral to
   reflect the global nature of CSUSM (utilizing online marketing/recruitment to offset travel
   expenses). Diversify our marketing strategies for a variety of audiences (e.g. language specific
   webpages, targeting international high schools, establish 2+2 partnerships with overseas
   universities). Survey faculty to determine additional contacts abroad and leverage these in our
   globalization efforts (e.g. student exchange, faculty teaching and research etc.).

   *4.   Continue to develop partnerships with educational, governmental and private sector
   entities to generate additional academic and financial assistance.* Identify both faculty and
   student demand for overseas partnerships. Efforts will include the encouragement of faculty-
   led short-term study abroad programming, Development a new CSU state-wide searchable
   database to promote options for CSU students beyond the system-wide year abroad program
   model, develop regular communication with overseas governments on training development
   needs (Saudi, Omani, Qatari, Indonesian, Chinese cultural missions) and continue to apply for
   grant opportunities through private foundations/public agencies.

5.   *Strengthen our processes for providing excellent student service both from initial inquiry to graduation and ensure regular and collaborative communication with academic departments and student services to promote GPS as a resource on campus.* In order to monitor/manage our enrollment growth both in study abroad and international recruitment, GPS in conjunction with EL Central will continue to analyze data collected both in student recruitment and retention, adjusting outreach efforts and developing support networks for students as needed. Similarly, implementing a robust CRM/database management system will help to reduce workload issues, increase response time to students and partners and insure timely-response to crises.

6.   *Ensure regular and collaborative communication with academic departments and student services to promote GPS as a resource on campus.* Through various outreach efforts (ALCI as a resource for supporting domestic and international English language learners, teaching English abroad opportunities after graduation, demonstrate the substantial knowledge that GPS has to offer.

7.   *Assist CSUSM colleges, faculty and programs that seek opportunities or involvement in global awareness with restricting faculty-led programs to a select few through competitive review (UGAC). Encourage faculty to seek out research opportunities or promote existing study abroad programs to their students.* GPS's mission is wide-ranging and such has multiple audiences. In 2018-19, GPS will continue to target on-campus activities to enhance awareness of our services and opportunities for both students and faculty. ALCI will launch new "pathway" program with select academic departments offering English support for lower division GE courses. GPS in conjunction with the Development Office will engage the Zwick family to encourage additional donors to the Study Abroad scholarship fund they have initiated. GPS will continue to develop video clips to showcase these individuals and their contributions to CSUSM and the broader community.

1) **FY 2020/21 Goals**

1. *Shape a diversified campus environment by continuing to attract students from a variety of geographic regions around the world.* In addition to maintaining regular communication/correspondence with those countries earlier identified, examine "emerging markets" for new opportunities for promotion through strategic research and trends (e.g. Central America, Gulf States, Africa, Russia, Turkey) to continue to grow in enrollments. Maintain marketing strategy to concentrate on specific representatives in strategic geographic areas that insure CSUSM is regularly represented. Leverage expertise of possible newly hired Associate/Director of International Admissions to spearhead these initiatives.

2. *Ensure that growth patterns are supported by services that assist students with their adjustment to the United States in general and CSUSM in particular.* Review student to advisor ratios and determine if this matches NAFSA standard guidelines. If not, look to find

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creative opportunities to expand customer service through use of student assistants/part-time employees/interns and online training videos.

3. *Increase CSUSM visibility and awareness throughout the world as an ideal location for student learning and a respected institution and resource for academic collaboration.* Continue to utilize student assistants in "social media" campaigns to engage prospective students. Review faculty "expertise" database and promote opportunities for faculty research interests with a geographic/global focus, leveraging this in our engagement with collaborations overseas.

4. *Continue to develop partnerships with educational, governmental and private sector entities to generate additional academic and financial assistance.* Systematize faculty funding interests that incorporate international collaborations by working with UARSC to identify potential grant-writing opportunities. Participate in grant-writing opportunities to ensure CSUSM is presenting the most up to date formats and appropriate proposals.   Represent the University at local functions whereby private sector individuals express an interest in philanthropy with an international focus.

5. *Strengthen our processes for providing excellent student service both from initial inquiry to graduation and ensure regular and collaborative communication with academic departments and student services to promote GPS as a resource on campus.* Target specific departments for high-focus engagement with an emphasis on global awareness. Continue with current outreach including: Career Center, Internship Office and Service Learning with foci on international engagement, Student Services incorporating "Study Abroad" as an information session for New Student Orientations, train a "team" of experts to promote CSUSM on an international scale. Through UGAC, engage curricula committees to infuse "globalization" in faculty coursework.

6. *Ensure regular and collaborative communication with academic departments and student services to promote GPS as a resource on campus.* GPS through UGAC and monthly meetings will continue to engage departments/divisions on globalization efforts on campus.

7. *Restrict CSUSM colleges, faculty to a selective limit of faculty-led programming through the auspices of UGAC due to budget constraints.   UGAC will provide a ranking order of study abroad programming to ensure high value activities are served. C*ontinue to promote existing study abroad programs through Spring Study Abroad fair inviting affiliates and exchange partner universities to campus to promote these activities. .

2) **FY 2021/22 Goals**
1. *Shape a diversified campus environment by continuing to attract students from a variety of geographic regions around the world.* In addition to maintaining regular communication/correspondence with those countries earlier identified, audit all three year agreements (with sunset clauses of March 1 and September 1, 2018) and determine

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whether they should be renewed. Develop new agreements that reflect the strategic goals of the university.

2. *Ensure that growth patterns are supported by services that assist students with their adjustment to the United States in general and CSUSM in particular.* Develop an on-line pre-arrival orientation for newly admitted and confirmed students utilizing latest technological platforms. Synthesize data to determine our admission standards are in-keeping with our academic standards. Review and revise curriculum through ALCI in conjunction with an academic department that will award "credit-bearing" content towards graduation.

3. *Increase CSUSM visibility and awareness throughout the world as an ideal location for student learning and a respected institution and resource for academic collaboration.* Continue ongoing efforts to utilizing student assistants in "social media" campaigns to engage prospective students, study abroad returnees and international alumni in our outreach efforts. Review and update faculty "expertise" database that adequately reflects current research interests with a geographic/global focus, leveraging this in our engagement with collaborations overseas. Complete CEA or UCIEP accreditation for ESL programs offered at CSUSM.

4. *Continue to develop partnerships with educational, governmental and private sector entities to generate additional academic and financial assistance.* Continue ongoing efforts to systematize faculty funding interests that incorporate international collaborations with UARSC to identify potential grant-writing opportunities. Find additional resources for scholarships for study abroad students through continued engagement with current donors (Zomalts, Zwicks, Bronners). Continue to encourage staff/academics to identify potential overseas "corporate" partners for training opportunities for their customers/employees and engage them in short-term professional development.

5. *Strengthen our processes for providing excellent student service both from initial inquiry to graduation and ensure regular and collaborative communication with academic departments and student services to promote GPS as a resource on campus.* Continue ongoing efforts to target specific departments for high focus engagement with an emphasis on global awareness. Examples might include: Global Studies/Political Science efforts to develop a Middle Eastern Studies emphasis area, a Global Economics track within the Economics major etc. and identify and develop a "global competence" GE track through GEC or developing a track within the Master's in Education for TESOL.

6. *Ensure regular and collaborative communication with academic departments and student services to promote GPS as a resource on campus.* GPS through UGAC and monthly academic/student services meetings continue to engage departments/divisions on globalization efforts on campus. Broaden "International Week" activities beyond current CSUSM offerings through community outreach efforts.

7. *Assist CSUSM colleges, faculty and programs that seek opportunities or involvement in global awareness. (e. g. international alumni development, faculty-led study abroad opportunities,*

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outreach efforts and input into new programming/regional strategies etc.) Continue initiatives outlined in 2017-20 action plan and revise a new action plan for 2020-25. Push for additional visiting scholars to campus by engaging such agencies as IREX, ACTR-ACCELS, Organization of American States and USAID and encourage academic departments to utilize such scholars in their research work.

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Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21 and 21/22
Part I: Narrative, Sections A and B

<u>**Extended Learning - Programs**</u>

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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.

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2) **Begin here enumerating planning assumptions for the unit**
   As the self-support arm of Academic Affairs, Extended Learning is uniquely positioned to facilitate programmatic growth. As a source for the development of non-state funding sources, Extended Learning has demonstrated great success in facilitating the Colleges' rapid response to the current and future workforce needs of the region and beyond in delivering relevant degrees and certificate programs.
   a. New Program Development
      i. EL will focus its collaborative development efforts on degree, certificate, and certification programs with an eye toward emerging market trends and meeting workforce demand.
      ii. EL will leverage its partnerships with the colleges/schools and industry partners to build interdisciplinary programming aimed at solving critical industry partners' workforce needs.
      iii. EL will serve as an incubator for unique programs – pursuing partnerships with other CSU campuses/initiatives, community colleges, and industry partners to develop innovative degree and certificate program models that enhance program access and quality (e.g., joint programs, collaborative tracks, fully online, synchronous distance, closed/site contracts, stackable).
   b. Launch of Approved Programs
      i. EL will work with the colleges/schools to identify existing degree and certificate programs that may be appropriately launched via self-support.
   c. Business, Industry and Government Partnerships
      i. EL will strengthen its Business, Industry and Government partnerships by engaging in outreach and events, and serving on boards and committees.
      ii. EL will actively pursue contract and corporate training opportunities in the region and beyond.
   d. Temecula Campus
      i. EL will continue to collaborate with the colleges/schools to identify new degree, certificate, and certification programs that may be launched at the Temecula Campus.
      ii. EL will work to strengthen the CSUSM partnership with Mt. San Jacinto Temecula with a goal of creating degree pathways and articulation agreements that are mutually beneficial.
   e. International Programs
      i. EL will actively pursue contracts with International institutions of higher education and corporate/government entities for short-term academic and non-credit study programs.

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      ii.   EL will continue to support campus internationalization goals through unique degree and certificate program development and offering of courses through Open University to Semester at CSUSM students.

   f.   Strategic Hiring of Staff

      i.   EL will continue to leverage new hires in order to achieve divisional and unit goals.

B. Goals by Fiscal Year

   1) FY 2019/20 Goals

     a. Increase credit and non-credit revenues by 10%.

     b. Launch newly approved and expanded programs, including the: Online Bachelor of Arts in Sociology, Professional Bachelor of Science in Business Administration, and Bachelor of Science in Speech Language Pathology summer start. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**

     c. Continue working on the development and needed approvals for Master of Science in Applied Behavioral Analysis Online, Interdisciplinary Bachelor of Arts and Science in Game Design Studies, Bachelor of Arts in Human Development (Temecula), Bachelor of Science in Cybersecurity, and Master of Science in Nursing Online. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**

     d. Launch new non-credit programs to meet workforce needs, including, but not limited to: Comp TIA A+, Computer Software Programming, Medical Coding and Billing, and Medical Transcription and Terminology.

     e. Continue development of Extended Learning Information Technology Academy, including but not limited to: Regional Cisco® Academy, CompTIA® Academy, Software Programming Academy and Information Technology Testing Center.

     f. Explore viability of Master of Science Physician Assistant program and Online Master of Science in Speech Language Pathology program with College of Education, Health and Human Services.

     g. Explore viability of General Science degree completion program with College of Science and Math.

     h. Explore viability of Bachelor of Arts in a Modern Language or a certificate in a Modern Language College of Humanities, Arts, Behavioral and Social Sciences.

     i. Continue partnerships with industry and organizations such as, National Electrical Contractors Association (NECA), Neighborhood Healthcare and Vista Community Clinic to expand program offerings and meet community workforce needs.

     j. Continue development of collaborative and pathway programs with Mt. San Jacinto College in areas including human development and criminology.

     k. Continue development of collaborative and pathway programs with Palomar College and Mira Costa College in areas including, but not limited to Kinesiology, Business Administration and Cybersecurity.

     l. Continue to explore partnerships with industry entities and organizations to expand program offerings and meet community workforce needs.

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m. Continue involvement in Chamber Champions, Workforce Investment Boards, North County Professional Development Federation, Chambers of Commerce, and other community engagement activities.

n. Continue to expand Veteran student outreach and provide more program options for Military Affiliated students.

o. Continue to streamline and refine processes between EL and Colleges to better administer programs and create a seamless student experience.

2) **FY 2020/21 Goals**

a. Increase credit and non-credit revenues by 10%.

b. Acquire approvals for and launch programs, including the: Master of Science in Applied Behavioral Analysis Online, Interdisciplinary Bachelor of Arts and Science in Game Design Studies, Bachelor of Arts in Human Development (Temecula), Bachelor of Science in Cybersecurity, and Master of Science in Nursing Online. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**

c. Explore viability of Accelerated Bachelor of Science in Software Engineering and Master of Science in Software Engineering with College of Science and Math.

d. Continue working on the development and needed approvals for degree and certificate programs. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**

e. Explore new non-credit certificate programs to meet workforce needs, including, but not limited to: Data Mining and Analytics, Cisco Certified Network Associate, and Computer Software Programming Languages.

f. Continue development of Extended Learning Information Technology Academy, including but not limited to: Regional Cisco® Academy, CompTIA® Academy, Software Programming Academy and Information Technology Testing Center.

g. Continue development of collaborative and pathway programs with Palomar College, Mt. San Jacinto College, and Mira Costa College.

h. Continue to explore partnerships with industry entities and organizations to expand program offerings and meet community workforce needs.

i. Continue involvement in Chamber Champions, Workforce Investment Boards, North County Professional Development Federation, Chambers of Commerce, and other community engagement activities.

j. Continue to expand Veteran student outreach and provide more program options for Military Affiliated students.

k. Continue to streamline and refine processes between EL and Colleges to better administer programs and create a seamless student experience.

3) **FY 2021/22 Goals**

a. Increase credit and non-credit revenues by 10%.

b. Acquire approvals for and launch new degree completion programs. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**

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c. Continue working on the development and needed approvals for degree and certificate programs. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**

d. Continue development and promotion of Extended Learning Information Technology Academy, including but not limited to: Regional Cisco® Academy, CompTIA® Academy, Software Programming Academy and Information Technology Testing Center.

e. Launch new customized professional development programs in partnership with regional businesses and government agencies.

f. Continue development of collaborative and pathway programs with Mt. San Jacinto College, Palomar College and Mira Costa College.

g. Continue to explore partnerships with industry entities and organizations to expand program offerings and meet community workforce needs.

h. Continue involvement in Chamber Champions, Workforce Investment Boards, North County Professional Development Federation, Chambers of Commerce, and other community engagement activities.

i. Continue to expand Veteran student outreach and provide more program options for Military Affiliated students.

j. Continue to streamline and refine processes between EL and Colleges to better administer programs and create a seamless student experience.

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California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21 and 21/22
Part I: Narrative, Sections A and B

Extended Learning - Temecula

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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 Extended Learning**
   As the self-support arm of Academic Affairs, Extended Learning is uniquely positioned to facilitate programmatic growth. As a source for the development of non-state funding sources, Extended Learning has demonstrated great success in facilitating the Colleges' rapid response to the current and future workforce needs of the region and beyond in delivering relevant degrees and certificate programs.
   a. New Program Development

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       i.   EL will focus its collaborative development efforts on degree, certificate, and certification programs with an eye toward emerging market trends and meeting workforce demand.

      ii.   EL will leverage its partnerships with the colleges/schools and industry partners to build interdisciplinary programming aimed at solving critical industry partners' workforce needs.

    iii.   EL will serve as an incubator for unique programs – pursuing partnerships with other CSU campuses/initiatives, community colleges, and industry partners to develop innovative degree and certificate program models that enhance program access and quality (e.g., joint programs, collaborative tracks, fully online, synchronous distance, closed/site contracts, stackable).

b. Launch of Approved Programs

       i.   EL will work with the colleges/schools to identify existing degree and certificate programs that may be appropriately launched via self-support.

      ii.   EL will work to launch newly approved programs such as the Online Bachelor of Arts in Sociology, Professional Bachelors of Science in Business Administration, Specialized MBA program with an Analytic Specialization.

c. Business, Industry and Government Partnerships

       i.   EL will strengthen its Business, Industry and Government partnerships by engaging in outreach and events, and serving on boards and committees.

      ii.   EL will actively pursue contract and corporate training opportunities in the region and beyond.

d. Temecula Campus

       i.   EL will continue to collaborate with the colleges/schools to identify new degree, certificate, and certification programs that may be launched at the Temecula Campus.

      ii.   EL will work to strengthen the CSUSM partnership with Mt. San Jacinto College and Riverside Community College District with a goal of creating degree pathways and articulation agreements that are mutually beneficial.

e. International Programs

       i.   EL will actively pursue contracts with International institutions of higher education and corporate/government entities for short-term academic and non-credit study programs.

      ii.   EL will continue to support campus internationalization goals through unique degree and certificate program development and offering of courses through Open University to Semester at CSUSM students.

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      f.   Strategic Hiring of Staff
            i.   EL will continue to leverage new hires in order to achieve divisional and unit goals.

3) **Begin here enumerating planning assumptions for the unit**
   a. CSUSM at Temecula will continue operating under a self-support model through Extended Learning.
   b. Extended Learning will work with faculty on program recommendations based upon needs assessments, resources, feasibility, justification analysis and partner support. Where applicable, programs will be pursued with respective Colleges for agreement, nomination and implementation. Following agreement with College and Departments, Extended Learning's involvement will be primarily program implementation, facilitation and operation.
   c. Extended Learning will continue partnership with Mt. San Jacinto College (MSJC) to create 2+2 pathway programs.
   d. CSUSM campus community is more accepting of the Temecula Campus than in past years, however many are still reluctant to fully support the campus, and still view the Temecula campus as taking away time and resources from an already thin budget.
   e. Academic program planning is principally dependent upon each College department goals and planning.
   f. The Margarita Road property lease expires this year – November 2019. The campus is working with Temecula Unified School District to extend the lease until a permanent location has been identified. The campus has support from the City of Temecula who is in search of a permanent location.
   g. Additional support and resources are secured to retrofit our new permanent location.
   h. CSUSM will sublease classroom and office space from MSJC at the Temecula Valley Entrepreneurs Exchange (TVE2).

B. **Goals by Fiscal Year**
   1) **FY 2019/20 Goals** *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*
      a) Continue working with City of Temecula and Mt. San Jacinto College to secure new resources for a permanent location.
      b) Hire new Director of Campus Operations (MPPI) to manage campus operations in the new facility and Administrative Support Assistant I to support our front counter.
      c) Continue to work with campus departments on establishing new programs including, but not limited to, Human Development and Modern Languages
      d) Completely fill Criminology Justice Studies degree program
      e) Conduct an assessment to create new certificate programs to meet workforce needs
      f) Develop outreach, recruitment and promotional plans and campaigns to increase exposure to external and internal community regarding Temecula activities.
      g) Establish TAG agreements with Mt. San Jacinto for the Nursing, Kinesiology and Criminology Justice Studies degree programs.

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h) Develop collaborative and pathway programs with Riverside Community College District and Palomar College in areas including, but not limited to Kinesiology and Business Administration.

i) Continue recruitment efforts for international transfer students from domestic colleges programs.

j) Continue community engagement activities with local and regional agencies, i.e. Chambers of Commerce, Economic Development Corporation, and Riverside County Workforce Development and the Workforce Investment Board.

k) Develop Student Services Assessment Team to support the Temecula Campus growth with outstanding student services and best satellite campus operational practices for our new space.

l) Continue work with the EL program directors to determine and drive support for regional workforce needs, resources, feasibility, and justification for program degrees and certificates with Colleges/Departments.

m) Continue special session offerings and promote stackable certificates and 2+2 program development with Mt. San Jacinto College.

n) Continue to promote Temecula campus through fostering current and developing new relationships as part of "friend raising" and fund raising activities.

o) Develop or continue to streamline and refine processes between the Temecula Campus and Student Affairs to better administer Student Services and create a seamless student experience. Depends on new location or expansion of existing site.

p) Develop signature programs to promote and develop campus student life and leadership opportunities in collaboration with, but not limited to, ASI, Student Life and Leadership, Dean of Student's Office, Career Center and Social Justice Centers on main campus.

2) **FY 2020/21 Goals** *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

a) Prepare for facility expansion or site relocation to accommodate present and future growth.

b) Hire new Coordinator of Student Involvement to coordinate Campus Life Activities

c) Continue work with the EL program directors to determine and drive support for regional workforce needs, resources, feasibility, and justification for program degrees and certificates with Colleges/Departments.

d) Continue to increase exposure and internal communication to campus community and regarding Temecula activities.

e) Continue to develop collaborative and pathway programs with Mt. San Jacinto College and Riverside Community College District.

f) Continue recruitment efforts for international transfer students from domestic colleges programs.

g) Continue community engagement activities with local and regional agencies, i.e. Chambers of Commerce, Economic Development Corporation, and Riverside County Workforce Development and the Workforce Investment Board.

h) Continue to support the Temecula Campus growth with outstanding student services and best satellite campus operational practices.

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    i)   Continue work with the EL program directors to determine and drive support for regional workforce needs, resources, feasibility, and justification for program degrees and certificates with Colleges/Departments.

    j)   Continue special session offerings and promote stackable certificates and 2+2 program development with Mt. San Jacinto College, Riverside Community College District and Palomar College.

    k)   Continue to promote Temecula campus through fostering current and developing new relationships as part of "friend raising" and fund raising activities.

    l)   Continue to streamline and refine processes between the Temecula Campus and Student Affairs to better administer Student Services and create a seamless student experience.

    m)   Continue to develop signature programs to promote and develop campus student life and leadership opportunities in collaboration with, but not limited to, ASI, Student Life and Leadership, Dean of Student's Office, Career Center and Social Justice Centers on main campus.

3) **FY 2021/22 Goals** *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

    a)   Complete relocation or begin utilizing newly expanded site to accommodate present and future growth.

    b)   Continue work with the EL program directors to determine and drive support for regional workforce needs, resources, feasibility, and justification for program degrees and certificates with Colleges/Departments.

    c)   Continue to increase exposure and internal communication to campus community and regarding Temecula activities.

    d)   Continue to develop collaborative and pathway programs with Mt. San Jacinto College and Riverside Community College District and Palomar College.

    e)   Continue recruitment efforts for international transfer students from domestic colleges programs.

    f)   Continue community engagement activities with local and regional agencies, i.e. Chambers of Commerce, Economic Development Corporation, and Riverside County Workforce Development and the Workforce Investment Board.

    g)   Continue to support the Temecula Campus growth with outstanding student services and best satellite campus operational practices.

    h)   Continue work with the EL program directors to determine and drive support for regional workforce needs, resources, feasibility, and justification for program degrees and certificates with Colleges/Departments.

    i)   Continue special session offerings and promote stackable certificates and 2+2 program development with Mt. San Jacinto College.

    j)   Continue to promote Temecula campus through fostering current and developing new relationships as part of "friend raising" and fund raising activities.

    k)   Continue to streamline and refine processes between the Temecula Campus and Student Affairs to better administer Student Services and create a seamless student experience.

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California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21 and 21/22
Part I: Narrative, Sections A and B

<u>**Faculty Affairs**</u>

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units
  a. A funding model for colleges based on student demand projections.
  b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
       i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
  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 enrollment 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 the unit**
   a. Attracting, hiring and retaining exemplary faculty is critical to CSUSM's long-term academic success. Faculty Affairs will continue to focus on attracting and retaining diverse and interculturally competent candidates who meet the needs of our student population.
   b. The implementation of processes relating to Common HR will require assistance from IITS and will be time intensive. This investment will ultimately result in many net positives; including moving to a greener platform and saving significant amounts of time, allowing for other goals to be accomplished.
   c. Providing training and support to the colleges will continue to be critical to supporting the university mission, and maintaining positive labor relations.
   d. Faculty Affairs' workload will continue to increase as: (1) FTES growth will require increased faculty hiring, (2) many long term faculty will begin to retire or FERP, (3) the number of protected, personal and/or sabbatical leaves continue to increase, and (4) changes required by new systemwide technology, Executive Orders and tech letters are implemented. This increase workload will require training of current staff and administrators and additional personnel.
   e. Data needs, in particular related to diversity related competencies and data tracking, will continue to increase.
   f. Positive relationships with the Unit 3 and Unit 11 unions will continue to be essential and a critical focus of the unit.

B. **Goals by Fiscal Year**
   1) **FY 2019/20 Goals**
      a. Faculty Affairs will continue to partner with faculty, the Office of Inclusive Excellence, and college administrators to support our hiring goals. Faculty Affairs will also partner with the Faculty Center and college administrators to provide training to chairs that includes unconscious bias and lecturer hiring components. (Assumption a.)
      b. Faculty Affairs will work with systemwide CHRS implementation teams and will continue to reach out to IITS and other offices for support in moving to new electronic modules and obtaining data. (Assumption b and e.)
      c. Faculty Affairs will continue to provide training for Deans, Associate Deans, Department Chairs and equivalents. (Assumption c.)
      d. Faculty Affairs will ensure its staff are adequately supported to manage workload increases and that administrators and staff receive and attend necessary training, including related to Common HR needs, DHR and Title IX. The addition of part time or full time support staff will be needed to accommodate increased workload. (Assumption d.)
      e. Faculty Affairs will enlist the help of IITS to track and dive more deeply into diversity data. (Assumption e.)
      f. Joint labor meetings and other meetings with union representatives will continue. (Assumption f.)

2) **FY 2020/21 Goals**
   a. Faculty Affairs will also continue to support faculty mentoring/retention programs. Appropriate training will be attended to ensure administrators and staff within the unit remain current on attracting and retaining diverse faculty, diversity competence, etc. Faculty Affairs will use this information in updating its training for those involved in faculty searches. (Assumption a.)
   b. Faculty Affairs will work with systemwide CHRS implementation teams and will ensure its staff are adequately supported in CHRS rollout. (Assumption b.)
   c. Faculty Affairs will continue to provide training for Deans, Associate Deans, Department Chairs and equivalents. (Assumption c.)
   d. Staff will be provided adequate training opportunities and opportunity for career growth and success. In range progression and reclassification will be pursued, as appropriate. The addition of full time support staff will be needed, if not accomplished in 2019/20, to accommodate increased workload. (Assumption d.)
   e. Faculty Affairs will enlist the help of IITS to assist with website updates, diversity tracking and technology challenges arising from new systemwide modules. (Assumptions b and e.)
   f. Joint labor meetings and other meetings with union representatives will continue. (Assumption f.)

3) **FY 2021/22 Goals**
   a. Faculty Affairs, in partnership with the Office of Diversity, will ensure that the AVP and staff, as appropriate, stay current with training on attracting and retaining diverse faculty, diversity competence, etc. Faculty Affairs will use this information in updating its training for those involved in faculty searches. Faculty Affairs will also continue to support faculty mentoring/retention programs.   Faculty Affairs will ensure that its administrators and staff stay current with training on attracting and retaining diverse faculty, diversity competence, etc. Faculty Affairs will use this information in updating its training for those involved in faculty searches. (Assumption a.)
   b. Faculty Affairs will complete any remaining CHRS implementation and will continue to work with IITS to utilize or move towards full electronic modules. (Assumption b.)
   c. Faculty Affairs will continue to provide training for Deans, Associate Deans, Department Chairs and equivalents. (Assumption c.)
   d. Staff will be provided adequate training opportunities and opportunity for career growth and success. Additional staffing may be needed to accommodate increased workload. (Assumption d.)
   e. Joint labor meetings and other meetings with union representatives will continue. (Assumption f.)

California State University San Marcos

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Strategic Planning and Budget Cycle
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Part I: Narrative, Sections A and B

<u>**Faculty Center**</u>

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
    a. A funding model for colleges based on student demand projections.
    b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
        i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
    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 enrollment 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 Faculty Center will continue to play a critical role in student success and graduation rates by providing space and programming for all faculty to engage in continuous improvement through the investigation of pedagogical tools that engage students and build curiosity. We will continue to have close collaborations with other units on campus, including but not limited to: IITS, Office of Undergraduate Studies, Office of Graduate Studies and Research, Office of Inclusive Excellence, Community Engagement as well as each of the academic colleges.

Planning Assumptions

1. Professional development around teaching and learning and student success initiatives will continue to be a priority for faculty for all ranks and stages of their career.
    a. Professional development opportunities will increase to meet the needs of faculty in all phases of their career, as needs for new faculty can be different from those recently tenured, or more senior faculty
2. The Faculty Center will provide leadership and continue to support key initiatives related to diversity and inclusion, including professional development and training around course development for the Diversity and Equity Graduation Requirement.
3. There is a growing need for faculty development in non-teaching areas, including support for research, scholarly and creative activity, work/life balance, mid-career, etc.
4. The Faculty Center will continue play an integral role in the professional development related to quality online teaching. As an increasing number of course are offered online, the FC will need to take the lead on helping faculty to both develop and teach online courses.
5. The Faculty Center is the center of faculty professional development on campus, and as the faculty grows, the administrative support in the Center will also grow. The increased support will result in an increased need for resources.

B. Goals by Fiscal Year
1) FY 2019/20 Goals
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Develop support for student success initiatives. Create a Student Success Faculty Associate position who can conduct an environmental scan of student success initiatives that are relevant to faculty, along with a needs assessment of faculty to determine the type of information they need along with how to communicate it. The Associate would also lead a Faculty Learning Community on Student Success, and provide leadership on developing Degree Planner training. (*Assumption 1*).

Re-envision and expand the Preparing Future Faculty series. Graduate students teach many courses for first-year students, and this newly revised program will train them how to teach, and meet the needs of today's students. A day-and-a-half long Teaching Institute for Grad Students will be piloted to prepare them to teach on their first day of classes. This Institute would be followed by monthly meetings that will provide continuing education in the areas of teaching and learning, preparing to enter the professoriate, and developing a research agenda. A newly created faculty associate position will coordinate the institute and facilitate the monthly meetings. (In collaboration with OGSR) (*Assumption 1*).

Launch professional development programming for Diversity and Equity Graduation Requirement. Provide numerous professional development opportunities to assist faculty with revising and submitting courses for Diversity and Equity GE certification. Events will include a summer institute, faculty learning community, community of practice, one-on-one coaching, and additional workshops as needed. (*Assumption 2*)

Strengthen support for faculty research, scholarly and creative activity (RSCA). Create a faculty fellow position to develop a sense of community around research, and increase awareness of support available for research. This fellow will create a tracking system for faculty research activities, develop events to promote the dissemination of research, and lead a research related FLC. (In collaboration with OGSR) (*Assumption 3*).

Continue supporting faculty who teach online. In addition to providing support to faculty to assess their online courses, the FC Associate Director and Faculty Fellow for QLT will collaborate on workshops to help faculty develop and teach online courses, as well as assessing currently taught courses. (*Assumption 4*).

Increase student employees' wages. The California State Minimum Wage will increase $1 per hour per year until 2022. To maintain the level of support from student employees, our budget needs to keep pace with the increasing minimum wage. (*Assumption 5*)

2) **FY 2020/21 Goals**
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Strengthen support for Student Success initiatives. Based on the results of the needs assessment and environmental scan, create a new faculty fellow position to promote understanding of student success at CSUSM. (*Assumption 1*).

Continue professional development for Diversity and Equity Graduation Requirement.
Professional development in culturally inclusive pedagogy will continue on from the Diversity
and Inclusion GE PD. A shift to culturally inclusive pedagogy will expand upon the work done to
certify courses, but be more broad and inclusive of all faculty. Begin to offer a Culturally
Inclusive Pedagogy Institute in the summers, in addition to the Summer Teaching Institute.
(*Assumption 2*).

Further to develop support for faculty research. The RSCA Faculty Fellow will develop new
programming, some of which may focus on faculty struggling with a shift in research focus, or
other challenges in their research. (*Assumption 3*)

Develop and launch certificate in Culturally Inclusive Pedagogy. To ensure that faculty stay
up-to-date with trends in diversity and inclusivity, a Certificate program will be launched to
offer faculty the opportunity for continuous growth. (*Assumption 2*).

Increase student employees' wages. The California State Minimum Wage will increase $1 per
hour per year until 2022. To maintain the level of support from student employees, our budget
needs to keep pace with the increasing minimum wage. (*Assumption 5*)

3) **FY 2021/22 Goals**
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify
      which "assumption" the goal supports).*

Assess and revise new initiatives as needed. In order to meet the evolving needs of our
faculty, a cycle of assessment and improvement will be undertaken to examine new initiatives,
including: Student Success programming, Preparing Future Faculty, RSCA programming,
Diversity and Equity programming. *(Assumptions 1, 2, 3)*

Investigate the feasibility of renovating the Faculty Center Conference Room. As the
number of programs in the Faculty Center continue to grow, the use of the conference room
grows, and increases wear-and-tear on the existing furniture. In order to increase the number
of programs offered, the existing conference room will need to be updated. (*Assumption 5*)

Increase student employees' wages. The California State Minimum Wage will increase $1 per
hour per year until 2022. To maintain the level of support from student employees, our budget
needs to keep pace with the increasing minimum wage. (*Assumption 5*)

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Instructional & Information Technology Services

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

   Assumption #1: Implement Technology Strategic Plan: The first of its kind Unified Technology Strategic Plan (TSP) was approved in spring 2018 establishing the campus vision, mission, and IT strategic priorities for the next 5 years. The Information Management Steering Committee (IMSC) identified five (5) strategic initiatives for implementation. Implementation projects for these initiatives in FY 18/19 are outlined as follows:

   Assumption 1a) Campus Mobile App: *The Campus Mobile App will continue to grow in usage and will likely become one of the primary points of student electronic interaction with campus services that will expand to include retail transaction functions, appointment scheduling, and student engagement features.* CSUSM has had a mobile app platform since Fall 2016 and over the past two years the App adoption has grown significantly as functionality has expanded.   In the Fall of 2018, the Campus App added a vibrant new look, increased personalization and full access to all Student Information System functions, the Learning Management System, and increased communication on events. Tracking data found that an average of 1,923 users accessed the mobile app each day of the semester. Top functions included access to Cougar Courses (279,851 visits), MyCSUSM (186,774), and the Message Center (47,857).

   Assumption 1b) Digitalization/Electronic Workflow: *The replacement of paper forms and the requirement for original (non-electronic) signatures on documents. Changes in platform may be required and/or additional funding provided to reach campus-wide adoption.* – In FY 18/19, CSUSM adopted an eSignature Policy to promote the use of electronic forms. Additionally, CSUSM purchased an enterprise license of DocuSign as the campus' standardized platform for electronic forms. IITS is working to resolve an issue of unanticipated changes in DocuSign licensing through Internet2, which resulted in increased and potentially unsustainable licensing costs.

   Assumption 1c) Unified Communications System: *CSUSM will include technologies that enable targeted and managed communications to increase the effectiveness of university messaging and services to students.* While students interact with the university in-person, via the phone, and online, the official communications method of CSUSM is via student email. Email appears to be an unreliable way to reach the student population. CSUSM is looking to adopt a more targeted and personalized communication strategy that includes multiple electronic communication channels (including chat/chatbots), personalized portals, mobile tools, and modernized telecommunications platform.

Assumption 1d) <u>Constituent Relationship Management (CRM</u>): *Each fiscal year additional functional units will be added to the CRM system in order to track campus service delivery, coordinate communications, and provide a 360-degree view of individuals connected to CSUSM.* CSUSM has countless touch points with current students, campus community, and the external populations of prospective students, donors, vendors, and others. Effectively managing communications, enhancing service delivery, and coordinating the many connection points within the university will require the deployment of a unified CRM. In FY 18/19, CSUSM initiated the CRM pilot project with Community Engagement, Enrollment Management Services, and Extended Learning units with additional expansions planned.

Assumption 1e) <u>eOne Card System</u>**:** *CSUSM will initiate the eOne Card System in conjunction with campus vendors. System will be in place to support meal plan services by 2020. CSUSM will establish some form of "card office" and staffing to support the operational and financial functions for campus retail card operations.* CSUSM does not currently have a campus retail system that would facilitate and promote the use of on-campus retail services and spending. Historically, One Card Systems used physical plastic cards for campus ID, door access, and swipe card retail functions. In FY 18/19, CSUSM introduced an electronic campus ID within the Campus App. Without any publicity, the system grew on its own to 4,577 users who accessed the system almost 19,000 times. Looking forward, CSUSM will seek to deploy an electronic card within the Campus App (with a physical card option) that would phase in support for services such as meal plans as they are offered.

Assumption 1f) <u>Faculty Research / Learning Environments</u>**:** *CSUSM will support faculty research, new learning environments, and services by continuing to innovate with space usage and technology. Growing research grants on campus will require additional technology support resources. CSUSM will deploy new online services and systems to meet changing learning and online service styles, delivery methods, and expectations.* As part of the Technology Strategic Plan, CSUSM will support faculty research, explore new learning environments, and deploy updated and new technology supported services and technology enhanced spaces. The newly renovated Technology Learning Center is an example of one of these projects. With user-friendly spaces that included new larger monitors and ergonomic desks and chairs, in addition to more functional furniture for group work, the redesigned space is now a popular study destination that is clearly appealing to students. Data from Fall'18 recorded that usage was up 74% (sampled Monday – Thursday).

Assumption #2: <u>Further Stabilize Technology Funding Model</u>**:** *There will need to be continued investment in IITS just to meet existing IT budgetary commitments and sustain a multi-year funding model to support campus Technology Strategic Plan projects, IITS services, and professional IT staffing.* In FY 18/19 CSUSM achieved multiple goals related to stabilizing technology funding. First among them was the pay-off of all historical technology debt funding, which peaked in FY 16/17 at $2 million dollars. The operational impact of paying off the financial debt was a 20% drop in current period IT spending starting in 2015. Rebuilding the campus' investment in technology, CSUSM approved $800,000 in funding in FY 17/18 and an additional $550,000 in permanent funds in FY 18/19. The Technology Refresh Program is now permanently funded with $1.35 million. With funding in place, the Information Management Steering Committee approved a list of scheduled classroom computer equipment replacements

in addition to funding for all permanent General Fund (GF) faculty and staff. CSUSM has also sought to eliminate the practice of GF charge-back procedures in FY 18/19 that had helped to fund several campus functions. For IITS, chargebacks have long supported the telephone system in addition being an important secondary funding source for the Technology Refresh Program equipment and services. In FY 18/19, IITS received approximately $645,000 in funding towards this effort. At this reduced funding level, it is estimated that the new funds will only cover the expenses for the telephone system and usage charges, based on projected and known expenses along with reduced funding from changes in the GF chargeback model.

Assumption 2a) <u>Funding Technology Refresh Program (TRP)</u>**:** *All General Fund faculty and staff will receive four-year scheduled replacement equipment via the Technology Refresh Program (TRP). Computer equipment in classrooms, labs, and conference rooms that are generally open for use by members of the campus community will be replaced under this program. Additions to the program must be approved by IMSC per program requirements.* The TRP has successfully been funded at a fixed amount of $1.35 million; this amount is estimated to be sufficient to meet projected faculty and staff refresh units and associated costs for the current four-year cycle. Some of the lab computers and conference room equipment has not been assigned to the program and funding remains in question.

Assumption 2b) <u>Finalize Chargeback Model</u>**:** *With the technology loans paid off and TRP permanent funding established, the significant structural budget changes that have forced the unit to continually adjust its fiscal model are now finalized. IITS will prioritize stabilizing operations under the budget model that funded FY 18/19.* IITS has gone through four years of structural funding changes. In FY 18/19, CSUSM eliminated General Fund chargebacks, which caused a significant level of confusion for campus units. The operational impact of eliminating chargebacks has resulted in more work for IITS, as it still tracks and reports billable activities for General Fund operations, and must continue charging auxiliaries and self-support entities for the use of IITS resources. It is a priority for IITS to have one to two years of budgetary stabilization in order to properly operationalize new standard procedures.

Assumption 2c*)* <u>Underfunding Projects</u>**:** *In order to meet campus operational needs, IITS will require additional permanent funding over multiple fiscal years. Campus wide basic IT operational costs, as well as faculty research technology requests, and the operationalization of the approved Technology Strategic Plan initiatives will require funding levels approaching those of FY 14/15.* While the campus has continued to grow both its faculty and staff positions, the number of IT support staff has remained constant. After peaking at $12.5 million in FY 14/15, IITS actual operational spending dropped 20% to just over $8.5 million in FY 16/17. Focused on rebuilding basic operational funding, IITS has spent several years looking for ways to free up resources by cutting back on software licensing, terminating professional services contracts, deferring purchases, denying technology requests, and have become dependent on salary savings. IITS had historically been known for its ability to fund projects and research technology, the unit is no longer positioned with the available discretionary funding to meet these historical and growing expectations.

Assumption #3: <u>Staff Retention Challenges</u>: *Additional permanent resources (see 2c) will be necessary in order to stabilize the loss in staff/skills that has proven to be highly impactful to the campus IT* operations. Given the strong local employment market for skilled technology professionals, IITS continued to suffer from the departure of highly skilled staff members. IITS' highly trained and experienced staff are often recruited for significantly higher paying positions. There were five (5) staff departures due to compensation in FY 18/19. As was the case in the prior year, we do not see a strong job-ready candidate pool in our ongoing recruitments which often span several months. Given the ongoing difficulties in both retention and recruitment, this is a critical operational concern with staffing issues affecting all planning assumptions, IT support, and project plans. As IITS has implemented multiple IRPs prior to the most recent funding, the department has continued to operate below a full staff complement in order to utilize salary savings to fund prior year increases.

Assumption 3a) <u>Competitive Salaries Required</u>: *The strong IT employment pattern will continue until a change in the business cycle, placing ongoing demand on IITS to meet market salaries for highly skilled IT staff.* IITS has a small group of employees who have essential and highly valued technical skills; many now find their abilities in great demand by local employers. While these employees are generally happy at CSUSM, lower salaries, slower salary growth, and limited positional advancement are leading them to now look outside of the university. The cost of replacing these key employees is large, and the replacement employees often require significant training investment. Allowing our key employees with critical skills to leave due to inadequate salary is not cost effective.

Assumption 3b) <u>Overwhelming Workload Creates Vulnerabilities</u>: *The campus will look to move some services to a hosted/cloud environment to address some operational issues. There is a continued need and requirement to provide support in the evenings and weekends that exceeds staff availability.* Given the ongoing recruitment and retention challenges, IITS has been unable to make progress on workload vulnerabilities. As was the case in prior years, the workload for our critical skills employees remains high. Our highly skilled employees note that their incoming workload is intense, and the department does not have enough staff needed to ensure that at least two people have the expertise for core campus technology services.

Assumption 3c) <u>Recruitment Difficulties</u>: *Demand for technology workers will remain high and new hires to CSUSM will require competitive salaries or significant training.* The local technology employment marketplace does not favor CSUSM and people with appropriate technology skills often do not apply to CSU San Marcos due to our low salary range. Reshuffling staff has also been a common occurrence, however moving IITS staff internally creates vacancies in other areas which impacts IITS' ability to provide services and leads to the burn out of existing staff.

Assumption 3d) <u>Professional Development</u>: *CSUSM will continue to see growth in the use of third-party applications and a shifting of some on-campus IT services to the cloud.* Transitioning technology services and delivery methods will require retraining of staff to gain new and updated skills. The movement of some services to the cloud and SaaS

introduces significant job shifts in terms of the skills required to support applications and services that either did not exist or were formerly run on campus.

Assumption #4: <u>Technology and Expectations Will Continually Evolve</u>**:** *Changing expectations and perceived needs relative to technology have units across campus pushing for new applications and services for students as well as faculty and staff. IITS is encouraged by all of the technology-supported initiatives and will seek to deploy and support the capabilities necessary to make the campus more efficient and productive.* As outlined in the 2018 campus Technology Strategic Plan, trends in technology are influencing society more than ever, shaping perspectives, changing life experiences, and shifting expectations for everyone. Students will expect universities to provide services uniquely suited to their academic and service needs. This is not limited to electronic versions of paper processes, but potentially new methods, which may be entirely different and require services that are highly efficient and secure.

Assumption 4a) <u>Increase Mobile App Usage</u>**:** *We will see continued growth and reliance on mobile devices as primary method for accessing information.* Mobile access via an app or responsive website has become the default means of accessing information and services for many industries. CSUSM's Mobile App is also seeing strong growth, with almost 2,000 daily users, a 65% increase in downloads (Fall 2018 vs Fall 2017), and over *1 million page views* in just the top 10 functions. The challenge for CSUSM will be to continue to support and maintain a common university-wide platform and deliver personalized information.

Assumption 4b) <u>Cloud Migration</u>**:** *CSUSM will migrate or adopt new services in the Cloud and will standardize to CSU system cloud providers and contracts where appropriate.* The IT industry is continuing to shift towards a Cloud/vendor-hosted model for information systems and services. For instance, the campus' email and file storage are presently hosted by Microsoft for faculty, staff, and Google for students. The current period of significant technological change is once again realigning the roles of units like IITS, but it will also have an equally impactful budget effect. Often the costs of hosted solution are more expensive as vendor's price based upon usage models and regular cost increases that will have significant fiscal impacts. For CSUSM, the core challenge of this model is the move from one-time capital expenses to ongoing/fixed operating expenses that have less flexibility for adjustment during reduced budgeting cycles. Even with its higher costs and operating budget implications, CSUSM will be migrating core software and services to the Cloud to provide more redundancy and availability. An immediate example of that is the current project to explore the move of the campus learning management system (Moodle/Cougar Courses) to a hosted solution.

Assumption 4c) <u>Software as a Service (SaaS) Growth</u>**:** *Services such as CRM, One Card, and LMS will be delivered via SaaS.* CSUSM is transitioning some applications to Software-as-a-Service for a growing number of services. These SaaS applications generally provide a robust set of functionalities from which CSUSM staff then builds in customizations. Departments are also building their own SaaS services without the help of IITS. This provides an immediate solution for department needs, but as the information system evolves, it creates challenges when integrating with campus solutions.

Assumption #5: <u>Prioritize Campus Community Service</u>**:** *Based upon feedback from faculty, staff, and students, there is a desire and need for providing support during evening hours (while classes are in session). Faculty, staff, and students are also looking to IITS to extend support hours into weekends, provide more self-help options, and enhance outreach/communications.* The campus' technology strategic planning process identified expanding support hours as a common request. As faculty and students teach/learn and work outside of normal operating hours, the need for IT support beyond 8 to 5 is a growing need. Additionally, data from the annual Campus Satisfaction Survey indicates that faculty and staff would like to see IITS provide workshops and training for the campus community. Adding to this need is a shifting service delivery model. For SaaS and online services, the concept of stable delivered software product has shifted to a model of constant change. The best example for CSUSM is Office365 which is in continual change. These ever-evolving platforms will bring about functional improvements, but at the cost of constant change and adaptation for users of these services.

5a) <u>Extend Support / Service Catalog</u>**:** *Work continues to identify internal or external means of providing after-hours and weekend support.* In FY 18/19 IITS deployed a new website intended to provide an easily accessible platform for finding self-help tools. A key element in this initiative was the development of a Service Catalog that clearly defines IT services and provides links to online and other support resources. IITS also deployed new websites for Technology Support Services, Academic Technology, and an IITS Project Management website. While these tools address some of the campus concerns for self-help, a key gap continues to be the matter of extending support hours.

5b) <u>Communications Expectations</u>**:** *The campus user community will need training and assistance to take full advantage of the technology solutions.* As CSUSM moved its faculty/staff file storage service from a prior provider to OneDrive/SharePoint, the struggles of technology adoption and use by faculty and staff were clearly highlighted through multiple channels including the campus' annual Customer Satisfaction Survey. This pattern will certainly be repeated as the campus adopts other systems that disrupt existing products and uses. The campus community is looking to IITS to provide regular training opportunities, extensive self-help tools, and more frequent communications on future technology initiatives that may impact their work.

5c*)* <u>Direct Support</u>**:** *Campus units will request and will benefit from dedicated IT support.* A model has been used in a few units to provide dedicated IITS staffing in support of unique technology support needs. This has proven to be good for the various departments, reducing the amount of time they spend addressing technology issues. IITS anticipates greater campus needs for this type of focused service and support to other departments that will require increased staffing.

Assumption #6: <u>Sustaining Technology Infrastructure in a Hybrid Environment</u>: *The campus IT infrastructure will become a blended environment of Cloud/SaaS offerings in addition to updated campus technology. Residual infrastructure will need to be supported for technologies such as telephone services (not migrated to the Cloud), on-campus file storage, virtual server environment, and hybrid/burst cloud environments.* While IITS begins deploying new technologies and services outlined in the Technology Strategic Plan (Assumption #1), the unit will be realigning on-premise services, adjusting operational procedures, and identifying funding strategies to support evolving IT environments.

6a) <u>Deferred Infrastructure Investments</u>: *Without replacement or migration to other service providers, older technology equipment will fail, causing outages and potentially disrupting campus operations.* After a period of reduced IT spending (see Assumption #2), IITS has resumed limited investment in some of the campus' aging Data Center technologies utilizing salary and other cost savings. As the baseline IT infrastructure is critical to smooth campus operations, CSUSM must address the replacement funding for aging equipment with updated systems, offsite services, or elimination of services. Funding requests in FY 19/20 include: Hosted Moodle, Mitel Phone Conversion, ACD System, Infrastructure Refresh, and Off Campus Access.

6b) <u>Increasing IT Costs</u>: *IT hardware, software, and hosted services costs will increase operating costs on a yearly basis.* IITS continues to see increasing technology costs on almost all maintenance contracts for supported hardware and software products. Service renewals are coming in at a 16-20% annual increase. Changing IT service models will also increase costs.

6c) <u>System & Regulatory Compliance</u>: *Increasing number of compliance requirements create additional operational requirements, new systems, and added staff responsibilities.* CSUSM is committed to taking strong measures to protect the security and privacy of campus information assets, promoting the adoption of affordable learning materials, and deploying technologies that are equally accessible to all. New policies from the CSU, are particularly focused on information security and accessibility, which will require the campus to purchase new technology solutions for compliance and assign appropriate staffing. New CSU and web accessibility standards have required CSUSM to adjust operational practices.

A. Goals by Fiscal Year
    1) FY 2019/20 Goals
        a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).

Support New Extended Learning Building (Assumptions: 2a, 2b, 2c, 3b, 5a, 5c, 6b) – The Extended Learning Building adds classrooms, offices, and centers that will increase the number of computers and network infrastructure. *Key Initiatives: Classroom of the Future, Dedicated IT Support, Additional Help Desk Resources*

Develop Constituent Relationship Management (CRM) (Assumptions: 1, 1d, 4, 4a, 4c) – IITS will continue to stabilize and establish our Salesforce instance by supporting and enhancing the Student Affairs, Extended Learning and Community Engagement pilot projects. IITS will expand our knowledge and expertise within the Salesforce system by partnering with one or more learning centers to identify and build functionality to improve student experiences. Work will include the Data Governance Committee to ensure that confidential information is shared appropriately as we include additional departments in this campus wide CRM system. *Key Initiatives: Salesforce Adoption*

Implement Unified Communications Plan (Assumptions: 1, 1a, 1c, 3, 3a, 3b, 3c, 3d, 6a) – IITS will use a multi-phased approach to replace the obsolete campus phone system with a combination of on-premise VoIP and Cloud-based phone services. Over the next 3 years IITS must migrate 1700 phones to a new solution as the existing phone system is no longer supported by the original manufacturer due to the age of the equipment. IITS will also deploy an updated contact center capable of adapting to users' preferred methods of communication (phone, email, SMS, chat, social media, etc.) Key Initiatives: *Unified Communications*

Transition to a Cloud-hosted Environment (Assumptions: 3, 3a, 3b, 3c, 3d, 4, 4b, 4c, 5, 5a, 5b, 6, 6a, 6b) – Opportunities for improving service and performance using hosted applications will be evaluated and implemented based on cost, performance, and opportunity. IITS is evaluating the move of the Learning Management System to a hosted solution. Another opportunity being evaluated is the Citrix/Virtual environment known as "CougarApps". *Key initiatives: Next Gen Learning Environment, Amazon Web Services/Microsoft Azure*

Expand Digitalization/Electronic Workflow (Assumptions: 1, 1b, 4, 4a, 4b, 4c) – In FY 18/19 CSUSM purchased an enterprise license of DocuSign as the campus' standardized platform for electronic forms. Changes in DocuSign licensing with Internet2 have subsequently changed the financial and licensing assumptions. Review of alternate vendors and options is needed to identify possible cost savings. *Key Initiatives: Electronic Signatures, Digitalization*

Implement eOneCard (Assumptions: 1, 1e, 4, 4a, 4b, 4c, 6, 6b) – Preparatory phase for eOneCard system deployment. Purchase and deployment of system using cloud vendor SaaS solution. Establishment of basic card printing operations, mobile integration, and IT startup. Implementation in coordination with CSUSM Corporation, campus financial services, and on-campus retail service providers. *Key Initiatives: eOneCard, Campus Meal Plans*

Support Augmented Reality / Virtual Reality (Assumptions: 1, 5, 5a, 5b, 5c) – During Fall 2018, Academic Technology worked closely with faculty to conceptualize an innovative studio area for experimenting, developing, exploring AR/VR/Immersive technologies. These spaces give students hands-on and collaborative experiences that complement classroom instruction. The goal is to have this new space available to faculty and students by fall 2019. *Key Initiatives: Media Production Studios*

Automate Enterprise-wide Role Based Access Control (Assumptions: 4, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6, 6a, 6b, 6c) – In order to maximize operational efficiency, automated role-based access needs to be a priority. The goal of the multi-year project is to establish a standardized process for engineering roles so that the majority of access is ready on day one of employment, and to automate access requests or job changes. The multi-year strategy may require an increase in system tools licensing. *Key Initiatives: Role Based Access Control (RBAC)*

Invest in Virtual Systems for Off Campus Access (Assumptions: 2, 2b, 2c, 3, 3a, 3b, 3d, 5, 6, 6a, 6b, 6c) – The CougarApps environment supports an increasing number of campus needs ranging from off-campus availability of academic software (the original purpose) to allowing employees to work from home (an increasing use).   IITS projects that there will be a requirement for increased licensing for some of our key services (authentication) in order to address growth. On-campus replacement is currently planned, but cloud options will be evaluated for efficiency and value. *Key initiatives: Virtual Desktop, Faculty/Staff/Student Access, Amazon Web Services/Microsoft Azure*

Refresh the Core Information Technologies (Assumptions: 1, 1c, 2, 2b, 2c, 3, 3a, 3d, 5, 6, 6a, 6b, 6c) – IITS deferred all major Data Center investments from FY 14/15 until FY 17/18 when the unit completed the purchase of a partial phone system replacement, centralized file system, load balancer and surveillance camera servers. This year IITS must continue to replace aging hardware. The campus uses a virtual server system model to support a range of uses from web servers, print servers, department shares and databases. This virtual campus hybrid cloud environment was purchased more than five years ago (2011 and 2014) and must be replaced, as the risk of outage grows as the system ages. *Key Initiatives: On-campus Storage, Migration to OneDrive, Virtual Server Environment, Development of a Hybrid Cloud Environment*

2) **FY 2020/21 Goals**
   a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).

   Expand Constituent Relationship Management (CRM) (Assumptions: 1, 1d, 3, 3a, 3d, 4, 4a, 4c) – IITS will continue to expand the adoption of Salesforce to achieve the goal of a connected campus by developing solutions to facilitate engagement and success for areas like Student Life and Leadership and Advising. Salesforce Communities will be configured to create a student portal where students can find information targeted specifically to their educational journey. *Key Initiatives: Salesforce Adoption*
   Retail Operations Active in eOneCard (Assumptions: 1, 1e, 4, 4a, 4b, 4c, 6b) – Operational phase of eOneCard. Establishment of a "card office", operational financial services, and retail connections. Implementation in coordination with CSUSM Corporation, Sodexo, and campus financial services units. *Key Initiatives: eOneCard, Campus Meal Plans*

   Cloud Implementation Strategy (Assumptions: 1, 1f, 3a, 3b, 3c, 3d, 4b, 4c, 5, 5a, 5b, 6, 6a, 6b) – IITS will evaluate and plan for the on-premise and cloud resources necessary to implement and maintain campus systems and services on a case-by-case basis with an overall strategy of reducing cost and increasing services. *Key Initiatives: Operationalize Hybrid Cloud Environment*

   Unified Communications Plan (Assumptions: 1, 1c, 3, 3a, 3b, 3c, 3d, 6a) – Ongoing 3-year migration of campus phones to a new solution. *Key Initiatives: Unified Communications*

3) **FY 2021/22 Goals**
   a. List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).

   Expand Constituent Relationship Management (CRM) (Assumptions: 1, 1d, 3, 3a, 3d, 4, 4a, 4c) – IITS will work with campus departments to implement a unified communication platform within the CRM that will provide a comprehensive view of how the campus is communicating to students with the goal of consolidating and personalizing email communication. *Key Initiatives: Salesforce Adoption*

   Cloud Implementation Strategy (Assumptions: 1, 1f, 3a, 3b, 3c, 3d, 4b, 4c, 5, 5a, 5b, 6, 6a, 6b) – IITS will evaluate and plan for the on-premise and cloud resources necessary to implement and maintain campus systems and services on a case-by-case basis with an overall strategy of reducing cost and increasing services. *Key Initiatives: Operationalize Hybrid Cloud Environment*

   Unified Communications Plan (Assumptions: 1, 1c, 3, 3a, 3b, 3c, 3d, 6a) – Ongoing 3-year migration of campus phones to a new solution. *Key Initiatives: Unified Communications*

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21 and 21/22
Part I: Narrative, Sections A and B

<u>**University Library**</u>

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment growth projections and strategic priorities in the unit for the next three years.
   e. Program Review findings, if any, should be considered.
   f. Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

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

   Planning assumptions for the University Library are prioritized in the form of the six strategic directions included in the Library's 2015-2020 Strategic Plan, which was initially approved in May 2015, with revisions approved in February 2018. These strategic directions are linked to specific goals for each year of the plan but were also written to be flexible and hospitable to emerging opportunities. The directions are:

Strategic Direction 1, Educational Partnerships for Student Success: The Library will lead in exploring, planning, and assessing programs that ensure and enhance student learning and success as related to inquiry and information literacy.

Strategic Direction 2, Information Resources Supporting Curriculum: Information resources provided by the Library on behalf of the campus community will facilitate innovative, student-centered teaching and learning.

Strategic Direction 3, User-Focused Space Design: The Library will cultivate learning environments and spaces reflective of the wide diversity of user needs for a growing campus community.

Strategic Direction 4, Data-Driven Decision Making: The Library will implement processes that more systematically incorporate the needs and expectations of Library stakeholders into its services and business processes.

Strategic Direction 5, Community Engagement: The Library will engage with external partners to curate collections of regional interest and cultivate a donor network to support the Library as an essential resource to the communities of the North San Diego County area.

Strategic Direction 6, A Just and Inclusive Library: The Library will invest in organizational and employee growth and embody the social justice mission of the University.

While the Library is not an academic college, it does have a faculty body and contributes directly to the teaching, research, and service missions of the University. The Library's funding needs in both personnel and collection support are directly tied to the ongoing curricular growth of the University, measured by approved new programs. Thus, the Library has requested 5% of its 18-19 allocation in this request in addition to unfunded new program support from previous years, which is tracked in detail and available upon request.

B. **Goals by Fiscal Year**
   1) **FY 2019/20 Goals**
      a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

   Human Resources to support all Library Goals
   During the 2017-18 academic year, the Library Dean led Library staff and faculty through a robust process of prioritizing the most critically-needed positions to meet campus growth demands (e.g., program growth, growth of the student body over time that was not previously accounted for, and increased campus faculty research needs) as well as those needed create capacity to accomplish the goals elaborated in the Library's strategic plan. This process resulted in eight faculty librarian positions and four staff positions prioritized into three tiers. We have

now filled one faculty librarian position (through the 18-19 allocation). In December 2018, positions were reviewed and reprioritized (see Appendix A). For the 2019-20 academic year, **the Library requests funding for two faculty positions ($152,000) and one staff position ($50,000) from Tier 1.** These positions are as follows:

The *Education and Human Services Librarian* position is critical to support all academic programs in the School of Education, Human Development (BS), Speech Language Pathology (BS and MS), and Master of Social Work. This position will allow for all academic disciplines to be supported by a tenure-track librarian and for the current Health Sciences Librarian to focus efforts on the rapidly growing health sciences programs on campus. In addition, this librarian will also participate in first-year instruction and general research assistance for the entire campus. This position is specifically tied to strategic direction 1.

The *Metadata Services Librarian* position is critical to improve the discovery of and access to the Library's digital and print collections through metadata analysis, creation, consultation, enhancement, and maintenance, as well as to move forward with initiatives in electronic resource management and special collections. This position is specifically tied to strategic directions 2, 4, and 5.

The *DevOps Library System Analyst* position is being funded during 2018-19 with salary savings but is being requested as a permanent staff line. This position is critical to support application development, application implementation, and systems operations. This position is specifically tied to strategic direction 4.

Strategic Direction 2, Information Resources Supporting Curriculum
Ensure sufficient resources are available to create accessible, curriculum-driven collections for existing and new degrees and programs, with particular attention to supporting online learning.

The collections budget is used to acquire information resources to support academic programs and faculty research needs. Costs for these resources continue to increase annually, both due to inflation and to the approval of new curricular programs. Our current collections commitments total $926,298. The Library requests a **$100,000 increase in the base collections budget to cover approximately 5% inflation** for 2018-19 and 2019-20.

A request of **$96,290** ($46,492 from programs approved in 2017-18 and $49,798 from programs approved in 2018-19) **in ongoing and $29,000 in one-time funding to account for critical resources to support new programs** (tracking details available). This new program funding will allow the Library to acquire curriculum-specific databases and journals, such as Alexander Street Drama and Engineering Village. Additional information resources in the amount of $102,839 of ongoing funds have been highly recommended to support the electrical

engineering curriculum and will be split into two requests over the 2020-21 and 2021-22 academic years.

Strategic Direction 4, Data-Driven Decision Making

Lead the CSU Libraries to continuously improve library management systems in order to support student learning, enhance library services, and streamline workflows.

From FY2015-FY2017, the Library had an MOU with IITS for $40,000 each year to supplement the cost of the Ex Libris Alma Library Management System. This MOU came to a close in 2017-18. During 2018-19, the cost was covered by a one-time allocation. The Library is requesting **$40,000 in base budget increase** to pay for this critical system.

Strategic Direction 6, A Just and Inclusive Library

Create infrastructure for a strategic and sustainable organizational development program for Library employees in order to continuously enhance skills, foster knowledge sharing, promote innovation, and increase engagement with the vision of the Library.

Each year, staff personnel transactions such as in-range progressions (IRPs) and reclassifications impact the Library's base budget with regularity and significance. The Library has the highest staff to faculty ratio in Academic Affairs (other than IITS), which makes it of particular importance to pay attention to this budget element. This year, the Library is requesting a **$20,000 base budget increase** in order to recapture $6000 in unfunded IRPs from 2018-19 and to plan for $14,000 in increases during 2019-20.

The Library currently budgets $210,000 in stateside funding for student employee wages. Mandatory minimum wage increases began in January 2017 and this has resulted in our being to employ less students for less hours while increasing the number of hours the Library is open. The state minimum wage increased again from $11 to $12 per hour effective 1/1/19 (a 9.09% increase) and will increase again from $12 to $13 on 1/1/20 (an 8.33% increase). In order to avoid wage compression, the Library is in the process of applying a 9.09% equity increase effective 2/1/19 to all student employees who were already making over $11 an hour as of December 2018. The Library is requesting a **$19,089 (9.09%) increase** to our 2018-19 base budget allocation for student employee wages.

2) **FY 2020/21 Goals**

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

Strategic Direction 1, Educational Partnerships for Student Success: The Library will lead in exploring, planning, and assessing programs that ensure and enhance student learning and success as related to inquiry and information literacy.

The Library will request a faculty position—*Learning Design Librarian*—to further expand in the creation of learning experiences that are not dependent on occurring within a classroom, workshop or one-on-one consultation.

Strategic Direction 2, Information Resources Supporting Curriculum: Information resources provided by the Library on behalf of the campus community will facilitate innovative, student-centered teaching and learning.

In addition to funds to support collection inflation and new program costs, **$51,500** of ongoing funds will be requested to support the electrical engineering curriculum.

The Library will request a faculty position—*Open Education Librarian*—to provide leadership in the optimization of resource sharing and course reserves systems and to serve as a campus resources on issues related to the identification, curation, licensing, and best practices associated with the adoption of Open Educational Resources and Open Access materials.

Strategic Direction 4, Data-Driven Decision Making: The Library will implement processes that more systematically incorporate the needs and expectations of Library stakeholders into its services and business processes.

The Library will request a staff position—*Data Analyst/Research Technician*—to bring expertise in using data and evidence to evaluate and establish impact of Library services, spaces, collections, and instruction. This position will be shared across Library departments.

Strategic Direction 6, A Just and Inclusive Library: The Library will invest in organizational and employee growth and embody the social justice mission of the University.

The Library will request a $14,000 base budget increase to fund staff IRPs and reclassifications.

3) **FY 2021/22 Goals**
   a. *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*

Strategic Direction 2, Information Resources Supporting Curriculum: Information resources provided by the Library on behalf of the campus community will facilitate innovative, student-centered teaching and learning.

In addition to funds to support collection inflation and new program costs, **$51,500** of ongoing funds will be requested to support the electrical engineering curriculum.

The Library will request a faculty position—*Discovery Initiatives and Services Librarian*—to provide leadership for the Libraries' discovery tools, including the development, configuration, enhancement, and maintenance of Primo and its supporting systems.

Strategic Direction 5, Community Engagement: The Library will engage with external partners to curate collections of regional interest and cultivate a donor network to support the Library as an essential resource to the communities of the North San Diego County area.

The Library will request a staff position—*Communications Specialist*—to focus communicate strategies on our donor community and the community at large. This position would be able to assist with funding proposals and grant proposals.

Strategic Direction 6, A Just and Inclusive Library: The Library will invest in organizational and employee growth and embody the social justice mission of the University.

The Library will request a $14,000 base budget increase to fund staff IRPs and reclassifications.

Appendix A: Prioritized Library Positions for Request

University Library
Ranked Position Requests for FY 2020-2024

Tier 1

- **Faculty Positions**
  - Education and Human Services Librarian
  - Metadata Initiatives Librarian
- **Staff Positions**
  - DevOps Systems Analyst
  - Data Analyst/Research Technician

Tier 2

- **Faculty Positions**
  - Learning Design Librarian
  - Open Education Resources (OER) and Resource Sharing Librarian
  - Discovery Initatives and Services Librarian
- **Staff Positions**
  - Communications Specialist
  - Academic Coordinator, Teaching and Learning

Tier 3

- **Faculty Positions**
  - Collection Assessment and Licensing Librarian
  - Digital Projects/Preservation Librarian

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<u>Office of Graduate Studies and Research</u> (OGSR)

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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 and Research (OGSR) continues to see growth both on the graduate studies side and the research side. Given current enrollment patterns, I anticipate that graduate enrollment will increase by 5% in 2018/19. Beginning in Fall-16, OGSR established an MOU with

Extended Learning to provide a small amount of funding to OGSR to offset the administrative costs associated with its graduate programs (estimated at ~$30K per year).

On the research side, proposal submissions have increased steadily over the past five years, and awards to the campus have followed. Last year (2017/18), the campus received ~$17M in grant awards, up from $7M five years prior (12/13). This means that the campus is processing $10M more per year in grant awards than it did 5 years ago. This sharp increase resulted in an administrative challenge for the Corporation to provide sufficient staffing to process these awards. Last year (2018/19), the campus instituted a new "fixed-price" model with the Corporation to pay for post-award grant administration. Unlike previous years wherein the Corporation costs were derived from expenditures and could change without oversight, the new model provides an annual operating budget ($880K for 17/18, and increasing by 3% in 18/19). This fixed price model has helped to resolve previous difficulties in covering loss IDC grants, and combined with increasing grant revenues, has resulted in a stronger balance sheet for OGSR. For 2018/19, I anticipate continued growth in grant awards, with a target of $18.5M. This will put us on-track to achieve the grant target of $20M in awards by 2020. See Goal 1a below for estimated IDC revenue and planned expenditures for 2019/20.

As grant activities have increased on campus, so too have faculty research, scholarship, and creative activities (RSCA). This is most evident in the "compliance" side of the office, and we have seen steady growth in IRB submissions, sustained activity in IACUC (animal care and use), and a new campus biosafety committee. To illustrate, IRB submissions have increased over the past three years from 263 total submissions in 2015/16, to 313, to 364 in 17/18. Based on submissions during the first half of 2018/19 I anticipate total submissions to increase to 410. As a result, OGSR anticipates the need for expanded support for research compliance in 2019/20. See Goal 1b below for details on growth and budget request.

B.   **Goals by Fiscal Year**
   1)   **FY 2019/20 Goals**

   a.   *Research, goal iii.* In previous years, OGSR has requested funds to cover loss IDC for institutional and student support grants such as HSI, LSAMP, MARC, RISE, TriO, and Talent Search. Given the change in the funding model for post-award grant support through the Corporation (summarized above), no funds are requested. In addition, in previous years the OGSR budget request included funds for Grant Proposal Seed Money (GPSM), Intellectual Property, Publication Costs, RSCA, and the Grant-Writing Bootcamp. Because of the change in funding model, no additional funds are requested at this time for these purposes. **Total request: $0.**

   b.   *Research, goal vi.* Every 10 years, the campus engages in a negotiation with the Federal government to establish an "indirect rate" that is applied to grants from federal agencies. Currently, our negotiated indirect rate is 49% for on-campus grants, and 28% for off-campus grants. In 2019/20, OGSR and the CSUSM Corporation will start the process of updating our

negotiated rate, with a target new IDC rate effective in 2021. To guide us through this technical process, we jointly intend to hire an IDC consultant. The cost of the consultant is estimated at $75K, and OGSR proposes to split the consultant costs with the Corporation. OGSR anticipates using IDC funds to support this cost. **Total stateside request: $0.**

In 2019/20, OGSR anticipates an IDC return of $227,500. This is based on last year, and projections to date.

Table 1: 2018-19 proposed IDC budget

Source	Amount	
Winter grant-writing bootcamp	$35,000	Six faculty to write and submit federal grant proposals.
Summer grant-writing bootcamp	$35,000	Six faculty to write and submit federal grant proposals.
OGSR Grant Proposal Seed Money (GPSM)	$30,000	Anticipated costs based on 18/19 GPSM awards. Support up to 12 faculty in developing and submitting grant proposals.
Intellectual Property (Trademarks and patents)	$30,000	Funds to support two patents, and one trade mark.
RSCA (Research, Scholarship, and Creative Activity)	$30,000	Funds to supplement the pool received from the CO for RSCA awards to faculty.
Open Source publication costs	$10,000	To support faculty in publishing in open source outlets. Program to be developed and implemented in partnership with the library.
Committee on Undergraduate Research	$10,000	Support for the CUGR committee in planning and hosting the 2019 SCCUR meeting at CSUSM (Southern

		California Conference on Undergraduate Research)
IDC Consultant costs (see below).	$37,500	In partnership with the Corporation, help to cover consultant costs to assist in our federally negotiated IDC rate. Total cost is $75K, and OGSR to cover half.
Student Assistants (OGSR)	$10,000	Two student assistants to provide front-office support
TOTAL	**$227,500**	

c. Graduate program support, strategic goal i. Currently, OGSR has one dedicated staff member to support the Dean in overseeing policies related to graduate programs across campus. As the number of students has grown, the workload for this position has also steadily increased. OGSR requests funds for a half-time entry-level staff position to provide expanded support to graduate studies. This position will provide depth of support for graduate programs, with a primary focus on outreach, recruitment, and supporting programs in implementing the online application system (CalSateApply). This position will help to increase the number, strength, and diversity of the applicant pool for our graduate programs, and support the programs in managing the online application and admission process. These are all strategic goals within OGSR, and closely aligned with the strategic goals of Academic Affairs. **Budget request: $0 in stateside funds.** This position can be covered using the reimbursed funds from Extended Learning to OGSR to support graduate studies. Estimated cost of $25K per year, plus workstation and benefits.

2) **FY 2020/21 Goals**
a. *Research, goal iii.* Expand campus support for research compliance. Currently, OGSR has a staff member who splits her time between compliance support (50%) and budget management (50%). However, the growth in research activities has reached a point where the position needs to be split, with a dedicated staff line for compliance (IRB, IACUC, Biosafety) and the OGSR budget (mix of stateside, Corporation, EL, and CO). The current staff position in the office that performs these activities is classified at the level of Analyst. In 2020/21, OGSR proposes to assign the current Analyst position to budget activities, and to hire a second Analyst to focus on compliance.

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

c. *Off campus research space, goal iii.* CSUSM has a history of supporting faculty research and scholarly activities, especially those that involve students. In many cases, this requires space, and the physical space on campus available for faculty research has not kept pace with the number of faculty and students. As a result, faculty lab and research space has been squeezed and the lack of space is beginning to adversely affect faculty productivity, student training opportunities, and faculty ability to meet RTP standards for research and creative activities. In an effort to meet demand until additional space can be built on campus, OGSR is requesting funds to lease off-campus space in the industrial park across from campus. Wet-lab research space is available at a monthly cost of $2.00/SF (plus .15 per month for electricity), and non-wet-lab space is available at $1.85/SF (plus .15 for electricity). A typical lab space is 400SF, depending on the supported activities, and there are often opportunities to share space depending on equipment and configuration needs. OGSR anticipates the need to lease and configure an off-campus facility to support a minimum of six faculty lab spaces for 1-year. This would cover three wet-lab spaces and three-non-wet-lab, split across CEHHS, CSM, and CHABSS*.*

3) **FY 2021/22 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.

   b. *Off campus research space, goal iii.* CSUSM has a history of supporting faculty research and scholarly activities, especially those that involve students. In many cases, this requires space, and the physical space on campus available for faculty research has not kept pace with the number of faculty and students. As a result, faculty lab and research space has been squeezed and the lack of space is beginning to adversely affect faculty productivity, student training opportunities, and faculty ability to meet RTP standards for research and creative activities. In an effort to meet demand until additional space can be built on campus, OGSR is requesting funds to lease off-campus space in the industrial park across from campus. Wet-lab research space is available at a monthly cost of $2.00/SF (plus .15 per month for electricity), and non-wet-lab space is available at $1.85/SF (plus .15 for electricity). A typical lab space is 400SF, depending on the supported activities, and there are often opportunities to share space depending on equipment and configuration needs. OGSR anticipates the need to lease and configure an off-campus facility to support a minimum of six faculty lab spaces for 1-year. This would cover three wet-lab spaces and three-non-wet-lab, split across CEHHS, CSM, and CHABSS.

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Planning and Academic Resources

PART I: NARRATIVE

A. Planning Assumptions

1) **Common planning assumptions for all Academic Affairs subdivision units**
   a. A funding model for colleges based on student demand projections.
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      i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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, AA&AP, FC, and Academic Scheduling, and is committed to developing synergies between these units
   b. PAR is responsible for resource allocations in Academic Affairs. Resources include:
      i. Budget
      ii. Space
      iii. FTES

    c. In alignment with CSUSM's [strategic plan](#), set by President Karen Haynes, PAR is committed to ensuring that CSUSM is well situated to advance the academic mission of the university.

B. Goals by Fiscal Year

1) FY 2019/20 Goals

a. **Analyze data resulting from the FTES and dollar allocation, based on the Degree, Set, Go process.**
b. **Analyze the effects of EO 1100 and 1110 on student success and retention, and on campus budgets.**
c. **Test an instructional cost model based on class size and faculty makeup.**
d. **Analyze space allocation of secondary and tertiary space in relation to the new EL building.**

2) FY 2020/21 Goals

a. **Formalize Graduation Initiative practices.**
b. **Fine-tune and discuss the instructional cost model.**
c. **Set up a budget plan to institutionalize the portions of ASC and Engineering funded with external dollars.**
d. **Refine Graduation Initiative queries.**

3) FY 2021/22 Goals

a. **Plan and prepare for new infrastructure.**
b. **Analyze Graduation Initiative processes and practices.**
c. **Establish new Centers and Institutes and develop synergies between existing ones.**

California State University San Marcos

Division of Academic Affairs
Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plan for FYs 19/20, 20/21 and 21/22
Part I: Narrative, Sections A and B

<u>**Office of Undergraduate Studies**</u>

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units
   a. A funding model for colleges based on student demand projections.
   b. No growth in total student headcount in the next 3 years. FTES count is expected to increase as average unit load is expected to increase. This FTES increase will be funded with base GI growth funds.
        i. Consequently, colleges may request growth funds not to exceed 5% of the 18/19 allocation; and other units may request growth funds not to exceed 3% of their 18/19 allocation.
   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 enrollment 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 Undergraduate Studies (OUGS) remains committed to providing cross-college and –divisional leadership and support to ensure an integrated undergraduate experience at CSUSM. By serving our 21st century learners holistically, we work across divisions to prepare them for diverse and demanding educational environments. Through collaborative approaches and high-impact practices (HIPs), we help to ensure that the CSUSM learning experience facilitates early mastery of critical skills, fosters intellectual independence, and champions creative inquiry.

With this mission, our planning is guided by these objectives:

1. OUGS serves as the central campus hub for fostering and enhancing the academic success of undergraduate students.

2. OUGS continues to seek funding through grants and awards for the development of initiatives that improve undergraduate students' engagement, persistence, retention, and graduation rates.

3. OUGS facilitates students' mastery of critical skills and advocate the use of high-impact practices (HIPs) that support achievement of undergraduate learning outcomes across the colleges.

4. OUGS continues to identify and strengthen partnerships, collaborations, and alignments that support students' academic success across campus.

5. OUGS continues to identify and strengthen partnerships, collaborations, and alignments that create interdisciplinary, cross-cultural, domestic, and global learning opportunities across campus.

6. OUGS ensures that our campus' first-year seminar courses (GEL 101, GEL 120/ESW 120, and GEL 110/EMS 111) are successful.

7. OUGS ensures appropriate institutional support for the learning centers in our unit— Academic Success Center (ASC),[1] Language Learning Center,[2] Math Lab, Writing Center, STEM Student Success Center, and Supplemental Instruction. Note: during the 17/18 AY, students made more than 48,000 visits to these Centers, a 20% from the 16/17 AY. Student use of these centers continues to grow.

8. OUGS, in partnership with our community, leads the campus in ensuring that CSUSM makes progress towards and ultimately meets the revised 2025 Graduation Initiative (GI) goals set by the Chancellor's Office.

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[1] Launched through the Governor's Innovation Award in 2016, we are beginning a three year plan to institutionalize the ASC.

[2] Informed by student usage data, our strategic planning, and campus changes to the LOTER, effective July 1, the Language Learning Center will close, and language acquisition support will move to the ASC.

Metric	4 Most Recent Cohorts				GI 2025 Goal
Freshman 4-Year Graduation Rate	*Fall 2011*	*Fall 2012*	*Fall 2013*	*Fall 2014*	
	13.5%	15.7%	15.3%	16.4%	30.0%
Freshman 6-Year Graduation Rate	*Fall 2009*	*Fall 2010*	*Fall 2011*	*Fall 2012*	
	51.3%	52.2%	52.8%	54.6%	61.0%
Transfer 2 -Year Graduation Rate	*Fall 2013*	*Fall 2014*	*Fall 2015*	*Fall 2016*	
	28.0%	29.8%	28.7%	28.9%	40.0%
Transfer 4 -Year Graduation Rate	*Fall 2011*	*Fall 2012*	*Fall 2013*	*Fall 2014*	
	67.5%	69.1%	70.3%	73.8%	77.0%
Freshman 6-Year Graduation Gaps For:	*Fall 2009*	*Fall 2010*	*Fall 2011*	*Fall 2012*	
Underrepresented Minority Students	-1.3%	-9.4%	-3.1%	-2.9%	0.0%
Pell Recipients	1.8%	-5.6%	-3.8%	-3.1%	0.0%

B. Goals by Fiscal Year

FY 2019/20 Goals

1. Scale-up Math Lab (ML) Tutoring (Phase 2) to Support GI 2025, EO 1110, and the New Engineering Students:

- Secure expansion of tutoring support (<u>additional tutors</u>) by shifting 18/19 one-time allocation to base-budget. Supported by planning assumptions 1ci, 1cii. **Request: $4,700**

- Secure expansion of tutoring support (<u>additional hours</u>) by shifting 18/19 one-time allocation to base-budget. Supported by planning assumptions 1ci, 1cii. **Request: $6,700**

- Increase current 0.5 coordinator and reclassify as an SSP II to assist with oversight of growing staff and expanding programming across campus. If the ML retains some physical space on the main campus when all of OUGS moves to the new EL building in summer 2019, we will need additional staff support. Moving this position to a 1.0 will provide that support. Supported by planning assumptions 1ci, 1cii. **Request: $27,000**

2. Scale-up Supplemental Instruction (SI) Across the Disciplines to Support Students' Expanding Needs in Courses Beyond the Sciences:

- Expand our University of Missouri at Kansas City Supplemental Instruction model to include non-science course with high DFW rates (more than 20%). This increase would

allow approximately 3 additional student leaders (@$2000/student leader) to work towards this goal. Supported by planning assumptions 1ci, 1cii. **Request: $6,000**

3. Scale-up Writing Center (WC) Tutoring to Align with Student Needs Generated by GI 2025 and EO 1110:

- Expand hours in response to the robust increase in student use of the Center (Fall 2017 to Fall 2018 total student visits increased 81% and unique visits increased 40%). Supported by planning assumptions 1ci, 1cii. **Request: $10,000**

- Increase current 0.5 Academic English Specialist to create a 1.0 position to assist with oversight of growing staff and expanding programming across campus. If the WC retains some physical space on the main campus when all of OUGS moves to the new EL building in summer 2019, we will need additional staff support. Moving this position to a 1.0 will provide that support. Supported by planning assumptions 1ci, 1cii. **Request: $23,000**

4. Start process of institutionalizing the Academic Success Center (ASC) to ensure support for interventions in support of GI 2025

- Transfer 1 SSP hire from Governor's Innovation Award funds to state funds. The ASC is becoming the campus hub for academic interventions. Informed by research and data, the ASC is identifying students' academic needs and then designing and launching interventions. To date, the ASC has provided academic support for Accounting, Economics, GEW, and Statistics students. It has also launched programming to support transfer students more broadly and first-year students on probation. A faculty group is studying national research and data on second-year success while it grabbles with CSUSM's second-year data and is developing a pilot intervention to support 2nd year students. Additionally, this spring, the ASC is piloting a data tool by facilitating academic interventions such as the following:
    - Outreach to students who are **active but not enrolled** for the next term
    - Outreach to students who are close to graduation (x number of units from completion) but have **not yet applied to graduate**
    - Outreach to students who are **close to graduation** (x number of units from completion) who can add a required course for the next term
    - Outreach to students who have enrolled in **fewer units than their target unit load** in Degree Planner after continuing registration
    - Outreach to "**super seniors**" (generally defined as 150 units but could go lower to widen the intervention)

    With these interventions, the ASC aims to enrich students' learning while reducing institutional barriers. In addition to supporting the GI 2025 metrics noted above, the work of the ASC aims to reduce the average number of units our first-year freshmen and transfer students complete by 2 units. A 2-3 unit reduction would allow CSUSM to graduate 2% more students per year at no additional cost to the institution. Starting this institutionalization process now allows CSUSM to extend academic intervention

programming through the Innovation Award as explained above. Supported by planning assumptions 1ci, 1cii. **Request: $90,000**

5. Account for MPP Equity Increase
- Provide base-budget support to cover the costs associated with the equity increase for the MPP III in OUGS. **Request: $6,108**

FY 2020/21 Goals

1. Scale-up Math Lab Tutoring to Support EO 1110 and Engineering Students:
- Extend tutoring hours to offer 2 additional night hours per week plus extend Fridays by 1 hour. Supported by planning assumptions 1ci, 1cii. **Request: $1800**

2. Scale-up STEM Student Success Center Tutoring to Support Increased Science Students' Expanding Needs:
- Expand services to include online tutoring 4pm-7pm M-W. Supported by planning assumptions 1ci, 1cii. **Request: $7,500**

3. Scale-up Supplemental Instruction (SI) Across the Discipline to Support Students' Expanding Needs:
- Increase number of SI sessions beyond the sciences to include courses in Economics, History, and Finance. An increase of 5 SI leaders for this purpose would equate to an increase in sessions of approximately 130 sessions per AY. Total costs for increase in sessions includes all costs to employ SI leaders (~$2000 per). Supported by planning assumptions 1ci, 1cii. **Request: $10,000**

4. Scale-up Writing Center Tutoring to Align with Student Needs Generated by GI 2025, EO 1110:
- Re-launch online writing lab to increase accessibility for all students. Supported by planning assumptions 1ci, 1cii. **Request: $2,000**

- Facilitate Community of Practice, Inquiry, Practice, and Action with group of 3 faculty to identify science students' writing needs and develop responsive programming. Supported by planning assumptions 1ci, 1cii. **Request: $2,250**

5. Continue process of institutionalizing the Academic Success Center
- Transfer 1 SSP hire from Governor's Innovation Award funds to state funds Supported by planning assumptions 1ci, 1cii. Supported by planning assumptions 1ci, 1cii. **Request: $90,000**

6. Scale-up First-Year Programs and Block Enrollment for First-Year Students
- Hire a .5 SSP II to support the Director of First-Year Programs with the GEL Peer Educator program by which sophomores who were successful in GEL are trained to serve as Peer Educators in fall GEL sections. This new hire would also expand and coordinate GEL learning communities whereby specific GEL courses are linked to at least one

specific course in a college. In the ideal model, faculty engage in faculty development to create curricular links across the paired courses. Supported by planning assumptions 1ci, 1cii. **Request: $26,500**

FY 2021/22 Goals
1. Scale-up Math Lab Tutoring to Support EO 1110 and Engineering Students:
- Increase number of lead tutors from 3 to 6 (to obtain 1:5 ratio of lead to tutor)
  - Will support ongoing training, additional satellite tutoring, potential online tutoring and overall growth of ML
  - Cost is approx. $3500 per lead tutor and this could be done at any scale
  Supported by planning assumptions 1ci, 1cii. Request: **$10,440**

- Extend tutoring hours 2 evening hours per week (busiest evenings). Supported by planning assumptions 1ci, 1cii. **Request: $1800**

2. Scale-up STEM Student Success Center Tutoring to Support Increased Science Students' Expanding Needs:
- Expand services to include online tutoring 7pm-10pm M-W. Supported by planning assumptions 1ci, 1cii. **Request: $7,500**

3. Scale-up Supplemental Instruction (SI) in the Sciences to Support Increased Science Students' Expanding Needs:
- Increase number of SI sessions beyond the sciences. An increase of 5 SI leaders for this purpose would equate to an increase in sessions of approximately 130 sessions per AY. Total costs for increase in sessions includes all costs to employ SI leaders (~$2000 per). Supported by planning assumptions 1ci, 1cii. **Request: $10,000**

4. Scale-up Writing Center Tutoring to Align with Student Needs Generated by GI 2025, EO 1110:
- Expand tutoring hours to include evening hours. Supported by planning assumptions 1ci, 1cii. **Request: $13,000**

- Partner with LTWR to teach LTWR 525 and develop the associated service-learning component in partnership with the Writing Center. Supported by planning assumptions 1ci, 1cii. **Request: $7,000**

5. Continue process of institutionalizing the Academic Success Center
- Transfer 2 SSP hire from Governor's Innovation Award funds to state funds Supported by planning assumptions 1ci, 1cii. Supported by planning assumptions 1ci, 1cii. **Request: $180,000**