



Strategic Planning and Budget Cycle
Three-Year Rolling Budget/Hiring Plans
FY 18/19, 19/20 and 20/21

Table of Contents

Academic Programs.....	2-4
Academic Senate.....	5-8
College of Education, Health and Human Services (CEHHS).....	9-40
College of Humanities, Arts, Behavioral and Social Sciences (CHABSS).....	41-50
College of Business Administration (CoBA).....	51-55
College of Science and Math (CSM).....	56-62
Extended Learning/Temecula.....	63-67
Extended Learning – Global.....	68-73
Extended Learning – Programming.....	74-78
Faculty Affairs.....	79-81
Faculty Center.....	82-85
Instructional and Information Technology Services (IITS).....	86-94
Library.....	95-99
Office of Graduate Studies and Research.....	100-104
Office of Undergraduate Studies.....	105-110
Planning and Academic Resources.....	111-112

ACADEMIC PROGRAMS

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- 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 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 anticipate time savings in the future, 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

a. FY 2018/19 Goals

- a. Fully implement curriculum software (once all backlog is cleared out) [see assumption a.iii]
- b. Work with GEC to implement changes to GE resulting from EO 1100 [see assumption a.ii]
- c. Work with faculty and EMS staff to implement changes resulting from EO 1110 [see assumption a.ii]
- d. Support annual assessment activities in all degree programs. [See assumption b.ii]
- e. Conclude 4 Program Reviews [see assumption b.i]
- f. Begin 7 Program Reviews [see assumption b.i]
- g. Keep campus focus on WASC recommendations [see assumption c.i and c.ii]:

b. FY 2019/20 Goals

- a. Support annual assessment activities in all degree programs. [See assumption b.ii]
- b. Conclude 7 Program Reviews [see assumption b.i]

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

c. FY 2020/21 Goals

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

ACADEMIC SENATE

PART I: NARRATIVE

A. Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- 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.

PLANNING ASSUMPTIONS FOR ACADEMIC SENATE

1. As the campus grows, the work of the Senate officers, Senate committees, Senate Coordinator, and Senate Administrative Assistant increases. As CSUSM works towards achieving the goals set out by the CO for Graduation Initiative 2025, and the faculty write and modify programs and curriculum to ensure student success towards this initiative, the Academic Senate's workload will continue to increase. Adequate funding is needed to support timely completion of the work.
2. Operating expenses continue to increase and adequate funding is needed to support the increase in fees paid back to the campus.

Goals by Fiscal Year FY 2018/19 Goals

GOALS DERIVED FROM ASSUMPTION # 1:

Goal 1: Funding to support release time for Officers and Chairs of the Standing Committees of the Academic Senate

Rationale: There is a structural deficit that currently exists in the Senate budget for Salaries related to release time for faculty. The request for 17/18 funds was submitted with the request for one-time funds vs. base funds for a number of the WTU and non-WTU salaries associated with on-going and consistent release time needs. The base budget reflects \$153,691 for faculty release time, with an additional \$18,367 having been given in one-time funds to make up for the deficit (total = \$172,058). At present, the units associated with the release time that was approved for this year is 84. This equates to a base budget of \$168,000. The senate has also been funding part-time lecturers who serve on senate for a total of \$1,500 and PAC members for a total of \$4,000. The total base budget then for 17/18 faculty release time is \$173,500. Given the current base budget of \$153,691 and the actual expenses of \$173,500, there is a request for \$19,809 to be added to the base budget to fix the structural deficit. The rationale to keep these funds on a permanent basis comes from historical data from workload surveys.

An analysis of workload surveys collected over the last 3 years by the chairs of the standing committees of the Academic Senate reflects average workloads that exceed release time funding by approximately 50%. This is in large part due to the continued growth of our relatively young campus. This year in particular saw an increase in workload due to the implementation of EO 1100, 1110, and LOTER towards Graduation Initiative 2025. In 17/18, the Academic Senate had to add 2 additional meetings to its calendar to manage the time sensitive business facing the faculty. Workloads were particularly increased for the Chair, Vice Chair, Secretary, Parliamentarian, and Chair of GEC as EO 1100, 1110 and

LOTER required expedited and frequent meetings to conduct business in a timely manner. It is expected that this workload will continue over the course of the next seven (7) years as the campus moves towards implementation and compliance with the goals and objectives set forth by the CO for Graduation Initiative 2025. There is thus a request to add to the base budget a total of \$19,809 associated with on-going release time needs to support faculty in the work of the senate that reflects a true structural deficit from what is currently being paid.

At present, there is no funding for the Parliamentarian whose service to the Senate this year has been extensive. This request asks for an additional 3 WTUs to pay for release for the Parliamentarian.¹ This equates to an increase in Base Budget funds for Special Consultants of \$6,000.

The request is for an addition to the base budget for release time funds of \$25,809.

Goal 2: Funding for Support Staff in the Academic Senate

Rationale: In January 2018, the Senate Coordinator received an In-Range Progression which increased her salary by an annual \$5,784.00 The request is for the base budget to reflect the additional funds to cover the IRP.

¹ Additional units of release time may be requested for faculty who come from departments/units with 4-unit courses to create parity across campus departments and colleges. These fund would only be needed for a buy-out of a 4-unit course.

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 this year 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, as they were already overloaded with the business associated with the EO's.
- 2) Additional assistance is needed for work with NEAC. Work associated with NEAC is extensive and requires a lot of assistance on the part of the Coordinator and ASA. As the ASA primarily works on minutes, she does not have sufficient time to keep up with the oversight and accurate tracking of information for: open calls, lists of vacancies, tracking of nominations, preparation of NEAC recommendations, notifying those elected, updating the senate webpage, working closely with ASI to fill student seat vacancies, maintaining accurate rosters and attendance sheets, and assisting with spring elections.
- 3) 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.
- 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 \$15,600.

Goal 3: Funding to support administrative operations within the Senate office

Rationale: At present, the Senate office does not have a copier/scanner machine. As such, the Support Staff are unable to make photocopies. In very rare cases, the Senate Coordinator has gone to Kinko's to make copies (e.g. for the World Cafes). There is a need for a high-speed copier/scanner for work related to Senate business and also for the Student Grievance Process, which is handled out of the Senate office. There are over two decades of Senate and Committee meeting minutes in hard copy form that need to be archived and searchable in a digital format. On nearly a weekly basis, the Academic Senate Staff are called upon to research historical data on Senate business, which currently has to happen by hand. This creates an excessive workload on the Coordinator and Administrative Assistant. A high-speed printer would cost an estimated \$2,200/annually for a lease contract, paper and toner.

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. Telephone charges, postage and office supply costs have all increased over time without an increase to the base budget for these expenditures. The current telephone services have increased from \$600 to \$770; postage has increased from \$20 to \$30; and office supplies have increase from \$200 to \$350. It is not expected that these fees/charges will decrease in future years, but rather increase with time. There is a request to add \$330 to the base budget associated with these operating expenses.

There is an additional request of \$3,200 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 18/19 AY Senate meetings is \$1,700.00. The request is for one-time funds as it is unclear where Senate will be held in 19/20 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 \$1,500.

FY 2019/20 Goals

Given the planning assumptions outlined for the upcoming 18/19 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 19/20, based on 18/19 expenditures. Additional resources could be needed, however, if the campus sees increased lecturer faculty participation in shared governance, or pursues plans to institute a Diversity Curriculum Requirement, requiring the formation and compensation of a new standing committee or subcommittee.

FY 2020/21 Goals

Given the planning assumptions outlined for the upcoming 18/19 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 19/20 expenditures. Additional resources could be needed; however, if the campus sees significant growth in business vital to the Academic Senate.

COLLEGE OF EDUCATION HEALTH AND HUMAN SERVICES

PART I: NARRATIVE

A. Planning Assumptions

1) Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017-18.
- b. A funding model for colleges based on student demand projections.
- 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) 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.

Goals by Fiscal Year

FY 2018/19 Goals

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

COLLEGE

- Assessment/Accreditation needs for all units in the college including program reviews.
 - Develop and maintain methods for program assessment, candidate assessment, and accreditation activities for all units.
 - Conduct assessment activities to align curriculum with program student learning outcomes
- School of Education: \$120,000.00 to support New Program standards requirement from accrediting body of 6 observations by University Supervisors of teacher candidates (TCs) per semester.
- School of Nursing: Hire one new tenure track position (Psychiatric Mental Health) funded through Extended Learning.
- Hire one tenure-line faculty with expertise in Human Development to address the program needs as indicated by prior program assessment and reviews.
- Administrator Transition Costs: Associate Dean Garcia is transitioning back to faculty as of the end of Fall 2017. For 1/19, there will be salary expenses and vacation payout during the months of July and August (partial). Dean Powell retires at the end of June 2018 and there will be vacation payout during Summer 2018. These are a one-time expenditure.
- College O & E: In recent years, base funding from stateside sources was sufficient to cover faculty salaries/benefits associated with FTES generated in the college. College Operations & Expenses (O&E) were funded mostly with Extended Learning monies. Additional base funding is needed to cover college O & E, to include costs of telephones, photocopier leases, IITS chargebacks, and general expendable office supplies.
- Program relocations to new Extended Learning Building: With the opening of the new EL building CEHHS will need to move several programs (wholly or in part) to the new building: Speech-Language Pathology, Kinesiology, Social Work, Public Health. Because Kinesiology has both stateside and EL components we have a request for one-time funds to help partially cover the move. We do not have quotes for these costs, but have provided our best estimate.

SCHOOL OF EDUCATION

- Implement revised initial credential program standards to meet the new accreditation requirements.
- Our accrediting body requires New Program standards of 6 observations by University Supervisors of teacher candidates (TCs) per semester. This is an increase of the current practice of 4 observations. This will require increased compensation for University Supervisors. Currently, the ration of TCs to one unit of compensation is 3:1. To accommodate the increase in workload (additional observation) we need to change the ratio of compensation from 3:1 to 2:1, which is an increase of \$120,000.00

SCHOOL OF NURSING

- Hire one new tenure track position (Psychiatric Mental Health) funded through Extended Learning.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Hire one tenure-line faculty with expertise in Human Development to address the program needs as indicated by prior program assessment and reviews.
- Hire a program coordinator that provides support for exploring a program in non-profit management in Human Development.

Department of Kinesiology

- Evaluate the potential for additional tenure line faculty at the Temecula campus.
- Support the development of Fall Prevention Clinic and Action Sports initiatives.
- Continued growth and development of the new Kinesiology graduate program including increased marketing efforts, financial support for students, and research related resources.
- Support research and scholarship among Kinesiology faculty by pursuing additional laboratory space (both on and off-campus) and updating laboratory equipment on a regular basis.
- Explore potential for fee-for-service program.

Department of Public Health [Funded through Extended Learning]

- Retain a consultant to provide on-going technical support and prepare for on-campus visit/consultation with CEPH as part of requirements towards achieving accreditation.
- Start CEPH's accreditation process by gathering required data onto CEPH's data templates

- Hire one fulltime (12-month) lecturer to teach concentration-specific courses and support students' thesis/capstone projects in Health Promotion & Education and Global Health (AY 2018/2019). [Funded through Extended Learning]

Department of Speech Language Pathology [Funded through Extended Learning]

- Assess all aspects of the program and complete annual accreditation reports.
- Dues for ASHA/CAPCSD/CCAPCSD.
- Hire a Tenure Track faculty member to support the MS Speech-Language Pathology program

Department of Social Work [Funded through Extended Learning]

- Gather information and write Accreditation Self-Study due August 1, 2019
- Gain approval for and advertise to hire additional TT faculty member to start Fall 2019

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

- School of Nursing: Fund full-time lecturer (12-month) faculty position for Student Healthcare Project Director/Coordinator.
- School of Nursing: Fund full-time human simulation (Standardized Patients) Coordinator. (funded through EL)

SCHOOL OF EDUCATION

- Secure space for an Education Lab for 21st Century educator preparation courses and professional development for school district partners.

SCHOOL OF NURSING

Stateside

- Fund full-time lecturer (12-month) faculty position for Student Healthcare Project Director/Coordinator.
- Fund full-time human simulation (Standardized Patients) Coordinator.

- Expand Student Healthcare Project by one site to enhance student experiences and clinical placements.
- Begin Doctor of Nursing Practice (DNP) WASC document and explore CCNE requirements.
- Fund a Community Appreciation Luncheon event where community partners are honored and students display their achievements (Poster Session of research and projects).

Funded through Extended Learning

- Fund full-time human simulation (Standardized Patients) Coordinator.
- Continue the RN to MSN program development (On-hold)
- Continue curriculum revisions for fully online Nursing Education concentration.
- Continue curriculum revisions for fully online Clinical Nurse Leader concentration.
- Start Online MSN program with 2 concentrations: Clinical Nurse Leader and Nurse Educator.
- Begin development of online of a joint Advanced Public Health Nursing (MSN) and MPH program.
- Continue to explore the development of a joint MSN (Clinical Nurse Leader concentration) and Master of Health Information Management online program in collaboration with COBA.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Assess and evaluate the implementation of core sequences/courses in the program and the General Option based on suggestions and recommendations of MOU and the external review team.
- Develop a plan for making an event for HD students' poster presentations in public a regular event.

Department of Kinesiology

- Conduct mid-cycle program review for the Kinesiology undergraduate program.
- Seek funding for Graduate Assistantship positions.
- Evaluate and adjust admissions numbers for undergraduate impaction structure for stateside program.
- Continue launch of new accelerated BS program in Kinesiology.
- Expand undergraduate program on Temecula campus.
- Pursue additional laboratory space and update lab equipment on a regular basis.

Department of Public Health [Funded through Extended Learning]

- Support at least four students to attend the annual Sacramento Health Policy Conference.

- Fund Research or Graduate Assistants to support tenure-track faculty with their research endeavors.
- Work with Global Education to develop international partnerships with various institutions and organizations with a view to providing international sites for internships and service learning opportunities.
- Perform curriculum revisions and update course sequencing for Health Promotion & Education and Global Health.
Conduct program evaluation/assessment and exit interviews for graduating students.

Department of Speech Language Pathology [Funded through Extended Learning]

- Create funded graduate research assistantship positions
- Support an expanded CSUSM Speech-Language Clinic
- Support skills training in the MS in SLP program to include the development of a simulation theatre
- Support the development of inter-professional education experiences to enhance student learning

Department of Social Work [Funded through Extended Learning]

- Assess need of possible expansion of CalSWEC Title IV-E & Mental Health grant student stipends based on student need, enrollment, and community CWS need.
- Assess student competency based on CSWE 2015 standards.

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

COLLEGE

- Implement College-wide community partnerships and outreach activities
- Develop community partnerships and memorandum of understanding with various organizations and agencies for the purpose of enhancing all CEHHS student internship placements and service learning experiences.

SCHOOL OF EDUCATION

- Hold a School of Education Alumni event
- Hold two advisory committee meetings of local school district leaders for the MA program through the NCPDF to recommend master's program candidates, indicate needs in their districts, and give expertise to innovation and emerging programs and schedule 4 information/recruitment events at local school districts.
- Bring one distinguished expert to the campus for a colloquium that is held at least once a

year in alignment with the endowment guidelines.

- Align the number of the DTiRs in the DTiR program with the school capacity needs
- Align the Assigned Time Grant for the DTiR program units with the number of DTiRs in the program.
- Hold the second annual Encuentros Teacher Academy to recruit Latino teachers.

SCHOOL OF NURSING

- Continue to establish new partnerships with community or clinical agencies.
- Develop service/academia collaborations (research or service).
- Sustain the establishment of new community partnerships with public health organizations or agencies.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Collaborate with the field coordinator to develop a team model placement for field work.
- Explore the possibility of organizing an information meeting with non-profit agencies in local communities for HD students.

Department of Kinesiology

- Increase community/university/college partnerships and collaborations.
- Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, etc.
- Explore international partnerships to increase study abroad options for undergraduate students.

Department of Public Health [Funded through Extended Learning]

- Continue to develop memorandum of understanding and sustain relationships with public health agencies and other community-based organizations to support students' internships.
- Develop and maintain partnerships with public health agencies and community-based organizations to support students' thesis and capstone projects.
- Explore international partnerships with various institutions and organizations to promote faculty-led study abroad and service-learning programs for students.

Department of Speech Language Pathology [Funded through Extended Learning]

- Develop and support supervision of specialized clinics including family support groups to serve families in North County San Diego
- Support at least 3 community-based events annually to maintain community engagement

Department of Social Work [Funded through Extended Learning]

- Expand student internship site network by adding a minimum of 10-20 new placements
- Assess support and feasibility for field instructor Continuing Education offerings and appreciation luncheon/dinner

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

COLLEGE

- Implement Interdisciplinary and Interprofessional activities as a college such as: a course that all programs share at the 500/600 level.
 - \$32,000.00 for course releases (at \$8,000.00 each)

SCHOOL OF EDUCATION

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

SCHOOL OF NURSING

- Continue to collaborate with other units within the college (MSW, KINE, SLP, HD, SOE) on educational experiences for students through simulation to promote interprofessional education.
- Continue to collaborate with faculty within the University on research, projects and service.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Hire a full-time academic support coordinator (ASCI)
- Communicate closely with CEHHS Student Services Office staff to develop developmental milestones for HD students.
- Continue to provide HD majors with opportunities to engage in projects in local

communities with students in other programs (e.g., COBA).

Department of Kinesiology

- Work with CEHHS Student Services Center to assist with new impaction process and transition new curriculum.
- Launch and develop new Accelerated BS KINE program on San Marcos campus in collaboration with Extended Learning.

Department of Public Health [Funded through Extended Learning]

- Explore the development of inter-professional education with other CEHHS departments (e.g., HD, SoN, MSW, SLP, etc.) as part of CEPH's accreditation requirements for both Health Promotion & Education and Global Health.
- Continue to work with CSU Los Angeles to ensure that MPH students participate in the faculty-led annual Sacramento Health Policy Conference.

Department of Speech Language Pathology [Funded through Extended Learning]

- Develop inter-professional educational opportunities for students in programs across CEHHS.

Department of Social Work [Funded through Extended Learning]

- The majority of tenured/tenure track faculty will serve on university committees in a meaningful manner

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

COLLEGE

- Research and Develop Marketing and Recruitment strategies to increase the pool of underrepresented minorities applying to CEHHS programs.
 - Revise, develop, and maintain CEHHS website ensuring that it reflects diversity.
- Ensure hiring efforts include provisions to attract a diverse pool of applicants.
- Support the work of the Diversity and Inclusion Committee to identify, assess, and advance strategic initiatives that promote diversity, equity, and inclusion for the success of all students, staff, and faculty in CEHHS; this committee reports to the Dean.
- Support the work of the Ad hoc Diversity committee to review and survey equity/morale among all CEHHS personnel; this committee will report to the CEHHS Faculty and staff.

SCHOOL OF EDUCATION

- Develop marketing and recruitment plans to increase enrollment in credential programs in line with the Teacher Recruitment White Paper.

SCHOOL OF NURSING

- Develop marketing and recruitment plans to increase enrollment of underrepresented minorities.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Assess the demographics of HD students (e.g., graduation rate, dropout rates, time spent to graduation) and needs for student and faculty resources for the issues of diversity, equity and inclusion.
- Explore possibilities of support groups for students with particular characteristics/needs.
- Obtain input from the College's Diversity Committee and incorporate the Committee's suggestions and policies into the Department practice in promoting diversity, equity and inclusion.

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.

Department of Public Health [Funded through Extended Learning]

- Support the recruitment and retention of diverse students in the program.
- Work with EL to develop targeted marketing programs and revise the MPH website to promote the attraction of diverse pool of both domestic and international applicants.

Department of Speech Language Pathology [Funded through Extended Learning]

- Continue to market, recruit, and admit diverse students
- Ensure hiring efforts include provisions to attract a diverse pool of applicants.

Department of Social Work [Funded through Extended Learning]

- Continue to support diverse student populations

- Continue engagement with diverse local community partnerships
- Continue collaboration with SERVE Native American Student social work recruitment

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

- Maintain college advisory board with representation from the variety of programs in the college and community members.

SCHOOL OF EDUCATION

- Develop a 4 year Integrated Teacher Education Program (ITEP)
- Redesign the MA program to align with the CO Executive Order

SCHOOL OF NURSING

- Plan Community Advisory Council meeting of community partners and faculty to discuss needed programs and service/academia research partnerships.
- Explore a Doctor of Nursing Practice (DNP) Program and prepare and “A” form for submission.

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.
- Research needs of the non-profit sector of communities to identify the areas that students could fill in.

Department of Kinesiology

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

Department of Public Health [Funded through Extended Learning]

- Plan and fund the annual MPH Advisory Board meeting in spring semester 2019 with a view to receiving input on continuous program improvement, workforce development, and community needs.
- Plan and fund a meeting of the MPH Advisory Board during the spring semester of each year.

Department of Speech-Language Pathology

- Continue to market, recruit, and admit diverse students
- Support annual faculty work meetings to engage in program assessment and improvement
- Funding for development of innovative programs and curriculum

Department of Social Work [Funded through Extended Learning]

- Evaluate effectiveness and efficiency of part-time MSW program. Discuss other options with faculty including online electives and hybrid programming.

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

- Explore venues and strategies for sharing faculty and student research collaboration across the college.

SCHOOL OF EDUCATION

- Explore options to provide research space for faculty and student research assistants
- Develop a mechanism for utilizing Graduate Assistants' Research funds

SCHOOL OF NURSING

- Plan a Community Appreciation Luncheon event where community partners are honored and students display their achievements (Poster Session of research and projects).
- Present research awards for students in collaboration with STTI Phi Theta Chapter at the Community Appreciation Luncheon.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Develop strategy for supporting student participation in the faculty-student research activities.
- Explore the Department's research participant pool system.
- Seek funds to support students' 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]

- Plan and support students to attend and present their research (theses and capstone projects) at regional and/or national conferences.
- Support students to attend and present their research at the annual CSUSM Graduate Studies & Research Symposium and Student Poster Showcase.
- Plan and organize MPH students to attend and present their research (thesis and/or capstone projects) at state and national conferences (e.g., San Diego EPI Exchange, APHA Conference, etc.)

Department of Speech Language Pathology [Funded through Extended Learning]

- Support faculty in maintaining state license and certification.
- Support faculty in research by providing funds for subjects and project development

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 in regards to scholarly/research publications or presentations.

FY 2019/20 Goals

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

COLLEGE

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

SCHOOL OF EDUCATION

- Evaluate the effectiveness of the electronic application process for student applying to MA and credential programs.
- Hire one new tenure line faculty.
- Support Faculty release time for the MA Program Review

SCHOOL OF NURSING

-

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Hire 2 tenure-line faculty with the expertise of Human Development to address the program needs as indicated by prior assessments and reviews.

Department of Kinesiology

- If needed, hire new tenure line faculty member to support new Accelerated BS Program.

- Evaluate the need for new tenure line faculty to conduct research and support other undergrad/graduate Kinesiology programs. Request new tenure line hire(s) as appropriate.
- Develop, as appropriate, fee-for-service program to provide services to the community and generate revenue for Kinesiology programs
- Support the development of Fall Prevention Clinic, Action Sports, and other programs that interact with the community.

Department of Public Health [Funded through Extended Learning]

- Provide resources necessary to complete the self-study for CEPH accreditation and site visits.
- Retain and fund a consultant to provide on-going technical support towards achieving accreditation.

Department of Speech Language Pathology [Funded through Extended Learning]

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

Department of Social Work [Funded through Extended Learning]

- Prepare for accreditation site visit in December 2019-Feb 2020.
- Hire tenure-track assistant professor in social work to start Fall 2019

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

- Publish recruitment materials developed in the previous year

SCHOOL OF EDUCATION

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

SCHOOL OF NURSING

- Start online joint Advanced Public Health Nursing (MSN) and MPH program.
- Start online joint MSN (Clinical Nurse Leader concentration) and Master of Health Information Management program in collaboration with COBA.
- Expand Student Healthcare Project by one site to enhance student experiences and clinical placements.
- Fund full-time position for Student Healthcare Project Coordinator.
- Fund full-time staff position for Student Healthcare Project.
- Fund full-time skills lab faculty for Temecula. • Develop curriculum for DNP (if the decision is to have the DNP here rather than join the Southern CA consortium.
- Develop curriculum and start a new Global Public Health concentration (track) in Fall 2017.
- Fund part-time (lecturer) position for a core MPH course in Healthcare Systems Delivery and Policy (PH 502) in Spring 2017.
- Fund tenure-track faculty to attend professional development meetings and/or conferences to present their research.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Research possibility and cost of hiring a second field placement supervisor to ensure that supervision does occur at placement sites
- Develop the Department policies for the development of online courses and assess working students' and Department's needs for online courses.

Department of Kinesiology

- Evaluate undergraduate and graduate capacity vs student demand. Reallocate resources where appropriate.
- Seek resources to support and maintain Graduate Assistantship positions

Department of Public Health [Funded through Extended Learning]

- Fund a part-time (lecturer) position for PH 502 (Healthcare Systems Delivery and Policy) in AY 2019/20.
- Fund Graduate and/or Research Assistantship positions to support tenure-track faculty.

Department of Speech Language Pathology [Funded through Extended Learning]

- Continue to fund graduate research assistantship positions
- Support on-going operations of the CSUSM Speech-Language Clinic
- Support skills training in the MS in SLP program through maintenance of a simulation

- theatre
- Support the continued development of inter-professional education experiences to enhance student learning
- Develop case studies that will support learning across multiple classes. At least 4 case studies will be developed and used by 2019.

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 and possibly revise program based on 2015 EPAS after accreditation site visit.

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

SCHOOL OF EDUCATION

- Hold a School of Education Alumni event
- Hold two advisory committee meeting of local school district leaders for the MA program through the NCPDF to recommend master’s program candidates, indicate needs in their districts, and give expertise to innovation and emerging programs.
- Bring one distinguished expert to the campus for a colloquium that is held at least once a year in alignment with the endowment guidelines.
- Increase the number of the DTiR by 1.
- Increase the Assigned Time Grant for the DTiR program units by 6 units.

SCHOOL OF NURSING

- Continue to establish new partnerships with community or clinical agencies
- Continue to develop service/academia collaborations (research or service).
- Continue to develop community placements for MPH internships.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Continue to work collaboratively with community partners and Community Engagement to simplify placements for HD students
- Plan for an information meeting with non-profit agencies in local communities for HD students
- Obtain feedback from community partners and interns to identify areas for improvement in the HD program.

Department of Kinesiology

- Increase community/university/college partnerships and collaborations
- Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, High School Health Education, etc.
- Strengthen international partnerships to increase study abroad options for undergraduate students.

Department of Public Health [Funded through Extended Learning]

- Continue to develop memorandum of understanding and sustain relationships with public health agencies and other community-based organizations to support students' internships.
- Continue to collaborate with CSU Los Angeles to ensure that MPH students participate in the annual faculty-led Sacramento Health Policy Conference.
- Sustain the development of community partnerships to support students' thesis/capstone projects.

Department of Speech Language Pathology [Funded through Extended Learning]

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

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.

SCHOOL OF EDUCATION

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

SCHOOL OF NURSING

- Continue to collaborate with other units within the college (MSW, KINE, SLP, HD, SOE) on educational experiences for students through simulation for interprofessional education.
- Continue to collaborate with faculty within the University on research, projects and service.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Communicate closely with CEHHS Student Services Office staff to develop one-year course schedule plan.
- Collaborate with the Global Education Office to develop study abroad courses led by HD faculty for students to study academic subject matters.

Department of Kinesiology

- Explore potential collaboration with other campus entities to offer new programs (Engineering, Health Science, Sports Marketing, etc.)
- Strengthen relationships with nearby campuses (University of St. Augustine, SDSU).

Department of Public Health [Funded through Extended Learning]

- Explore the development of inter-professional education with other CEHHS departments (e.g., HD, SoN, MSW, SLP, etc.)
- Continue to work with CEHHS Student Services to assist with course sequencing, program assessment, and students' advancement to candidacy.
- Continue to work with CSU Los Angeles to ensure that MPH students participate in the annual faculty-led Sacramento Health Policy Conference.

Department of Speech Language Pathology [Funded through Extended Learning]

- Develop inter-professional educational opportunities for students in programs across CEHHS.

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

- Research and Develop Marketing and Recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs.
- Revise, develop, and maintain CEHHS website ensuring that it reflects diversity.
- Ensure hiring efforts include provisions to attract a diverse pool of applicants.
- Establish ad hoc committee to review and survey equity/morale among all CEHHS personnel; this committee will report to the Faculty committee

SCHOOL OF EDUCATION

- Implement the “Be a Teacher” Pathway.

SCHOOL OF NURSING

-

Department of Human Development

- Organize support groups for students with particular characteristics/needs and obtain feedback for the effectiveness of such groups from participants.
- Develop strategies to track the professional development and advancement of HD graduates in the community.
- Continue to support the College’s Diversity Committee’s activities and incorporate the Committee’s suggestions and policies into the Department’s implementation of the curriculum to promote diversity, equity and inclusion.

Department of Kinesiology

- Evaluate marketing strategies for recruiting diverse applicants for undergraduate and graduate programs. Allocate resources as needed.
- Evaluate and add study abroad opportunities for Kinesiology majors.

Department of Public Health [Funded through Extended Learning]

- n/a

Department of Speech Language Pathology [Funded through Extended Learning]

- n/a

Department of Social Work [Funded through Extended Learning]

- All aspects of diversity will continued 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.

SCHOOL OF EDUCATION

- Increase the number of cohorts in the multiple subject/middle level by 1

SCHOOL OF NURSING

- Continue annual Community Advisory Council meetings of community partners and faculty to discuss needed programs and service/academia research partnerships.
- Continue to sustain and fund a meeting of the MPH Advisory Board during the spring semester of each year.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Obtain resources and support for the faculty-led community projects.
- Develop the systematic ways of implementing the faculty-student research.
- Explore the faculty-student projects contributing to the non-profit sector.

Department of Kinesiology

- Continue to hold periodic meetings with community partners to assess Kinesiology student preparation and market for graduates.
- Continue to engage in meaningful assessment of all Kinesiology programs.
- Add study abroad opportunities for Kinesiology majors.

Department of Public Health [Funded through Extended Learning]

- Fund and sustain the MPH Advisory Board meeting in spring 2020.

- Continue to sustain the development of community partnerships to support students' thesis/capstone projects.

Department of Speech Language Pathology [Funded through Extended Learning]

- n/a

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 better 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

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

SCHOOL OF EDUCATION

- Implement a mechanism for distributions of Graduate Assistants Funds
- Implement plans for space for faculty research

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).
- Present research awards for students in collaboration with STTI Phi Theta Chapter at the Community Appreciation Luncheon.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Seek funds and grants to provide financial support for HD faculty/student research on issues relevant to growth of the department and demands of the community in the health and human services field
- Explore opportunities for HD students to be exposed to research activities with the Department faculty in non-class context.

Department of Kinesiology

- Support faculty by pursuing additional laboratory space (both on and off-campus) and updating laboratory equipment on a regular basis.

Department of Public Health [Funded through Extended Learning]

- Develop plans and mechanisms to encourage and support faculty to submit external grant applications.

Department of Speech Language Pathology [Funded through Extended Learning]

- Support faculty in maintaining state license and certification.

Department of Social Work [Funded through Extended Learning]

- Continue to support faculty to present at multiple conferences per year if desired
- Assess ways to involve students in creative activities, which may not be research.

FY 2020/21 Goals

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

COLLEGE

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

SCHOOL OF EDUCATION

- Hire one new tenure line faculty.
- Support faculty in developing and writing annual accreditation reports
- Support faculty on developing tools for measuring graduates impact on K-12 students and programs

SCHOOL OF NURSING

- Hire one new tenure track position (Specialty TBD).
- Fund one external consultant to visit the campus and provide assistance regarding initial applications for accreditation with the Council on Education for Public Health (CEPH).
- Provide resources necessary to complete initial application for CEPH accreditation and site visits.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Hire 2 tenure-line faculty with expertise of Human Development to address the program needs as indicated by prior assessment and reviews.
- Explore the development of HD program in Temecula

Department of Kinesiology

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

Department of Public Health [Funded through Extended Learning]

- Provide funds and resources necessary to sustain CEPH accreditation and site visits.
- Fund and retain a consultant to provide on-going technical support towards achieving accreditation by CEPH.

Department of Speech Language Pathology [Funded through Extended Learning]

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

Department of Social Work [Funded through Extended Learning]

- Evaluate any capacity needs indicated in the CSWE Accreditation report received mid 2020.
- Assess need for additional full-time lecturer

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

- Publish recruitment materials developed in the previous year

SCHOOL OF EDUCATION

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

SCHOOL OF NURSING

- Expand Student Healthcare Project by one site to enhance student experiences and clinical placements.
- Initiate DNP program (if the decision is to have the DNP here rather than join the Southern CA consortium).
- Continue to fund Research Assistants to assist tenure-track faculty with literature review, data collection and analysis each academic year.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Continue to assess the program effectiveness and the coherence among the courses in the curriculum.
- Develop online courses based on the needs identified in the previous year.
- Analyze and assess data from field work providers to improve quality of placements

Department of Kinesiology

- Evaluate undergraduate and graduate capacity vs student demand. Reallocate resources where appropriate.
- Maintain funded Graduate Assistantship positions.

Department of Public Health [Funded through Extended Learning]

- Fund and support a faculty-led research symposium with students in conjunction with community partners.

Department of Speech Language Pathology [Funded through Extended Learning]

- Develop case studies that will support learning across multiple classes. At least 4 case studies will be developed and used by 2019.

Department of Social Work [Funded through Extended Learning]

- Assess how acceptance rates represent the and meets the needs of the local community for competent and effective MSW graduates
- Continue to provide regular topical colloquiums on emerging areas in social work
- Utilize accreditation site visit findings to inform and possibly revise program support.

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

SCHOOL OF EDUCATION

- Hold a School of Education Alumni event
- Support an education related activity proposal for the arts and lectures series.
- Maintain an alumni database

SCHOOL OF NURSING

- Continue to establish new partnerships with community or clinical agencies

- Continue to develop service/academia collaborations (research or service).
- Continue to develop community placements for MPH internships.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Assess the effectiveness of monitoring students in a team model field placements and use data to improve quality of placements and prioritize successful community placements.
- Continue to work in nonprofit sector of the community to identify necessary skills to work in this area.
- Increase partnerships with campus communities (e.g., Community Engagement, Career Center) and local communities to make field placements for HD students efficient.

Department of Kinesiology

- Increase community/university/college partnerships and collaborations
- Support the development and growth of new research initiatives that have high potential for community partnerships: Fall Prevention Clinic, Surf Research, High School Health Education, etc.
- Strengthen international partnerships to increase study abroad options for undergraduate students.

Department of Public Health [Funded through Extended Learning]

- Continue to develop and sustain community partnerships that support students' internships and thesis/capstone projects.
- Support international partnerships with various institutions and organizations to promote faculty-led study abroad and service-learning programs for students.

Department of Speech Language Pathology [Funded through Extended Learning]

- Develop specialized clinics to serve families in North County San Diego

Department of Social Work [Funded through Extended Learning]

- Program Director will participate in at least 2 community social service events
- Consider options to increase community based research

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

SCHOOL OF EDUCATION

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

SCHOOL OF NURSING

- Continue to collaborate with other units within the college (MSW, KINE, SLP, HD, SOE) on educational experiences for students through simulation, and with the institute of Palliative Care.
- Continue to collaborate with faculty within the University on research, projects and service.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Communicate closely with CEHHS Student Services Office staff to revisit the core course sequence in the curriculum.
- Explore opportunities for the faculty to teach /co-teach a course (e.g., HD 495) in summer that addresses the critical social services.
- Continue to work on cross-department collaborations (e.g., IPE, COBA, Global Education, Community Engagement).

Department of Kinesiology

- Explore potential collaboration with other campus entities to offer new programs (Engineering, Health Science, Sports Marketing, etc.)
- Strengthen relationships with nearby campuses (University of St. Augustine, SDSU).

Department of Public Health [Funded through Extended Learning]

- Continue to develop inter-professional education and collaborate with other CEHHS departments (e.g., HD, SoN, MSW, SLP, etc.)

Department of Speech Language Pathology [Funded through Extended Learning]

- Develop inter-professional educational opportunities for students in programs across CEHHS.

Department of Social Work [Funded through Extended Learning]

- Support and implement strategic plan of interprofessional/interdisciplinary collaboration within the college

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

COLLEGE

- Research and Develop Marketing and Recruitment materials to increase the pool of underrepresented minorities applying to CEHHS programs.
- Revise, develop, and maintain CEHHS website ensuring that it reflects diversity.
- Ensure hiring efforts include provisions to attract a diverse pool of applicants.
- Establish ad hoc committee to review and survey equity/morale among all CEHHS personnel; this committee will report to the Faculty committee

SCHOOL OF EDUCATION

- Implement the “Be a Teacher” Pathway.

SCHOOL OF NURSING

-

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Based on the assessment data of the ongoing support groups, develop strategies for promoting diversity, equity, and inclusion in the department curriculum.
- Develop an exist survey to determine why students drop out and use that data to address areas of need on curriculum, advising, service, and supports for students.

Department of Kinesiology

- Evaluate marketing strategies for recruiting diverse applicants for undergraduate and graduate programs. Allocate resources as needed.
- Evaluate and add study abroad opportunities for Kinesiology majors.

Department of Public Health [Funded through Extended Learning]

- n/a

Department of Speech Language Pathology [Funded through Extended Learning]

- n/a

Department of Social Work [Funded through Extended Learning]

- Utilize accreditation site visit report to inform the department's approach to affirming and supporting diversity and difference.

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

COLLEGE

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

SCHOOL OF EDUCATION

- Increase the number of cohorts in the multiple subject/middle level by 1

SCHOOL OF NURSING

- Continue annual Community Advisory Council meetings of community partners and faculty to discuss needed programs and service/academia research partnerships.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Seek funds to support faculty and students to conduct summer undergraduate research programs for minority students.
- Encourage faculty and students to engage in undergraduate students and present work at

on-campus, local and national conferences.

Department of Kinesiology

- Continue to hold periodic meetings with community partners to assess Kinesiology student preparation and market for graduates.
- Continue to engage in meaningful assessment of all Kinesiology programs.
- Evaluate and add study abroad opportunities for Kinesiology majors.

Department of Public Health [Funded through Extended Learning]

- *Continue to fund and sustain the MPH Advisory Board meeting.*

Department of Speech Language Pathology [Funded through Extended Learning]

- n/a

Department of Social Work [Funded through Extended Learning]

- Utilized accreditation site visit report to assess responsiveness to community needs in research, teaching, and learning

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

COLLEGE

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

SCHOOL OF EDUCATION

- Implement a mechanism for distributions of Graduate Assistants Funds
- Implement plans for space for faculty research

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).

- Present research awards for students in collaboration with STTI Phi Theta Chapter at the Community Appreciation Luncheon.

SCHOOL OF HEALTH SCIENCES AND HUMAN SERVICES

Department of Human Development

- Continue to search for grants, stipends and scholarships to support students/ faculty research and community engagement.
- Collaborate with other departments to increase the Department faculty's and students' opportunities to demonstrate the Department's research and community engagement activities.

Department of Kinesiology

- Evaluate laboratory space vs student/faculty needs. Pursue additional space as needed.
- Continue to update laboratory equipment on a regular basis.

Department of Public Health [Funded through Extended Learning]

- Plan and organize students to attend and present their research (theses and capstone projects) at regional and/or national conferences.
- Support students to attend and present their research at the annual CSUSM Graduate Studies & Research Symposium and Student Poster Showcase.

Department of Speech Language Pathology [Funded through Extended Learning]

- Support faculty in maintaining state license and certification.

Department of Social Work [Funded through Extended Learning]

- Assess ways or incentives to assist students who complete a thesis in converting it into an academic article
- Assess ways to involve students in creative activities with the faculty and community partners.

COLLEGE OF HUMANITIES, ARTS, BEHAVIORAL AND SOCIAL SCIENCES

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
 - b. A funding model for colleges based on student demand projections.
 - 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.
- **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. Continue with programmatic development that strengthens 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

Goals by Fiscal Year

FY 2018/19 Goals

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, 24 majors, 30 minors, and 5 graduate programs—we support 2-3 times the number of departments than the other colleges. 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 2017-2018, the University FTES target was 11160, CHABSS accounted for 53% of that with a target of 5934 for the year (see **Table A** for full FTES comparison). CHABSS meets these targets with a tenure track FTEF of 122.2 and a lecturer FTEF of 112.56 (lecturer headcount of 212) for a TT density of 52%.² As these data indicate and we elaborate below, current staffing levels in the College are inadequate to the goal of fully serving our students, faculty, staff, and partnering units on campus, much as they may appear to “get the job done.”

Staff Hires: Staff members are integral to the success of academic programs and to serving student needs. The hiring from the last budget cycle was critical in supporting the division of the School of Arts into separate units. There are additional areas of need integral to the success of our programs.

Psychology (Increase ASA from .5 to 1.0): Psychology currently utilizes one ASC, two ASAs (with a total of 1.5 time base) and one .5 animal care technician. This department is not only large, it is also complex in its work with 2 separate, highly enrolled majors, grant-active faculty,

² 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.

and support for approximately 50 instructors (full and part time). The .5 time base increase requested is reasonable for the significant load carried by the unit. (Ci)

Anthropology and Liberal Studies (joint 1.0 IST, .5 each department): Anthropology and Liberal Studies must frequently secure lab space and expensive equipment in order to deliver curriculum. In previous budget cycles, Anthropology has requested an IST to support their labs, including Archaeology labs, GIS, and the Ethnobotany Garden. Liberal Studies provides courses in Physical Geography, which is equipment and lab-intensive. For example, the department built and runs a Food Project garden for GEOG 460. This position would be a joint hire to support the lab and equipment maintenance in both programs. (Ci, Cii, Ciii)

CHABSS Budget Analyst: With the launch of several new degrees and the concomitant increase in departments and programs, the complexity of the college budget has increased with no corresponding increase in relevant staff to provide requisite budget and contracting expertise. Currently, CHABSS has two budget analysts with well-defined areas of responsibility and expertise; however, given the time-sensitive deadlines around contracts and budget responsibilities, these two budget analysts routinely work at or beyond capacity. For example, given the size of the college, ATFs and contracts routinely are submitted to Faculty Affairs at the last second because they are fast becoming too many for a single person to manage. In the weeks preceding Spring 2018 semester, the contract analyst spent 80% of her time solely on lecturer ATFs: Between the middle of December and the start of the semester, the analyst dedicated approximately 200 hours on the hiring and ATF process across the 21 departments, processing over 250 final ATFs). Consequently, other equally important elements of the analysts's job functions are also delayed. Given the size of CHABSS, two budget analysts simply cannot complete the basic work in the time allotted.³ It is important to note that there is no one available to help expedite work during highly intensive periods—every budget analyst is working to capacity and so there is no opportunity for the ATF work, as one example, to be differently distributed across staff. (Ci-vii)

CHABSS Associate Dean: Currently, the 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, 24 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 diversity in teaching methodologies and research/creative works (e.g. we support the fine and performing arts and simultaneously support a Vivarium and everything in between). In terms of enrollment pressures, this diversity manifests in our FTES target of 5934 for AY 17-18. Comparatively, the size difference in enrollments is as follows: CoBA is approximately 20% of the CHABSS FTES target at 1178, CEHSS is approximately 18.5% of the CHABSS FTES target at 1101, and CSM is approximately 46% of the CHABSS FTES target at 2717 FTES for AY 17-18. We envision this position assuming leadership with

³ Our Facilities specialist is an ASC II, not a budget analyst. We have heard folks say we have three analysts and that is not accurate.

curriculum or student affairs taking on other duties such as research and curriculum-based grants, and collaborating with the dean on the development of non-state funding sources. The diversity in program sizes within the College also results in an incrementally greater workload for middle managers. (Ci-vii)

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. 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 students across the university.⁴

CHABSS requests 6 TT faculty lines to hire during the 2018-2019 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 6.5 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.

Please see **Table B** for the comparative numerical data for each program. Herein, we highlight the FTES, FTEF, and SFR of non-TT faculty as a primary data point for requesting new positions. These positions are listed alphabetically:

Anthropology (Biological Anthropology), Assistant Professor: A biological anthropology hire will add to the diversity of offerings in the department and allow the department to cover all four areas that comprise the discipline. As of fall 2017, there were 98 majors, 5 TT faculty, and a combined TT & PT SFR of 29. Of the 215 FTES taught by the department, 113 FTES was covered by lecturer faculty in fall 2017. This hire also supports CHABSS priorities to enhance curriculum that advances the liberal arts, support our diverse student body, and address the imbalance between TT and lecturer faculty. (Ci, Cii, Civ)

Arts, Media, & Design (2D Studio Art and Hybrid Digital Practices), Assistant Professor: AMD is the largest enrolled arts program in CHABSS with 282 majors as of fall 2017. Six TT faculty support the department and a combined TT & PT SFR of 26. Of the 237 FTES taught by the department, 159 were taught by lecturer faculty. This hire supports CHABSS priorities to

⁴ Herein, we request 6 TT lines. We are not requesting the full 10-12 because we need to revise our internal prioritization process for requesting lines so that we are more effectively data driven as well as mission driven. We need the lines but can't assign them to specific departments until the process revision is complete.

enhance curriculum that advances the liberal arts, fosters interdisciplinary collaboration (based on the hybrid nature of the position) and addresses the imbalance between TT and Lecturer faculty. (Ci, Cii)

Communication (Environmental Communication), Assistant Professor: Communication is the third largest department in CHABSS with 899 majors. There are 12 TT faculty as of fall 2017. Of the 612 FTES taught by the department in Fall 2017, 389 FTES are taught by Lecturer faculty. The department plans to hire an Environmental Communication specialist whose work addresses the intersections of the environment and social justice, such as race, class, gender, or sexual orientation. Thus, this hire will not only address the imbalance between TT and lecturer faculty, it will also advance the CHABSS priorities of advancing inclusive excellence, social justice, interdisciplinarity, and a liberal arts education. (Ci, Cii, Civ)

Ethnic Studies (Core Courses), Assistant Professor: The Ethnic Studies major has recently been approved in CHABSS, CSUSM, and the Chancellor's Office. There are currently no TT faculty hired into this program and the director comes from outside the department. We believe the program must have at least one dedicated faculty member to build curriculum and grow the program. The major will be activated fall 2018. The program offered 16 FTES last fall with one lecturer hired to teach the courses. Should this position be approved, we will work with the program to ensure the new hire can fill out their teaching load through a long-term or temporary joint appointment with another unit in the College. (Ci, Cii, Civ)

Psychology (Developmental – Developmental Disabilities), Assistant Professor: Psychology is the second largest major in CHABSS with 1616 majors as of fall 2017 and 17 TT faculty. The department has a combined SFR of 33. Of the 919 FTES taught by the department in Fall 2017, 644 FTES are taught by lecturer faculty. This position is essential for addressing a site of

significant TT/lecturer faculty imbalance. The position also supports strengthening the offerings to a diverse student body and advancing the liberal arts. The department was given one growth hire in 2012-2013 and one in 2013-2014. Subsequent hires (3) have all been replacement hires. (Ci, Cii, Ciii)

Sociology (Critical Criminology and Immigration/Globalization): Sociology is the largest major in CHABSS with a fall 2017 major total of 1846. Of the 883 FTES taught by the department in Fall 2017, 591 of the FTES were taught by Lecturer faculty. While Sociology has three lower division and four upper division courses in the general education program, the majority of their demand comes from majors. A position in critical criminology and immigration/globalization supports the CHABSS priorities of advancing the liberal arts, prioritizing social justice in the curriculum, and supporting a broad culture of diversity and global engagement. (Ci, Cii, Civ)

Programmatic & Operational Requests

Convert One-Time Instructional Funds To Base Funds: Initially in the 17-18 budget, CHABSS received \$416,492 instructional funds in one-time dollars. Of these funds, \$377,456 were

moved to base dollars after the budget upload. We are requesting the remaining one-time instructional dollars be moved to the base budget (\$39, 036).(Ci-vii)

Additional Salary For New TT Hires: During the 2017-2018 budget year, the college was allocated \$72,000 per TT hire. On all hires completed to date, the Provost approved additional salary for each position. 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 \$6,000 additional to base, with one more outstanding hire. We anticipate the final amount will be \$8,000. (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. Under the terms of the CBA, 14 lecturers were eligible to request range elevations this year. Eight of those lecturers turned in requests. 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 eight lecturers (\$26,770) (see **Table C**). In addition, we had two staff IRP/Reclasses that meant increases in salary. We are requesting these salary adjustments in base dollars (\$14,459). Total = \$41,229 (Ci-viii)

Cougar Chronicle: The *Cougar Chronicle* plays a critical role at CSUSM, as does the student newspaper on any university campus. Currently the Cougar Chronicle is funded to provide 1 course per semester, advising, and a director at a .60 appointment. We are requesting \$14,350 in base budget to make up the difference between this and a single position that would provide

2 courses annually, advising, and program director responsibilities into a 1.0 position. We believe this will best serve students and provide continuity in managing this complex instructional and operational unit. In addition, Cougar Chronicle lost its printing budget when the IRA money was cut. We are requesting \$14,184 for the cost of printing the newspaper. Since the Cougar Chronicle was moved from Student Affairs and into CHABSS, the college has had to subsidize the paper's operating expenses when the allotted budget has been insufficient to meet basic operating needs. While we are happy to be a home for the paper, CHABSS needs to be provided full operating costs so our other, limited resources are not directed away from long-standing college priorities to this new line of responsibility that has no connection to our academic programs. We are also concerned that we are forgoing other budget needs to make a request for a program that we took over at the request of upper administration and hope that this funding will not count against us and limit funding of our other priorities. (Ci, Cii)

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 17-18 due to maternity/paternity and medical leaves stands at over \$278,000; these costs will certainly grow as the Spring semester progresses. Last year we received \$65,855 in one-time funds to cover these replacement costs. These funds were very helpful in allaying

unexpected labor costs. We are again requesting funds to help allay staff and faculty family medical, maternity/paternity, and administrative leave costs. While the average is \$199,977 (the average over the last 3 academic years), we are only asking for the amount we got last year (\$65,855) because we need to stay under the 5% increase cap. (Ci-vii)

Costs Associated With Start-Up And Moving: Additional one-time funding for 6 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). (Ci, Ciii)

Costs associated with developing a new college strategic plan: During the 2018-2019 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)

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. This program is distinct from and complements work done by the Career Center and partners with them.

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: 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).

FY 2019/20 Goals

- b. *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 Dean will standardize a rubric for reviewing proposals for new faculty hires. This rubric will be utilized to more strategically evaluate needs in smaller, medium, and larger programs and provide departments a consistent set of criteria to utilize as they address/plan growth. We will develop the rubric this academic year for use in future academic years.
2. We will conduct an evaluation of support staffing in the college—administrative and technical—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

FY 2020/21 Goals

- c. *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 17-18 FTES target	Percentage of Total FTES	Percentage to CHABSS FTES
CHABSS	5934	53%	100%
CSM	2717	24%	46%
CoBA	1178	11%	20%
CEHSS	1101	10%	18.5%
Total	11160	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	Current Appt	Estimated Annual Increase
Lecturer B, Range 3	6,080	Lecturer C, Range 4	6,384	30	1.00	3,648
Lecturer A, Range 2	4,479	Lecturer B, Range 3	4,757	30	1.00	3,336
Lecturer A, Range 2	4,713	Lecturer B, Range 3	4,949	30	1.00	2,828
Lecturer A, Range 2	4,579	Lecturer B, Range 3	4,808	30	1.00	2,747
Lecturer A, Range 2	4,594	Lecturer B, Range 3	4,824	24	1.00	2,756
Lecturer A, Range 2	4,479	Lecturer B, Range 3	4,757	30	1.00	3,336
Lecturer C, Range 4	6,996	Lecturer D, Range 5	7,346	30	1.00	4,198
Lecturer C, Range 4	6,534	Lecturer D, Range 5	6,861	30	1.00	3,920
						26,770

Table D: Staffing Replacement Costs by AY, due to FML/maternity and paternity/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

COLLEGE OF BUSINESS ADMINISTRATION

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- 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.

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 \$278,000 (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

Goals by Fiscal Year
FY 2018/19 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 submitted its first update report in January 2018. iSER updates provide feedback to the IAC on our progress toward the college aligning with AACSB’s 15 standards. In the last year’s narrative we had reported that the college met 13 out of 15 standards. The two standards not met were 8 (Assurance of Learning/AOL) and 15 (Faculty Qualifications). In our first update report, we were able to show that we are now in full compliance with Standard 8. We also showed significant improvements in Faculty Qualifications and presented a plan to be in full compliance with that standard by 2020. To meet 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.
- ii. At the current FTES, CoBA is 3.58 TT FTEF short to meet the AACSB qualifications (see the tab Growth in the spreadsheet attached). The number of freshman students in pre-business increased by 25% in fall 2017 from 2016. Even if we control this growth to only 5% by increasing the minimum business status requirement, we still need 4.81 additional FTEF to be covered by research active faculty in fall 2019. Therefore, we are requesting 4 new faculty lines this year.
 - iii. Similarly, our instruction funding falls short by \$108,633 for the current FTES. To restore this shortfall and plan the 5% controlled growth we are requesting \$229,281 to be added to our lecturer's budget.

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.
- iv. Assure adequate staff to move towards AACSB accreditation. In particular, hire one new tenure-track faculty in OSCM department, one in marketing, and two in management.
- 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

FY 2019/20 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.

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.
- viii. Continue assessing Program-Level Student Learning Outcomes.
- vi. Hire faculty – discipline determined by strategic planning process.

COLLEGE OF SCIENCE AND MATHEMATICS

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- g. No FTES growth at the university level for each of the next three years, relative to AY 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the AY 17/18 allocations. Other units should not count on growth funds.
- h. A funding model for colleges based on student demand projections.
- i. 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.
- j. 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.
- k. Program Review findings, if any, should be considered.
- l. 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.

h. Planning assumptions for CSM

- 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.*

Goals by Fiscal Year

FY 2018/19 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 AY 2017/18 was funded entirely with one-time lottery funds. We request that these be funded at the same amount with base general funds. **Total requested: \$722K.**
 - 2. The number of students in BIOL, CHEM, and PHYS laboratories has more than doubled from 2,454 students in AY 2009/10 to 5,508 students in AY 2017/18, while lab funding decreased from \$149 to \$131 per lab student. Adjusting for inflation in terms of 2009 dollars from AY 2009/10 to AY 2017/18, this is a 24% decrease, from \$149 to \$113 per lab student. Based on the AY 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 \$820K. When we account for inflation, this value rises to \$934K (as prices in 2017 are 14.1% 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. **We are requesting an incremental augmentation in the lab budget in AY 2018/19 of \$160K in base general funds.**
 - ii. Additional supplies and equipment are needed to accommodate enrollment growth and to employ pedagogies that are relevant to our changing society and student demographics. Outdated and unserviceable equipment need replacement, such as microscopes, freezers, cabinets, meters, autoclaves, cadavers, and centrifuges. The total at this time is ~\$180K. We will strategically allocate funds from the budget augmentation requested in (i)
 - iii. 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 in (i).

- b. *Increase 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*

The San Diego region is projected to grow by approximately 1 million people in the next 20 years. The population of North County will grow by approximately 600,000. There is a risk that classes will be impacted and the quality of the curriculum will decline. We aim to sustain our ability to employ pedagogies that are relevant to our changing society and student demographics in the face increasingly impacted courses. To be successful, CSM must be able to deliver curricula and research experiences that are relevant to the employer of the future.

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.

Tenure-track faculty are needed to sustain accredited/certified degree programs (Computer Science; Engineering; Chemistry). Recent chemistry program reviews have raised concerns, and we know that other departments in the CSU have been put on probation in similar circumstances.

Tenure-track faculty are needed to provide vital advising and mentoring in the major. Tenure-track faculty are needed to support the high-impact practice of undergraduate research. Tenure-track faculty are required to grow our graduate programs and support Masters' level research. An acceptable benchmark range for SFR (in the major) in STEM is 40(good)-60 (bad), given external demand/pipeline factors. This ratio remains high in at least two departments.

- i. Although 6 tenure track faculty are needed to make progress with our 30/90 plan, in accordance with planning assumptions, we plan to recruit **4 tenure track faculty** to meet academic and diversity requirements at a projected average salary of \$80K each, for a total request of **\$320K**.
- ii. **Search costs** for 4 tenure track faculty @ \$5K each: **\$20K**
- iii. Additional authorized wages are requested for two positions in Computer Science. These searches, which were ultimately suspended due to poor applicant pools, were authorized in AY 2016/17 with \$75K salaries each. These salaries were adjusted to \$85K when these searches were reopened in 2017/18, and we anticipate that these searches will be successful. Total needed: **\$20K**.
- iv. In AY 2017/18, the college allocated one-time general funds rather than base general funds for the Spring 2018 instructional costs, due to the funds received from AA. The Spring 2018 instructional budget with offsets from funded reassigned time from faculty amounted to \$927,944 in one-time

general funds. **We request that \$927,944 be replaced and funded in base general funds.**

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. CSM is increasingly limited in space as a result of continued growth. Renovations (capital improvements) are routinely needed 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 some ability to fund start-up costs using its IDC return allocation and EL revenue share, 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 \$325K** for the purposes of renovation and start-up costs to offset our projected AY 2018/19 start-up costs of \$290K for existing and new tenure track faculty.
2. In AY 2016/17 and AY 2017/18, we realized a total of \$272,095 in salary savings from grants. CSM requests that we retain the cumulative **\$272,095 in salary savings** in AY 2018/19 for hiring faculty in engineering.
3. In AY 2016/17 two CSM faculty received GRIF appointments. We request to carry forward **\$16,542** to offset the July and August salaries of their GRIF appointments.

ii. CSM has begun its project to renovate the Foundation Classroom Building, in preparation to create the Viasat Engineering Pavilion, which will support upper division instruction for our new engineering program. This project is funded by a \$6M HSI-STEM grant from the Department of Education, as well as significant philanthropic support from North County companies, Viasat and Hunter Industries. In discussing designs to support our students and enable our faculty to incorporate contemporary pedagogies into curricula, we have realized that in addition to having a strategic business plan, CSM also needs a strategic facilities plan. Our facility strategies must align with our strategic rolling (business) plan. To achieve this alignment requires that the bigger picture results are backed by detailed information and data.

CSM is planning for the short term (renovations of existing spaces in FCB, SCI 1 and SCI 2) and embarking upon long term planning (a new integrated science and engineering building). Having a strategic facility plan that articulates the relationship between our business requirements and our

facility requirements will result in smarter, more cost effective, facility decisions for the College. CSM intends to engage an external Strategic Facility Planning (SFP) team to provide current and relevant space planning and utilization data and strategies, which will allow CSM to cost-effectively manage campus facility assets assigned to the college and optimally align facility strategies with our budget planning requirements.

The SFP team will help CSM explore and identify the most cost effective solutions to managing our facility and college business plans. This includes facility asset inventory and space utilization analysis (CSM has constituted a Space Utilization Task Force in spring 2018 to assist with this effort); capacity planning and analysis; metrics and benchmarking; gap analysis; facility growth planning; strategic scenario planning; relocation and migration planning; tactical space planning and optimization; and conceptual design.

1. Completion of a CSM Strategic Facility Plan will help to a) refine our plans for the FCB renovation to create the Engineering Pavilion and Project Design Labs; and b) develop initial concepts for the integrated science and engineering building we will need in 5-6 years. CSM is asking for a **one-time allocation of \$50,000** to engage an external SFP team to prepare the **Strategic Facility Plan**.
- 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. This cost is typically realized from our instructional budget, salary savings, and/or alternative revenues.
 2. Staff: ~25 staff @\$250; total \$5K. This cost is typically realized from our instructional budget, salary savings, and/or alternative revenues.
- e. *Increase promotion of CSM in the larger community.*
- i. In Q3 of 2016/17, Dean Kantardjieff was appointed to the Athena San Diego Board of Directors. This is a significant appointment that brings additional recognition to CSUSM. Athena is a professional association dedicated to advancing women in STEM. Athena's member community accesses executive leadership initiatives, educational and mentoring programs and targeted networking. These programs are empowering leaders across STEM industries to accelerate their professional ambitions and perform at their highest levels. Although our inaugural campus membership was \$5000, the required hidden costs of membership were not realized in our

budget. The **annual educational organizational financial commitment to Athena**, which includes hosting events on our campus and sponsoring Athena events, totals **\$12K**.

- ii. CSM has annual membership dues to COAST and CSUPERB of \$22K. These memberships are paid with one-time general funds. We request that these be funded at the same amount with base general funds. **Total requested: \$22K.**

FY 2019/20 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 2018/19 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 2018/19.

A strategic goal for CSM in 2017/18 has been to develop a sustainable financial model to increase, sustain, and more effectively manage funding for space and start-up. This model will be fully realized in 2019/20, and budget plans will continue to include requests to retain salary savings for these purposes. Our 2019/20 rolling plan will further reflect a strategic priority to develop a sustainable financial model that supports faculty research, engages students, and establishes accountability for faculty effort and student learning outcomes.

AY 2019/20 will also mark the end or the extension of our 30/90 hiring plan. AY 2018/19 will see 4 tenure track retirements. This will place additional pressure on us to recruit and retain tenure track faculty, in accordance with our 30/90 plan. To be successful in meeting our mission, CSM must be able to deliver curricula and research experiences that are relevant to the employer of the future. This is accomplished with sufficient numbers of tenure track faculty, who can mentor students, as well as seek external funding. Tenure track faculty are needed to sustain accredited/certified degree programs (Computer Science; Engineering; Chemistry), as well as to maintain our SFR (majors/faculty) in an acceptable range (40-60).

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.

EXTENDED LEARNING - TEMECULA

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- 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.

v. 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
 - 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 Bachelor of Science in Wildfire Science and the Urban Interface, Online Professional Science Masters in Cybersecurity, and Certificate in Brewing Science (EngiBeer™).
- 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.
 - 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.

Begin here enumerating planning assumptions for the unit – Temecula Campus

- 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 Rd. property lease expires next year – November 2019. The Campus has strong support from the City of Temecula who is in search of a permanent location with discussion around sharing joint space with Mt. San Jacinto College (MSJC).
- g) CSUSM will sublease classroom and office space from MSJC at the Temecula Valley Entrepreneurs Exchange (TVE2).

Goals by Fiscal Year

FY 2018/19 Goals

- a. Assess short-term space needs and interest for expanding current programs
- b. Prepare for facility expansion or site relocation to accommodate present and future growth.
- c. Completely fill Criminology Justice Studies and Business Administration Cohorts respectively.
- d. Launch newly approved program: Bachelor of Science in Wildfire Science and the Urban Interface
- e. Launch new certificate programs to meet workforce needs, including, but not limited to Hospitality Management.
- 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 and Kinesiology degree programs.
- 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.
- 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. Hire Assistant Director of Student Services

FY 2019/20 Goals

- 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.
- 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, Riverside Community College District and Palomar 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.

FY 2020/21 Goals

- a. 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.
- b. Continue to increase exposure and internal communication to campus community and regarding Temecula activities.
- c. Continue to develop collaborative and pathway programs with Mt. San Jacinto College and Riverside Community College District.
- d. Continue recruitment efforts for international transfer students from domestic colleges programs.

- e. 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.
- f. Continue to support the Temecula Campus growth with outstanding student services and best satellite campus operational practices.
- g. 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.
- h. Continue special session offerings and promote stackable certificates and 2+2 program development with Mt. San Jacinto College.
- i. Continue to promote Temecula campus through fostering current and developing new relationships as part of "friend raising" and fund raising activities.
- j. Continue to streamline and refine processes between the Temecula Campus and Student Affairs to better administer Student Services and create a seamless student experience.

EXTENDED LEARNING – GLOBAL PROGRAMS

PART I: NARRATIVE

Planning Assumptions

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:
 - 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.

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.*
- g. *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 increase in non-resident tuition of \$396 to campus will be channeled directly to GPS to offset our efforts to grow our international student 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.*

Goals by Fiscal Year

FY 2018/19 Goals

1. *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, 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.

FY 2019/20 Goals

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

- n. *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.
- o. *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.
- p. *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. Continue to promote existing study abroad programs through Spring Study Abroad fair inviting affiliates and exchange partner universities to campus to promote these activities. .

FY 2020/21 Goals

- vi. *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 whether they should be renewed. Develop new agreements that reflect the strategic goals of the university.
- vii. *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.
- viii. *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.

- ix. *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.
- x. *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.
- xi. *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.
- xii. *Assist CSUSM colleges, faculty and programs that seek opportunities or involvement in global awareness. (e. g. international alumni development, faculty-led study abroad opportunities, outreach efforts and input into new programming/regional strategies etc.)* Continue initiatives outlined in 2017-20 action plan. 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.

EXTENDED LEARNING - PROGRAMMING

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- 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.

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
 - ii. EL will focus its collaborative development efforts on degree, certificate, and certification programs with an eye toward emerging market trends and meeting workforce demand.
 - iii. EL will leverage its partnerships with the colleges/schools and industry partners to build interdisciplinary programming aimed at solving critical industry partners' workforce needs.
 - iv. 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 Bachelor of Science in Wildfire Science and the Urban Interface, Online Professional Science Masters in Cybersecurity, and Certificate in Brewing Science (EngiBeerTM).
- 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.
 - 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.

Goals by Fiscal Year
FY 2018/19 Goals

- 2) Increase credit and non-credit revenues by 10%.
- 3) Acquire approvals for and launch programs, including the: Master of Science in Applied Behavioral Analysis, Pupil Personnel Services Social Work Credential, Interdisciplinary Bachelor of Arts and Science in Game Design Studies, Master of Science in Clinical Counseling. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**
- 4) Launch newly approved programs, including the: Bachelor of Science in Wildfire Science and the Urban Interface, Online Bachelor of Arts in Sociology, Online Professional Science Masters in Cybersecurity and Certificate in Brewing Science (EngiBeering™). **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**
- 5) Launch new non-credit programs to meet workforce needs, including, but not limited to: Network and Cybersecurity, Computer Software Programming, Certified Associate of Project Management, Leadership for Government Employees and Agencies, Medical Coding and Billing and Medical Transcription and Terminology.
- 6) Continue working on the development and needed approvals for Bachelor of Science in Cybersecurity, Bachelor of Science in Human Development (Temecula), and Professional Bachelor of Science in Business Administration. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**
- 7) Explore development of a non-credit Extended Learning Information Technology Academy, including but not limited to: Regional Cisco® Academy, CompTIA® Academy, Software Programming Academy and Information Technology Testing Center.
- 8) Explore viability of Physician Assistant program with College of Education, Health and Human Services.
- 9) Continue to partnerships with industry and organizations such as, National Electrical Contractors Association (NECA) and Vista Community Clinic to expand program offerings and meet community workforce needs.
- 10) Continue development of collaborative and pathway programs with Mt. San Jacinto in areas including human development and criminology.
- 11) 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.

- 12) Continue to explore partnerships with industry entities and organizations to expand program offerings and meet community workforce needs.
- 13) Continue involvement in Chamber Champions, Workforce Investment Boards, North County Professional Development Federation, Chambers of Commerce, and other community engagement activities.
- 14) Continue to expand Veteran student outreach and provide more program options for Military Affiliated students.
- 15) Continue to streamline and refine processes between EL and Colleges to better administer programs and create a seamless student experience.

FY 2019/20 Goals

- 1) Increase credit and non-credit revenues by 10%.
- 2) Acquire approvals for and launch programs, including the: Bachelor of Science in Cybersecurity, Bachelor of Science in Human Development (Temecula), and Professional Bachelor of Science in Business Administration programs. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**
- 3) Acquire approvals for and re-launch programs, including the: Online RN-BSN, Online RN-MSN, Online MSN, Online Masters of Arts in Reading and Literacy, and Online Masters of Arts in Education Administration program. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**
- 4) Launch new non-credit programs to meet workforce needs, including, but not limited to: Network and Cybersecurity, Computer Software Programming, Certified Associate of Project Management, Leadership for Government Employees and Agencies, Medical Coding and Billing and Medical Transcription and Terminology.
- 5) 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.**
- 6) Explore development of a non-credit Extended Learning Information Technology Academy, including but not limited to: Regional Cisco® Academy, CompTIA® Academy, Software Programming Academy and Information Technology Testing Center.
- 7) Explore viability of General Science degree completion program with College of Science and Math.

- 8) Continue development of collaborative and pathway programs with Palomar College, Mt. San Jacinto College, and Mira Costa College.
- 9) Continue to explore partnerships with industry entities and organizations to expand program offerings and meet community workforce needs.
- 10) Continue involvement in Chamber Champions, Workforce Investment Boards, North County Professional Development Federation, Chambers of Commerce, and other community engagement activities.
- 11) Continue to expand Veteran student outreach and provide more program options for Military Affiliated students.
- 12) Continue to streamline and refine processes between EL and Colleges to better administer programs and create a seamless student experience.

FY 2020/21 Goals

- 1) Increase credit and non-credit revenues by 10%.
- 2) Acquire approvals for and launch new degree completion programs. **For detailed information regarding specific programs, see College 3-Year Rolling Plans.**
- 3) Launch new non-credit programs to meet workforce needs, including, but not limited to: Instructional Design for Online Higher Education Program, Architecture and Building Information Modeling and expansion of Healthcare programs.
- 4) 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.**
- 5) Continue working on the development of a non-credit Extended Learning Information Technology Academy, including but not limited to: Regional Cisco® Academy, CompTIA® Academy, Software Programming Academy and Information Technology Testing Center.
- 6) Continue development of collaborative and pathway programs with Mt. San Jacinto College, Palomar College and Mira Costa College.
- 7) Continue to explore partnerships with industry entities and organizations to expand program offerings and meet community workforce needs.
- 8) Continue involvement in Chamber Champions, Workforce Investment Boards, North County Professional Development Federation, Chambers of Commerce, and other community engagement activities.
- 9) Continue to expand Veteran student outreach and provide more program options for Military Affiliated students.
- 10) Continue to streamline and refine processes between EL and Colleges to better administer programs and create a seamless student experience.

FACULTY AFFAIRS

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- 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.

Begin here enumerating 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 (if or when completed by the system), will require assistance from IITS and likely 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, and (3) changes required by new systemwide technology, Executive Orders and tech letters are implemented.

- 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 must be a focus of the unit.

Goals by Fiscal Year

FY 2018/19 Goals

- a. Using grant money obtained by Faculty Affairs from the Chancellor's Office, we will work with appropriate units to develop marketing materials to be used towards increasing diversity in hiring. (Assumption a.)
- b. Faculty Affairs will work with systemwide CHRS implementation teams and will continue to reach out to IITS for support in moving our hiring process (ATFs, TT searches, etc.) to electronic modules. (Assumption b.)
- 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 DHR and Title IX. (Assumption d.)

FY 2019/20 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 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. (Assumption d.)

FY 2020/21 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 ask IITS to ensure we are utilizing or moving 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 will likely be needed to accommodate increased workload. (Assumption d.)

FACULTY CENTER

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - ii. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - iii. Employ pedagogies that are relevant to our changing society and student demographics.
 - iv. Invigorate faculty and student research activities.
 - v. Cultivate global perspectives.
 - vi. Provide faculty and staff professional development.
 - vii. Develop non-state funding sources.
 - viii. 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.

Begin here enumerating planning assumptions for the unit

Faculty development will continue to play a critical role in student success and graduation rates. Although there will be no growth with regards to FTES, faculty will continue to need time and space to focus on their own professional development and acquire new and innovative pedagogical tools to facilitate student success. The Faculty Center will continue to be an active place which provides support for both lecturers and tenure line faculty. In order to do this most effectively, there are increased expectations for Director to be both present in the Faculty Center and an active participant in meetings and other campus activities. With the need for continued close collaborations with other units on campus: IITS, Office of Undergraduate Studies, Office of Graduate Studies and Research, Office of Diversity, Educational Equity and Inclusion, Community Engagement as well as each of the academic colleges, the role of the Faculty Center Director has grown over the last 7 years (yet the number of

course releases have not). *In order to meet the needs of faculty and closely collaborate with other units on campus, the Director will need an additional course release (5 total for the year).*

Some important assumptions as we move forward:

1. The number of tenure line and lecturer faculty will continue to grow. In addition to the extra course release for the Director, the need for increased professional development funds for both tenure line and lecturer faculty will continue to grow. The Faculty Center will continue to receive an increased number of requests for professional development grants from both tenure line and lecturer faculty. In addition, the need to offer more professional development opportunities will continue (orientations, mentoring, Faculty Learning Communities).
2. With increased numbers of lecturers, the need for the Lecturer Faculty Fellow will continue. This person will play an integral role in orienting new lecturers and building a sense of community.
3. The Faculty Center will play an integral role in the professional development related to quality online teaching. We now have permanent funding in our budget (along with funding from the Chancellors Office grants), so we will continue to support quality online teaching and encourage faculty to submit online courses for peer review. As growth of online courses continues, the Faculty Center will need to take the lead on helping faculty to both develop and teach online courses. The Faculty Fellow for Online Teaching, QOLT Faculty Associates, as well as the Associate Director will take the lead on developing workshops related to pedagogical tools for effective online teaching.
4. Professional development around teaching and learning and student success initiatives will continue to be a priority.
5. The Faculty Center will continue to work on key initiatives related to diversity and inclusion. As the GE requirement for a justice and equity course continues to be considered, the Faculty Center will need to play a clear role in professional development and training around course development.

Goals by Fiscal Year FY 2018/19 Goals

a. Continue to support professional development, learning and growth for all faculty.

In order to meet the needs of all our tenure line and lecturer faculty, we need to continue to offer funding for professional development grants (each year we have more faculty apply for these grants), support Faculty Center Connections (mentoring circles for faculty) and maintain and develop our Faculty Learning Communities. Over the last 5 years, we have had numerous learning communities (e.g., topics related to innovative teaching, cultural intelligence, high impact practices, and intensive writing groups) and we hope to continue to offer them. Our base budget, as well as one time funds, allow us to meet these needs (which is the core of the FC mission). *An additional course release for the Faculty Center Director will be imperative to meet the increased needs of faculty (no additional funds are needed to support this)*

b. Implement Teaching Academy/Certificate Program.

For the past two years, the Associate Director has worked closely with the Dean in OUGS to develop a professional series of workshops related to AVID. Next year, the model will move to a more general Teaching Academy. We will continue to use a train the trainer model, and

faculty will continue to receive certificates for completion, but it will not be based strictly on AVID curriculum.

c. Develop a certificate program for faculty who want to develop expertise in cultural intelligence (as it relates to GE curriculum and possible course requirements). The Faculty Fellow for Cultural Intelligence has already started to work on this program. A series of workshops with some sort of certification needs to be developed.

d. Continue to explore a transition to better support the Faculty Mentoring Program. FMP (a student mentoring program) is currently being fully supported by the Faculty Center staff, but it will be necessary to explore models to both grow the program and provide other avenues for student support. With its clear focus on student success initiatives, students may be better supported through Office of Undergraduate Studies. It will be important to continue discussions with OUGS as to how we can co-direct this program. While the Faculty Center can be the mechanism that provides training and support for faculty mentors, the Faculty Center may not be the place for student support. *In order to meet these needs and ensure a productive co-directorship, it will be important to increase the Faculty Fellow position from 1 course releases to 2 (per year).*

FY 2019/20 Goals

a. Evaluate the need to hire a half-time FC support person (ASA II): Given the transition of the new Director in AY 18/19 as well as possible shifts in the Faculty Mentor Program, it will be necessary to explore the need for another support person. With the tremendous growth in faculty who are utilizing and attending events at the FC, applying for professional development opportunities, and participating in Faculty Learning Communities, as well as the number of Faculty Fellows and Faculty Associates for Online Teaching, it may be necessary to hire additional staff in the Faculty Center.

An ASA II would assist with the day to day responsibilities within the Faculty Center (setting up for events, submitting paperwork related to professional development funds, assisting faculty with questions, scheduling and planning meetings, etc.) but would also be responsible for updating and maintaining the website, providing support for Faculty Fellows and FLC members and working closely with Associate Director to plan teaching and learning activities and workshops. Currently we have two student assistants who are helping to manage the ACs workload; however, student assistants need more extensive training and supervision and do not offer as consistent of support as a part time staff person could.

b. Establish a Faculty Fellow for Writing. We expect the Writing FLC will continue to thrive and as more groups continue to meet both during the AY and over summer, it will be beneficial for the FLC leader position to become a Faculty Fellow for Writing position (which includes a course release or enhanced funding).

c. Evaluate the QOLT process for review of online courses. Consider if this program is meeting the needs of the faculty who are teaching online or if revisions and updates need to be made.

d. Continue to develop new workshops and/or events for faculty at all stages of their careers. While the FC has offered these types of workshops before, there is more interest in activities that focus on topics work-life balance, mid-career faculty development, and retirement. In addition, there is an increased interest in research groups that focus on a topic that crosses disciplines (e.g., health or immigration) and the FC can play an important role in supporting these faculty endeavors.

FY 2020/21 Goals

- a. Create New Faculty Learning Communities based on topics of interest for faculty.
- b. Consider new Faculty Fellow roles in addition to the ones currently in place.

INSTRUCTIONAL AND INFORMATION TECHNOLOGY SERVICES

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - Employ pedagogies that are relevant to our changing society and student demographics.
 - Invigorate faculty and student research activities.
 - Cultivate global perspectives.
 - Provide faculty and staff professional development.
 - Develop non-state funding sources.
 - 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.

Begin here enumerating planning assumptions for the unit

Assumption #1: CSUSM will Adopt & Support a New Technology Strategic Plan - Since early 2017, IITS has been engaged in a comprehensive and thoughtful campus-wide commitment to identify CSUSM's needs and the ways in which technology may be one of the contributing factors to meeting those needs. IITS views the numerous conversations with approximately 500 faculty, staff, and students, as a rare opportunity to guide our alignment of information and technology services with the needs, goals, and planning of the University. This multi-year effort will complete in spring 2018 with the development of a new 5-year campus Technology Strategic Plan empowered to realize the campus vision, mission, and strategic priorities.

1a) IITS Focused on Operational Issues Pending Technology Strategic Plan Adoption - Pending the approval and publication of the plan, IITS is focused on more pressing issues, as we continue to face increased financial pressure, continued budget uncertainty, staff retention matters, changing IT service landscape, evolving campus service expectations, and the need to sustain and advance the campus' overall IT infrastructure. *Assumption: outcomes from the strategic plan will identify many areas in which we must allocate resources and few areas where we can reduce effort or cost.*

Assumption #2: Campus Technology Replacement Costs & Support Demands Exceed Resources – With the discontinuance of the technology loan funding (in October 2015), IITS does not have sufficient funding to maintain the scheduled replacement of computer equipment for faculty and staff as well as classrooms, labs, and the Data Center. CSUSM approved the new Technology Refresh Program in February 2017 with \$800,000 in designated funding. This is substantively underfunded, given the prior resources for this program that exceeded \$1 million dollars (FY 12/13 \$1.1 million, 13/14 \$1.43 million, and 14/15 \$1.88 million). At this reduced funding level, it is not possible for IITS to maintain all existing technology services at their prior functional and support levels, especially in lieu of the staffing challenges noted in Assumption #3. IITS funding has been further impacted by the reduction in General Fund chargebacks that were an important secondary funding source for the Refresh Program equipment and services. As IITS looks forward to FY 18/19 and beyond, the unit continues to struggle with developing firm budgetary commitments to any technology programs without the re-establishment of a stable and sustained multi-year funding model.

2a) Technology Refresh Program (TRP) – The TRP has been funded at a fixed amount of \$800,000, an amount that was not based upon actual projected faculty and staff refresh units and associated costs. Additional funding has not been allocated to pay for the scheduled replacement of any of the 1,250 lab computers deployed across campus. Some of these lab computers are seven years old now, and will soon be inoperable due to hardware failure or incompatibility with current products. *Assumption: older equipment (i.e. not refreshed) will fail leaving affected labs inoperable.*

2b) Stabilization of the Chargeback Model – With the changes to the TRP along with the campus-wide move to limit General Fund chargebacks, the department has had to realign its fiscal resources. To address this, IITS has cut back on software licensing, terminated professional services, deferred purchases, and has had to deny faculty/staff requests for technologies they believe are necessary to their jobs. *Assumption: employees, particularly faculty, will continue to request systems and peripherals not covered by allocated refresh funds.*

2c) Limits Ability to Respond Effectively to New Faculty & Staff Requests – While the campus has continued to grow both its faculty and staff positions, the number of IT support staff has remained constant. With new faculty joining the campus with increasing research interests and needs, IITS does not have the funds to purchase equipment nor the staff available

to meet these growing expectations. *Assumption: the campus will continue to use technological solutions for operations and research.*

Assumption #3: Retention and Recruitment of Qualified Professional Staff will continue to be a Challenge - In 2017, IITS faced the departure of eight (8) staff members including several with critical skill sets or responsibilities for core campus services. Given the strong local employment market for skilled technology professionals, IITS' highly trained and experienced IT staff are often recruited to significantly higher paying positions. Prospects are not much better on the recruitment side either, as multiple recruitments have highlighted a difficulty in bringing in a strong job-ready candidate pool. Due to the difficulties in both retention and recruitment, this has become a critical operational concern with staffing issues affecting all our planning assumptions. While the unit has already implemented multiple rounds of IRPs over the past four budget cycles, the historically lower salaries paid by the department relative to opportunities with neighboring institutions are having a negative impact on retention in the current economic environment. Additionally, IITS did not receive funds to provide these IRPs. To support this, the department has operated below a full staff complement in order to utilize salary savings to cover existing IRPs not funded in two prior budget requests. As permanent funds within the IITS budget are almost exclusively allocated to salaries, additional permanent resources will be necessary in order to circumvent a loss in staff/skills that are already proving to be highly impactful to the campus IT operations.

3a) Competitive Salaries are Required for Critical Skills - 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 to leave due to inadequate salary is not cost effective. *Assumption: demand, market salary & workplace benefits costs for highly skilled and trained IT staff will remain high.*

3b) Overwhelming Workload Creates Vulnerabilities – Workload for our critical skills employees are high and the demands on them are constant. Our highly skilled employees note that their 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: the campus will continue to require support for evenings and weekends.*

3c) Recruitment of New Staff is Difficult - 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 and leads to the burn out of existing staff. *Assumption: market demand for technology workers will remain high.*

3d) Changing Technologies Requires Continual Professional Development of Staff -

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 skill required to support applications and services that either did not exist or were formerly run on campus. *Assumption: campus will continue to use third party applications and shift services to the cloud.*

Assumption #4: Technology Will Transform CSUSM Services & Applications - Technology trends 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 just electronic versions of paper processes, but potentially new methods, which may be entirely different and require services that are highly efficient and secure. These changing expectations and perceived needs 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 that will provide the capabilities to make the campus more efficient and productive.

4a) Campus Use of Mobile Applications will Increase - Mobile access via an app or responsive website has become the default means of accessing information and services for many industries. CSUSM is seeing strong growth, with over 200,000 visits to the App in Fall 2017. The challenge for CSUSM will be to continue to support and maintain a common university-wide platform and deliver personalized information. *Assumption: continued reliance on mobile devices as primary method for accessing information.*

4b) CSUSM will Migrate Services to the Cloud as Appropriate – Every few years the IT industry goes through significant computing paradigm shifts. The industry is within one of those periods as some Data Center operations are moving to the Cloud. The Cloud is not a cheaper alternative; in fact, this is often a more expensive model that will move expenses from a one-time capital expenses to ongoing operating expenses. Even with its higher costs, companies are migrating to cloud to provide more redundancy and availability and to start focusing staff efforts away from maintaining hardware and shift it towards "digital transformation". *Assumption: campus will migrate services to the cloud.*

4c) Building Upon SaaS Delivered Services – CSUSM is transitioning some applications to Software-as-a-Service (SaaS) for a growing number of services. These SaaS applications generally provide a robust set of functionality 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: campus will take advantage of SAAS for improving business operations.*

Assumption #5: Provisioning of Services for the Campus Community – One of the emerging themes to come out of the strategic planning effort is the need to extend support hours, provide more self-help options, enhance outreach/communications, and provide workshops and training for the campus community. Feedback from faculty, staff, and students indicates there is a desire and need for providing support during evening hours, while classes are in session. Additionally, the ever-changing nature of our cloud-hosted services, such as the Microsoft Office365 suite,

means that our users will need to be able to get ongoing help and training in a number of different formats. The technology sector has never been a place of stability, however with the shift to cloud based services, the concept of stable delivered software has shifted to a model of constant change. The best example is Office365, which is a platform that Microsoft changes on a continual basis with the addition (and sometimes the removal) of services. These ever-evolving platforms will bring about functional improvements, but at the cost of continual change and adaptation.

5a) Extending IITS Support Hours & Defining a Service Catalog – IITS will be developing a Service Catalog to define the official services of the department. One of the items to be defined is the extent to which support hours will be aligned with the instructional class periods so that staff are available to respond to inoperable technology. A secondary objective is to formalize LMS after-hours and weekend support for Cougar Courses. *Assumption: campus will continue to require after hours and weekend support.*

5b) Campus Communications & Training Expectations – Ever changing technology poses adoption and use challenges for faculty, staff, and students. 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. *Assumption: campus user community will need training and assistance to take full advantage of the technology solutions.*

5c) Growing Demand for Direct 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: campus units will request and will benefit from dedicated IT support.*

Assumption #6: Sustaining the Campus' Technology Infrastructure – As noted in *Assumptions #1 and #2*, IITS has deferred all major Data Center investments in FY 15/16 and 16/17. In FY 17/18, IITS was funded for and initiated a partial phone system replacement, as the existing campus phone switch (Mitel Pointspan) reached "end of life/end of support". While IITS looks to the future outlined in the Technology Strategic Plan, similar to the issue of an aging phone system, IITS is also looking to realign on premise services by utilizing both the *Cloud* and a resumption of investment in core infrastructure investments in the Data Center and across the campus. Key areas of focus will include on-campus storage, virtual server environment, and the development of a hybrid cloud environment flexible enough to meet future needs. The ongoing increase in use of technologies often means supporting a complex environment, some of which may be hosted (or shadowed) in the *Cloud*.

6a) Deferred Investments in Campus IT Infrastructure - For two fiscal years IITS has been unable to make any substantive investment in the Data Center. As the baseline campus IT infrastructure is critical to smooth campus operations, IITS will look forward to reinvesting in FY 18/19 and beyond to address the replacement of aging equipment. *Assumption: older technology equipment will fail, causing outages and potentially disrupting campus operations.*

6b) Increasing IT Costs - IITS is seeing increasing technology costs on almost all maintenance contracts for supported hardware and software products. Changing IT service models will also increase costs, as any Cloud/SaaS services will likely have increased costs and ongoing expenses that will move IITS from a one-time CAPX model to an OPX model. *Assumption: shift to cloud and SAAS will increase operating costs while reducing capital costs.*

6c) System & Regulatory Compliance - 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, as well as regulations from the state and federal governments, will require the campus to create new operational methods and purchase new technology solutions for compliance. *Assumption: increasing number of compliance requirements must be addressed by adequate staff.*

Goals by Fiscal Year FY 2018/19 Goals

Develop Multi-Year Operational Project Plans for Technology Strategic Plan (TSP)

(Assumptions: 1, 1a, 2, 3, 3d, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6a, 6b, 6c) - This TSP has gathered hundreds of "Big 8" idea sheets and trend data. These will be used to develop operational project plans that align with identified strategic services and available resources. *Key initiatives: Publish Technology Strategic Plan, Develop Operational Project Plans in Support of Strategic Initiatives, Develop IITS Service Catalog, Operationalize Project Planning System*

Backfill Position Funding Used for Past In-Range Progression Plans (Assumptions: 1a, 2, 2c, 3, 3a, 3b, 3c) - IITS implemented over \$420,000 in IRPs over the past four years. Even so, we remain near the bottom of the CSU with respect to IT salary averages, and are not competitive in our region. As past IRP budget requests have not been funded, positions have been left vacant as a temporary funding source. This is no longer sustainable given current demands for support. IITS must move forward with planned recruitments and conduct a higher education market assessment to align IITS salaries at a competitive rate with the local market. *Key Initiatives: Return to a Full Staff Complement, Develop Critical Services Plan, Develop IRP plan*

Seek Long-Term Designated Funding for Technology Refresh Program (TRP) for Classroom & Lab Computers

(Assumptions: 1a, 2, 2a, 2b, 2c) – At present, campus computer labs are not enrolled in a refresh funding model. We will work with campus budget groups and IMSC to identify and fund a long-term method for the TRP to provide for the scheduled replacement of classroom/lab computers for those labs where the computers were purchased 7 or more years ago. To get back on track to maintain a 4-year refresh model with labs, we must also replace 25% of the remaining systems. *Key Initiatives: "Year 4" Classroom Technology Upgrade Program, Identify Funding for Computer Labs, Replace 25% of Campus Lab Computers, Establish "Tech Bank" Funding to support faculty innovation and requests.*

Re-Investment in Core Information Technologies (Assumptions: 2, 2b, 2c, 3a, 3d, 5, 6, 6a, 6b, 6c) - IITS has deferred all major Data Center investments since FY 14/15 (with the exception of the phone system discussed elsewhere in this document). The campus uses a central file system model to support a range of uses from department shares to databases. The storage was originally purchased five years ago and must be either replaced or put a new maintenance contract in 17/18. Similarly, one of our virtual server “clusters” used to provide the campus hybrid cloud environment was purchased five years ago and should be replaced, as the risk of outage grows larger as the system ages. *Key Initiatives: On-campus Storage, Virtual Server Environment, Development of a Hybrid Cloud Environment*

Increase Training & Identify Funding Required for Staff Development (Assumptions: 1a, 2c, 3b, 3c, 3d, 4b, 5c, 6a, 6b) - CSUSM will ramp up efforts to move appropriate training and professional development opportunities for staff. This is necessary to train employees who are replacing the loss of expertise due to the exit of key employees. Many of these positions (Citrix Engineer, Sr. Network Analyst) require years of training. Additional training is needed to support evolving services in the cloud for both operational units and in support of faculty research. *Key Initiatives: Develop & Fund IITS Training Plan*

Utilize Technology to Improve Organizational Efficiency (Assumptions: 1, 2c, 4, 4a, 4b, 4c, 5) – The technology marketplace continues to offer new services and applications. These capabilities make campus departments more efficient and productive. IITS is called on to provide support for these new technology solutions and the increased demand must be met with increased staff resources. *Key Initiatives: Salesforce, OneCard, Campus App, GreyHeller (new to HCM \$70k), Chat Services, Manage Engine, DocuSign/Adobe, Amazon Web Services/Microsoft Azure*

Continue Growth in Mobile Applications Use (Assumptions: 1, 3d, 4, 4a, 4b, 4c, 5) - The Campus App adoption has reached a substantial portion of the student population and continues to grow with a doubling of use to over 200,000 starts in Fall 2017. The use of mobile devices as a primary interface for services is a growing priority as we anticipate that this will drive enhanced campus services and information. *Key Initiatives: Campus App, ModoLabs X Modules, GreyHeller-full implementation, Salesforce, OneCard*

Expand Support for Help Desk & Instructional/LMS Support (Assumptions: 1, 2c, 3, 3b, 3c, 3d, 5, 5a, 5b, 5c) - Feedback from faculty, staff and students indicates that there is a distinct need for additional technology support extending into evening hours while classes are in session. Other feedback address the need for more direct support for departments and individuals as they use new and evolving applications. *Key Initiatives: Extend Help Desk Support Hours, Preventative Classroom & Lab Checks, Provide More Self-Help Options, Enhance Outreach/Communications, Provide Workshops and Trainings for the Campus Community, Ally for Moodle, Faculty Professional Development, Makerspace*

FY 2019/20 Goals

Implementation of Technology Strategic Plan (TSP) (Assumptions: 1, 1a, 2, 3, 3d, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6a, 6b, 6c) - This TSP has gathered hundreds of “Big 8” idea sheets and trend data that will be used to develop operational project plans that align with identified strategic services and available resources. *Key initiatives: Implementation of Project Plans in Support of Strategic Initiatives*

Re-Investment in Core Information Technologies (Assumptions: 2, 2b, 2c, 3a, 3b, 3d, 5, 6, 6a, 6b, 6c) – In FY 19/20, the hardware and licenses that support our CougarApps environment will need to be refreshed. This environment supports an increasing number of campus needs ranging from making academic software available for off campus use (the original purpose) to allowing employees to work from home (an increasing use). Further, we must increase the licensing for some of our key services (such as authentication) in order to address growth (these are often licensed for number of users). By FY 19/20, we anticipate that the proposed improved services for applicants and alumni will require an increase tier of licensing.

Workspace Improvements (Assumptions: 3, 3b, 3c, 5c) – IITS relinquished two offices to CAMP/PASO in 2017. IITS expects to regain lost space with the relocation of CAMP/PASO to the Extended Learning Building and expand the IITS office presence on the 2nd floor of Craven Hall in order to provide workspace for a full IITS staff contingent. *Key Initiatives: Regain Lost Office Space, Sufficient Office Space for Staffing Compliment, Relocate Dean's Office*

New Extended Learning Building Support (Assumptions: 1a, 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. Additionally, the location will add another element of burden to support. The plan is for IITS to open a new Help Desk that will require staffing. *Key Initiatives: Classroom of the Future, Staff EL Help Desk, Additional Help Desk Staffing, two New Electric Carts, Replace Panel Van.*

Utilize Technology to Improve Organizational Efficiency (Assumptions: one, 2c, 4, 4a, 4b, 4c, 5) – Continuation of prior key initiatives and new projects from the TSP. Technology use for organizational efficiency is not a concept confined to IITS. The majority of large technology projects are done at the behest of and in support of departments across the campus. If there is a technology solution, there is at least some level of IT support required. Some of these involve major investments in IT resources (Salesforce, Amazon), but all expect to provide an overall benefit or reduction in cost to the campus, potentially shifting resource allocation across the campus. *Key Initiatives: Salesforce Phase 2, OneCard, Campus App, Amazon Web Services/Microsoft Azure*

Increased need for Direct Support (Assumptions: 5b,5c) As the move to cloud based systems increases, IITS takes on a number of compliance obligations such as risk analysis, contract elements, technology and security verification activities, and integration for authentication and data. Additionally, IITS staff will be expected to help manage vendor relationships and provide increased support in order to keep applications systems healthy. IITS will require increased

staffing to provide focused services and support to departments that require this level of application support. *Key Initiatives: Support of a Hybrid Cloud Environment, Provide Workshops and Trainings for the Campus Community*

FY 2020/21 Goals

Implementation of Technology Strategic Plan (TSP) (Assumptions: 1, 1a, 2, 3, 3d, 4a, 4b, 4c, 5, 5a, 5b, 5c, 6a, 6b, 6c) - This TSP has gathered hundreds of "Big 8" idea sheets and trend data that will be used to develop operational project plans that align with identified strategic services and available resources. *Key initiatives: Implementation of Project Plans in Support of Strategic Initiatives*

Re-Investment in Core Information Technologies (Assumptions: 2, 2b, 2c, 3a, 3b, 3d, 5, 6, 6a, 6b, 6c) – The campus telephone systems (the PBX) is past its end of life. During 17/18 and 18/19, the campus invested in a partial system in order to extend the life of the current system. By 20/21, the campus must make a significant investment in the replacement system, presumably as part of a system wide purchase. This will include a hardware (or cloud-hosted) solution, handsets, training and the transition process. *Key initiatives: Replace campus telephone equipment*

Utilize Technology to Improve Organizational Efficiency (Assumptions: 1, 2c, 4, 4a, 4b, 4c, 5) – Continuation of prior key initiatives and new projects from the TSP. *Key Initiatives: Salesforce Phase 2, OneCard, Campus App, Amazon Web Services/Microsoft Azure*

UNIVERSITY LIBRARY

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - ix. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - x. Employ pedagogies that are relevant to our changing society and student demographics.
 - xi. Invigorate faculty and student research activities.
 - xii. Cultivate global perspectives.
 - xiii. Provide faculty and staff professional development.
 - xiv. Develop non-state funding sources.
 - xv. Provide needed academic technology and library resources.
- a. 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.
- b. Program Review findings, if any, should be considered.
- c. 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.

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.

Goals by Fiscal Year FY 2018/19 Goals

Human Resources to support all Library Goals

From November 2017-February 2018, 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, and increased faculty research needs) as well as those needed create capacity to accomplish the goals elaborated in the Library's strategic plan (see Appendix A for an outline of the process). This process resulted in eight faculty librarian positions and four staff positions prioritized into three tiers (see Appendix B). For the 2018-19 academic year, **the Library requests funding for two faculty positions (\$150,000) and one staff positions (\$50,000) from Tier 1.** Please note, the Library has not had any growth in its faculty since budget allocations made in 2014-15.

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. Our current collections commitments total \$926,298. The Library requests a **\$50,000 increase in the collections budget to cover approximately 5% inflation.** In addition, a request of **\$46,492 in ongoing and \$20,049 in one-time funding will account for critical resources to support new programs** approved during 2016/2017 and 2017/2018 (tracking details available). Funding for new program support is tracked and requested each year. Additional information resources in the amount of \$102,839 of ongoing funds have been highly recommended to support electrical engineering curriculum but are not being officially requested in this year's plan.

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 has come to a close. 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. From FY2012-FY2017, \$99,765 had been eroded from the Library operational budget through unfunded IRPs and reclassifications. In order to develop staff, the Library is requesting **\$34,000 in base budget increase** in order to recapture approximately one year of base budget erosion and a one-year average of staff increases. This budget category was specifically mentioned last year in President Haynes’ budget memo as an area for request.

FY 2019/20 Goals

The Library will annually re-assess the list of prioritized faculty and staff positions outlined in Appendix B and request critically-needed positions to meet growth demands.

Annual requests to support Library collections inflation and new program support are anticipated each year.

FY 2020/21 Goals

The Library will annually re-assess the list of prioritized faculty and staff positions outlined in Appendix B and request critically-needed positions to meet growth demands.

Annual requests to support Library collections inflation and new program support are anticipated each year.

Appendix A: Process for Brainstorming and Prioritizing New Library Positions

Phase	Who is involved?	Milestones
Needs Assessment: to determine cross departmental skills/functions needs	Whole Library Departments	This phase will take place from November 1-November 13. November 1: broadly, at all Library meeting, exercise facilitated by Jen

		Virtually
		In Department meetings: facilitated by Dept Heads—this process will be more developed (e.g., tie to strategic plan)
Prioritization of skills/functions: as well as beginning to think about where functions fit organizationally and how they would be classified (staff, faculty)	Cabinet	This phase will happen on November 14. November 14: Cabinet will look at what should be staff and what should be faculty as well as loose responsibility for working titles and 1-2 sentence descriptions. Staff positions will be assigned back to departments for development.
Initial position prioritization: for faculty positions only	Librarians Think Tank	This phase will happen December 1-8. Virtual contributions December 8 (<i>Rescheduled to December 15</i>): Librarians Think Tank culminating discussion including feedback from virtual contributions.
Position Development: including environmental scan	Department Heads Cabinet	This phase will happen December 9-January 9. Department heads will develop 1-2 paragraphs, tying positions to ongoing work or strategic plan, and looking at like positions in the field. January 9: Cabinet will review.
Prioritization and Recommendation: will look at how these positions should be requested over timeline of three years and which should be tabled; Jen will give context of staff positions	Library Faculty Dean	This phase will happen January 12-January 20. January 12 (<i>Rescheduled to January 19</i>): Library faculty meeting to prioritize. I am happy to participate in this process as much or as little as the faculty desires, but I will give an overview of where we are with staff positions. <i>Please make sure there is opportunity for multi-modal participation.</i>
Request to Campus: will take recommendation from faculty and fit together with staff	Cabinet Library Dean and Associate Dean	This phase will take place from January 24 to Three-Year Rolling Plan due date, TBD, but usually in January or February.

requests; positions may need to be reordered on an annual basis

January 24 (Rescheduled to February 13): Cabinet to review recommendation and work on three-year requests along with staff requests.

Dean to submit final requests with TYRP, TBD.

Appendix B: Prioritized Library Position for Request

University Library Ranked Position Requests for FY 2019-2024

Tier 1

- **Faculty Positions**

- Head Librarian, Special Collections and Archives
- Liaison Librarian to Interdisciplinary Programs and Area Studies
- Metadata Initiatives Librarian

- **Staff Positions**

- Data Analyst/Research Technician
- DevOps Systems Analyst

Tier 2

- **Faculty Positions**

- Learning Design Librarian
- Open Education Resources (OER) and Resource Sharing Librarian
- Discovery Initiatives 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

OFFICE OF GRADUATE STUDIES AND RESEARCH

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- a. No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- b. A funding model for colleges based on student demand projections.
- c. Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - v. Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - vi. Employ pedagogies that are relevant to our changing society and student demographics.
 - vii. Invigorate faculty and student research activities.
 - viii. Cultivate global perspectives.
 - ix. Provide faculty and staff professional development.
 - x. Develop non-state funding sources.
 - xi. Provide needed academic technology and library resources.
- a. 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.
- b. Program Review findings, if any, should be considered.
- c. 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.

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 two years, and awards to the campus have followed. However, low IDC grants continue to strain OGSR. Following the recommendation of the university Task Force on IDC, OGSR received one-time funds of \$300K last year to help offset UARSC costs (now, Corporation) for low IDC grants and to expand the research infrastructure of the campus. The added volume of funded research activities has also increased the workload associated with campus compliance with Federal regulations, including Institutional Review Board (IRB, for research involving human participants), IACUC (for research involving animals), DEA

research protocols for controlled substances, and biosafety regulatory requirements associated with STEM cell research.

Following the recommendation of the IDC Task Force, OGSR received \$300K in one-time funds for 2017-18 to help support low IDC grants and to enhance the campus research infrastructure. This campus investment is expected to result in long-term growth in IDC returned to campus from faculty research activities. Table 1 below summarizes the expenditure of these funds. For 2017/18, the uses reported below resulted in an increase of \$149,000 in IDC returned to campus (from \$383,000 in 16/17 to \$532,000 in 17/18). For 2018/19, using the proposed funding allocation shown in the second table, the expected return to campus will be \$339,000. Longer-term growth in campus return will be based on sustained increases in grants and contracts.

Table 1: 2017-18 (current)

Source	Amount	
Winter grant-writing bootcamp	\$35,000	Six faculty wrote and submitted NIH proposals. Paid directly from stateside.
Summer grant-writing bootcamp	\$35,000	Expect six faculty to write and submit NSF proposals. Paid directly from stateside.
OGSR Grant Proposal Seed Money (GPSM) support from 2016/17	\$40,000	Costs from prior-year GPSM. Supported 11 faculty, resulting in 8 proposals. Paid invoice from Corp.
U-Corp pre-award expenses	\$110,000	Costs for Jan Cushman. Paid invoice from Corp.
U-Corp expenses	\$80,000	Open transfer remaining for loss IDC grants.
TOTAL	\$300,000	

Goals by Fiscal Year

FY 2018/19 Goals

- d. *Research, goal vi.* Cover loss IDC for institutional and student support grants such as HSI, LSAMP, MARC, RISE, TriO, and Talent Search. Most external grants include funding to cover administrative costs. However, a few explicitly exclude or limit overhead costs and ask that the campus cover these costs as evidence of their support for the project. Grants that limit overhead costs are typically aimed at

promoting student success—such as our current HSI grant, and training grants from the National Institutes of Health. These are important grants that bring millions of dollars to our campus, and they provide critical support for our students. However, these grants come with a cost, and there is currently no funding mechanism to cover the administrative costs associated with these grants. In 2015/16, the Provost and VPFAS convened a task force to review the campus and UARSC policies related to IDC. Upon detailed review of the issues involved, the Task Force recommended an off-the-top base-budget award of \$300K to OGSR to cover the unfunded administrative costs associated with loss IDC grants. **Total request: \$300K** in base funding.

Table 2 below shows the anticipated allocation of the requested base budget award for \$300K.

Table 2: 2018-2019 (proposed)

Source	Amount	
U-Corp expenses	\$140,000	Invoiced quarterly using a fixed IDC rate of expenditures. Covers post-award support for CAMP, TRiO, SSS, PASO, MSW, CIRM, MARC, RISE
U-Corp pre-award expenses	\$110,000	Jan Cushman
New grants staff position in OGSR	\$50,000	To provide post-award support, GPSM, and more
TOTAL	\$300,000	

- e. *Research, goal v.* In previous years, the OGSR budget request included funds for Grant Proposal Seed Money (GPSM), Intellectual Property, Publication Costs, and Grant-Writing Bootcamp. With the continued funding of B1a above, these activities can be funded through IDC within OGSR. **Total request: \$0.**
- f. *Research, goal v.* In 2014/15, the campus pre-award grants office moved from UARSC to OGSR on campus. However, at the time of the move, one pre-award staff member (Jan Cushman) continued to be paid from UARSC, even though she was now working on campus. Jan Cushman has announced her intent to retire at the end of 2018. In anticipation of the retirement, OGSR is proposing an organizational restructuring, including the reclassification of an existing position into an MPP-level Director of Grants and Contracts Development. Funding for this reclassification will come from

the salary savings associated with Jan's retirement, and a replacement at a lower-level staff classification. **Total request: \$0.**

- g. Research, goal v.* Due to the recent rapid growth in grants and contracts awarded to the campus, there is a need to provide expanded support to faculty in grants management and expenditures. In conjunction with the organizational restructuring of OGSR (see c above), a new support staff position will be created within OGSR, reporting to the Director. Funding for this position will come from the increase in IDC funds resulting from item B.1.a above. **Total request: \$0.**

FY 2019/20 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.

- **FY 2020/21 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.

OFFICE OF UNDERGRADUATE STUDIES

PART I: NARRATIVE

Planning Assumptions

Common planning assumptions for all Academic Affairs subdivision units

- No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
- A funding model for colleges based on student demand projections.
- Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - a) Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - b) Employ pedagogies that are relevant to our changing society and student demographics.
 - c) Invigorate faculty and student research activities.
 - d) Cultivate global perspectives.
 - e) Provide faculty and staff professional development.
 - f) Develop non-state funding sources.
 - g) Provide needed academic technology and library resources.
 - 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.
 - Program Review findings, if any, should be considered.
 - Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

- 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—Language Learning Center, Math Lab, Writing Center, STEM Center Tutoring, and Supplemental Instruction. Support for the Academic Success Center is provided through separate funding—the Innovation Award—and is, therefore, not included in this plan. Note: during the 16/17 AY, students made more than 40,000 visits to these Centers. Student use of these centers continues to grow. For instance, Math Lab visits over the past two years are averaging a 9% increase while STEM Tutoring visits are averaging a 6% increase.
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 goals set by the Chancellor's Office.

Goals by Fiscal Year

FY 2018/19 Goals

- *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*
1. Scale-up Math Lab Tutoring (Phase 1) to Support EO 1110 and new Engineering Students:
 - Increase staffing by 10 additional tutors (15 hrs./wk @ \$13/hr) to accommodate increase in Math Lab usage due to EO1110. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$6700
 - Extend hours (phase 1) to offset increase in usage due to EO1110. Begin by extending Friday hours from 3:00 to 5:00pm. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$4700
 2. Scale-up STEM Tutoring (Phase 1) to Support Increased Science Students' Expanding Needs and new Engineering Students:
 - Extend workshop programming for Week 1 of each semester to Bridge and Bootcamp students who are transitioning into their advanced courses. These two student groups are transitioning from a pre-requisite course into the next course in a sequence. For example, students who completed CHEM 150 who are now going into CHEM 160. Workshops are designed to refresh knowledge on CHEM 150 content areas that will be especially important for CHEM 160 success or to refresh CHEM 160 content for CHEM 201. Estimated number of hours is 300 for 7 tutors who will plan, prepare, and implement (estimated at additional 40 hours each—20 per semester). This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$4000
 - Extend tutoring to support Engineering courses. Anticipated numbers of tutors/courses that will need support for engineering students: 3 for CS 111, 211, 231; 3 for MATH 270; Physics 101 & 102 or 201&201; and CHEM 150 and 160 per AY. Total number of hours is estimated at 720 over the academic year (AY) (based on 8 hours per week per semester). This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$10,000
 3. Scale-up Supplemental Instruction (SI) in the Sciences (Phase 1) to Support Increased Science Students' Expanding Needs and new Engineering Students:
 - Increase SI program to provide support to Engineering majors. Provide support to important foundational courses for new software engineering majors in CS 111 and 211, MATH 270, CHEM 150. This would minimally be 4 SI leaders per semester—8 per AY. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$10,000
 - Graduate Assistant 0.5 time (20 hours per week; \$15.00 per hour) for administrative support for the growing program. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$9,000
 4. Expand the writing support provided for multi-lingual writers to support EO 1110.

- Hire a .5 SSP II to develop materials and workshops to support multilingual writers, train writing center peer educators to tutor multi-lingual writers, and provide 1:1 support to multi-lingual writers. Anticipated cost \$21,000. We currently have funds to support a .25 position. This goal is supported by planning assumptions 1b, 1ci, 1cii, 1civ, and 1d. Request: \$15,750

5. Provide administrative support for the growing student programming across the six Centers for Learning and Academic Success (CLASS)—ASC, Language Learning Center, Math Lab, STEM Tutoring, STEM Supplemental Instruction, and Writing Center. The center directors are spending an inordinate amount of time on document preparation and programming logistics. Their portfolios need to adjust so that more of their time is focused squarely on analytics, programming design, development, delivery, and assessment with less on administrative tasks.

- Hire a .5 ASC I. This would be a joint hire between the OUGS budget and the ASC for a total of \$22,000. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$11,000

6. Establish the Office of Undergraduate Studies (OUGS) (the entire unit) under one roof in the new EL building. This goal is supported by planning assumptions 1b and 1d.

- Furnish the new space
 - STEM Center/Institute (this includes STEM Tutoring) Request \$114,450
 - Academic Success Center, Language Learning Center, Math Lab, Writing Center Request: \$207,450
 - Undergraduate Studies Office Suite Request: \$48,500
- Move the OUGS suite, CLASS, and McNair.
 - STEM Center/Institute (this includes STEM Tutoring) Request \$2,500
 - Academic Success Center, Language Learning Center, Math Lab, Writing Center Request: \$5,000
 - Undergraduate Studies Office Suite Request: \$2,500

7. Attend Harvard or HERS Leadership Institute.

Dawn Formo's professional development plan, as discussed with Kamel Haddad during the 14/15 AY, is to attend either the Harvard or HERS Leadership Institute. These institutes cost approximately \$10K, not including travel. To reach this goal, she requests that the balance of her professional development funds be carried forward each year. She anticipates having adequate funding to attend one of these institutes during 18/19 AY. This goal is supported by planning assumption 1cv. Carry-forward request: \$12,761

8. Support the Predictors Project.

During the 14/15 AY, we received a grant from the Chancellor's Office to support faculty and staff in designing data-informed interventions to promote students' academic success. Faculty designed three projects. Due to changes in the three initial projects, a balance remained. We continue to use these funds to support data-informed interventions to support student success. These CPO funds are to be used to support data-informed interventions with faculty that promote student success. Given this charge for the funds, we ask that the balance be rolled forward. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Carry-forward request: \$21,433

FY 2019/20 Goals

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

1. Scale-up Math Lab Tutoring (Phase 2) to Support EO 1110 and Engineering Students:
 - Expand Supplemental Instruction for math by adding one additional math course to reach a more diverse and larger population of students. Partner with math dept. and other faculty to determine one course to support. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$3600
 - Extend tutoring hours (phase 2) to offer additional night hours 2-3 nights per week. Extend closure time from 7:00pm – 9:00pm. Requires 4 tutors per hour. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$9360
 - Hire part time (0.5) assistant coordinator to assist with oversight of growing staff and expanding programming. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$21,000

2. Scale-up STEM Tutoring (Phase 2) to Support Increased Science Students' Expanding Needs:
 - Extend tutoring to support other CSM courses where students are struggling. Additional number of tutors estimated is 3 over the AY for roughly 300 hours (based on 8 hours per tutor). This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$4,000

3. Scale-up Supplemental Instruction (SI) in the Sciences (Phase 2) to Support Increased Science Students' Expanding Needs:
 - Expand Supplemental Instruction to put all courses with SI sections in compliance with SI goals of 1 SI leader per course section. This expansion would align our SI program with the well-established and researched "Essential Elements of SI" as described by the International Center for Supplemental Instruction Program at the University of Missouri at Kansas City in the Supervisor Manual (citation available upon request). In brief, each SI leader should be attending the lecture of the supported course and meeting regularly with the faculty teaching the course. When a SI leader is attempting to support multiple sections, this is not possible due to schedule availability and student workload restrictions. Estimated semester costs for one SI leader is \$1800, and this increase would allow approximately 12 additional leaders to work towards this goal. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$22,500
 - Assistant Coordinator re-class to Coordinator (from SSP IB to SSP II or SSP III). This expansion of SI will require this reclass. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$5,000

4. 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. A current staff position in OUGS could be redesigned to include this role thereby creating a 1.0 position if the Communication Strategist role below is funded. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$26,500

5. Scale-up outreach to faculty, staff, and students re: available academic support
- Hire a .5 Communication Strategist to develop a communication plan and branding for the Office of Undergraduate Studies with a particular focus on the Centers for Learning and Academic Success Services (CLASS). The need for this role was made clear in the Dean's 3-year review. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$25,000

FY 2020/21 Goals

- *List here specific goals for the Unit Assumptions enumerated above (e.g., identify which "assumption" the goal supports).*
1. Scale-up Math Lab Tutoring (Phase 3) to Support EO 1110 and Engineering Students:
 - Expand to full- scale Supplemental Instruction for math courses to reach a larger volume of students despite capacity limitations. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$14,500
 2. Scale-up STEM Tutoring (Phase 3) to Support Increased Science Students' Expanding Needs:
 - Extend Friday by 4 hours to full day (9am-5pm) and extend Monday-Thursday by 1 hour each day for 4 hours per week. Add Saturday hours just before finals week. Estimated increase in hours is 420 where equivalent (will be spread over a number of tutors but not all will see an increase of 7 hours per week) of 2 tutors work 7 hours per week for 30 weeks per AY. This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$6,000
 3. Scale-up Supplemental Instruction (SI) in the Sciences (Phase 3) to Support Increased Science Students' Expanding Needs:
 - Increase number of SI sessions to "special" student populations such as athletes, veterans, and on-campus residents. 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 (~\$1800 per). This goal is supported by planning assumptions 1b, 1ci, 1cii, and 1d. Request: \$10,000

PLANNING AND ACADEMIC RESOURCES

PART I: NARRATIVE

Planning Assumptions

- **Common planning assumptions for all Academic Affairs subdivision units**
 - No FTES growth at the university level for each of the next three years, relative to 2017/18. The Colleges, Library and IITS can request growth money not to exceed 5% of the 17/18 allocations. Other units should not count on growth funds.
 - A funding model for colleges based on student demand projections.
 - Unit plans should align with and support the Academic Affairs Strategic Plan Goals; namely:
 - a) Develop an Academic Master Plan that focuses on programs relevant to our changing society and student demographics.
 - b) Employ pedagogies that are relevant to our changing society and student demographics.
 - c) Invigorate faculty and student research activities.
 - d) Cultivate global perspectives.
 - e) Provide faculty and staff professional development.
 - f) Develop non-state funding sources.
 - g) Provide needed academic technology and library resources.
 - 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.
 - Program Review findings, if any, should be considered.
 - Program proposals currently under review should be considered and reflected as appropriate if an implementation date is anticipated during the period of the three-year rolling plan.

Planning assumptions for PAR

- PAR oversees UGS, GSR, AP, FC, and Academic Scheduling, and is committed to developing synergies between these units
- PAR is responsible for resource allocations in Academic Affairs. Resources include:
 - a) Budget
 - b) Space
 - c) FTES
- 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.

Goals by Fiscal Year

FY 2017/18 Goals

- a. Analyze data resulting from the FTES and dollar allocation, based on the Degree Planner student demand report.
- 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. Plan space allocation of secondary and tertiary space in relation to the new EL building.

FY 2018/19 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.

FY 2019/20 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.