

January 10, 2007

To: College Deans
From: William A. Covino, Provost and Vice President for Academic Affairs
Re: College Proposals for Enrollment Growth Funding

Based upon projected enrollment growth funding, some new base-budget dollars will be available to Colleges for faculty and staff searches commencing fall 2007, with hiring anticipated for fall 2008. Initially, these dollars may be devoted to 1) supplying the net cost for the conversion of part-time positions to full-time, tenure-track positions; 2) supplying the net cost for the conversion of full-time lecturer positions to tenure-track positions; 3) supplying resources for increased staff support that contributes to increased access and enrollment growth.

College proposals for enrollment growth funding must include the following:

1. A multi-year record of significant FTES enrollment growth
2. A multi-year plan that references the (draft) University Strategic Plan, including **specific approaches to**
 - a. continuing and implementing low-cost and revenue-neutral strategies to increase access in areas of established high demand and promise, with
 - i. significant results expected in the near term
 - ii. projected measurable outcomes, expressed as FTES growth
 - b. the conversion of part-time positions to full-time, tenure-track positions; the conversion of full-time lecturer positions to tenure-track positions; the replacement of faculty retirements and resignations; and the improvement of staff support, including
 - i. the strategic identification and verification of continuing and new areas of high student demand
 - ii. scheduling, staffing, and pedagogical approaches assuring that increased access will result from the conversion, with projected measurable outcomes
 - iii. templates and recruitment venues for position descriptions and advertisements likely to recruit a diverse and highly-qualified national pool of applicants
 - iv. consideration of the reallocation of current disciplinary and sub-disciplinary instructional positions, in order to increase access, improve disciplinary currency, and build key programs of distinction
 - v. net cost
 - c. linking requests for faculty and staff to the results of the formal academic program review (and to disciplinary accreditation, if applicable), especially as related to the improvement of student learning and the department's implementation plan for program effectiveness.
 - d. developing additional external (non-CSU) sources of revenue, for research and program support
 - e. increasing College visibility and distinction, through the definition, advertisement, and modification of existing programs, and the well-rationalized and cost-effective development of new programs, all with a view to attracting new student populations and responding to local, regional, Statewide, and national needs

Timetable for development of proposals:

February-March	Department and College discussions
April	Presentations to Council of Deans
May	Overall plans shared at Provost's Forum

Possible Prompts for Considerations of College Definition and Distinction

1. The first step in recovering enthusiasm for _____ throughout my College/Department is _____.
2. My College/Department's area(s) of greatest student demand is (are) _____, as indicated by _____.
3. The course(s) that is (are) consistently over- subscribed is (are) _____, because _____.
4. The course(s) that is (are) consistently under-subscribed is (are) _____, because _____.
5. Unlike students in my College/Department disciplines at other universities, undergraduate students majoring in my College/Department are offered the unique opportunity to _____, and graduate uniquely qualified to _____.
6. Unlike students in my College's disciplines at other universities, graduate students in my College/Department are offered the unique opportunity to _____, and graduate uniquely qualified to _____.
7. The College's/Department's current area(s) of greatest teaching strength is (are) _____, because _____.
8. The College's/Department's current area(s) of greatest research and/or creative accomplishment is (are) _____, because _____.
9. The College/Department is known regionally for _____, because _____.
10. The College/Department would like to be known regionally for _____.
11. The College/Department would like to be known nationally for _____.
12. Apart from inadequate budget or staffing, the one obstacle to achieving regional distinction in [answer to 10] is _____.
13. Achieving regional distinction in [answer to 10] will mean giving it priority over other potential areas of regional distinction, such as _____.
14. Achieving national distinction in [answer to 11] will mean giving it priority over other potential areas of national distinction, such as _____.
15. Achieving regional or national distinction could benefit from the cross- or inter-disciplinary cooperation of _____.
16. Working with [answer to 15] to achieve regional or national distinction could begin with _____, followed by _____.
17. The regional non-CSU university with a College/Department most similar to mine in size, range of degrees, and other basic features is _____.
18. The distinctive achievements or features of [answer to 17] are _____.
19. Nationally, the discipline in my College that has changed most significantly over the last _____ years is _____, which has moved from _____ to _____.
20. One unexamined premise that has informed the development of my College/Department for the last _____ years is _____.
21. With no special funding, my College/Department can improve its _____ over the next two years, by _____.
22. The one question or issue that the College/Department has not been asked to address, but which is important to help determine its definition, distinction, and priorities, is _____.