

California State University, Stanislaus
Strategic Plan 2018-2025
DRAFT - 04/28/2017

California State University, Stanislaus:
A Sense of Place, Inclusion, Transformation and Future

I. INTRODUCTION

In Fall 2016, the faculty, staff and students of California State University, Stanislaus embarked on a journey to assess accomplishments under an existing strategic plan that had served us well, to begin a new cycle of planning with an eye toward harnessing emerging opportunities and fresh energy on campus. The former strategic plan helped facilitate a period of significant growth and development. The task of creating a new plan requires sustaining this momentum and also reimagining a shared vision for our future. Additionally, the new plan must be mindful of environmental and competitive forces that have changed in recent years: in a time of change it is important for the campus to possess both clarity of vision and a finely detailed sense of how best to achieve that vision.

This juncture in the evolution of the University has propelled the campus community into a series of face-to-face and online discussions about our opportunities, as balanced with an ever-changing backdrop of new realities. These discussions provided the participants a chance to verify and extend their knowledge, and to share their values and beliefs about the University. Most of all, these discussions were significant because they allowed constituents to speak both individually and collectively to give clear expression to common themes and aspirations. These discussions culminated in the creation of the current, draft strategic plan, *California State University, Stanislaus: A Sense of Place, Inclusion, Transformation and Future*. The plan represents a distillation of ideas and articulates a shared vision and a roadmap of how to reach goals and implement necessary strategies so that we may realize that vision.

A Sense of Place: Positioning the campus community to reach for excellence

Much has been written about a sense of place and the identity of those who call a campus their own. These well-formed concepts of identity surfaced often in the months of discussions leading up to this strategic plan. The Stanislaus State community clearly knows who we are and share a strong bond of Warrior pride in the work of the University. Students, faculty and staff know that University programs change students' lives and shape the Central Valley in fundamental ways. They know their own personal role, large or small, in being a liberal arts university that is continuously pushing for academic excellence and student success. This campus identity is instilled with meaning through shared experiences and a shared sense of purpose.

Together, our community overcomes continual challenges to provide educational access to a six-county region of students who are often underserved, at-risk and disadvantaged in numerous ways. Our community has seen the institution mature in stature, grow its enrollment, raise the quality of its programs, sustain high faculty density, and yield student graduation rates higher than nearly half of the institutions in the 23-campus CSU system. Interwoven with this identity is the knowledge that our campus stands out as a physical space, known as one of the region's picturesque treasures, with campus buildings set among lakes, a reflection pond and waterfowl in a truly park-like setting.

California State University Stanislaus upholds the CSU System's mission of providing access as one of only six campuses in the system that celebrate their un-impacted status by accepting all qualified students. Reaffirming this mission translates into academic and co-curricular programming commitments, and deeply-held values and practices on campus sustain the commitment of resources and energy to that mission. One such value on our campus is that we meet students wherever they are in their academic and personal development, and build students up going forward. This deeply ingrained custom on campus by itself differentiates Stanislaus State from its peers.

Against this backdrop exist other practices that weave the campus community together to form our specific sense of place. We part of our identity from the campus location in the Central Valley, with its rural setting, diverse population and cultural traditions. There is a symbiotic relationship between the campus and the community we serve, a deep sense of responsibility for strengthening the Central Valley by advancing the competitiveness of the region. Our sense of place includes the University's success in building sustainable and vibrant communities.

At the same time, place is not merely tied to a specific locale. We take the values and culture that define our place and expand them beyond the Central Valley and our state. We are simultaneously global in scope and vision as well as rooted in the Valley. Collectively, these sentiments contribute to Warrior pride. There is a special feeling and an exceptional spirit essential to being a Warrior, to have partaken in the Stanislaus State experience as a member of the University community. This Warrior pride shines through in the goals for the current strategic plan, which emerged from our extensive and ongoing discussion, consultation and feedback. Warrior pride links the campus community to our past traditions and provides a launching pad to a future where the University is a place of unbounded opportunity and innovation.

(Placeholders - the following two sections are currently being drafted)

History of California State University Stanislaus

Context for Planning

Mission, Vision, Values and Diversity Statements

(Reviewed and recommended by the Academic Senate and Associated Students, Inc., April 2017)

Mission

The faculty, staff, administrators, and students of California State University Stanislaus are committed to creating an inclusive learning environment which encourages all members of the campus community to expand their intellectual, creative, and social horizons. We challenge one another to realize our potential, to appreciate and contribute to the enrichment of our diverse community, and to develop a passion for lifelong learning.

To facilitate this mission, we promote academic excellence in the teaching and scholarly activities of our faculty, encourage personalized student learning, foster interactions and partnerships with our surrounding communities, and provide opportunities for the intellectual, cultural, and artistic enrichment of the region.

Vision

California State University Stanislaus strives to become a major center of learning, intellectual pursuit, artistic excellence and cultural engagement for California's greater

Central Valley and beyond. We will serve our diverse student body, communities and state by creating programs, partnerships and leaders that respond effectively to an evolving and interconnected world.

University Values

To achieve our mission and vision:

- We inspire all members of the campus community to demand more of self than we do of others, to attain new knowledge and challenge assumptions.
- We challenge one another to be fully engaged, responsible citizens with the ethics, knowledge, skills and desire to improve self and community.
- We value learning that encompasses lifelong exploration and discovery through intellectual integrity, personal responsibility, and global and self-awareness, grounded in individual student-faculty interactions.
- We embrace diversity, equity, inclusion, and social justice as vital components of educational quality.
- We are a student-centered community committed to a diverse, caring, inclusive, respectful learning-focused environment that fosters collegial, reflective and open exchange of ideas.
- We, as students, create the collegiate experience through initiative, participation, motivation and continual growth to meet the demands of self and others.
- We, as faculty, elicit, nurture and enhance the different voices of ourselves, students and communities through deliberate engagement, continual discovery and ongoing transformation.
- We, as staff and administrators, contribute to an inclusive learning environment by demonstrating the knowledge, skills and values that serve and support the University's mission.

Statement on Diversity, Equity, Inclusion, and Social Justice

California State University, Stanislaus is a collegiate community that serves a diverse population of students, faculty, staff, and administration. These facets of diversity encompass but are not limited to: race, ethnicity, nationality, sex, sexual orientation, gender, gender identity, creed, religion, age, social class, socio-economic status, physical and cognitive differences, political views, and veteran status. The University is intent on engaging with all of its community members in meaningful ways that support the values and strengths that each individual brings to this campus. In building a community inclusive of everyone, more than recognition, tolerance, acceptance, and celebration are required; CSU Stanislaus also strives to teach, incorporate, mediate, and promote issues of diversity that go beyond the surface.

The ways in which the University actively embodies diversity include:

- Offering courses that are centered on or incorporate material for our diverse student, faculty, and staff populations, as well as educating us about one another.
- Recruiting and hiring administrators, faculty, staff and students to create a diverse campus community through employment practices and faculty/staff development opportunities.
- Recruiting and hiring faculty who are passionate about and committed to (1) sharing, as appropriate, course materials reflective of underrepresented histories and cultural issues; (2) participating in discussions related to these matters in the classroom on a regular, rather than occasional, basis; (3) honoring the complex diversity of this region; and/or (4) engaging colleagues and students in teaching and learning that promotes dialogue, critical reflection, and action focused on human dignity and worth.
- Encouraging, organizing, funding, and promoting workshops, trainings, clubs, lectures, forums, orientations, and other events that allow our community of students, administrators, staff, and faculty to come together to learn about and support one another and discuss experiences, understandings, and values en masse.
- Assembling services, activities, and committees that continually gauge the ways in which diversity is honored and promoted on campus and in neighboring communities.
- Offering targeted methods of outreach toward the recruitment, retention, and graduation of a diverse student body.
- Understanding that creating an inclusive community is an ongoing project, thus always requiring reassessment.

Through these various strategies, California State University Stanislaus seeks to do more than merely acknowledge its invaluable members and local constituents. We wish also consistently to demonstrate equity in status, rights and opportunities through the establishment of purposeful conversations that inspire our students to reach out to each other and beyond. This thread of respect should also resonate through the attitudes of campus administrators, students, staff and faculty. The University believes this type of environment will continue to attract and to retain a socially-just image of what we represent and who we are.

Creating Our 2017-2025 Strategic Plan: Process & Timeline

A. Process

The university's strategic planning process is occurring in three overlapping phases:

Phase 1: Creation, planning, implementation

The University Strategic Planning Council (USPC) is a standing committee that combines the previously separate roles of the CIPSP and SPWG. A large group representing all significant constituencies on campus and in our community, co-chaired by the Provost and Speaker of the Faculty, the USPC is responsible for drafting our new strategic plan, to cover a period from late 2017-2025, as well as managing its implementation going forward.

In its initial work, USPC identified three phases of planning and creation of the new strategic plan, roughly outlined as:

1. Planning, direct consultations, environmental scan, data gathering, other assessment;
2. Ongoing consultations and active feedback, identification of major themes and initial framing of plan, creation of initial draft;
3. Review and feedback on draft, consultation and dialogue with campus representatives and stakeholders, posting and review of revisions, culminating in review and recommendation to the President.

In Phase 1, the committee formed six work groups to lead consultation, gather feedback and/or data, perform environmental scans, and more. Additionally, USPC conducted over 40 direct, in-person consultations with campus representative and governance committees, and other groups. We also performed an internal SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis, which was used to help inform feedback received through consultation.

Also, USPC worked with with the leadership of the Presidential Transition Team and WASC Reaccreditation Team, who have been leading large-scale institutional assessment and dialogue, primarily through open forums and direct consultation. Their reports and data have been shared with USPC as significant sources of primary information for our work. In this way, USPC hopes to increase the value and application of the work of those two important committees, and to avoid redundant (and possibly

tiresome) campus forums and consultations where the same or similar questions are asked repeatedly.

Phase 2: Ongoing consultation and framing of plan

Phase 2 commenced with the campus open forum on January 30 and continued through the end of the Spring semester. During Phase 2, open consultations occurred in-person, as with the open forum; and in a variety of other ways, including feedback through the website, ongoing in-person consultations, and more. Through this phase, the USPC clarified and contextualized its sense of campus and community needs and desires for our institution, and also gained a sense of priority for those.

Phase 3: Active feedback, dialogue, drafting

The last phase of work in the creation of the new strategic plan will start with presentation of the first draft to the campus community, and the solicitation of review and feedback across campus and our larger community. As the document is revised, changes will be posted online, and various specific questions may be returned to the campus community for feedback via representative consultation, online feedback, and more. This phase will culminate in final review of the strategic plan by the Academic Senate and delivery of the final draft by the USPC to the President for approval.

B. Timeline

Throughout the process of developing a recommended strategic plan, USPC will continue to consult broadly and meaningfully with the campus community. Consultation will involve soliciting ideas and feedback concerning campus needs and priorities, strengths, successes, opportunities, and challenges, through multiple means and on an ongoing basis.

The council will post a completed first draft of the strategic plan to share with members of the campus community no later than April 27, 2017.

Members of the campus community will be invited to comment on the draft as individuals or as organized constituents at one of two open forums scheduled for May 3rd from 1:00-2:00 pm in MSR 13 and/or May 4th from 1:00-2:00 pm in MSR 130, either in-person or electronically.

The President will seek a formal recommendation from the Academic Senate on the Academic Affairs portions of the Strategic Plan.

The final version of the Strategic Plan will be adopted in September 2017.

October 2016	USPC established
Nov. 2016-Feb. 2017	Phase 1: Creation, planning, implementation
January 30, 2017	First Campus Open Forum (in-person and online)
February-April	Phase 2: Open consultation, active feedback, framing and writing of plan
April 28	First draft of Strategic Plan posted online
May 3	In-person open forum, 1:00pm - MSR 130
May 4	In-person open forum, 1:00pm - MSR 130
May-August	Phase 3: Active feedback, dialogue, drafting
May 15:	Second draft posted online, with call for submission of potential strategies
August 14:	First complete draft posted online

II. STRATEGIC PLAN GOALS

Five overarching goals emerged as thematic areas that offer significant opportunities for the University to improve our current work and to plan for the future. These goals are for Stanislaus State to:

- 1. Become a student-ready university.**
- 2. Provide transformational learning experiences driven by faculty success.**
- 3. Boldly pursue innovation and creativity.**
- 4. Hone administrative efficacy through thoughtful stewardship of resources.**
- 5. Forge and strengthen bonds with our communities rooted in a shared future.**

Goal 1. Become a student-ready university.

The first goal mirrors the core teaching mission of the University and articulates its pledge to remain student-centered in designing and implementing all of its programs. Put simply, the University's success is measured by the success of its students, and Goal 1 challenges us to enhance and create infrastructure that allows more students to be retained, facilitates timely completion of baccalaureate degrees, and builds lifelong skills for all students. The University aims to deliver undergraduate and graduate programs of distinction that emphasize commonly recognized high impact practices, including service learning, internships, study abroad experiences and more. Stanislaus State recognizes the life experience of its entering students, and intentionally shapes curricular and co-curricular activities on campus to be relevant to their lives. The University commits to ensuring that each student will participate in at least three high-impact practices while earning a degree.

Building shared customs and institutionalizing practices that support student success involves hardwiring student success into the infrastructure of the University's processes so that they are essential. Initiatives under Goal 1 will provide for necessary programs

to persist, even during times of diminished resources or institutional transitions. The strength of the institution lies in the quality and breadth of its programs, and under Goal 1 the institution lays the groundwork for striving towards excellence in fulfilling its mission and being best-in-class among peer institutions.

Goal 2. Provide transformational learning experiences driven by faculty success.

Stanislaus State believes that student success and faculty success are inextricably tied together. Any institutional investments that support faculty research, scholarship and creative activity will always also support teaching excellence in the classroom. This goal aims to create policies and practices that facilitate faculty roles in all their forms: scholars and artists in the classroom, advisor and mentor to students, mentor to colleagues, leaders in developing new pedagogies and innovative academic programs, providers of service in their communities, and the pursuit and application of external grants and other funding in support of the University's mission.

This second goal emphasizes building a culture of support for learning across all departments and programs on campus. Such support can translate into incentives and opportunities for innovation, and faculty rewards and recognition. It might involve the lowering of administrative burdens.

Additionally, the University will continue to experience enrollment growth for the foreseeable future and this requires careful attention to increased faculty hiring. Faculty renewal is essential after loss of tenure-track lines to retirements, and similarly, the campus benefits from policies that retain highly qualified faculty and prevent them from leaving prematurely. Building faculty diversity is also an important aspect of this goal.

A focus on faculty success at Stanislaus State is intended to foster an academically stimulating and intellectually compelling environment with greater dialogue and collaboration among colleges and departments. The campus sees itself as a place of broad-based liberal learning within and across disciplines, and opportunities for faculty collaboration are intended to expand faculty excellence in specific disciplines and in broader interdisciplinary areas. Similarly, greater collaboration among faculty creates opportunities to build stronger partnerships between the campus and our external community – industry, public schools, government and other non-profit agencies. Goal 2 provides resources and opportunities that allow faculty to reach their full potential and to

be highly productive members of the campus community. Thus, transformational learning is achieved by both faculty and students.

The campus takes pride in being a leading institution known for its commitment to diversity and inclusive practices that permeate the University's programs. The campus is continually reassessing its strength in this area and strives to adopt best practices celebrating diverse cultures. Goal 2 recognizes diversity and inclusion as a campus strength and creates a platform for providing further leadership in promoting opportunities to diversify and build cross-cultural competencies on campus.

Goal 3. Boldly pursue innovation and creativity.

Goal 3 focuses the campus on building an innovative and visionary future that will sustain high outcomes for many generations to come. Foresight and innovation will undergird the University's efforts in this regard. The institution commits to pursuing innovation within the full scope of its mission, which involves bringing campus policies, incentives and groups together to pursue common interests. Opportunities for innovation presents themselves in numerous settings and examples, which may include: new professional programs; interdisciplinary initiatives; regional, national or international programs; state-of-the-art facilities; deploying technology to the fullest means possible; and improving organizational processes. Under this goal, the University will pursue big ideas with an orientation toward excellence and action. This orientation values true quality and a willingness for change that leads to big gains and the best possible outcomes. This goal is critically important to the success of the strategic plan.

Goal 4. Hone administrative efficacy through thoughtful stewardship of resources.

Staff employees at Stanislaus State play a vital role on campus, as their accomplishments are essential to the overall success of our institution. The recruitment and retention of talented staff is a key element for campus progress and the University values the creation of staff training programs and career ladders that allow staff members opportunities to pursue excellence in their roles. Staff members can thrive when competitive professional opportunities are available that offer career advancement and leadership roles, while maintaining a healthy work-life balance.

In addition to practical value, institutional pride and identity is strengthened by formally adopting practices that reduce unintended administrative roadblocks within and among University divisions. Toward this end, Goal 4 seeks to improve the efficiency of processes that impact faculty, staff and students. This could include simplifying steps or eliminating redundancies. Administrative barriers emerge in various forms and shapes and the campus needs to be vigilant in overcoming them; this may require redesigning services, creating new cross-functional partnerships, or implementing automation where appropriate. One area on campus that must keep pace with technological advancements is records management, which can be greatly enhanced through digital and searchable imaging and cataloguing.

Coherent and transparent budgeting on campus requires ongoing attention. Goal 4 promotes the use of new resource allocation models that create incentives to pursue growth and quality in campus programs. Such models aim to create revenue centers, as well as public and private entrepreneurial activity, built on transparency in the decision-making processes necessary to run effective programs. This can also be an useful planning tool in promoting good stewardship of limited resources. Finally, the campus intends to budget according to the priorities identified in this plan, in a manner consistent with the mission and values of the University.

The University's pursuit of excellence is clearly expressed in its quest to be the school of first choice for its constituencies, and vying for this distinction implies strong accomplishments in delivering the University's mission. The campus recognizes that students have educational choices, and that when they select Stanislaus State as their destination, they do so because the University offers the highest quality of academic and co-curricular programs. The success of individual students is of utmost importance and campus programs must enable each student to achieve their educational goals. Faculty and staff choose Stanislaus State as their workplace because their contributions raise the bar for student success. The University nurtures an open, supportive and trusting climate in which a collaborative culture can take root. Campus stakeholders consider Stanislaus State a partner of choice over other institutions because of the University's desire to pursue academic and organizational excellence, and to secure student success.

Goal 5. Forge and strengthen bonds with our communities rooted in a shared future.

The distinctiveness of Stanislaus State derives in part from its history and evolution in California's Central Valley, one of the world's most productive agricultural regions. The University draws from and provides educational opportunities for students in primarily six rural counties in the state. The region's talented youth, their families and the communities in which they reside form an integral part of the University's extended community. The members of this close-knit community engage with one another, both giving and receiving support, make investments towards common goals, and build a collective sense of identity that is rooted in a common future. Through Goal 5, the University reaffirms its commitments to our region's success, and recasts its mission to engage its communities in broader and more inclusive terms. Engaging with the region led to the Carnegie Foundation to recognize the campus for its efforts in 2008, and future efforts will include a wide array of programs and activities, formal and informal, that link the academic strengths of the campus to the needs of the community in direct and impactful ways. Students, faculty and staff will contribute their expertise in the community by creating partnership with off-campus organizations to address the region's needs.

The University's programs for advancement and strengthening alumni relations are also essential in working to create tight bonds between the campus and its region.

Goal 5 lays groundwork for the campus to convene groups and work across internal divisions to extend its mission beyond a parochial setting by opening doors for students, faculty and staff to reach out into the community. This goal extends the orientation of the campus outwards by making the full institutional strength of Stanislaus State, its human and material resources, widely available to support the needs of the Central Valley.

Please note: Throughout the remainder of this draft, objectives often use points of reference like growing, increasing, developing, and/or maintaining, without identifying specific baselines; for purposes of clarity and simplicity, we propose using academic year 2016-2017 as the benchmark throughout.

III. IMPLEMENTATION

Objectives and Potential Strategies

Goal 1: Become a student-ready university.

Objective A: Plan, implement, refine and institutionalize at least five specialized high quality programs and services that collectively offer wide accessibility and provide support to all of our students, though some may focus on a specific set of needs (e.g., freshman, transfer, graduate students, first-generation, underserved and underrepresented minorities, Pell-eligible).

Potential Strategies:

1. Establish and implement a first-generation student success program.
2. Close achievement gaps through strong developmental education programming (e.g., Early Start, Summer Bridge, Winter Intersession Math, Stretch English).
3. Create specialized programs to improve the success of underrepresented male students.
4. Improve Financial Aid services and implement access to, and delivery of, Financial Literacy Education opportunities for students and their families.
5. Reassess and reimagine orientation services and specialized programs for all new students (e.g., implement freshman year experience, transfer support program, graduate student success programs).

Objective B: Enhance or establish at least five institutional structures and/or activities that support building intra-personal connections and resources by fostering important aspects of the educational experience outside of formal teaching settings, such as development of authentic relationships, a culture of care, sense of belongingness for students, faculty, staff, and the community.

Potential Strategies:

1. Increase student and faculty participation in Faculty Mentor Program.
2. Enhance and Implement more affinity organizations and clubs (e.g., Latino/a Faculty and Staff Association, African-American Faculty and Staff Association, Asian and Pacific Islander Faculty and Staff Association, WoMen's Center).
3. Encourage increased participation in academic and other university events for students, faculty, staff, and the community.
4. Utilize/adopt research findings on belongingness and mindset.
5. Foster the use of the Faculty Development Center for academic and social events, and grow the number of faculty development trainings and opportunities.

Objective C: By 2025, we will meet and exceed our CSU graduation rate goals:

GI 2025 Goals		
Stan State Goals	2025	Most Recent
Freshman 6yr Grad Rate	65%	55%
Freshman 4 yr Grad Rate	37%	12%
Transfer 2 yr Grad Rate	45%	33%
Transfer 4yr Grad Rate	78%	68%
GAP Underrepresented	0	5%
GAP PELL	0	3%

Potential Strategies

1. Build on the encouraging outcomes from the first year of GREAT funded student success initiatives. Implement strategies from the long term plan.
2. Develop a micro grant program to assist students with short-term financial barriers.
3. Collaborate on K-20 initiatives to ensure seamless and successful transfer to Stan State.
4. Increase participation in the Affordable Learning Solutions (AL\$) initiative.
5. Support and encourage more students and faculty collaboration on research and scholarship.

Objective D: Implement and institutionalize at least five cutting-edge advising and professional services and programs for students.

Potential Strategies

1. Consistently and prominently promote the 30 units per year to achieve the goals of the Finish in Four campaign.
2. Implement recommendations of the Advising Task Force.
3. Develop a programming and communication plan for informing students about campus resources.
4. Create and institutionalize a Career Development Center.
5. Institutionalize comprehensive, integrated student professional development programs (e.g., soft skills certificates for students).

Goal 2: Provide transformational learning experiences driven by faculty success.

Objective A: Provide at least three new support programs to enable faculty to integrate the science of learning throughout the curriculum.

Potential Strategies

1. Explore best practices in transformational learning—deep, constructive, and meaningful learning that goes beyond simple knowledge acquisition and supports the critical ways in which learners consciously make meaning of their lives.
2. Embrace innovation and creativity by promoting and supporting experimentation without professional consequences (e.g. IDEAs).
3. Re-imagine institutional infrastructure barriers of funding, incentives and rewards (i.e., align budget decisions with these priorities, include discussion of these priorities in program reviews).
4. Continue development of the Faculty Center for Excellence in Teaching and Learning (FCETL) through increased and enhanced programming.

Objective B: Ensure every student participates in at least three High Impact Practices (HIPs) before graduation.

Potential Strategies:

1. Increase student participation in study abroad and study away opportunities.
2. Create and implement a system for measuring participation and assessing impact of Experiential Learning and High Impact Practices on retention/graduation.
3. Develop comprehensive bookend community engagement/internship opportunities for more programs that provide field and work experiences to students at all points in their educational experience.

4. Develop consistent parameters and practice for Service Learning and increase administrative support so that all faculty members may more easily find, create, develop and incorporate service learning opportunities throughout curricula.

Objective C: Implement at least three programs that leverage technology to help faculty improve student learning and access.

Potential Strategies:

1. Create regular opportunities for professional development for faculty who want to use technology to support/enhance exploration of growth and change in teaching practices, that effectively leverage new tools available for teaching and learning.
2. Locate Instructional Designers in the Faculty Development Center so they are accessible to faculty who want to integrate technology into their teaching.
3. Evaluate success of Active Learning Classrooms and modify/increase adoption as warranted.

Objective D: Promote, support and celebrate faculty excellence.

Potential Strategies:

1. Increase tenure density when possible.
2. Financially support cross-disciplinary teaching and research projects.
3. Explore creating teaching scholar awards to support faculty who want to spend a focused time intensively studying and implementing best practices into their teaching pedagogies.
4. Maintain low student to faculty ratios.

5. Fund professional development opportunities for tenured/tenure track faculty members annually.
6. Create a commission to examine faculty workload and provide recommendations for how to create equitable, reasonable workloads.
7. Expand basic administrative and technological support for faculty (e.g. updated computers, software, adequate office space).
8. Create a new position in the Office of Research and Sponsored Programs (ORSP) to promote excellence in scholarship and research and assist faculty grants and contracts.

Objective E: Champion diversity and inclusion in all that we do.

Potential Strategies:

1. Create and sustain a diverse campus community through recruitment, hiring, and retention of underrepresented faculty and staff, and enrollment, retention and graduation of underrepresented students (e.g. competitive salaries).
2. Develop and broaden curriculum that reflects diversity, equity, inclusion, and social justice in all academic disciplines.
3. Create a campus culture that welcomes, supports, includes and values all campus community members.
4. Build community partnerships and increase outreach, collaboration, and communication between the University and underrepresented and diverse groups from the local and regional communities.
5. Affirm and advance the University's commitment and actions that promote and integrate diversity, equity, inclusion, and social justice as a core value.
6. Provide education and oversight for search committees that ensures appropriate hiring procedures are followed, and that diverse candidates have a fair chance to make it through the search process.

7. Develop mentoring programs that help to retain women and underrepresented minorities on campus.

Objective F: Create at least three new university processes and practices that support increased research, scholarship and creative activities (RSCA).

Potential Strategies:

1. Expand support of the Office of Research and Sponsored Programs (ORSP) to promote excellence in RSCA among students and faculty, as well as to assist faculty with grant writing.
2. Create ways for faculty to regularly interact with each other and learn about the types of research being conducted across campus.
3. Encourage and support increased interdisciplinary RSCA, and connect that work to efforts to expand HIPs, curriculum development, etc.
4. Collaborate with University Advancement to develop and strengthen philanthropic resources to support RSCA, teaching and public service.
5. Renew university focus on Graduate Education.
6. Increase investment in the Center for Excellence in Graduate Education and expand role of the Director.
7. Explore the creation of a Dean of Graduate Studies.

Goal 3: Boldly pursue innovation and creativity.

Objective A: Focus the campus on building a visionary future that will promote innovation, information technology, data informed decision-making, comparisons with other institutions; and build at least four new high quality programs, including cutting edge interdisciplinary programs.

Potential Strategies:

1. Use big data in campus information systems to improve enrollment and student success initiatives.
2. Develop a think-tank of individuals comprised of campus, community, and business leaders to develop public and private entrepreneurial activities that support the strategic plan and the community.
3. Develop a speaker series to support public and private entrepreneurial activity on campus that promotes best practices and innovation from peer institutions.
4. Increase investments in information technology.

Objective B: Build at least four new high-quality academic programs, including forward-looking programs that are multi- or inter-disciplinary.

Potential Strategies:

1. Launch new multi-disciplinary programs that are responsive to the needs of our region and propel students into 21st century careers.

Objective C: Increase investment in infrastructure, emphasizing the creation of physical and virtual spaces that optimize available contemporary tools and technology.

Potential Strategies:

1. Upgrade faculty and staff personal computers on a 3-4 year cycle.
2. Increase investment in technology upgrades to classrooms and labs, converting at least 20 classrooms per year until completed.

3. Improve organizational responsiveness through technology and elimination of procedural roadblocks.

Objective D: Improve information technology annually.

Potential Strategies:

1. Invest in professional development for faculty who want to use technology to support/enhance their teaching, research, scholarship, creative activities, and service.
2. Explore strategies to increase use and integration of campus technology with student devices.
3. Harness the power of social, mobile, and video technologies to enhance university functions.

Objective E: Develop four new academic pathways and programs that are responsive to community needs and that prepare students for a dynamic workplace with emergent new professions.

Potential Strategies:

1. Expand the number and variety of certificates offered to our students and community.
2. Support lifelong learning through continuing education, customized training, workforce development.
3. Explore the possibility of developing an online baccalaureate completion program.
4. Encourage the development of collaborative, multi-disciplinary degrees based on the demand for evolving and emergent skill sets and expertise.

Objective F: Foster increased creativity, innovation, and entrepreneurship.

Potential Strategies:

1. Increase exploration and adoption of technology-mediated learning and hybrid models of instruction in appropriate areas that support the academic offerings of the campus.
2. Develop cross-disciplinary emphases, degrees, or programs that directly engage with the local problems of our region in the Central Valley and Sierra Nevada foothills.
3. Identify incubators that promote start-up companies for faculty and students, and encourage the creation of intellectual property.
4. Create a process by which students, faculty, and staff, can share their best ideas with the campus community.

Goal 4: Hone administrative efficacy through thoughtful stewardship of resources.

Objective A: Improve at least ten administrative practices and processes.

Potential Strategies:

1. Optimize academic scheduling with attention to degree completion, effective use of space, student and faculty needs, and financial efficiency.
2. Pursue paperless business processes, automate manual processes, and implement web-based systems that improve work-flow.
3. Deploy technology to automate business processes that reduce redundancies and save time.
4. Consolidate or redesign business services on campus to become more efficient. This could include merging positions or combining common functions in multiple offices.
5. Select software and hardware to optimize cost and related training, and reduce unnecessary proliferation of fringe technologies.
6. Develop collaborative written resources for various roles and duties across campus.

Objective B: Improve and implement at least six budgeting and financial innovations.

Potential Strategies:

1. Build a budgeting model that incorporates the following: assessment of need, rightsizing units, assessment of performance against stated measures, incentives for efficiency and high outcomes, and funding for new initiatives.
2. Tie financial resources to the strategic plan priorities.
3. Use program review findings to inform budgeting across the institution.

4. Develop transparent resource allocation and decision making processes.
5. Eliminate outdated and declining programs.
6. Use Delaware Study benchmarks for peer institutions in understanding the disciplinary needs of individual academic programs in the following areas: student-faculty ratios, cost in delivering instruction, and the needed proportion of tenure-track to non-tenured faculty.

Objective C: Create new and expand existing external revenue sources for the University by diversifying fiscal resources.

Potential Strategies:

1. Develop financial options for pursuing public-private partnerships to enhance the campus facilities and physical environment.
2. Compete and win larger portion of CSU and State educational resources that become available like the Graduation Initiative 2025 and Innovation Funds.
3. Pursue higher proportion of CSU Stanislaus FTE growth in the CSU system.
4. Build Extended Education programs.
5. Increase individual and corporate gifts.
6. Explore possibility of launching a capital campaign.
7. Involve the faculty, staff and community directly in fundraising.

Objective D: Enhance the aesthetics and functionality of our campus facilities.

Potential Strategies:

1. Establish and charge the campus master plan, Academic Affairs space committee, UBAC, and other appropriate shared governance committees to improve, renovate and modernize classroom and laboratory buildings.
 - a. Renovate and modernize buildings such as the Library and Student Union.
 - b. Renovate and modernize classroom and laboratory and applied studio space.
2. Rigorously maintain existing buildings and promptly address campus service requests.
3. Expand efforts to create a pleasant and safe campus for all students, staff, and faculty.
4. Create and implement a plan for wayfinding and signage on campus.

Objective E: Build three enrollment management strategies that provide sound financial foundations for meeting the University’s mission.

Potential Strategies:

1. Pursue enrollment management that promotes the institutional mission of providing student access and inclusion for the campus as a whole, which includes the Stockton Center and Extended Education programs.
2. Demonstrate a commitment to high-quality student learning and high rates of graduation through enrollment management practices.
3. Maintain enrollment initiatives that aim to provide high-quality academic programs and expand new programs so the campus remains responsive to the needs of the region.

4. Promote the attainment of Chancellor's Office goals and Graduation Initiatives through campus enrollment practices.
5. Develop robust schedules through SmartPlanner and Induced Course Load Matrix (ICLM).

Objective F: Fortify and grow at least two programs for staff development.

Potential Strategies:

1. Develop exceptional staff development programs with career ladders and opportunities for advancement.
2. Recruit and attract talented staff to CSU Stanislaus with competitive compensation packages.
3. Develop performance management systems that reward staff who perform at their highest levels.
4. Provide annual professional development opportunities for staff.

Goal 5: Forge and strengthen bonds with our communities rooted in a shared future.

Objective A: Advance the University through our increased connections to the region.

Potential Strategies:

1. Grow the pool of stakeholders and experts who can advocate on behalf of the California State University system and Stanislaus State for increased and sustained state, federal and private foundation support.
2. Increase exposure of the University and its faculty, programs, and services via regional and national news outlets.
3. Establish and develop more avenues for delivering insightful and consistent messages on University initiatives and successes.
4. Distinguish the University as a worthy recipient of public and private resources by developing and executing cohesive and creative branding, marketing and communication strategies.
5. Develop and launch a transformational giving initiative that includes naming and seed-funding conventions for new and existing facilities and programs.
6. Fortify partnerships with deans, department chairs and faculty that will extend the reach and maximize opportunities for private support.

Objective B: Build on our current partnerships and increase responsiveness to the Central Valley, foothills, and surrounding regions.

Potential Strategies:

1. Become a cultural center for this region of the Central Valley.
2. Create opportunities to place students in internships with local agencies and businesses including within the University.

3. Increase and maintain our presence in local civic groups, and identify opportunities to contribute to regional projects and programs.
4. Identify opportunities to partner with regional efforts to improve educational outcomes for the region's children.
5. Create a pool of expert guest lecturers (e.g., professors for a day) made up of government, civic, nonprofit, and industry leaders. Involve them in the life of our university by inviting them to guest lecture in appropriate courses so they have opportunities to interact with students and faculty.
6. Incentivize faculty work, applied research, and collaboration in public and private sectors.

Objective C: Fulfill our commitment to meet the higher education needs of the Stockton Community through increased investment in the Stockton Center.

Potential Strategies:

1. Develop a robust strategic action plan that is reflective of the community and the University.
2. Galvanize and Strengthen educational and business partnerships with the greater Stockton Community.
3. Identify opportunities that encourage research and innovation within the Stockton community, and promote curricular and co-curricular community engagement.
4. Identify the most appropriate multi-layered approach of HIPs for traditional, nontraditional, and adult learner students.
5. Increase access to baccalaureate, graduate, and doctoral programs.
6. Create a sustainable enrollment growth model that aligns resources and services, and supports student, faculty and staff engagement and achievement.

7. Integrate more student support resources.
8. Expand the number of residential faculty and staff to support enrollment growth.
9. Build a more inviting and welcoming twenty-first century learning community in the Stockton facility.