



CALIFORNIA STATE UNIVERSITY, STANISLAUS

Academic Senate

MEMORANDUM

TO: James Strong, Committee to Implement and Prioritize the Strategic Plan (CIPSP), Chair

FROM: Mark Thompson, Speaker

DATE: 23 September 2015

RE: **Academic Senate Response to the CIPSP Recommendations**

C: Isabel Pierce, President Sheley, Strategic Plan Workgroup, CIPSP, ASnet@csustan.edu

The Academic Senate heard information on the draft recommendations of the CIPSP on 25 August and discussed the recommendations on 7 and 22 September. Here we summarize the discussions and recommendations of the senate.

We understand that the CIPSP worked regularly and intensively for many months to reach consensus on the recommendations, and we truly appreciate the work you and they have accomplished. At the same time, we hope the committee will recognize the comments below as the formal response of the Faculty and consider altering recommendations where appropriate.

Summary of comments, questions, and concerns:

General questions:

1. Can this document or the Plan make clearer that and how departments are expected to respond to the Plan and priorities?
2. Can an explanation be included that explains the link between the CIPSP priorities and the deliberations of the University Budget Planning Committee (UBAC) as many of the items may require substantial resources?
3. As written, the actions appear to be (anticipated, intended) results, rather than specifying the actions themselves.

Goal 1:

1. Objective 1, actions 1 and 2: how well will the NSSE and CLA assess "attainment of higher level skills in all academic programs"? Faculty were puzzled about what was purported to be measured and concerned about the level of standardization. What number, percent, and demographic slice of our student body will the two measures represent?
2. Objective 1, action 3: Does the item include computers for faculty and equipment, e.g., for the College of Science to be provided within the two-year cycle?

Goal 2: Consider the order in which the action might occur. For example, should discussions of the University Advising Task Force and the development of College Plans precede the acquisition of information systems?

Goal 3: Objective 1, action 2 notes that "each major will develop a plan (that may include workshops, internships, and other activities) to transition its graduates to careers or graduate school." What is the appropriate balance between faculty creating plans and running new workshops, internships, and activities vis-a-vis work that a more robust career counseling services program might provide?

Goal 6: Should an action be included that directs us to capture and publicize how much we are already doing through service learning, etc.?

Recommendation Three: Does this section mean there will be a single annual report disseminated to the campus? It's not clear, and it would be useful to have a single report available and widely disseminated.