



Strategic Plan 2017-2025

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

*Unanimously Approved by the Academic Senate without abstention on 10/31/17.
Approved by President Ellen Junn on 11/28/17*

I. INTRODUCTION

In Fall 2016, the students, faculty, staff and administrators of California State University, Stanislaus embarked on a journey to assess accomplishments under an existing strategic plan that had served us well, and 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 required 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 and to give clear expression to common themes and aspirations. These discussions culminated in the creation of the current 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 to reach goals and implement necessary strategies to 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 shares a strong bond of Warrior pride in the work of the University. Students, faculty, staff and administrators 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 Master's Colleges and Universities -

Larger Program classification, with an emphasis on liberal arts and professional programs bolstered by a commitment to broad-based general education, as well as continuously striving for academic excellence and student success. This campus identity is instilled with meaning through shared experiences and a shared sense of purpose. To be clear about our definition of student success, our campus subscribes to the definition provided by WASC (Component 5: Student Success: Student Learning, Retention, and Graduation) - "Student success includes not only strong retention and degree completion rates, but also high-quality learning. It means that students are prepared for success in their personal, civic, and professional lives, and that they embody the values and behaviors that make their institution distinctive."

Together, our community overcomes continual challenges to provide educational access to a geographically large six-county region of students who are often underserved and at-risk 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 our 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 this mission. One such value on our campus is that we meet students wherever they are in their academic and personal development, and help them fulfill their dreams. This deeply ingrained custom on campus by itself differentiates Stanislaus State from our peers.

Our co-curriculum is offered by a variety of departments across several divisions and is committed to the development, retention, and graduation of Stanislaus State students. Practitioners of this co-curriculum strive to create an environment throughout the University that educates the entire student through high-quality educational and "out-of-classroom" programs, as well as support services aimed at maximizing learning and engaging the students in an interactive process of development. The co-curriculum focuses on intellectual and cognitive development, beliefs, values and ethics, diversity and inclusion, identity and personal development, health and well-being, community membership and engaged citizenship, belongingness and connectedness, life-long learning and career development.

Against this backdrop exist other practices with which we weave the campus community to form our specific sense of place. Part of our identity comes 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 Stan 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.

History of California State University Stanislaus

Dr. Ellen Junn is the 11th president of California State University, Stanislaus, which opened in 1960. At the time it had a faculty of 15, had fewer than 800 students, held its classes at the Stanislaus County Fairgrounds in Turlock and was known as Stanislaus State College. The institution moved to its current location in 1965, gained university status and its present name in 1986, first held classes in Stockton at the State of California building in 1974 and opened the Stockton Center in 1998. Today, the University serves a diverse student body of approximately 10,000 at two locations in the Central Valley — a beautiful 228-acre campus in Turlock and the Stockton Center, located in the city's historic Magnolia District. In Fall 2016, the University welcomed the largest incoming freshman class — nearly 1,400 students. The University has achieved important distinctions. The campus is a federally designated Hispanic-Serving Institution, boasts a tenure density of nearly 61 percent — the second-highest percentage in the CSU — and nearly 75 percent of the student body self-identify as first-generation college students.

California State University, Stanislaus is making an impact in the region. With more than 55,000 graduates — 70-80 percent who live and work in the Central Valley — the University community is committed to a common vision founded on the idea of advancing the region by making student success a core priority. California State University, Stanislaus' ongoing commitment to building and maintaining strong community partnerships continues to be recognized with the University being named to the national President's Higher Education Community Service Honor Roll each year since its 2006 inception. The University was one of only two CSUs to be recognized in all three categories: General Community Service; Economic Opportunity and Education. In 2015, California State University, Stanislaus was designated with the Carnegie Foundation's Community Engagement Classification, a five-year classification process.

Since its creation, Stanislaus State has contributed significantly to the betterment of the region, state, nation and world in ways that are unique to, and integrated in, our mission, vision, and values. Our contributions to the public good are observed through

the following themes: high quality educational programs; commitment to diversity, equity, inclusion, and social justice; focus on service learning and community engagement; preparation of students to contribute to the economic growth and vitality of the Central Valley; regional partnerships and community organizations; and the research, scholarship and creative activity created by students, faculty, staff, and administrators at Stan State.

For example, Stanislaus State has a longstanding history of meeting its state mandate to contribute to the public good through its offering of educational programs that meet regional and societal needs for an educated and well-informed citizenry and workforce preparation. The US Department of Education placed Stanislaus State on its 2016 list of institutions notable for advancing student outcomes. Money Magazine (2016) ranked Stanislaus State #1 for helping students exceed expectations. National Public Radio (2016) ranked Stan State #5 in the nation for upward mobility of its students.

In terms of our commitment to diversity, equity, inclusion and social justice, CSU Stanislaus has been a federally designated Hispanic Serving Institution since 2003. *US News and World Report* (2016) placed Stan State in its top 10 institutions serving Hispanic students. *Diverse Issues in Higher Education* (2017) recognized President Ellen Junn for exhibiting leadership while tackling the toughest challenges facing higher education and for her longstanding leadership for advancing diversity in higher education.

Our students, faculty, staff and administrators devote their professional and personal time to community and civic engagement. Stanislaus State has achieved the distinction of a Carnegie Foundation Classification for Community Engagement and received the President's Higher Education Community Service Honor Roll for the past nine years. In 2015-16, more than 3,400 University students participated in service learning courses, logging more than 184,000 hours of community service with an estimated volunteer time value in excess of \$4.3 million.

Annual spending related to Stanislaus State (\$150.2 million) generates a total impact of \$169 million on the regional economy and nearly \$268.6 million on the statewide economy. The Center for Public Policy Studies conducts research and public education about important policy issues within the region. Lastly, faculty make impressive contributions to the body of knowledge in their disciplines through their research, scholarship and creative activity. Included in their achievements are topics and concepts that address issues of relevance to the region, state, nation and world. Students conduct research and produce scholarly works and/or creations alone and in collaboration with faculty members.

Context for Planning - Our Assumptions

With a new university president, a new administration, and a campus community ready for change, a grass-roots planning process was initiated. The University's 65th anniversary serves as a significant backdrop for reimagining the future; this undertaking

was initiated in the fall of 2017 and completed in fall 2018. The University Strategic Planning Council comprehensively discussed the assumptions that served as the foundation for this planning process; those assumptions are as follows:

- Stanislaus State plans to remain a non-impacted campus;
- First-generation students define our success, outcomes, and accomplishments;
- Diversity and inclusion are key pillars of this strategic plan;
- This new plan must provide continuing support for graduate programs;
- Stan State will reinvigorate the sciences – increase the percentage of degree through enrollment, enhancement of programs, labs, and scholarships.
- Stanislaus State desires to be distinctive – we will become the first choice institution in our region - a university that provides high quality, accessibility, and inclusion for all;
- We want more innovation, interdisciplinary programs, and wish to bring a humanistic tradition to the sciences; however, we want to be clear that we do not seek innovation simply for the sake of being innovative. We want to support proven practices in teaching, learning, research, scholarship, and service as well as focus on the processes of innovation.
- Male students of color are underrepresented – we want to recruit, retain, and graduate a larger percentage of this underrepresented population;
- Stan State values the authentic relationships that deepen student learning. We want to grow enrollments, but also preserve this feature related to personal interactions between faculty and students;
- Stanislaus State wants to be a beacon of higher education for the region with a small campus ethos.
- We exist in a time when state resources are not guaranteed. Stan State must find creative and innovative ways to conduct the important work of the institution;
- The campus community believes in dialog, discussion, and shared governance.

Mission, Vision, Values and Diversity Statements

(Reviewed and recommended by the Academic Senate and Associated Students, Inc., April 2017; Approved by President Ellen Junn; May 31, 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; Stanislaus State 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 students, faculty, staff and administrators 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

This strategic planning process occurred over three overlapping phases. The University Strategic Planning Council (USPC) is a standing group that combines the previously separate roles of the Committee to Implement and Prioritize the Strategic Plan (CIPSP) and Strategic Plan Working Group (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 and evaluation going forward. On a regular basis, Vice Presidents will report to USPC on

progress made toward yearly strategic plan priorities across the six divisions of the University.

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. Active 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.

Phase 1: Planning, Consultation and Data Gathering

In Phase 1, the USPC 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 the leadership of the Presidential Transition Team and WASC Steering Committee, 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 redundancy. Also, USPC worked with the Graduation Rate Excellence Assessment Team (GREAT).

Phase 2: Ongoing Consultation and Framing and Creation of Draft Plan

Phase 2 commenced with a campus open forum in January 2017 and continued through the end of the Spring 2017 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 and ongoing in-person consultations. 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 and Dialogue on Draft Plan

The last phase of work in the creation of the new strategic plan began with presentation of the first draft to the campus community in April 2017, and the solicitation of review and feedback across campus and our larger community. As the document was revised, changes were posted online, and various specific questions could be returned to the campus community for feedback via representative consultation and online feedback.

This phase culminated in final review of the strategic plan by the Academic Senate and other governance groups resulting in delivery of the final draft by the USPC to the President for approval.

Timeline

Throughout the process of developing a recommended strategic plan, USPC continued to consult broadly and meaningfully with the campus community. Consultation involved soliciting ideas and feedback concerning campus needs and priorities, strengths, successes, opportunities, and challenges through multiple means. The USPC delivered the final draft to the President for approval early Fall semester 2017.

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:

- 1. Be 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. Be 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 each of its educational programs. Put simply, the University's success is measured by the success of its diverse student body 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. We intentionally borrowed this phrase from the book entitled, "Becoming a Student-Ready College" (McNair, Albertine, Cooper, McDonald & Major, 2016) because the paradigm shift is one that resonates with our campus. Rather than asking whether students "are college-ready," we accept students where they are and work to help them become successful and to achieve their dreams. We believe we are, and should remain, student-ready. 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.

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. This first overarching goal calls for new high-quality academic programs, enhancing outside classroom learning opportunities, creation of cutting edge advising and professional services for students.

The University's pursuit of excellence is clearly expressed in its quest to be the university 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 his/her educational goals. Faculty, staff, and administrators 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 Stan 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 2. Facilitate transformational learning experiences driven by faculty success.

Stanislaus State believes that student success and faculty success are inextricably linked. Any institutional investments that support faculty research, scholarship and creative activity will 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, advisors and mentors to students, mentors 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. 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 research experiences. The University commits to ensuring that each student will participate in at least three high-impact practices while earning a degree.

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 discourages them from leaving prematurely. Building faculty diversity is 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 – facilitated by first-rate general education and complemented by applied and professional programs. 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 sustains high outcomes for future generations. Foresight, innovation, and entrepreneurship (public and private) 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 data and 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 large gains and the best possible outcomes. This focus on innovation and creativity also lays the foundation for preparing students for an increasingly dynamic workforce and emergent new professions. Lastly, we recognize that with a mindset committed to innovation and creativity also comes many opportunities to celebrate achievements and have enjoy our collective adventures.

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 are key elements 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 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 students, faculty, staff and administrators. This includes simplifying steps or eliminating redundancies. Administrative barriers emerge in various forms, 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 be a useful planning tool in promoting good stewardship of limited resources. Goal 4 also highlights incentives for implementation of enrollment management strategies that contribute to sound financial foundations.

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. Through our shared governance processes (e.g., UBAC, FBAC) we will assure that our budget priorities are aligned with strategic plan priorities.

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 counties in the state. The region's talented youth and adult learners, 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 shared future. Through Goal 5, the University reaffirms its commitments to our region's success, and recommits to 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 2015, for Community Engagement 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 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 open more 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.

III. IMPLEMENTATION

Objectives and Strategies

Goal 1: Be a student-ready university.

Objective A: Plan, implement, refine and institutionalize five or more 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).

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 Session Mathematics, Stretch English).
3. Create specialized programs to improve the success of underrepresented male students.
4. Enhance Financial Aid services and implement access to, and delivery of, Financial Literacy Education opportunities for students.
5. Reassess and reimagine orientation services and specialized programs for all new students (e.g., expand freshman year experience, transfer support program, graduate student success programs).

6. Develop an array of experiences, programs and services that increase opportunities for students to develop a sense of engagement and connectedness that enhance student life on campus.

Objective B: Enhance or establish five or more 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.

Strategies:

1. Increase student and faculty participation in one of several mentoring opportunities available (i.e., Honors, Student Engagement in Research, Scholarship and Creative Activity, and 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. Increase the number of, and participation in, academic and other university events for students, faculty, staff, and the community.
4. Utilize/adopt research findings and scholarship on belongingness and growth mindset.
5. Foster the use of the Faculty Development Center for academic and social events, and grow the number of and participation in faculty development opportunities.
6. Develop a wellness model that builds resilience through health education, mental health education, recreation and wellness coaches; and promotes club sports and intramural sports.
7. Create and support study abroad opportunities for more students.
8. Continue to seek ways to address students' food and housing insecurity.
9. Institutionalize a co-curricular transcript that denotes students' co-curricular achievements, awards, certificates and integrated student professional development programs (e.g., soft skills certificates for students).
10. Expand the number and variety of programs, certificates and workshops offered to our students that can be noted in a co-curricular transcript.

- 11. Increase opportunities for students to engage in formal and informal educational and career mentorship with alumni in person and virtually (i.e. Dinners for Warriors, Warrior Wisdom, networking events, online mentoring).
- 12. Prepare students for future success through opportunities advancing responsible leadership (e.g., ASI, USU, student organizations, residential life, Athletics).

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

Graduation Initiative 2025 Goals		
Stan State Goals	2025	Most Recent(2016-2017)
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%

Strategies:

- 1. Assess and build on the encouraging outcomes from the first year of GREAT funded student success initiatives. Implement strategies from the long term plan (<https://www.csustan.edu/great>). Because the strategic plan covers an eight-year period and work on the graduation initiative is ever evolving, these strategies represent a starting point but will also evolve over time.
- 2. Incorporate identification of on-the-cusp cohorts by Institutional Research, intrusive advising in the academic departments, and early graduation evaluations performed by Enrollment Services established during the first year of GI 2025 implementation into regular practices.
- 3. Increase responsiveness of class schedules around student needs, including courses offered, times courses are offered, locations courses are offered, and modality courses are offered.
- 4. Increase emphasis on leveraging of Winter and Summer Sessions, including use of the waiver program.

5. Sustain the new enrollment “hold” practice, increasing the threshold for “hold” to a \$200 outstanding debt to the University, and ensure it becomes campus policy.
6. Develop a micro grant program to assist students with short-term financial barriers.
7. Collaborate on P-20 initiatives to ensure seamless and successful transfer to Stan State (e.g., Outreach, parent programs, New Student Orientation).
8. Expand use of affordable course materials.
9. Support and encourage more student and faculty collaborative research and scholarship.

Objective D: Increase graduate student enrollments to represent approximately 20% of total student body headcount (stateside).

Strategies:

1. Through consultation with departments and market research, determine which programs have the greatest potential to grow graduate enrollments.
2. Consider creation of new cutting-edge, distinctive graduate programs.
3. Improve the pipeline of students moving from Stan State’s baccalaureate programs to our master’s and doctoral programs, with an emphasis on graduate programs with acute student under-representation based on gender and ethnicity.
4. Implement appropriate workloads for faculty who have significant responsibilities for graduate education - in recognition of faculty supervising students’ projects, theses, and dissertations; maintaining high levels of scholarly contributions/creative accomplishments; and facilitating a scholarly graduate-level culture/environment of rigor and scholarly attainment.

Objective E: Implement and institutionalize five or more cutting-edge advising and professional services and programs for students.

Strategies:

1. Consistently and prominently promote the 30 units (*Think 30*) per year to achieve the goals of the Finish in Four campaign.

2. Implement recommendations of the Advising Task Force, including one-to-one faculty advising with students (<https://www.csustan.edu/provost/student-success-initiatives>).
3. Develop a programming and communication plan for informing students about campus resources.
4. Resurrect and institutionalize a Career Development Center.
5. Institutionalize comprehensive, integrated student professional development programs (e.g., soft skills certificates for students).
6. Utilize the Alumni Association in collaboration with the Career Development Center to prepare students for the workplace through informational interviews and job shadowing.
7. Provide academic and career advisors for each college, contingent on demonstrated need and adequate funding.

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

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

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. Remove institutional infrastructure barriers to allow for funding, incentives and rewards (e.g., align budget decisions with these priorities, include discussion of these priorities in program reviews).
4. Develop leadership opportunities for students both through curriculum and co-curricular courses and activities.

Objective B: Ensure every student participates in at least three High Impact Practices (HIPs) before graduation (3 for undergraduates and 1 for graduate students).

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 throughout 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.

Strategies:

1. Create regular opportunities for professional development for faculty 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 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.

Strategies:

1. Increase tenure density and percentage of tenure/tenure track faculty to part-time faculty from 60.7% to 70%.
2. Support cross-disciplinary and inter-disciplinary teaching and research projects.
3. Explore creating teaching scholar awards to support faculty's focused time intensively studying and implementing best practices into their teaching pedagogies.
4. Maintain low student to faculty ratios and class size necessary for transformational learning.

5. Support 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 an annual award that recognizes a faculty member who promotes diversity, inclusion, equity and/or social justice (Academic Senate and the President's Commission on Diversity and Inclusion).

Objective E: Champion diversity and inclusion in all that we do as a campus community.

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 and through the General Education Program (GE Goal 3; Baccalaureate Learning Goals 4 and 5).
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. Provide education and oversight for search committees that ensures appropriate recruitment and hiring procedures are followed, and that diverse candidates make it through the search process.
6. Develop mentoring programs that retain women and underrepresented minorities on campus.
7. Build on our status as a Hispanic Serving Institution.

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

Strategies:

1. Expand support of the Office of Research and Sponsored Programs (ORSP) to promote excellence in Research, Scholarship, and Creative Activity (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 Research, Scholarship, and Creative Activity (RSCA), and connect that work to efforts to expand High-Impact Practices (HIPs), and curriculum development.
4. Collaborate with University Advancement to develop and strengthen philanthropic resources to support Research, Scholarship, and Creative Activity (RSCA), teaching and public service.
5. Renew university focus on Graduate Education.
6. Increase support for the Center for Excellence in Graduate Education and expand role of the Director; 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 and entrepreneurial initiatives, information technology, data informed decision-making, comparisons with other institutions; and build at least four new high quality programs, including cutting edge interdisciplinary programs.

Strategies:

1. Use data in campus information systems to improve enrollment and student success initiatives at both the undergraduate and graduate level.
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.
5. Review and update Academic Master Plan in connection to this strategic plan.

Objective B: Develop four new academic pathways and programs (e.g., undergraduate as well as graduate, interdisciplinary) that are responsive to community needs and that prepare students for a dynamic workplace with emergent new professions.

Strategies:

1. Expand the number and variety of certificates offered to our students and community.
2. Explore the possibility of developing a fully online baccalaureate completion program.
3. Encourage the development of collaborative, multi-disciplinary degrees based on the demand for evolving and emergent skill sets and expertise.
4. Develop new academic programs that prepare students for careers related to sustainability/environment which also address important issues unique to the Central Valley and Foothills of our service region (e.g, water resources/policy).

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

Strategies:

1. Upgrade faculty and staff personal computers on a 3-4 year cycle.
2. Upgrade technology in classrooms and laboratories, converting 20 or more classrooms to smart classrooms per year until completed.
3. Improve organizational responsiveness through technology and elimination of procedural roadblocks.
4. Increase classroom space to reduce scheduling barriers and support timely graduation.

Objective D: Improve information technology annually.

Strategies:

1. Provide 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: Foster increased creativity, innovation, and entrepreneurship.

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.
5. Promote University Extended Education as a viable way to grow graduate education and increase the number of programs highly responsive to the workforce needs of the Central Valley.

Objective F: Recognize and celebrate achievements - and HAVE FUN!

1. Enhance and build upon current events on campus (e.g., Author Recognition, Faculty Awards, Commencement).
2. Create and support events on campus developed/created to provide opportunities for social interaction (e.g., Staff picnic, Faculty BBQ, Family picnic).
3. Increase campus participation in convocation and commencement by capitalizing on the joyful atmosphere built into such university-wide events.

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

Objective A: Improve at ten or more administrative practices and processes.

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 for greater efficiency (e.g., 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 individually selected 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.

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 strategic plan priorities.
3. Reinvigorate the Academic Program Review (APR) and Support Unit Review (SUR) processes and use findings to inform budgeting across the institution. Similarly, utilize Delaware Study benchmarks for peer institutions in understanding the disciplinary needs of individual academic programs.
4. Develop transparent resource allocation and decision making processes.

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

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 (e.g., Graduation Initiative 2025 and Innovation Funds).
3. Pursue higher proportion of CSU Stanislaus FTES growth in the CSU system.
4. Increase individual and corporate gifts.

5. Launch a capital campaign.
6. Involve the faculty, staff and community directly in fundraising.

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

Strategies:

1. Establish and charge the Campus Master Plan, Academic Space Planning Committee (ASPC), University Budget Advisory 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, Child Development Center, and Student Union. Design spaces as “hubs” for innovation, culture and student and community-ready spaces.
 - 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 safe campus for all students, staff, and faculty.
4. Create and implement a plan for wayfinding and signage on campus.
5. Increase the university’s commitment to building a “green” campus through enhanced sustainability efforts. Take steps annually to reduce waste and energy consumption.

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

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. 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.

3. Promote the attainment of Chancellor's Office goals and Graduation Initiatives through campus enrollment practices.
4. Develop robust schedules through SmartPlanner and Induced Course Load Matrix (ICLM).
5. Increase classroom availability through a combination of enrollment management data, Graduation Rate Excellence and Assessment Team (GREAT) strategies, pedagogical innovations and enhanced space utilization principles.

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

Strategies:

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

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

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

Strategies:

1. Develop a robust strategic action plan for the Stockton Center 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 innovation within the Stockton community, and promote curricular and co-curricular community engagement.
4. Identify the most appropriate multi-layered approach of High-Impact Practices (HIPs) for traditional, nontraditional, and adult learner students.
5. Integrate more student support services at the Stockton Center.

6. Expand the number of residential faculty and staff at the Stockton Center to support enrollment growth.
7. Articulate programs with Delta College for increased student enrollments and ease of transfer for students.

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

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. Capitalize on current and future graduate programs to strengthen the connections between the University and our community partners.
7. Fortify partnerships with deans, department chairs and faculty that will extend the reach and maximize opportunities for private support.
8. Increase the exposure of our alumni who contribute to the vitality of the region through marketing and personalized engagement.

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

Strategies:

1. Become a cultural center for the Central Valley.

2. Create opportunities to place students in internships with local agencies and businesses.
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 (K-12).
5. Create a pool of expert guest lecturers made up of alumni, 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.

END