California State University Channel Islands
Multi-Year Academic Plan

May 2, 2022 • DRAFT for Campus Comment

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Preface to DRAFT Version

The Charting Our Course process was a welcome opportunity to reflect on our accomplishments and values as a campus, with an eye on envisioning a bright future. As Provost, I thoroughly enjoyed the many conversations that took place and could not be more pleased with the work of our eight faculty teams.

This document is an attempt to synthesize many of the recommendations that emerged from this process. Not surprisingly, although not every recommendation can be supported, much of what was proposed is captured here and is supported by the Provost and the Academic Affairs leadership team. I think it is a great start on an aspirational future!

At the beginning of this process, I promised that there would be no winners and losers — that the outcome would benefit the entire campus. I believe this Multi-year Academic Plan achieves this goal. No matter your role at CSUCI or your academic home, I hope you are excited about the vision and mission that is emerging and can see yourself and your unit flourishing as we grow and expand during the next twenty years. *Academic excellence benefits everyone: faculty, staff, and, most importantly, our students.*

As a *draft* version of a Multi-year Academic Plan, the primary purpose of this document is to continue the conversation. Toward this end, the Provost will make himself available for more conversations, open office hours, and virtual town halls. Watch for announcements about these opportunities.

Thank you again for your commitment to the campus and our mission.

Good things ahead!

Mitch Avila, Ph.D.
Provost
California State University Channel Islands

Summary of Recommendations

To achieve the goals and vision that emerged from the Charting our Course process, the Provost is proposing the following recommendations.

Mission and Vision

1. **Establishing a working group of faculty and academic leaders to finalize an Academic Affairs Vision Statement by the beginning of Fall 2022.**

2. **Forming a cross-divisional, presidentially appointed committee to consider revising and updating the Mission Pillars, including the possibility of a fifth mission pillar, and presenting their recommendations to the campus at the beginning of Fall 2022.**

3. **Modifying Academic Senate Policy to permit the Provost's office to appoint the Mission Center Directors in consultation with Academic Senate.**

4. **Establishing a Provost's Faculty Fellow position to coordinate divisional DEIA initiatives.**

Faculty Support

5. **Adopting a Division of Academic Affairs policy to support faculty scholarship and creative activities through (1) additional funding for RSCA awards focused on reassigned time; (2) an updated travel policy for *all faculty* that provides generous support for presentations and research trips; and (3) a direct cost fund to help disseminate research and creative works.**

6. **Revising the current IDC distribution policy and hiring staff (or a faculty director) to cultivate new external funding submissions.**

7. **Establishing a goal for reduced teaching loads for all T/TT faculty who are active scholars and artists within five years by utilizing an all-funds budget model.**

8. **Updating and improving campus policies related to external fellowships, affiliated faculty appointments at other universities, and multi-institutional research projects to increase opportunities for faculty.**

9. **Updating Program Personnel Standards to support and reward faculty research and creative activities, re-centering these as core evaluative activities for the RTP process, while adopting a broad and expansive view of what constitutes research and creative activities.**

10. Developing an annual reporting process, in consultation with the Library, to capture and measure faculty research and creative activity productivity, using this data to evaluate the cost-effectiveness of supporting initiatives.

11. Developing and adopting a policy to aggregate WTU's from S-factor courses into faculty reassigned time.

Centers and Institutes

12. Revising the Policy on Center and Institutes (SP 16-08) to support the development of research centers, clarify the oversight of Academic Senate over the formation and control of research centers, and clarifying the purpose of the Committee on Centers and Institutes.

13. Creating and staffing an Office of Regional Partnership.

14. Establishing a Climate Response taskforce to develop a Division of Academic Affairs strategic plan to respond to climate change.

15. Establishing a Center for Regional Climate Resilience.

Academic Programs and Curriculum

16. Creating a faculty committee to develop University Student Learning Outcomes (SLOs) by Fall 2022.

17. Establishing Quality Program Indicators (QPIs) for academic programs, including general education, to support continuous improvement process through which academic programs incorporate and integrate the QPIs into their curriculum.

18. Updating the program review policy (SP 06-13) by the end of AY 22-23 to refocus program review as a proactive process that builds program capacity by supporting planning efforts mapped onto QPIs such as high impact practices.

19. Establishing 4+1 pathways that lead from the baccalaureate degree to the master's degree.

20. Developing a multi-year plan for SOE faculty, in consultation with their dean, to expand credential programs and other degree programs at CSUCI, taking into account market demand and regional needs.

21. Developing a multi-year plan by the Art faculty, in consultation with their Dean, to expand academic programs and degree programs, taking into account market demand and regional needs.

22. Charging the AVP for Academic Programs and Continuous Improvement to consult with APPC to create an annual process for soliciting new degree program proposals while re-evaluating the existing AMP, modifying existing policy as needed.

23. Expanding the role of the AVP for Academic Programs and Continuous Improvement to coordinate general education courses in partnership with the General Education Committee.

24. Revising General Education policies to remove the restriction on the number of courses per program and expand membership.

25. Incorporating Title V courses into the General Education curriculum.

26. Transitioning the multicultural requirement to an ethnic studies requirement.

27. Modifying curriculum policy to replace the Local Curriculum Committees with College Curriculum Committees (SP 18-02).

28. Developing and adopting an expedited degree proposal process that permits both faculty and administration to initiate a new degree programs.

29. Developing and adopting a comprehensive "Writing Across the Curriculum" and "Quantitative Reasoning Across the Curriculum" strategy that spans both general education and major requirements, including ongoing assessment of baccalaureate graduates and tailored strategies designed to support students with varying levels of preparation upon entry.

Cross-Divisional initiatives

30. Expanding and enhancing our joint efforts with DAA and DSA to continue to increase the number and quality of first year experiences, including orientation, credit-bearing Summer Bridge courses, and learning communities.

31. Creating in partnership with all divisions, but especially BFA and DSA, an office of on-campus student employment.

32. Convening a campus-wide conversation, facilitated by DSA and DAA leadership, on segmented support for students that matches their life situation and informs curriculum design and co-curricular activities.

33. Charging the AVP for Graduate Studies and Research with supporting post-graduate pathways, specifically including pre-law advising, dedicated advising for health professions such as medical school, and active recruitment of students into

post-baccalaureate programs in the School (College) of Education that prepare them for professions in the K-12.

Academic Organizations

34. Developing and adopting a policy to establish "programs" as independent, autonomous units such that programs no longer be housed within "departments".

35. Developing and adopting a policy to grant the status of Department to Programs that offer at least one baccalaureate or graduate degree and have three T/TT faculty.

36. Developing and adopting a policy to establish Cross-Disciplinary Programs with Program Advisory Boards.

37. Renaming the Schools to Colleges.

38. Establishing a fourth college as soon as possible, no later than January 2023, and planning for a fifth college when the campus enrollment reaches 7500 FTES.

39. Housing University Studies in the School (College) of Education, along with a 12-month faculty Coordinator, adequate support staff and resources, and a Program Advisory Board.

40. Developing and adopting a policy for organizational changes (e.g., to colleges) that permits both faculty and administration to initiate an organizational modification as long as affected units as long as affected units are consulted prior to any final decision.

41. Rebrand and rename Extended University as a "College" (e.g., College of Continuing and Professional Education), highlighting its role in offering academic programs that meet regional workforce needs.

Budget

42. Developing a five-year strategic budgeting plan by Fall 2022 to guide the budgeting decisions of the University through FY 28-29.

43. Developing and updating annually a capital plan to upgrade and expand research labs.

44. Establishing metrics to plan and measure the expansion of academic support staff, including analysts and technicians.

I. A Shared Vision and Mission for CSUCI

Charting Our Course revealed a broad shared vision for the educational mission of CSUCI. The report by the Educational Distinctiveness Team captured many of our common aspirations, while other priorities emerged through feedback and intentional conversations. Likewise, there was significant support for strengthening the Mission Pillars, but also a recognition that updating the language and focus would contribute to positioning them to be more impactful on our academic programs.

This section contains a number of recommendations intended to codify a shared vision, update the mission pillars, and provide practical strategies for integrating these throughout our academic programs. The goal is to operationalize our commitment to academic excellence in order to implement effective strategies that produce measurable outcomes.

I.a An Academic Affairs Vision Statement

To complete this work, **the Provost is recommending formation of a working group of faculty and academic leaders to finalize an Academic Affairs Vision Statement by the beginning of Fall 2022 [Recommendation 1].** This Vision Statement will serve as a guiding document to inform strategic decisions, including resource allocations.

The shared vision for the academic mission of CSUCI should include these themes that emerged from Charting Our Course:

- CSUCI provides social mobility for our students by producing graduates who are prepared for careers in our regional workforce, capable of generating new knowledge, equipped to be change agents for justice, and competent to lead effectively and inclusively with diverse populations.
- An education at CSUCI is characterized by active learning throughout a student's education, including high quality classroom instruction and experiential learning opportunities such as internships, student research, and place-based learning.
- As a steward of place, CSUCI is committed to nurturing the regional educational ecosystem, from Pre-K through graduate programs, and supporting outreach to our educational partners and positive transitions to the University for our first time, transfer, and graduate students.
- CSUCI provides degree and certificate programs that provide lifelong learning opportunities for all those who live in our region, along with developmentally appropriate co-curricular supports for students, regardless of age or life circumstance.
- CSUCI faculty are active scholars and artists in their fields, passionate teachers who adopt effective pedagogies, and professionals committed to the continuous improvement of our academic programs.
- As a regional leader in higher education, CSUCI affirms its role as citizen and commits to partnering with regional governments, nonprofits, and businesses to reduce social inequality, promote environmental stewardship, lead a regional

response to climate change, and promote the development of sustainable workforce sectors.

- As a Hispanic Serving Institution, a Seal of *Excelencia* University, and an aspiring AANAPI Serving Institution, CSUCI has an unwavering commitment to intentionally *serving* Latino/a students through evidence-based institutional transformation, removing structural barriers that perpetuate longstanding inequities, and, in the process, benefitting all students and the region.

I.b Advancing and Updating the Mission Pillars

The thoughtful reflections of the Missions Pillars Team were echoed in conversations by many on campus. A critical step in implementing the recommendations is to begin by updating the language and nomenclature. **The Provost recommends that the President form a cross-divisional committee to consider the Mission Pillars Team Recommendation 3, including the possibility of a fifth mission pillar, and that this work be presented to the campus at the beginning of Fall 2022 [Recommendation 2].**

Beyond updating the language, the Team made recommendations regarding the structure of the Mission Centers with the goal of strengthening the Centers and more fully integrating them into CSUCI academic programs. While agreeing with the overarching goal, the path to achieving this is best pursued by strengthening the role of the center directors. To achieve this, **the Provost recommends that Academic Senate Policy [SP 14-16] be changed in order to permit the Provost's office to appoint the Mission Center Directors [Recommendation 3].** The recommendation does not obviate faculty input in the appointment process, but it does redirect the reporting responsibility of the Center Directors away from the Senate and more appropriately to the Provost's Office. Modifying Senate policy will make it possible to accomplish many of the Team's Recommendation 4 (p. 14ff). It will elevate the role of the Center Directors, integrate them more fully into Divisional planning efforts, and create an accountability structure to ensure that critical, Center-related initiatives move forward. Importantly, this change is necessary before additional resources can be assigned to the Centers insofar as additional fiscal resources require accountability mechanisms and confidence that these resources are advancing shared objectives. A further advantage is that the Center Director roles can be the locus for significant professional development opportunities for faculty, in effect creating a leadership pipeline that can lead to future opportunities for faculty. In sum, *the Provost is proposing to increase resources to the Centers and elevate their role in the Division in exchange for the responsibility of appointing Center Directors and having them accountable to the Provost's Office.*

Additional specific recommendations related to the Mission Pillars and Centers are outlined below.

I.c Student Learning Outcomes and Quality Program Indicators

To fully integrate the Vision and Mission of Academic Affairs, **the Provost recommends a faculty committee develop by Fall 2022 University Student Learning Outcomes (SLOs)**

[Recommendation 16]. These SLOs will in turn inform program-level learning outcomes and in due course, program review and assessment.

As important as University SLOs are, for charting the course of the future of Channel Islands, it is more important that the Academic Affairs Vision and Mission Pillars be incorporated directly into each academic program — moving forward requires program level integration of the mission and vision that operationalizes our core commitments. To fully operationalize the Vision and Mission of Academic Affairs, **the Provost recommends the creation of Quality Program Indicators (QPIs) and that academic programs, including general education, engage in a continuous improvement process to incorporate and integrate the QPIs into our curricular offerings [Recommendation 17].** Examples of QPIs include opportunities for international experiences for students, incorporating high impact practices such as student research, career readiness, and similar. As envisioned, the Provost's Office will provide reassigned time over the next four to five years to lead faculty from departments who commit to making progress on one or more of the QPIs. The QPIs will incorporate measurable indicators of quality student experiences and proven pedagogical strategies.

A related recommendation is to **update our program review policy by the end of AY 22-23 to refocus program review as a proactive process that builds program capacity by supporting planning efforts mapped onto QPIs such as high impact practices [Recommendation 18].** This effort is already underway in the Division and has the potential to reinvigorate and update our program review process in positive new directions.

Finally, for the undergraduate curriculum at least, CSUCI's General Education program should reflect the University Vision and Mission, be organized around the SLOs, and incorporate QPIs. **There are several recommendations regarding General Education [Recommendations 23–25] which will make progress in this important area.**

I.d Support for Faculty Research and Creative Activities

Our shared aspiration for CSUCI as a leading institution of higher education in the region and the State depends on attracting, retaining, and supporting faculty who are active scholars and artists. While the Division, in partnership with Academic Senate, has made significant progress on improving its recruitment processes, particularly with regards to diversity and inclusion, there are gaps in our support for scholarship and creative activities. *Academic excellence and institutional reputation are repeatedly and reliably correlated with the scholarship, research, and creative activities of its faculty*. Put differently, the Provost suggests that we not continue to characterize CSUCI as simply a teaching institution — rather, CSUCI should present itself as an institution that creates in students the skills necessary *to produce new knowledge in novel situations*. Put differently, we are a *learning and creating institution*. By reframing our mission as *developing knowledge-production skills in students,* we move beyond the false dichotomy between

teaching and research. If so, then robust support for faculty scholarship and creative activities is critical.

The Provost's Office has already undertaken an initial initiative to provide three-part support for faculty research and creative activities: (1) additional significant funding for RSCA awards focused on reassigned time; (2) an updated travel policy for *all faculty* providing generous support for presentations and research trips; and (3) a direct cost program to help disseminate research and creative works. These are being institutionalized through the Division budget process and are **recommended to be formalized as a Division policy [Recommendation 5].**

To expand external support (grants and contracts), the **Provost recommends revising the current grants and contracts IDC distribution policy and hiring staff (or a faculty director) to cultivate new external funding submissions [Recommendation 6].** As envisioned, some portion of the campus IDC will be designated for facilitating and promoting future submissions by building capacity through an office that actively explores funding opportunities with faculty and administrators, including capacity for grant writing. This would result in a self-sustaining cycle of submissions and awards and make an important contribution to our research portfolio and creative activities.

Additional steps to support faculty research, scholarship, and creative activities include the following recommendations **[Recommendations 7–12, 43]:**
- Provide a **reduced teaching load for all T/TT faculty who are active scholars and artists** within five years by leveraging multiple revenue sources;
- **Update and improve campus policies related to external fellowships, affiliated faculty appointments at other universities, and multi-institutional research projects** in order to increase opportunities for faculty;
- **Update Program Personnel Standards** to support and reward faculty research and creative activities, re-centering these as core evaluative activities for the RTP process, while adopting a broad and expansive view of what constitutes research and creative activities;
- **Develop an annual reporting process to capture and measure faculty research and creative activity productivity**, using this data to evaluate the cost-effectiveness of supporting initiatives;
- **Revise the Policy on Center and Institutes to support the development of research centers, as well as other centers on campus, by clarifying the oversight of the Academic Senate over the formation and operation of centers, as well as clarifying the purpose of the Committee on Centers and Institutes; and**
- **Develop and update annually a capital plan to upgrade and expand research labs.**

I.e Regional Academic Partnerships
Throughout the Charting Our Course conversations, the President and Provost heard expressed a common commitment to not simply serving our region, but *to serving our region well through active partnerships with non-profits, government agencies, other*

educational institutions, and corporate partners. To achieve this, **the Provost recommends the creation of an Office of Regional Partnerships [Recommendation 13].** This office will manage and collect partnership agreements (in cooperation with Contracts and Procurement which owns this process) with the goal of improving upon the existing process that often does not serve the campus well.

More importantly, the Office of Regional Partnerships would work collaboratively with existing efforts underway in Career Development (including the Internship office) and the Center for Community Engagement to comprehensively and systematically engage external partners. The goal of this cross-divisional effort would be to provide faculty and academic programs not only with the logistical support they need to be compliant with campus and system policy, but to proactively pursue regional academic partnerships by documenting best practices and showcasing exemplary collaborations. Opportunities for doing so could include annual conferences, creating and supporting industry advisory boards, and building a "one-stop shop" for existing external partners and new potential regional partners.

I.f Centering Diversity, Equity, Inclusion, and Accessibility

Through the IEAP process, CSUCI has begun to institutionalize a cross-campus commitment to DEIA work. The Division has already begun some efforts, notably by a commitment to expanding our ethnic studies programs and by the adoption of equitable faculty hiring practices. As we turn to our vision for our academic programs, our shared goal should be that every CSUCI graduate—regardless of their future profession—is culturally competent to work effectively and exercise leadership with the diverse workforce that characterizes California. Partly this can be achieved by building DEIA outcomes into the QPIs noted above **[Recommendation 17].** An additional **recommendation is to create a Provost's Faculty Fellow position to coordinate divisional DEIA initiatives [Recommendation 4].**

There is also broad support for creating bilingual pathways for students, including as part of career readiness for all graduates. This can be built into the QPIs, along with encouraging and supporting departments to create these pathways in their academic programs.

I.g Leading on Climate Change

CSUCI cannot be an institution of academic excellence and serve the region and the state if we do not address the most pressing existential threat to our region, state, and planet: the catastrophic threat of climate change. It is imperative that we proactively address climate change at every level of the institution — from our academic programs to our campus carbon footprint, and from our research and creative activities to our regional partnerships.

We are fortunate to have a CSUCI Sustainability Working Group which is actively working to develop a campus-wide Climate Action Plan. The Division of Academic Affairs needs to

not only commit to this plan, but to strengthen our cross-divisional partnership to support the campus as a living laboratory for testing, adopting, and evaluating climate change mitigation strategies, while at the same time incorporating an active response to climate change into our SLOs and QPIs.

Beyond addressing climate change and sustainability as a QPI **[Recommendation 17]**, there are two additional recommendations. First, the **Provost recommends formation of a Climate Response taskforce to strategize the Division's response to climate change [Recommendation 14]**, including for example, supporting the campus as a living laboratory. Second, the **Provost recommends the creation of a Center for Regional Climate Resilience [Recommendation 15].** This Center would serve as a convening and coordinating hub with local agencies (e.g., local government agencies, water districts, transportation agencies, and similar) to strategically create cooperative regional implementation strategies. This includes pursuing large external funding opportunities to support this work. This initiative would complement efforts by the Office of Regional Partnerships and would focus on serving as the convening body to accelerate a coordinated regional response. Put differently, leading on climate change begins with recognizing this as a problem of *collective action*—as opposed to a technical engineering problem—and it is here that CSUCI can effectively lead and make a demonstrable impact.

I.h Post-Graduate Outcomes

Faculty and staff at CSUCI are committed to upward mobility for our graduates. The Office of the President has begun a post-graduate outcomes initiative designed to assess and measure post-graduate outcomes and to use these data to inform best practices. The Division of Academic Affairs can contribute to this important goal in three ways. The first is to specify career readiness as a QPI and to integrate career-readiness assessment into all academic programs **[Recommendation 17].** A second recommendation is to focus on specific post-baccalaureate pathways, including a **recommendation to the newly created position of AVP for Graduate Studies and Research to support pre-law advising, dedicated advising for health professions such as medical school, and active recruitment of students into post-baccalaureate programs in the School (College) of Education that prepare them for professions in the Pre-K–12 [Recommendation 33].** This recommendation also encompasses active support and programs that advise baccalaureate students on opportunities for advanced study in other graduate programs.

A third opportunity builds on the degree programs set out in the next section. As CSUCI expands its graduate programs, **the Provost recommends that master's programs create 4+1 pathways that lead from the undergraduate degree to the master's degree [Recommendation 19].** The CSU is currently pursuing a change to Title V that would permit up to 12 units of undergraduate credit to count toward an MA or MS degree. As we expand our graduate programs, CSUCI should embrace 4+1 programs as a norm for entering first year and transfer students.

I.i Leveraging Extended University to Impact the Region

We benefit and impact our local region in multiple ways, primarily through the conferring of baccalaureate and post-baccalaureate degrees and credentials. The educational needs of our region, however, exceed our undergraduate and graduate degree programs. The University's impact can be greater if, through Extended University, we expand our focus beyond traditional degree programs to regional and industry workforce needs that do not necessarily align with our traditional core academic offerings. Moreover, prospective students come from a wide variety of life situations. Focusing our outreach and recruitment efforts on recent high school graduates, transfer students, and potential graduate students is imperative, but also limiting. This approach misses a population of working and mid-career adults who would benefit from upgrading their skills, completing a degree program, and earning a credential (or "badge") — especially while continuing to work in their current profession.

Extended University provides CSUCI with an opportunity to expand our impact by providing quality educational programs that serve a "post-traditional" student population. This allows us to serve a distinct market sector, and in doing so, to increase our impact on the local region. Extended University can develop and offer high-quality educational experiences for adult learners, offering learning opportunities that would otherwise not be available through CSUCI academic programs. This is in part because Extended University students are often mid-career learners who bring with them a wide range of educational and cultural backgrounds, adult responsibilities, and job experiences. As such, Extended University is positioned to provide this unique population with support services and extra-curricular activities fine-tuned to their particular needs.

The Interim Dean of Extended University has been working with the Provost to clarify and sharpen the mission and focus of our self-support programs. To support this, **the Provost recommends rebranding and renaming Extended University as a College of Continuing and Professional Education, highlighting its role in offering academic programs that meet regional and statewide workforce needs [Recommendation 41].** Further, to fully leverage the potential of Extended University, the Provost recommends that the following unique advantages and capabilities of Extended University be considered when identifying programs *most* appropriate to be offered by Extended University:

- Extended University expands our ability to offer degrees in alternative locations by developing and offering programs at satellite locations, expanding our reach beyond the immediate region;
- Extended University is well poised to offer online, low residence, and flexible modality programs that serve an audience outside the local region;
- Extended University has the capacity for flexible admissions schedules that allows for just-in-time or rapid enrollment for working adult learners;
- Extended University can accommodate alternative academic calendars to allow for programs to tailor their schedule more closely to the curriculum, for example through 8-week semesters and summer terms; and

- Extended University has the capacity for targeted marketing and recruitment of students for specific programs within our service area and beyond, allowing CSUCI to reach alternative market segments.

I.j Curriculum and Co-curricular Activities for the Whole Person
Our students come to CSUCI with diverse educational backgrounds and life experiences. Providing a quality education requires partnering with Student Affairs to provide developmentally appropriate educational experiences, both in and outside the classroom. Beginning with the first transitional experiences coming to CSUCI, **the Provost recommends that DAA and DSA expand and enhance our current joint efforts around first year experiences, including orientation, credit-bearing Summer Bridge courses, and learning communities [Recommendation 30].** Note that this recommendation is intended to specifically account for the fact that our incoming students come to us with various levels of preparation for college-level courses, especially in terms of writing and quantitative reasoning skills. The goal is for every first-year student (incoming "freshmen") to have a "residential campus" experience, regardless of whether they live on campus or commute. This can be achieved by prioritizing in-person classes for first year students, expanding learning communities, and subsidizing on-campus housing. Similarly, the campus should intentionally design curricular and co-curricular supports for transfer students, graduate students, and mid-career adult learners.

To expand opportunities for students to be present on campus, **the Provost recommends that DSA and BFA, in partnership with all divisions, create an Office of On-campus Student Employment [Recommendation 31].**

One concern that emerged from conversations with the President and Provost related to attending to the differing social and emotional needs of our students depending on their life situation, age, maturity, and responsibilities outside of the university (e.g., family and work). For example, the supports we provide to graduate students is far different from the supports needed by first time students — and even among graduate students, there are differences for mid-career adults versus recent baccalaureate graduates. One strategy for addressing this is to build various developmentally appropriate supports for students into degree programs, as for example, QPIs (see above, **Recommendation 17**). To do this effectively and intentionally, **the Provost recommends that DAA and DSA convene a campus-wide conversation on segmented support for students that matches their life situation and informs curriculum design and co-curricular activities [Recommendation 32].**

I.K Continuous Improvement and Basic Skills
Core to our values as an institution is continuous improvement based on peer review and data informed decisions, in other words, on assessment of program learning outcomes. Maintaining a high level of assessment during the pandemic has been challenging, in great part due to the unprecedented challenges of responding to the health and welfare of our students, faculty, and staff in real time. Several of the recommendations in this document

are intended to reaffirm our institutional commitment to assessment **[Recommendations 16–18].**

One area of perennial concern, expressed throughout conversations with the President and Provost, is whether our graduates (baccalaureate graduates in particular) have the written communication and quantitative reasoning skills we expect of every graduate. This is complicated in part due to recent system-level changes to the GWAR requirement. For both written communication and quantitative reasoning, the *least* effective strategy is to rely on introductory general education courses to assure the requisite skill set for CSUCI graduates. Learning to write well, for example, requires writing well within one's own discipline, as well as in multiple genres. Similarly, acquiring baccalaureate level quantitative reasoning skills is not secured by passing a single course, but by the ability to apply these skills in a broad range of new contexts and for emerging, new problems. To achieve our desired outcome, **the Provost is recommending adoption of a comprehensive "Writing Across the Curriculum" and "Quantitative Reasoning Across the Curriculum" strategy that spans both general education and major requirements [Recommendation 29].** This might include, for example, a writing requirement in every General Education course, ongoing faculty development, and an expanded role for the WMC. Finally, this recommendation is intended to specifically respond to the documented difference in the preparation of our students for college-level writing and mathematics—a concern that has only been exacerbated by COVID.

II. Expanding CUSCI Academic Programs

A primary objective of Charting Our Course was to identify new academic programs that the campus should intentionally plan to offer within the next 5-7 years. Five faculty teams proposed over 50 new academic degree programs based in part on a gap analysis that compared CSUCI degrees with competing institutions, taking into account transfer pathways. A subsequent workforce demand analysis provided insight into regional workforce needs and wages. Additional insight on degree priorities came from conversations with the President and Provost and external regional partners.

As a reminder, all of the documents related to the new degree proposals, as well as the market analysis, can be found in this Dropbox folder.

II.a Overview of Proposed New Academic Programs
The Provost is recommending the development of over 30 degree programs in the next 5-7 years. Importantly, these new degree programs, combined with expansion of existing degree programs, are likely to lead to significant enrollment growth — precisely by meeting state, regional, and local needs. Combined with our existing programs, there are nine areas of curricular focus and expertise:

- Health Sciences and Social Work
- Public Administration and Policy
- STEM (including Natural, Behavioral and Social Sciences
- Cross-Disciplinary programs (e.g., Climate Resilience, Sustainable Agriculture, Emerging Media, etc)
- Business and Economics, including marketing and data sciences
- Humanities
- Ethnic Studies and Women & Gender Studies
- P-20 Education (or G–20+, *gestation through graduate education and beyond)*
- Emerging and Regional Arts

Each of these nine areas represents potential centers of academic excellence where continued investment and achievement will enhance the reputation of CSUCI while fulfilling our core mission.

In the next section, the Provost recommends immediately forming four colleges to organize these emerging nine clusters of academic programs, along with the formation of a fifth college within 5-7 years. A corollary recommendation is to rebrand Extended University as a College as well. *Taken together, these proposals present a very auspicious future for CSUCI built on a promising set of relevant and impactful academic programs.*

The recommended new degree programs also represent a significant expansion of graduate studies at CSUCI by 300% or more. This is an important step forward for the campus and our ability to serve regional workforce needs. Broadly speaking, CSUCI can distinguish itself among its competitors by offering seamless transitions from the

Baccalaureate to Master-level programs, benefitting our students and the region. Notably, our external regional stakeholders are anxious for CSUCI to create graduate programs, in large part to attract and retain local talent in the area by creating career paths that lead to increasing professionalization and upward mobility. *Again, taken together, the proposals for new graduate programs present an encouraging future for CSUCI based on offering relevant and impactful academic programs that meet the needs of our region.*

II.b Proposed New Degree Program Details
The Provost proposes rolling out new degree programs in three separate waves based on our capacity to scale up new degrees and generate enrollment, with separate consideration for new education credentials. The recommendations are based on feasibility, resource requirements, workforce demand, and projected wages, which are compiled in this spreadsheet. Degrees proposed to be offered through Extended University are marked with an '*', although is subject to further discussion.

Wave One degree programs are **intended to be available to students by Fall 2023 or Fall 2024**. By and large they can be offered using existing resources. The expectation is that the campus will close in on meeting its enrollment target of 6135 FTES by the end of AY 24-25. The proposed degrees include:

BA	*Spanish Translation and Interpreting**
BS	*Accounting*
BS	*Cybersecurity*
MS	*Chemistry*
MPA	*Public Administration*
MA	*Psychological Research*

Wave Two degree programs are intended to be available for students by Fall 2025 if possible, but no later than Fall 2026. These programs will require additional resources, including hiring new tenure track faculty and general fund support. Fully implemented, these programs when combined with Wave One programs are designed to raise campus enrollment to 7500 FTES. Wave Two degree programs include:

BA	*Gender and Sexuality Studies*
BA	*Philosophy*
MA	*Learning, Design, and Technology**
EdD	*Educational Leadership**
MPH	*Public Health*
BS	*Operations Research and Supply Chain Management*
MBA	*Healthcare*
BA->MA	*Psychology (4 + 1)*
MS	*Biology*
BA	*Critical Criminology*
BA	*Emerging Media Content Production (Film and Video)*

Wave Three degree programs will take longer to implement and can only be offered with additional general fund support from the Chancellor's Office. The target date for offering these degree programs is no later than 2027. When fully implemented, the campus should plan for enrollment of approximately 9000 FTES. Wave Three degree programs include:

BA	*Asian American and Pacific Islander Studies*
BA	*Commercial Music*
BA	*Emerging Media Production (UI design + content)*
MA	*English (Comp-Rhet; Prof. Writing; Creative Writing; Lit.)*
MA	*Ethnic Studies*
BA	*Native American and Indigenous Studies (NAIS)*
DNP	*Nursing Practice**
MS	*Clinical Psychology*
BA	*Public Service and Governance*
MSW	*Social Work*
BS	*Data Science*
BS	*Actuarial Science*
MS	*Climate Resilience*
BS	*Marine Biology*
BS	*Sustainable Agriculture*
BS	*Forensic Science*

School of Education Proposals: Academic Programs Team Two, in consultation with the Dean of the School of Education, proposed expanding Early Childhood Studies to Santa Barbara County and restarting the Ed.D. program. The Provost supports both recommendations and asks that the SOE Dean work with SOE faculty and the Interim Dean of Extended University to develop a timeline and pro forma for offering these two programs. Team Two also proposed a variety of new credential programs. **The Provost recommends that SOE faculty consult with their Dean and develop a multi-year plan to expand credential programs and other degree programs at CSUCI, taking into account market demand and regional needs [Recommendation 20].**

Similarly, there is an opportunity for additional visioning and strategic planning for our Arts programs. In the greater Southern California region, the Arts are a major economic driver. At the same time, existing Arts curriculum at competing universities is skewed toward traditional forms, presenting an opportunity for CSUCI to create forward-looking competitive Arts programs that respond to current industry needs. **The Provost recommends that Art faculty consult with their Dean and develop a multi-year plan to expand academic programs and degree programs, taking into account market demand and regional needs [Recommendation 21].**

The **remaining proposed degrees will be reconsidered in future years** based on campus growth, available funding, and regional workforce demands. This process will be institutionalized through APPC. Optimistically, as the campus brings on new programs,

our fiscal outlook will improve along with our reputation, allowing the University to add additional programs.

II.c Budget and Resources

The President and Provost are committed to seeking the necessary resources to fund the expansion of our academic programs. Indeed, a secondary purpose for this document is to use it as the basis for arguing our case with the Chancellor for additional resources necessary to fund the future of CSUCI. At the same time, the President, Provost, and Deans will pursue support from donors, as well as actively pursue external grants.

More detailed budget proposals will be detailed for each program as part of the approval process. At a high level, however, we can forecast the growth in tenure track faculty as a function of tenure density and enrollment growth. Even accounting for a modest increase in SFR, the T/TT headcount will rise by as many as 75 new positions if enrollment were to increase to 9000. This represents an increase in the number of T/TT faculty by approximately 50%.

Chart-1: Tenure Density and Headcount Projections*

Wave	FTES target (a)	SFR target (b)	FTEF target (c) = (a)/(b)	Tenure Density target (d)	T/TT Headcount target (e)=(c)*(d)
Wave 1	6200	21	295	54%	159
Wave 2	7500	22	340	56%	190
Wave 3	9000	23	391	60%	234

* Tenure density can be measured in multiple ways. This table estimates tenure density as a function of tenured and tenure track *headcount* divided by total FTEF (or FTEF target), or column (e) / column (c). SFR targets (b) and Tenure Density targets (d) are modeled from similar CSU campuses as reported in *Tenure Density and SFR Trends 2010-20*.

To provide the necessary academic support, **the Provost recommends the development of metrics to plan for the expansion of academic support staff, including analysts and technicians [Recommendation 44].**

More broadly, once the broad scope of the Multi-year Academic Plan has been vetted, it becomes the basis for multi-year budget planning in the Division and the University. **The Provost is recommending development of a five-year strategic budget by Fall 2022 to guide the budgeting decisions of the University through FY 28-29 [Recommendation 42].** This multi-year budget plan would include revenue estimates (including fees and self-support), along with projected increases in tenure track faculty, instructional costs, staff and lab technicians, operating expenses, and MPP growth, as well as capital needs.

II.d Continuous Updates to Academic Master Plan

Charting Our Course jumped-started our academic planning process. In future years, however, the Division should continuously refine and update this document (the Multi-year Academic Plan [MAP]), as well as the Academic Master Plan [AMP] submitted to the Chancellor's Office. **The Provost recommends that the AVP for Academic Programs and Continuous Improvement consult with APPC to create an annual process for soliciting new degree program proposals while re-evaluating the existing AMP [Recommendation 22].** As indicated above, proposed degrees will be reconsidered based on campus growth, available funding, and regional workforce demands. Optimistically, as the campus brings on new programs, our fiscal outlook will improve along with our reputation, allowing the University to add additional programs.

III. CSUCI Academic Organizations

Expanding our academic programs while pursuing a shared vision for academic excellence requires updating our academic organizations. Based on the helpful reflections of the Academic Organizations Faculty Team, this section contains recommendations related to nomenclature, organization of departments and schools/colleges, as well as recommendations related to curriculum, general education, and University Studies (UEP).

Taken together, the proposals below recommend the formation of a fourth college as soon as possible but no later than January 2023, that academic programs be treated as distinct autonomous units, and that several academic programs move to new colleges.

III.a Strengthening Departments and Programs

The most important decisions in Academic Affairs take place at the *department* level: this is where RTP files are reviewed, faculty hiring committees conduct searches, and curriculum is developed. Most faculty, especially in larger institutions, identify first and foremost with their academic department. Students, as well, often find their campus home in their major and thus within a department.

Currently at CSUCI, academic *programs* live *within* departments. This complicates budgeting and obfuscates enrollment and tenure density. **The Provost is recommending that programs become independent, autonomous units and that programs no longer be housed within "departments" [Recommendation 34].** To use an example from the Academic Organizations Team, this proposal would make Physics a free-standing academic program with no formal relationship to the Department of Chemistry. Notably, in this example, Physics would have its own budget and would control its own curriculum. *Note that there is no requirement in the Unit 3 CBA which prevents this from occurring and it is commonplace on other CSU campuses.* Reconceptualized in this way, academic programs *aspire* to achieve department status.

Once instituted, an academic program would be formed when a faculty member is hired in a specific discipline *for the purpose of establishing a baccalaureate or graduate degree.* For example, if CSUCI were to hire a "founding faculty" in Philosophy or Critical Criminology, with the appropriate degrees on the AMP, then we would simultaneously form the associated program (i.e., the Philosophy Program and the Critical Criminology Program), each with its own coordinator. To achieve the status of Department, **the Provost recommends the adoption of a policy to grant the status of Department to Programs that offer at least one baccalaureate or graduate degree <u>and</u> have three T/TT faculty [Recommendation 35].** Additional criteria for earning the status of Department would include having bylaws and Program Personnel Standards. The Academic Organizations Team provided a sample policy and with minor modifications would be supported by the Provost.

Because some proposed degree programs are cross-disciplinary — reflective of our long commitment to inter-disciplinarity — some degree programs may *not* have any tenure

track faculty. To facilitate the governance of cross-disciplinary programs (examples include Sustainable Agriculture and Climate Resilience), **the Provost recommends developing a policy to establish Cross-Disciplinary Programs, with Program Advisory Boards [Recommendation 36].** A Cross-Disciplinary Program would have (or have on the AMP) a minor, baccalaureate or graduate degree, but *not* have any T/TT faculty. A program advisory board might or might not have a program coordinator and might or might not have an independent budget. Faculty would be borrowed from other departments and programs. A current example of this is University Studies, but there are several other potential examples.

In sum, the proposal is that there be two basic units of academic organization, **departments** and **programs**, with a third unit, **cross-disciplinary programs with advisory boards**, that borrows from the others. *Priority should be given to forming and supporting departments as the default organization structure, with programs as a temporary status, and program advisory boards as a solution to support cross-disciplinary programs.*

Chart-2: Comparison of Academic Units

Name	Leadership	# T/TT Faculty	Degrees	Budget	Governance
Department	Chair	3 or more	One or more degrees approved and offered	Separate Budget	Controls own curriculum, has by-laws and PPS
Program	Coordinator	3 or less	At least one degree approved or on AMP	Separate Budget	Developing own curriculum, but has by-laws and PPS
Cross-disciplinary Program	Program Council with possible Coordinator	None	At least one degree approved or on AMP	Limited budgetary authority	Limited curriculum oversight, has by-laws, but *no* PPS

<u>One final observation:</u> a current practice at CSUCI is for degrees to "borrow" curriculum from other programs, often in the form of cross-listed classes. While understandable as part of CSUCI's "startup phase," this is strongly discouraged in the future. Building strong departments requires hiring T/TT faculty and building an identity and mission that attracts students. Degree programs that rely on other departments and programs to deliver their instruction are ceding part of their resources and curricular oversight to other programs— however well-intentioned and well-respected those other programs may be! This is one reason why cross-disciplinary programs and program advisory boards should be formed only when necessary and sparingly at most.

III.b Organizing Colleges to Support Academic Programs
To begin, **the Provost is recommending that the Schools be renamed Colleges [Recommendation 37].** This recommendation follows the practice of many leading CSU

campuses (e.g., Cal Poly SLO, SDSU, CSUF, and others). To be frank, the motivation for this recommendation is largely "marketing" insofar as "college" projects a more mature campus culture to external audiences.

What is the optimal number of colleges? Good question! The Provost agrees with the Faculty Team on Academic Organizations that four is the optimal number at this time, and also agrees that we need to be a nimble institution. In addition to the guiding principles proposed by the Academic Organizations team (page 6), one further consideration at this time is that the size of the college permits the Dean to nurture and develop new academic programs. *This is a paramount concern.* As such, a fourth college is a strategic investment at this time, while creating a fifth college can be considered as the campus continues to grow.

The Provost recommends the formation of a fourth college as soon as possible, no later than January 2023, and planning for a fifth college when the campus enrollment reaches 7500 FTES [Recommendation 38]. This recommendation will be included in the five-year strategic budget **[Recommendation 42].**

The proposed organization of the eventual five colleges builds off of the nine curriculum clusters identified above:

> **College of Education:**
> > P-20 Education
> > University Studies
> **College of Natural and Behavioral Sciences**
> > Natural and Behavioral Sciences (i.e., STEM and social sciences)
> > Health Sciences and Social Work
> > Public Administration and Policy
> > + some Cross-Disciplinary programs
> **College of Arts and Humanities**
> > Humanities
> > Emerging and Regional Arts
> > + some Cross-Disciplinary programs
> > DEI and Justice Studies
> **College of Business, Economics, and Data Sciences**
> > Business and Economics, including computer and data sciences

A fifth college is proposed after the campus reaches 7500 FTES:
> **College of Health and Human Services**
> > Health Sciences and Social Work

The Academic Organizations Team made a recommendation to form a **College of Social Transformation**. This is a viable suggestion with some advantages and should be

considered as an alternative. The decision between the two alternatives can be made at a later time.

An additional recommendation is to **rebrand or rename Extended University as an additional College, perhaps College of Continuing and Professional Education, highlighting its role in offering academic programs that meet the needs of the region [Recommendation 41].** The Provost will pursue this with the Dean of Extended University and make a recommendation to the faculty.

The Academic Organizations Team proposed a policy draft that sets out policy to cover many of the topics in this section, including renaming the schools as colleges, the difference between programs and departments, and similar. Section IV of their white paper (p. 26) proposes a process to create, dissolve, restructure, and/or rename schools. As written, these proposals can only be initiated by faculty, but these proposals might also come from Deans and the Provost and should be considered as long as the faculty are consulted (a minimum time for comment and public response, etc) and the Academic Senate has an opportunity to make a recommendation. **The Provost recommends adopting a policy for organizational changes that permits *both faculty and administration* to initiate an organizational modification as long as affected units are consulted prior to any final decision [Recommendation 40].**

III.c Leveraging General Education
Our general education program is likely to continue to change in light of AB928 which will reduce the number of general education requirements substantially. This is regrettable in part because an overlooked purpose of general education is to distribute enrollment to programs that otherwise would not be viable. Several of the proposed new degree programs, such as Asian American and Pacific Islander Studies, Philosophy, and Gender Studies are important academic programs for the University but will inevitably be dependent on general education enrollment. At the same time, our general education program needs to reflect our vision and mission, as well as to incorporate QPIs, align learning outcomes with University Learning Outcomes, and demonstrate a commitment to continuous improvement through assessment **[as set out in Recommendations 1, 2, 16–18].**

At the same time, the Provost endorses many of the recommendations of the Academic Organizations team, including **expanding the role of the AVP for Academic Programs and Continuous Improvement to coordinate general education courses in partnership with the General Education Committee, revising General Education policies to remove the restriction on the number of courses per program and expand membership, incorporating Title V (American Institutions) courses into the general education curriculum, and transitioning the multicultural requirement to an ethnic studies requirement [Recommendations 23–26].**

Finally, as the faculty team notes, it is not clear how to adequately resource general education. It is by its nature distributed among departments, but at the same time would benefit from more centralized coordination. The Provost acknowledges this but make no recommendations at this time, offering only a promissory note to revisit this concern in the next several years.

III.d Supporting and Right-sizing University Studies (UEP)

The Provost affirms the recommendations of the Academic Organizations team that "Organizationally, it is clear that the UNIV program should live beneath an academic dean" and "situated within a school or college." **The Provost recommends that University Studies be housed in the School (College) of Education, that the Director role be transitioned to a 12-month faculty Coordinator role, that the Dean of the College of Education provide adequate support staff and resources, and that a Program Advisory Board be formed [Recommendation 39].** Much of the rational for this move is made in the Team's Final White Paper. Placing University Studies in the College of Education also allows for building learning outcomes related to metacognition into UNIV courses, bringing added value to courses that play a critical role in the curriculum.

One important role for UNIV courses now relates to international study abroad courses as well as student research courses. As academic programs build QPIs related to opportunities for international experiences and student research, the future role of these courses may be limited. This has the advantage of moving enrollment into academic programs. One obstacle is that student research courses, along with internships and student research, tend to be S-factor courses with partial units, creating a disincentive for faculty participation. This problem is likely to be amplified as graduate programs grow and the number of S-factor courses such as thesis supervision increase. To address this proactively, **the Provost is recommending that the AVP for Faculty Affairs, Success, and Equity work with appropriate Academic Senate representatives and Deans to introduce a policy to aggregate WTU's from S-factor courses into faculty reassigned time [Recommendation 11].** This policy exists on other CSU campuses and is a best practice — it is also fairer than continuing to treat these partial WTU courses as overload.

III.e Updated and Expedited Curriculum Processes

Changes to the curriculum process at CSUCI in 2019 resulted in the formation of the Academic Policy and Planning Committee (APPC) and Local Curriculum Committees (LCCs). The Provost recognizes the challenges of expedited curriculum review and pledges to work cooperatively with APPC and the Vice Provost to address these challenges. One minor **recommendation is that if the four college structure is approve that the LCCs be replaced with College Curriculum Committees [Recommendation 27].**

Regarding an expedited process to propose curriculum, again, the AO Team's proposals are largely coherent and actionable: the Fast-Track proposal is a welcomed policy improvement and would certainly benefit the campus. The only caveat to what is proposed involves the initial steps which require a faculty to submit a letter of intent. The

concern is that for some of the degree programs that are emerging out from Charting Our Course, the campus would be hiring a founding faculty while at the same time initiating a fast-track degree proposal. Put differently, not every degree proposed has a faculty sponsor, even though there would be wide support for this new program. Given this, **the Provost is recommending adopting an expedited degree proposal process that permits a Dean or the Provost to initiate a new degree program [Recommendation 28].** This modification will allow the campus to accelerate degree adoption while simultaneously searching for program faculty.