

Access To Excellence

**Developing a New Strategic Plan for
the California State University
2006 - 2007**

Contexts for Systemwide Planning



California State University, Chico

February 9, 2007 Campus Conversation

January 26, 2007

Dear Colleague:

Thank you for your interest and involvement in the CSU, Chico campus conversation on '*Access to Excellence*,' the California State University Strategic Plan to succeed *Cornerstones*.

In this annotated background paper we provide you with hyperlink access to a series of reports that provide information on the environment that affect the CSU and CSU, Chico as we seek to choose our future and fulfill our mission. We have organized their presentation around four major elements of our future environment:

- The U.S. Higher Education Environment
- The California Higher Education Environment
- The California State University
- The California State University, Chico

We hope that you will peruse these materials as part of your preparation for your participation in our campus retreat on February 9, 2007.

I look forward to seeing you on Friday, February 9, 2007, in the Bell Memorial Union for this conversation.



Paul J. Zingg

P.S. For the latest update on this planning effort, please consult:

<http://www.csuchico.edu/prs/documents/otherDocuments/csuStrategicPlan/index.shtml>

CSU Board of Trustees Resolution

Resolution passed by the CSU Board of Trustees at their meeting held on July 18-19, 2006 in the Dumke Auditorium located at the California State University Office of the Chancellor , 401 Golden Shore, Long Beach, CA 90802:

RESOLVED, by the Board of Trustees of the California State University, that at its September 2006 meeting, the Board will receive and consider a report on the CSU's accomplishments under Cornerstones, as well as a proposal for a future planning initiative, including coordination and consultation mechanisms, timetables, and themes to be explored in the planning process.

Planning Beyond Cornerstones (REP 07-6-05)

Overview of the Planning Process

As approved by the California State University's Board of Trustees in September 2006, the CSU's strategic plan to succeed *Cornerstones* will focus on major elements of the University's mission, access and excellence. This planning exercise is being overseen by a system-wide steering committee (LINK), which has developed a preliminary framework organized into the six domains presented in this document. Existing CSU policies and plans are the starting place for this effort, including current Board policies that relate to resource acquisition, student access and success, and the priority to close the faculty salary gap. The resulting plan, tentatively titled *Access to Excellence*, will identify additional strategic priorities to meet the challenges facing the institution and the individual campuses, and will provide the basis for initiatives needed to ensure access and excellence into the future.

U.S. Higher Education Context

- “Will Higher Education Pass *A Test of Leadership?* An Interview with the Chairman of the Spellings Commission by Pat Callan, *Change*, January/February 2007.

Charles Miller, Chair of the Commission on the Future of Higher Education raised the following issues:

- ⇒ Predominant issues—college access and affordability
 - ⇒ A flawed, dysfunctional financial system: what are we getting for our money?
 - ⇒ Responsiveness to what people want and need, not what the producers want and needs
 - ⇒ Lack of evidence, other than reputation of the brand; we don't measure outcomes very well in higher education
 - ⇒ Higher education is a mature industry: colleges and universities have difficulty in accepting criticism and are anti-competitive
 - ⇒ Very little new technological contribution to how we educate, and so there's very little improvement in productivity
 - ⇒ Test of leadership is in maintaining momentum for change.
- [“College Learning for the New Global Century,”](#) A Report from the National Leadership Council for Liberal Education & America's Promise, AACU, 2007.

The Council urges a new compact between educators and American Society—Adopt these **Principles of Excellence**:

- ⇒ **Aim High, Make Excellence Inclusive**—Make the Essential Learning Outcomes a framework for the Entire Educational Experience
 - ⇒ **Give Students a Compass**—Focus Each Student's Plan of Study on Achieving the Essential Learning Outcomes and Assess Progress
 - ⇒ **Teach the Art of Inquiry and Innovation**—Immerse All Students in Analysis, Discovery, Problem Solving, and Communication
 - ⇒ **Engage the Big Questions**—Teach Through the Curriculum the Far-Reaching Issues in Science and Society, Cultures and Values, Global Interdependence, the Changing Economy, and Human Dignity and Freedom
 - ⇒ **Connect Knowledge with Choices and Action**—Prepare Students for Citizenship and Work through Engaged and Guided Learning on 'Real-World Problems
 - ⇒ **Foster Civic, Intercultural and Ethical Learning**—Emphasize Personal and Social Responsibility in Every Field of Study
 - ⇒ **Assess Students' Ability to Apply Learning to Complex Problems**—Use Assessment to Deepen Learning and to Establish a Culture of Shred Purpose and Continuous Improvement.
- [“How Should Colleges Prepare Students to Succeed in Today's Global Economy?”](#) Peter D. Hart Research Associates, Inc (December 2006)

Employers priorities for college education:

- ⇒ Integrative learning
 - ⇒ Knowledge of human cultures and the physical and natural world
 - ⇒ Intellectual and practical skills
 - ⇒ Personal and social responsibility
- [“Setting a Public Agenda for Higher Education in the States,”](#) The National Collaborative for Higher Education Policy, (December 2006).

Lessons Learned in working with states to forge new public agendas for higher education:

- ⇒ Setting a public agenda for higher education requires sustained leadership
- ⇒ Data analysis is a critical first step
- ⇒ Policy issues overlap and extend beyond higher education

- ⇒ The face of America is changing
- ⇒ Every state needs its own policy agenda
- ⇒ State relationships with higher education are shifting
- ⇒ Performance incentives in the state budget have to align with the public agenda—we often reward the behavior we don't want.

- [“Reactions to the Spellings’ Report,”](#) National Crosstalk, (Fall 2006).
- [“A Test of Leadership: Charting the Future of U.S. Higher Education,”](#)
A Report of the Commission Appointed by Secretary of Education, Margaret Spelling.
 - ⇒ Every student in the nation should have the opportunity to pursue postsecondary education. We recommend, therefore, that the U.S. commit to an unprecedented effort to expand higher education **access** and **success** by improving student preparation and persistence, addressing non academic barriers and providing significant increases in aid to low-income students.
 - ⇒ To address the escalating cost of a college education and the fiscal realities affecting government’s ability to finance higher education in the long run, we recommend that the entire student financial aid system be restructured and new incentives put in place to improve **the measurement and management of costs and institutional productivity**.
 - ⇒ To meet the challenges of the 21st century, higher education must change from a system primarily based on reputation to one based on **performance**. We urge the creation of a robust culture of accountability and transparency throughout higher education. Every one of our goals, from improving access and affordability to enhancing quality and innovation, will be more easily achieved if higher education institutions embrace and implements serious accountability measures.
 - ⇒ With too few exceptions, higher education has yet to address the fundamental issues of how academic programs and institutions must be transformed to serve the changing needs of a knowledge economy. We recommend that America’s colleges and universities embrace a **culture of continuous innovation and quality improvement** by developing new pedagogies, curricula, and technologies to improve learning, particularly in the area of science and mathematical literacy.
 - ⇒ America must ensure that our citizens have **access to high quality** and **affordable** educational, learning, and training opportunities throughout their lives. We recommend the development of a national strategy for **lifelong learning** that helps all citizens understand the importance of preparing for and participating in higher education throughout their lives.
 - ⇒ The United States must ensure the capacity of its universities to achieve global leadership in key strategic areas such as science, engineering, medicine, and other knowledge-intensive professions. We recommend **increased federal investment** in areas critical to our nation’s global competitiveness and a renewed commitment to attract the best and brightest minds from across the nation and around the world to lead the next wave of American innovation.
- [“Measuring Up Internationally: Developing Skills and Knowledge for the Global Knowledge Economy,”](#) by Allen Wagner (September 2006).

Issues / measures raised:

- ⇒ High school completion rates—U.S. below top five
- ⇒ Eight graders’ scores mathematics and science achievements
- ⇒ Entry rates into higher education—U.S. 9th in world
- ⇒ Adult participation in higher education—U.S. leading country
- ⇒ Completion of higher education—U.S. 11th in world at 33%
- ⇒ Student learning

- [“Taking Responsibility: A Call for Higher Education’s Engagement in a Society of Complex Global Challenges,”](#) National Forum on Higher Education for the Public Good (August 2006)

- [“Graduation Rates and Student Success: Squaring Means and Ends,”](#) Perspectives, AACSU (Fall 2006)
 - ⇒ Research has demonstrated that campus and system policy, practice and culture do affect student persistence and completion, making institutions an important stakeholder in the promotion of student success.
 - ⇒ Important to recognize that graduation rates represent just one part of a broader outcomes picture and should not be viewed as the sole indicator of student success or campus performance.
 - ⇒ Alternative methodologies for tracking student progress and success, enabled by technologies such as unit record data systems, offer more comprehensive information about the full range of student outcomes, as well as student and institutional factors affecting those outcomes.
 - ⇒ Campus and system leaders, working with federal and state policy makers, should commit to developing a transparent, multi-faceted approach to analyzing and communicating student completion data.
- [“American Higher Education: How Does It Measure Up for the 21st Century?”](#) by James B. Hunt and Thomas J. Tierney (May 2006).

Issues raised by authors of sections in report:

- ⇒ Progress in preparing students for higher education
 - ⇒ Progress in providing access to college
 - ⇒ Gains in graduating college students
 - ⇒ Affordability of college education
 - ⇒ Evaluating higher education’s most important outcome—student learning
 - ⇒ The education pipeline leaks and must be repaired
 - ⇒ College affordability
 - ⇒ Accountability—responsible for monitoring progress on critical aspects of higher education performance
- [“Value-Added Assessment: Accountability’s New Frontier,”](#) AACSU Perspectives (Spring 2006).
 - [“What Works: Policy Seminar on Student Success, Accreditation, and Quality Assurance,”](#) Pennsylvania State University Center for the Study of Higher Education and AACSU (August 2005).
 - [“Improving Alignment, Advancing Students: Demands and Opportunities for States, Systems, and Campuses,”](#) Perspectives, AACSU (July 2005)
 - [“Cracks in the Education Pipeline: A Business Leader’s Guide to Higher Education Reform,”](#) by the Committee for Economic Development (May 2005).
 - ⇒ Issue # 1: Student Preparation is Critical to Success in Higher Education
 - ⇒ Issue # 2: Participation Rates Hinge on Improving Transition from High School to College
 - ⇒ Issue # 3: Low Rates of College Completion Result in Lost Opportunities
 - ⇒ Issue # 4: Society Benefits from Investments in Higher Education
 - ⇒ Issue # 5: Business Leaders Have a Vested Interest in Broadening Opportunity in Higher Education
 - [“Higher Education Collaboratives for Community Engagement & Improvement,”](#) by National Forum on Higher Education for the Public Good (2005)

- [“Renewing the Promise: The Public Universities in a Transforming World,”](#) Report of the Commission on Public University Renewal, AASCU (2005).
 - ⇒ **Recommendation 1:** States and their colleges and universities must develop and sustain a long-term vision for higher education
 - ⇒ **Recommendation 2:** Campuses and systems must work collaboratively to renew core commitments, especially access to opportunity and partnerships for the public good
 - ⇒ **Recommendation 3:** Campuses and systems must forge a new relationship with government

- [“Public Accountability for Student Learning in Higher Education,”](#) by Edward B. Rust, Jr and **Charles B. Reed**, American Council on Education (February 2004).
 - ⇒ Issue # 1: Higher Education Under Pressure
 - ⇒ Issue # 2: The Assessment Jungle
 - ⇒ Issue # 3: Making the Connection
 - ⇒ Issue # 4: Towards a New Accountability Consensus

- [“Stepping Forward as Stewards of Place,”](#) by AASCU Task Force on Public Engagement (May 2002)

Recommendations:

- ⇒ Articulate public engagement as a key priority, in financial as well as rhetorical terms
- ⇒ Recognize that an engaged institution takes its shape from the community/ region it serves
- ⇒ Make the initial assessment on the basis of data—about demographics, the economy, education, social conditions, and quality of life
- ⇒ Formally recognize responsibility to the community/region in the institution’s statement of mission and vision
- ⇒ Conduct an intra-campus dialogue that serves to ‘unpack’ the concept of public service into its component parts
- ⇒ Establish policies for the inclusion of external publics in institutional activities
- ⇒ Make engagement a campuswide activity guided by a coherent philosophy
- ⇒ Align the scholarship of public engagement with the scholarship of discovery.
- ⇒ Improve the alignment of faculty roles and incentives with engagement initiatives
- ⇒ Establish frameworks for student involvement in engagement
- ⇒ Create the capacity to monitor activities and outcomes
- ⇒ Engage internal and external constituents

Recommended Further Reading

Bok, Derek (2006), *Our Underachieving Colleges*, Princeton, N.J: Princeton University Press.

Smith, Peter (2004), *The Quiet Crisis: How Higher Education is Failing America*, Bolton, MA: Anker Publishing Company.

Massy, William F. (2003), *Honoring the Trust: Quality and Cost Containment in Higher Education*, Bolton, MA: Anker Publishing Company.

State of California Higher Education Context

- [“LAO Recommended Legislation,”](#) Section on Higher Education (December 2006).
- [“Are Entering Freshmen Prepared for College-Level Work?”](#) Issue 2 (December 2006)
- [“Who Pays Education Costs at California’s public Colleges and Universities?”](#) Issue 5 (September 2006)
- [“Funding Enrollment Growth at UC and CSU,”](#) LAO Report (March 2006).
- [“Promoting Access to Higher Education: A Review of the State’s Transfer Process,”](#) LAO Report (January 2006).
- [“Measuring Up 2006: The State Report Card on Higher Education – California,”](#) by The National Center for Public Policy and Higher Education.
- [“A Primer on Funding Higher Education,”](#) a LAO Report (June 2005).
- [“Getting to 2025: Can California Meet the Challenges?”](#) Research Brief, Public Policy Institute of California, Issue 100 (June 2005).
- [“California 2025: Taking on the Future,”](#) Editors Ellen Hanak and Mark Baldassare, Public Policy Institute of California (June 2005).
- [“Excerpts: California 2025: Taking on the Future,”](#) Editors Ellen Hanak and Mark Baldassare, Public Policy Institute of California (June 2005)
- [“An Overview of California’s Master Plan for Higher Education,”](#) LAO Report to the Assembly Higher Education Committee (February 2005).
- [“Higher Education Compact,”](#) Agreement between Governor Schwarzenegger, the University of California, and the California State University, 2005-06 through 2010-11.

State’s Commitment to Provide Adequate Financial Support for UC and CSU

- ⇒ Basic Budget Support
- ⇒ Core Academic Support Needs
- ⇒ Enrollment: 2.5 % increase per year
- ⇒ Student Fees—undergraduate, graduate, professional schools
- ⇒ UC Merced
- ⇒ Other Budget Adjustments
- ⇒ Capital Outlay
- ⇒ One-Time Funding

UC’s and CSU’s Commitment to Achieve Outcomes that are High Priorities for the State

- ⇒ Enrollment—maintain commitment to the Master Plan; Summer instruction and off-campus enrollment at least equal to 40% of the average of fall/winter/spring enrollment by 2010-11
- ⇒ Student Fees/Financial Aid
- ⇒ Maintaining Quality—restore funding in core areas of the budget critical to instruction; seek additional funds from other sources to support basic programs.

- ⇒ Student and Institutional Outcomes—high priority on student success; comprehensive report by October each year on a) efficiency in graduating students, b) utilization of systemwide resources, c) student-level information, and d) capital outlay.
- [“An Assessment of Differential Funding,”](#) LAO Report (September 2004).
- “California Higher Education Finance: Understanding the Challenge,” Carol Liu, Chair, Assembly Committee on Higher Education, Hearing Report (September 2003).
- [“The California Master for Education,”](#) Senator Dede Alpert, Chair, Joint Committee to Develop a Master Plan for Education, (2002)
 - ⇒ Access to Quality Education
 - ⇒ Achievement of Students
 - ⇒ Accountability of a High-Quality Education System
 - ⇒ Affordability of a High-Quality Education System

Regional Accreditation

- [WASC: A New Model of Accreditation](#)
 - ⇒ Core Commitment # 1: [Institutional Capacity](#)
 - ⇒ Core Commitment # 2: [Educational Effectiveness](#)

CSU System Context

- [CSU Mission Statement](#)

- ⇒ To advance and extend knowledge, learning, and culture, especially throughout California.
- ⇒ To provide opportunities for individuals to develop intellectually, personally, and professionally.
- ⇒ To prepare significant numbers of educated, responsible people to contribute to California's schools, economy, culture, and future.
- ⇒ To encourage and provide access to an excellent education to all who are prepared for and wish to participate in collegiate study.
- ⇒ To offer undergraduate and graduate instruction leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the professions, including the doctoral degree when authorized.
- ⇒ To prepare students for an international, multi-cultural society.
- ⇒ To provide public services that enrich the university and its communities

- Chancellor Reed [Budget Messages 2001 – 2008](#)

- ⇒ Theme 1: Accessible
- ⇒ Theme 2: Affordable
- ⇒ Theme 3: Quality
- ⇒ Other: Accountability, Integrity, Trust (2004-2005)

- [CSU Preliminary Planning Framework](#) (LINK: Access to Excellence)

- ⇒ Domain 1: Assuring Access
- ⇒ Domain 2: Connecting to P-12 Schools and to Community Colleges
- ⇒ Domain 3: Fulfilling Commitments to Multiple Stakeholders
- ⇒ Domain 4: Ensuring Success in Student Learning
- ⇒ Domain 5: Faculty / Staff Excellence to Promote Student Success
- ⇒ Domain 6: Now and in the Future: Campus / System Identity

- [CSU Evaluation of Achievements Under Cornerstones](#)

Achievements

- ⇒ Principle 1: Outcomes and Assessment of Courses and Degree Programs
- ⇒ Principle 2: Fresh emphasis on Student Success (incl. student services)
- ⇒ Principle 3: Active Learning—Community Service Learning, Internships, Research
- ⇒ Principle 5: Outreach to Underserved Communities
- ⇒ Principle 7: Development of "Compact" to Assure Financial Stability
- ⇒ Principle 8: Shared responsibility
- ⇒ Principle 9: Implemented Accountability Process
- ⇒ Principle 10: Championed Campus Autonomy

Lack of Progress

- ⇒ Principle 4: Support for crucial duties of a faculty member
- ⇒ Principle 6: Graduate Education / Extended Education
- ⇒ Principle 8: Reducing Salary Gaps

- [“10 Years: An Educational Revolution,”](#) Community Service Learning in the CSU, Office of the Chancellor, 2006-2007.

Ten Year Highlights:

- ⇒ In March 2000, the CSU Board of Trustees passed a landmark resolution ensuring that all CSU students have the opportunity to participate in community service and service learning.
 - ⇒ Every year the CSU triples the minimum requirement of Federal Work Study funds designated for community service placements, amounting to nearly \$26 million since 1997.
 - ⇒ More than 4,500 CSU students have participated in national service programs since 1998, receiving AmeriCorps education awards equaling \$5.6 million.
 - ⇒ More than 1.2 million CSU students have engaged in a variety of community service-learning activities since 1999.
 - ⇒ During the past decade, CSU faculty have taught more than 10,200 service learning courses.
 - ⇒ Partnerships with private foundations and federal agencies have brought \$12.8 million in support of community engagement activities to the CSU.
 - ⇒ Eighty percent of CSU students have jobs.
- [“Faculty Compensation and the Crisis in Recruiting and Retaining Faculty of High Quality,”](#) Academic Senate of the CSU (May 2005).
 - ⇒ Call upon the Chancellor and the Board of Trustees to make faculty compensation one of the most important issues in budgeting.
 - ⇒ Call for strong and unwavering support of the Trustees for providing faculty compensation increases at the full parity figure recommended by CPEC>
 - ⇒ Call to address the issue of salary compression.
 - ⇒ Call to announce strong support for current faculty pension system and for the Faculty Early Retirement Program.
 - [“Facilitating Student Success in Achieving the Baccalaureate Degree,”](#) Report of the CSU Task Force on Facilitating Graduation (December 2002).
 - ⇒ Develop 4-year, 5-year, and 6-year graduation roadmaps for all academic degree programs.
 - ⇒ Develop and implement projected campus master class schedules designed to accommodate these roadmaps and ensure that required courses will be available.
 - ⇒ Require a mandatory progress-to-degree audit at a specific checkpoint, followed by a the requisite advising and regular updates on audits.
 - ⇒ Improve on-line and hard-copy University catalogues so that they are well designed, well organized, readable and useful.
 - ⇒ Use summer term to promote student progress.
 - ⇒ Offer students an intensive first-year experience.
 - ⇒ Expand faculty professional development for improved instructional effectiveness.
 - [“The CSU at the Beginning of the 21st Century: Meeting the Needs of the People of California,”](#) A Report on behalf of the Academic Senate of the California State University (September 7, 2001)

Recommendations

- ⇒ Provide all CSU faculty members the opportunity to devote a minimum of one-fifth of their workload to research, scholarly and creative activities.
- ⇒ Revise current budget formulae to restore and enhance quality and encourage program development.
- ⇒ Authorize and provide appropriate funding to offer the Ed.D.
- ⇒ Reduce current student-faculty ratio to the level typical before the state's fiscal crisis of the early 1990s.
- ⇒ Remedy insufficiencies due to delayed maintenance and delayed purchases during early 1990s.
- ⇒ Augment CSU library collections and restore library staffing.
- ⇒ Establish incentives to attract new faculty members of the highest quality.

- ⇒ Hire additional tenure-track faculty and improve funding for searches; reduce the current proportion of lecturers.
- ⇒ Increase the number of secretarial/clerical staff and technical staff who provide services to faculty and students.
- ⇒ Adjust CSU faculty salaries to achieve parity with comparison institutions.
- ⇒ Improve the current CSU physical plant to provide adequate facilities for existing programs and for growth.

- [CSU Accountability Process](#)

- **Campus Responsibilities:**

- ⇒ Performance Area 1: Quality of Baccalaureate Degree Programs
 - ⇒ Performance Area 2: Access to the CSU
 - ⇒ Performance Area 3: Progression to the Degree
 - ⇒ Performance Area 4: Persistence and Graduation
 - ⇒ Performance Area 5: Areas of Special State Need
 - ⇒ Performance Area 6: Relations with K-12
 - ⇒ Performance Area 7: Completed Remediation
 - ⇒ Performance Area 8: Facilities Utilization
 - ⇒ Performance Area 9: University Advancement

- **CSU System Responsibilities:**

- ⇒ Performance Area 1: Advancing the Mission of the CSU
 - ⇒ Performance Area 2: Maintaining Appropriate Balance between System Role and Campus Autonomy
 - ⇒ Performance Area 3: Communication and Cooperation with the CSU
 - ⇒ Performance Area 4: Negotiation and Implementation of Multi-year Performance and Budget Compacts between the CSU and the State Administration

- [CSU Cornerstones Implementation Plan](#)

- [CSU Cornerstones Report](#)

- ⇒ **Cornerstone 1:** Educational Results
 - ⇒ **Cornerstone 2:** Access to Higher Education
 - ⇒ **Cornerstone 3:** Financial Stability
 - ⇒ **Cornerstone 4:** University Accountability
 - ⇒ **Principle 1:** The CSU will award the baccalaureate on the basis of demonstrated learning, as determined by the faculty.
 - ⇒ **Principle 2:** Students are the focus of the academic enterprise. Each campus will shape the provision of its academic programs and support services to meet better the diverse needs of its students and society.
 - ⇒ **Principle 3:** Students are expected to be active partners with faculty in the learning process, and the University will provide opportunities for active learning throughout the curriculum.
 - ⇒ **Principle 4:** The California State University will reinvest in its faculty to maintain its primary mission as a teaching-centered comprehensive university. Faculty scholarship and creative activity are essential components of that mission.
 - ⇒ **Principle 5:** The California State University will meet the need for undergraduate education in California through increasing outreach efforts and transfer, retention, and graduation rates, and providing students a variety of pathways that may reduce the time needed to complete degrees.
 - ⇒ **Principle 6:** Graduate education and continuing education are essential components of the mission of the California State University.
 - ⇒ **Principle 7:** The State of California must develop a new policy framework for higher education finance to assure that the goals of the Master Plan are met. This framework should be the basis for subsequent development of periodic "compacts" between the State and the institutions of higher education.

- ⇒ **Principle 8:** The responsibility for enhancing educational excellence, access, diversity, and financial stability shall be shared by the State, the California State University system, the campuses, our faculty and staff, and students.
- ⇒ **Principle 9:** The California State University will account for its performance in facilitating the development of its students, in serving the communities in which we reside, and in the continued contribution to the California economy and society, through regular assessment of student achievement and through periodic reports to the public regarding our broader performance.
- ⇒ **Principle 10:** The California State University campuses will have significant autonomy in developing their own missions, identity, and programs, with institutional flexibility in meeting clearly defined system policy goals.

- [“On the Role of Scholarly Research and Creative Activities in the CSU.”](#) A statement by campus senior research officers.

Major domains of interest and/or concerns:

- ⇒ Administrative infrastructure (system, campus)
- ⇒ Retention, Tenure and Promotion (RTP) Processes
- ⇒ Space and Research Support Resources
- ⇒ Workload
- ⇒ Faculty Start-Up Assistance
- ⇒ RSCA (Research, Scholarly and Creative Activities) Support.

- [“Rethinking Graduate Education in the CSU: Meeting the Needs of the People of California for Graduate Education for the 21st Century.”](#) A Report from the Task Force on Graduate and Postbaccalaureate Education (September 2004)
- [“The Place of Graduate Education in the CSU.”](#) A Report by the CSU Academic Council and Executive Vice Chancellor Gary Reichard, December 2006.

State / System-level Recommendations:

- ⇒ **Recommendation 1:** Insure that existing graduate programs have sufficient funding.
- ⇒ **Recommendation 2:** Review graduate research space entitlements.
- ⇒ **Recommendation 3:** Consider consortial or cooperative programs.
- ⇒ **Recommendation 4:** Provide expanded access through online programs.

Recommendations to Campuses

- ⇒ **Recommendation 1:** Social need and effective demand should be factored in when considering graduate programs.
- ⇒ **Recommendation 2:** Potential and existing programs to be evaluated on social need and willingness and ability to pay for by target population
- ⇒ **Recommendation 3:** Where appropriate, develop high services/high-price programs.
- ⇒ **Recommendation 4:** Seek professional orientation for graduate degree programs in the liberal arts and sciences.
- ⇒ **Recommendation 5:** Encourage Professional Science Masters (PSM) programs
- ⇒ **Recommendation 6:** Use alternative structures as ‘incubators’ for state-supported graduate programs.
- ⇒ **Recommendation 7:** Expand enrollment of international students to help the CSU achieve its goals for internationalization of campus experience and secure highly talented students.
- ⇒ **Recommendation 8:** Develop innovative program variations to respond to increasing complexity of the workforce.
- ⇒ **Recommendation 9:** Target science, technology, engineering and mathematics (STEM) programs for growth.
- ⇒ **Recommendation 10:** CSU campuses should offer innovative programs to equip persons with critical understanding of global culture, and language in a post -9/11 era.

CSU, Chico Context

- [CSU, Chico Strategic Plan for the Future](#)

- [CSU, Chico Mission](#)

California State University, Chico is a comprehensive university principally serving Northern California, our state and nation through excellence in instruction, research, creative activity, and public service.

The University is committed to assist students in their search for knowledge and understanding and to prepare them with the attitudes, skills, and habits of lifelong learning in order to assume responsibility in a democratic community and to be useful members of a global society.

- [CSU, Chico Vision](#)

California State University, Chico sees its distinctive residential context as an opportunity to create an active, diverse, healthy, caring, innovative, and green learning and working environment. We aim to create a vital and collaborative living and learning experience for students, who will appreciate and embrace the local, regional, and global communities of which we are all a part. We have a well respected and dedicated faculty, a superior staff, and committed leadership together with cutting-edge learning and information resources.

All of these assets are placed within a beautiful and engaging physical environment. We are a place devoted to the academy's most fundamental tenets: reason, respect, civility, and community. We are a place where the passion of our commitments and clarity of our values find expression every day in the community of learning and serving we have fashioned.

As surely as we are a special place of people and ideas, as boldly as we are the "University of the North State," we aspire to be the "University of Choice" for all those who wish to share our vision and values.

- [CSU, Chico Values Statement](#)

- ⇒ We stand for academic freedom, the exploration of the frontiers of knowledge, and a strong sense of intellectual community characterized by reason, respect, civility, and openness of expression.
- ⇒ We share a commitment to academic excellence and will communicate high expectations to our students.
- ⇒ We seek the purposeful integration of liberal and applied learning and the provision of full access and equal opportunity for all our students to the knowledge, skills, and habits that form the basis for life-long learning, civic engagement, and enlightened service in a diverse society and global community.
- ⇒ We promote active learning, curiosity, and the recognition that learning occurs in our classrooms, studios, and laboratories, and beyond, through the co-curricular experience, service engagements, social interactions, and other expressions of a full and healthy student environment.
- ⇒ We teach not only with the command of our disciplines, but with the force of personal example, enabling us to transmit knowledge effectively through integrity, intellectual honesty, kindness, and enthusiasm.
- ⇒ We emphasize both the quality and the spirit of services to our students, employing "student friendly" policies and practices that foster student achievement and progress to degree.
- ⇒ We acknowledge not only the obligation of service, but also the value of service to others in defining institutional character and measuring institutional performance.
- ⇒ We hold dear the values of multicultural respect, awareness, and understanding and we pursue diversity not just as an idea to embrace, but as a community to form.
- ⇒ We aim to be a community connected in our conversations, confident in our strengths, and intentional in our aspirations.
- ⇒ We celebrate a distinctive institutional culture through a keen sense of place, a deep respect for our natural environment, an orientation to the principles and practices of sustainability, and the use of the campus's entire physical environment to promote the University's goals.

- ⇒ We appreciate the loyalty and achievements of our alumni and retired faculty and staff and the importance of a strong alumni organization to keep alumni informed and engaged with their alma mater.
- ⇒ We affirm that we are “One University” where collaboration, mutual support and trust, and common goals define our work together and the spirit of its engagement.

- [CSU, Chico Strategic Priorities](#)

- ⇒ We will continue to develop high-quality learning environments both inside and outside the classroom
- ⇒ We will continue to invest in faculty and staff development to promote student success
- ⇒ We will enhance the quality and productivity of our learning-enabling resources
- ⇒ We will continue to serve the educational, cultural, and economic needs of Northern California
- ⇒ We will enhance our institutional effectiveness and accountability
- ⇒ We will become an environmentally-engaged campus.

- [CSU, Chico Master Plan 2005](#)

Closely tied to the University Strategic Plan, the **Master Plan affirms a compelling set of goals:**

- ⇒ Building a community of learning and hope worthy of the trust that our students and the people of California have placed in us
- ⇒ Accommodating and managing enrollment growth
- ⇒ Protecting our distinctive living and learning environment as a residential campus
- ⇒ Strengthening the extra-ordinary relationship the University has with its host city Chico
- ⇒ Affirming the harmony between the natural and built environments of the campus
- ⇒ Reinforcing the educational experiences of our students through the buildings and spaces of the campus and its extended locations

Above all, the Master Plan **communicates our values:**

- ⇒ We declare our commitment to environmental sensitivity and respect to sustainable building and living practices
- ⇒ We affirm openness through a barrier-free campus
- ⇒ We demonstrate civic engagement as a good neighbor and partner with the city of Chico committed to building a stronger, safer, and more desirable community together.

- [“The Heart of the Matter: Student Learning and Student Success.”](#)

WASC, **The Capacity and Preparatory Review Report**, CSU, Chico (December 2006)

- ⇒ Essay #1: [High Quality Learning Environments](#)
- ⇒ Essay #2: [Superior Faculty and Staff Resources](#)
- ⇒ Essay #3: [Superior Knowledge and Learning-Enabling Resources](#)
- ⇒ Essay #4: [Serving the Needs of the North State](#)
- ⇒ Essay #5: [Institutional Effectiveness and Accountability](#)
- ⇒ Essay #6: [An Environmentally-Engaged Campus](#)

- CSU, Chico **Presidential Taskforces**

- ⇒ [Student Engagement Task Force Report](#)
- ⇒ [New Student Orientation Task Force Report](#)
- ⇒ [Greek System Review task Force Report](#)

- CSU, Chico **Presidential Convocation Speeches**

- ⇒ ["The Heart of the Matter: Student Learning and Success,"](#) (August 17, 2006)
- ⇒ ["Opening Convocation Address"](#) (August 18, 2005)
- ⇒ ["A Place of People and Ideas,"](#) (August 19, 2004)

- CSU, Chico **from the President's Desk**

- ⇒ ["Adding Value,"](#) *Inside Chico State*, December, 2005
- ⇒ ["Advancing the University,"](#) *Inside Chico State*, February, 2004
- ⇒ ["An American University,"](#) *Inside Chico State*, September, 2004
- ⇒ ["Lessons We Teach,"](#) *Inside Chico State*, September, 2006
- ⇒ ["Intercollegiate Athletics and the Aims of Education,"](#) *Inside Chico State*, April, 2006
- ⇒ ["Connecting the Dots,"](#) *Inside Chico State*, October 2005
- ⇒ ["Promoting Stewardship,"](#) *Chico Statements*, Spring 2006
- ⇒ ["A Strong Presence in the North State,"](#) *Chico Statements*, Spring 2005
- ⇒ ["Serving the North State for More than 100Years,"](#) *Inside Chico State*, December, 2004
- ⇒ ["Sustainability: Building Community and Creating Distinctiveness,"](#) *Inside Chico State*, May, 2006

- CSU, Chico **Senior Management Group Meeting, May 5, 2005**

Positive Elements of Campus Life at CSU, Chico

- ⇒ Student Opportunities (Out-of-class learning experiences)
- ⇒ Quality of Life (Residential community, sense of community)
- ⇒ Environment (Campus environment, ecological preserves, regional location)
- ⇒ Alumni (Dedicated alumni; strong alumni support)
- ⇒ Student Character (Quality of our students, strong student leadership culture)
- ⇒ Research and Academic Achievement (Outstanding faculty, scholarship, reputation)
- ⇒ Quality of Staff (Dedicated, caring, superior)
- ⇒ Arts and Cultures.

Major Challenges for Campus Life at CSU, Chico

- ⇒ Resources (State Support; University Advancement Program)
- ⇒ Public Relation (Party Image; Media Scrutiny)
- ⇒ Oneness (Need to recognize common purpose, common goals)
- ⇒ Human Resources (Graying of human resources; cost of living; workload)
- ⇒ Student Character (Lack of robust, healthy student activity programming)
- ⇒ Diversity (Lack of diversity)

Critical Elements in Fostering Healthier Campus Life at CSU, Chico

- ⇒ Role Modeling / Mentoring
- ⇒ Communication (Clarity on expectations; open communication across university)
- ⇒ Staff development and recognition
- ⇒ Student Character
- ⇒ Focus; Alignment and Accountability
- ⇒ Brand Identity
- ⇒ Academic Excellence

Values to Improve Campus Life at CSU, Chico

- ⇒ Academic freedom
- ⇒ Academic excellence
- ⇒ Trust, respect, reason, and civility
- ⇒ Personal responsibility and accountability
- ⇒ One University; 'we are in it together!'
- ⇒ Open communication; community

- ⇒ Student success; staff success
- ⇒ Student-orientation
- ⇒ Continuous improvement

- [CSU, Chico Achieving Excellence](#)

- ⇒ [Overall University Excellence](#)
- ⇒ [Student Team Successes](#)
- ⇒ [Graduate and International Excellence](#)
- ⇒ [Excellence in the Colleges](#)
- ⇒ [Excellence in Athletics](#)
- ⇒ [Excellence in Student Affairs](#)
- ⇒ [Excellence through Alums](#)