

Updated February 14, 2002
ACADEMIC AFFAIRS ACTION PLAN 2001-2002

www.csuchico.edu/vpaa/actionplan

To implement
The Strategic Plan
For the Future of California State University, Chico
Adopted October 9, 1995 • Updated February 3, 1999



**CSU, Chico Policy on Nondiscrimination and
Affirmative Action in Employment and Education**

"The University will provide equal opportunity in education and employment for all qualified persons; prohibit illegal discrimination based on age, race, religion, color, national origin, gender, sexual orientation, marital or veteran status, and physical or mental impairment; and promote the full realization of equal education and employment opportunities through a positive and continuing program of affirmative action for the University as a whole and for each constituent unit. Responsibility and authority for the dissemination and implementation of this policy lies ultimately with the president of the University with support of university administrators, faculty, and staff and with assistance from the Director of Employment Practices and Affirmative Action. Support for the University's affirmative action policy will be considered in the annual evaluation of administrators and supervisors. The University will commit appropriate resources and create a supportive atmosphere for the implementation of this policy."

Executive Memorandum 99-21, June 24, 1999

Office of the Provost and Vice President for Academic Affairs
California State University, Chico • Chico, California 95929-0110

Strategic Priority 1.

Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom. With one of the highest graduation rates in the CSU system, our residential campus has, for many years, attracted and retained students who report high levels of satisfaction with the quality of life they can create while they are students. Opportunities for intellectual, social, emotional, spiritual, and physical growth abound, not only for students, but also for faculty, staff, and the community. Our commitment to education as a way of life, both in and outside of the classroom, and our commitment to developing “systems of learning assessment that enable students to demonstrate learning in both courses and programs” (*The Cornerstones Report*, Principle 1b, page 6), remain our highest priorities.

Reports are due on April 29, 2002, and/or as requested

	Reporters
1. Implement the Academic Affairs Alcohol Abuse Prevention Plan	Paul Persons and each Dean
2. Develop the service-learning infrastructure	Byron Jackson
3. Document the accomplishments of Courselink and Freshman Orientation as they relate to retention and persistence. (Per Rigor Committee recommendation that we engage in “continuous enhancement of the advising and mentoring environment.”)	Bob Hannigan Byron Jackson (combined report)
4. Use the Council for Institutional Effectiveness and Accountability to develop the information infrastructure that will address unit-sensitive indicators for this priority.	Arno Rethans
5. Broaden the environmental agenda across the campus in conjunction with Agricultural, BSS, ECST, and NS.	The Bidwell Environmental Institute Roger Lederer reports
6. Develop models for enhancing student retention.	Charlie Crabb and Bob Hannigan
7. Implement EM 99-03: Graduation Writing Assessment Requirement	Marilyn Winzenz
8. Assess quantitative reasoning in General Education	Marilyn Winzenz
9. Implement YRO to achieve a high-quality learning environment both in and outside of the classroom.	Bob Hannigan YRO Implementation Committee
10. Manage enrollment targets to achieve high-quality learning environments for the graduate and undergraduate programs, and bring into balance resources and demand.	Bob Hannigan

Strategic Priority 2.

Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development. CSU Chico and the CSU recognize that “faculty scholarship, research and creative activity are essential components of . . . its primary mission” (*The Cornerstones Report*, Principle 4, p.8) To that end, we seek to create a community of faculty and staff dedicated to the creation of high quality learning environments in and outside of the classroom.

Reports are due on April 29, 2002, and/or as requested

		Reporters
1.	Document the investment in and success of faculty and staff development activities. Make recommendations for 2002-03.	Brenda Aden Marilyn Winzenz
2.	Use the Council for Institutional Effectiveness and Accountability to develop infrastructure that will address unit-sensitive indicators for this strategic priority.	Arno Rethans
3.	Address workload concerns of faculty by removing impediments to flexibility.	Scott McNall (in Collaboration with the Academic Senate and College Deans)
4.	Provide forums for faculty, staff, and administrators to study policies and procedures related to personnel matters.	Brenda Aden
5.	Deans and department chairs will work together to mentor and support new faculty to assure their success as teacher-scholars. Deans will provide a model RTP file and a workshop on preparing a dossier. They will also send written notice of funds available to new faculty. They will provide consistency in faculty evaluation at all levels, release time in the first year, and fewer course preparations. They will provide quick access to resources for teaching and research, as well as suitable office furniture, computers, and clerical support. They will lead departmental discussion of the budget and budget process.	All College Deans

Strategic Priority 3.

Believing in the value of the wise use of technologies in learning and teaching, we will continue to provide technology, the related training and the support needed to create high-quality learning environments both in and outside of the classroom.

CSU, Chico, a pioneer in distance education and a leader in information and instructional technology, has a history of offering faculty, staff, and students up-to-date curriculum, equipment, and technological services. It also has an excellent record of partnerships with corporate leaders that enrich the learning environment and open career doors for students.

Reports are due on April 29, 2002, and/or as requested

	Reporters
1. Document progress on the implementation of CMS (the Collaborative Management System).	Bill Post
2. Document actions taken and progress made on implementing "Beyond 2000."	Bill Post
3. Use the Council for Institutional Effective and Accountability to develop information infrastructure that will address unit-sensitive indicators for this strategic priority.	Arno Rethans
4. Implement the portal system for students, faculty, and staff.	Bob Hannigan Bill Post (one report)
5. Document and assess use of new technologies to create high-quality learning environments in the classroom.	Bill Post Marilyn Winzenz (one report)

Strategic Priority 4.

Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California. CSU, Chico, an anchor institution in Northern California, has an outstanding record of collaboration with community and regional partners in education and business. We are also known for our contributions to the fine and performing arts, and our long history of service to the community.

Reports are due on April 29, 2002, and/or as requested

	Reporters
1. Refine and market the Online Liberal Studies degree.	Byron Jackson Debra Barger (one report)
2. Use the Council for Institutional Effectiveness and Accountability to develop the information infrastructure that will address unit-sensitive indicators for this strategic priority.	Arno Rethans
3. Cooperate and collaborate with other colleges in securing K-12 grants, contracts, and the development of social programs.	Ken Derucher
4. Prepare annual report to the Chancellor's Office on campus outreach and collaboration with K-12.	Bob Hannigan Marilyn Winzenz (one report)
5. Market graduate programs to improve the quantity and quality of graduate applicant pools.	Bob Jackson College Deans (one report)

Strategic Priority 5.

Believing that we are accountable to the people of the State of California, we will continue to diversify sources of revenue and manage the resources entrusted to us.

CSU, Chico acknowledges, ensures, and documents that it is fully accountable to the people of the State of California” (*The Cornerstones Report*, Principle 7a, p. 15) by identifying performance goals, and indicators to help build high quality curricula, facilities, personnel, university relations, and a sound financial plan.

Reports are due on April 29, 2002, and/or as requested

	Reporters
1. Support development efforts.	All deans
2. Grow FTES and revenue through selected online courses.	Debra Barger on behalf of DLAG (Distance Learning Advisory Group)
3. Develop and implement the action plan for Regional and Continuing Education.	Debra Barger
4. Use the Council for Institutional Effectiveness and Accountability to develop information infrastructure that will address unit-sensitive indicators for this strategic priority	Arno Rethans
5. Develop the timeline for the WASC self-study report.	Byron Jackson