

ACADEMIC AFFAIRS ACTION PLAN 2002-2003

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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.

Academic Affairs Action Plan Strategic Priority 1 • 2002-2003	Persons Reporting	Report Due
1. Implement the Academic Affairs Alcohol Abuse Prevention Plan.	All College Deans	May
2. Help students build more effective schedules to improve the time of completion of degree.	Bob Hannigan, Dennis Rothermel, Bob Jackson, Jeanne Thomas, Sarah Blackstone	May
3. Plan for and implement the “Campaign for Excellence,” a fee which will enhance the quality of learning environments in and outside the classroom.	Charlie Crabb and the Academic Excellence Fee Committee	May
4. Employ the framework of the Strategic Plan for the University in preparing for the WASC accreditation visit. The Council for Institutional Effectiveness and Accountability (CIE&A) will guide campus efforts to measure progress toward our five strategic objectives.	Arno Rethans and the CIE&A	May

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.

Academic Affairs Action Plan Strategic Priority 2 • 2002-2003	Persons Reporting	Report Due
1. Modify the RTP deadlines to shorten the time faculty members must devote to the development files. Redesign and simply the RTP process.	Brenda Aden, Jeanne Thomas and Sarah Blackstone	May
2. Complete the University's Affirmative Action Plan.	Brenda Aden	May
3. Continue to mentor new faculty and underscore the importance of the teacher-scholar model; clarify the RTP model early and in writing; provide adequate resources for professional growth and success; clarify the meaning of scholarship, research, grant, and contract activity by discipline.	All College Deans	May
4. Assure the recommendations of the University Student Evaluation of Teaching (USET) are discussed in each department or unit.	All College Deans	May
5. Develop guidelines for and expand delivery of staff development, which will include identifying resources and shared costs.	Brenda Aden	May

Strategic Priority 3. Believing in the value of the wise use of new technologies in learning and teaching, we will continue to provide the 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.

Academic Affairs Action Plan Strategic Priority 3 • 2002-2003	Persons Reporting	Report Due
1. Ask all departments to consider embedding their RTP documents a statement that gives appropriate credit to those faculty who use academic technologies to create high-quality learning environments in a demonstrable manner.	All College Deans	May
2. Develop a new vision for academic technology and determine what it means to be a leader in the CSU, in terms of the use of academic technology to create high-quality learning environments.	Scott McNall and ATAC-Chico	May
3. Develop a plan for the refreshment of all instructional technology (computers, microscopes, theatre lighting, printing presses, etc.) on campus using the "savings" that will be available at the termination of the CMS project.	Jim Houpis, Ken Derucher, Bill Post, and Arno Rethans	May
4. Develop a plan to reward staff who use technology to enhance productivity.	Brenda Aden	May
5. Continue to manage carefully human and material resources through the implementation of the CMS.	Bill Post	May

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.

Academic Affairs Action Plan Strategic Priority 4 • 2002-2003	Persons Reporting	Report Due
1. Develop an appropriate action plan to expand off-site instruction at the upper-division level.	Debra Barger and Bob Hannigan	May
2. Complete the implementation of the recommendations of the Distance Learning Advisory Group (DLAG).	Debra Barger	May
3. Prepare the campus leadership for the upcoming CCTC accreditation visit and assure that the campus provides university-wide support for teaching education.	Steve King and AURTEC	May
4. Evaluate the Liberal Studies Program.	Dennis Rothermel and Steve King	May

Strategic Priority 5. Believing that we are accountable to the people of the State of California, we will continue to diversify our 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.

Academic Affairs Action Plan Strategic Priority 5 • 2002-2003	Persons Reporting	Report Due
1. Develop a Strategic Plan for Development.	Ken Derucher, Bob Jackson, Arno Rethans and Steve King	November 15
2. Analyze the costs associated with the management of curriculum (General Education, Undergraduate Education, etc.) to assure we are using our resources wisely and helping students move toward timely completion of their degrees.	Arno Rethans, Dennis Rothermel, and Bob Hannigan	May

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