

CALIFORNIA STATE UNIVERSITY, MONTEREY BAY

STRATEGIC PLAN
2008-2018



CALIFORNIA STATE UNIVERSITY
Monterey Bay



Dr. Dianne Harrison

September 2008

To our campus community, alumni and friends,

At California State University, Monterey Bay, we are honored by our Fort Ord roots, committed to the core values we uphold and proud of our dramatic and innovative progress since 1994.

We have only just begun this historic journey of excellence.

CSU Monterey Bay is a distinct regional asset – a full-fledged university that opens the door to higher education and returns talent, expertise and leading-edge research to society. We empower students to achieve their greatest dreams. Our diverse graduates, across a full breadth of academic fields, serve the people and help drive the 21st-century economies of the Monterey Bay region, California and the world.

This booklet outlines our new 10-year strategic plan, which establishes four major goals and key underlying initiatives for our development from 2008 to 2018. The plan must remain flexible enough to adapt to unseen challenges, but it clearly points us toward our destiny as a comprehensive university.

We will mature and grow while staying true to our founding principles of providing broad access to high-quality education, ensuring student success and maintaining the capacity to meet society's most critical needs.

I offer my sincere appreciation to all who have worked so hard to develop this plan. Our university will be forever indebted to those whose support and ongoing commitment allow us to fulfill it.

Sincerely,

Dianne F. Harrison, Ph.D.



FOUR MAJOR GOALS

I. INCREASE STUDENT SUCCESS

CSUMB students will develop foundational knowledge, skills and abilities that allow them to effect meaningful change in society.

II. CONTINUE TO DEVELOP AS A COMPREHENSIVE STATE UNIVERSITY

CSUMB will serve students, the region and the state with academic programs that address societal needs and are committed to access, student support and cultural competence.

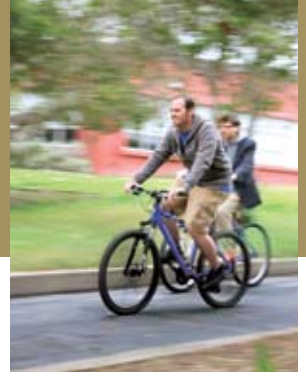
III. INCREASE INSTITUTIONAL CAPACITY

CSUMB will have the institutional capacity to support its constituencies as reflected in its founding Vision.

IV. ATTRACT, RETAIN AND DEVELOP FACULTY, STAFF AND ADMINISTRATORS

CSUMB will hire, develop and retain faculty and staff to ensure it fulfills its Vision.





I. INCREASE STUDENT SUCCESS

- Develop academic advising as a signature strength
- Maximize retention and graduation rates
- Enhance opportunities for active learning and undergraduate research
- Implement student success grants

II. CONTINUE TO DEVELOP AS A COMPREHENSIVE STATE UNIVERSITY

- Establish widespread awareness throughout the region of CSUMB's Vision, strengths and diverse contributions
- Become increasingly responsive to economic and educational needs across the state and region; increase regional partnerships
- Maintain and strengthen a curriculum that is broad, deep and coherent
- Explore research opportunities for faculty
- Implement a complete assessment cycle for student learning outcomes and program improvement





III. INCREASE INSTITUTIONAL CAPACITY

- Ensure alignment of public and private resources with institutional priorities
- Continue improvement and construction of the physical campus
- Incorporate planning principles of sustainable design and operations, a strong campus core, valuing natural resources, efficient transportation and social interaction between the university and its environs
- Maintain a scalable and sustainable academic model
- Enhance customer service on campus for students, intra-campus interactions and university visitors
- Enhance provision of service to students
- Enhance use of academic space and academic week as enrollment grows

IV. ATTRACT, RETAIN AND DEVELOP FACULTY AND STAFF

- Ensure continued development of faculty and staff housing
- Enhance faculty and staff recruitment by developing diverse and highly qualified pools of applicants
- Enhance faculty development and growth





THE EDUCATIONAL CHALLENGE

History has shown that external events drive transformative change in higher education. We now face converging societal and economic concerns that compel us to take dramatic action.

A knowledge economy has grown out of the information society of the 21st century. This economy requires technological, cultural and linguistic sophistication, as new mediums in communication facilitate the instantaneous transfer of knowledge throughout the globe.

Despite the growing knowledge economy and increasing demand for related technological competencies, the number of Americans attaining baccalaureate and post-baccalaureate degrees is declining. Once an international beacon with its public institutions of higher learning, the United States now ranks eighth in its percentage of the adult population with a college degree.

Across the nation, fewer students continue their education and fewer persist through graduation. Black and Latino populations are the least served by

public institutions, with disproportionately lower rates of degree attainment. This is of greatest concern in California, where Latinos are the fastest growing segment of the population.

The diminishing quality and quantity of the California workforce is not a new phenomenon, but rather, one that has been masked by the importation of qualified workers over the past two decades.

At a time when demand for workers with specialty expertise already outstrips supply, the Baby Boomers – the generation with the most experience and institutional knowledge – are poised to retire. Constituting more than one-third of the work force, their departure will further pressure an already strained California economy.

According to the National Center for Higher Education Management Systems, California will need 55 percent more college educated workers by 2025. The California State University provides the majority of the skilled professional labor that is critical to the state's knowledge-based industries – such as agriculture, engineering, business, technology, media and computer science. In fact, the CSU's 23 campuses graduate more students in the above-mentioned fields than all other California universities and colleges combined.

CSU Monterey Bay is well-positioned to meet the challenges that lie ahead.





DEGREE ATTAINMENT OF CALIFORNIANS

For every 10 students who start high school in California:



Seven will graduate from high school.



Fewer than four (3.7) will go to college.



Fewer than three (2.5) are still enrolled their sophomore year.

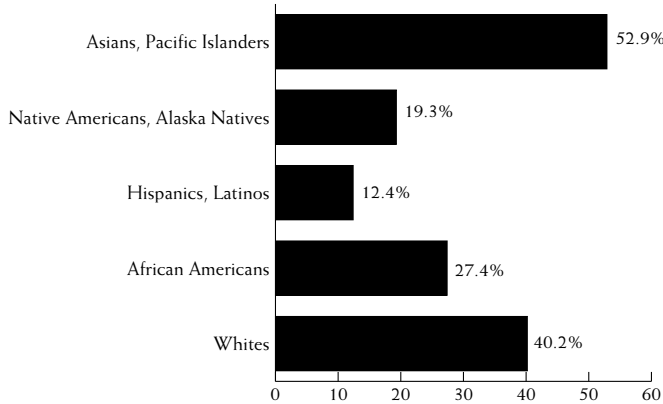


Fewer than two (1.9) will complete a degree within 150% of time (i.e., completing an associate's degree within three years or a bachelor's degree within six years).

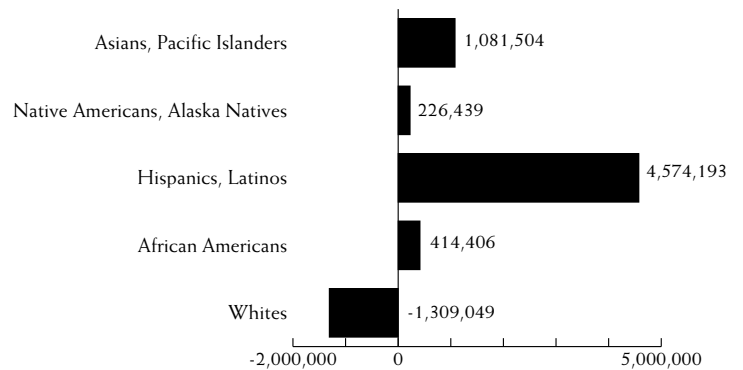


Source: National Information Center for Higher Education Policymaking and Analysis

PERCENT OF ADULTS AGES 25 TO 64 WITH AN ASSOCIATE'S DEGREE OR HIGHER



PROJECTED CHANGE IN THE NUMBER OF 25 TO 64 YEAR OLDS FROM 2000 TO 2020



If Hispanics/Latinos, African Americans and Native Americans achieved the same levels of education as whites by 2020, California's personal income would increase by \$101.6 billion (in 2000 dollars).

Source: US Census Bureau (2000 Census), California Department of Finance



DEVELOPING A STRATEGIC PLAN FOR CSU MONTEREY BAY

A new 10-year strategic plan for California State University, Monterey Bay has emerged from nearly a year and a half of thoughtful collaboration to distill individual priorities and perspectives into four major goals for 2008-2018.

The effort formally began in May 2007, when President Dianne Harrison convened a broadly representative University Strategic Planning Committee – including students, staff, faculty, administrators and community representatives – to begin determining how best to further CSU Monterey Bay's commitment to academic excellence, comprehensive development and sustainable growth.

Work continued while the California State University system completed its own 10-year strategic plan, called Access to Excellence, which helped focus CSUMB's attention on the many ways it serves the Monterey Bay region. Access to Excellence commits the CSU to increasing student access and success; meeting the state's need for economic and civic development; and sustaining institutional excellence through investment, innovation and increased involvement of undergraduates in research and their communities.

In November 2007, the CSUMB strategic planning committee convened its first campus-wide conversation about major goals and priorities. A ballroom wall in the University Center was filled with colored Post-its as participants placed their priorities within the framework of draft major goals. Over the next several months, the Academic

Planning Group met jointly with the University Strategic Planning Committee and examined "Vision and Values" together. As the major goals emerged, the Academic Planning Group went to work separately to frame priorities for a five-year Academic Plan for CSUMB.

With help from an external facilitator, four goal groups met in spring 2008 to identify the first set of key initiatives (2008-2013) for each major goal. Continued campus and community input included both a presentation to the Academic Senate and a well-attended campus-wide conversation with staff, faculty and students, who learned about the plan's progress and provided more input.

During the summer of 2008, each division of the university considered the draft plan, and specific tactical goals for its first two years began to take shape. Three public meetings – in Salinas, Watsonville and Monterey – and a fourth meeting with key community stakeholders drew strong support for the plan's direction. In early September, the Academic Senate unanimously endorsed the goals of the plan as the guiding framework for the development of the university over the next 10 years.

Following a final review, Dr. Harrison approved the 10-year plan for presentation on Sept. 23, 2008. The President's Cabinet will oversee implementation of the plan and is committed to its importance as a guide to achieving the university's tremendous promise.

Online: CSUMB.EDU/strategic



STRATEGIC PLANNING COMMITTEE

PRISCILLA ANGULO

SUE BORREGO

MARY BOYCE

KATHY CRUZ-URIBE

HOWARD GAUTHIER

GIL GONZALES

CHRIS HASEGAWA

JACK JEWETT

RIKK KVITEK

KEVAN MAH

JIM MAIN

KRISTI MCMAHON

AMALIA MESA-BAINS

KATRICE MILLER

SNEHAL NAIK

MARK O'SHEA

STEVE REED

KEVIN SAUNDERS

MARYLOU SHOCKLEY

KATHLEEN VENTIMIGLIA

STRATEGIC COMMUNICATIONS STAFF

SCOTT FAUST

LIZ MACDONALD

TRACEY WOODS

JOAN IGUBAN

COMMUNITY MEMBERS

BILL BARR

MARYANN LEFFEL

CONSULTANT

JOHN NASH, PRINCIPAL, OPENEYE INNOVATION MANAGEMENT





CSUMB VISION STATEMENT

California State University, Monterey Bay (CSUMB) is envisioned as a comprehensive state university which values service through high quality education. The campus will be distinctive in serving the diverse people of California, especially the working class and historically undereducated and low-income populations. It will feature an enriched living and learning environment and year-round operation. The identity of the university will be framed by substantive commitment to multilingual, multicultural, gender-equitable learning. The university will be a collaborative, intellectual community distinguished by partnerships with existing institutions both public and private, cooperative agreements which enable students, faculty, and staff to cross institutional boundaries for innovative instruction, broadly defined scholarly and creative activity, and coordinated community service.

The university will invest in preparation for the future through integrated and experimental use of technologies as resources to people, catalysts for learning, and providers of increased access

and enriched quality learning. The curriculum of CSUMB will be student and society centered and of sufficient breadth and depth to meet statewide and regional needs, specifically those involving both inner-city and isolated rural populations, and needs relevant to communities in the immediate Tri-County region (Monterey, Santa Cruz, and San Benito). The programs of instruction will strive for distinction, building on regional assets in developing specialty clusters in such areas as: the sciences (marine, atmospheric, and environmental); visual and performing arts and related humanities; languages, cultures, and international studies; education; business; studies of human behavior, information, and communication, within broad curricular areas, and professional study.

The university will develop a culture of innovation in its overall conceptual design and organization, and will utilize new and varied pedagogical and instructional approaches including distance learning. Institutional programs will value and cultivate creative and productive talents of students, faculty, and staff, and seek ways to contribute to the economy of the state, the wellbeing of our communities, and the quality of life and development of its students, faculty, and service areas.

The education programs at CSUMB will:

- Integrate the sciences, the arts and humanities, liberal studies, and professional training;
- Integrate modern learning technology and pedagogy to create liberal education adequate for the contemporary world;



- Integrate work and learning, service and reflection;
- Recognize the importance of global interdependence;
- Invest in languages and cross-cultural competence;
- Emphasize those topics most central to the local area's economy and ecology, and California's long-term needs;
- Offer a multicultural, gender-equitable, intergenerational, and accessible residential learning environment.

The university will provide a new model of organizing, managing, and financing higher education:

- The university will be integrated with other institutions, essentially collaborative in its orientation, and active in seeking partnerships across institutional boundaries. It will develop and implement various arrangements for sharing courses, curriculum, faculty, students, and facilities with other institutions.
- The organizational structure of the university will reflect a belief in the importance of each administrative staff and faculty member, working to integrate the university community across "staff" and "faculty" lines.
- The financial aid system will emphasize a fundamental commitment to equity and access.
- The budget and financial systems, including student fees, will provide for efficient and effective operation of the university.
- University governance will be exercised with a substantial amount of autonomy and independence within a very broad CSU systemwide policy context.
- Accountability will emphasize careful evaluation and assessment of results and outcomes.

Our vision of the goals of California State University, Monterey Bay includes: a model pluralistic academic community where all learn and teach one another in an atmosphere of mutual respect and pursuit of excellence; a faculty and staff motivated to excel in their respective fields as well as to contribute to the broadly defined university environment. Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high quality work force, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders. CSUMB will dynamically link the past, present, and future by responding to historical and changing conditions, experimenting with strategies which increase access, improve quality, and lower costs through education in a distinctive CSU environment. University students and personnel will attempt analytically and creatively to meet critical state and regional needs, and to provide California with responsible and creative leadership for the global 21st century.

~ September 27, 1994



CSUMB DOT **EDU** / *strategic*



Academic Affairs

100 Campus Center

Seaside, CA 93955-8001

831-582-3680

Fax 831-582-3558