2023-2029 Strategic Plan DRAFT - Spring 2023

Who We Are

Fresno State is a **public, doctoral-granting, comprehensive university** classified by the Carnegie Foundation as an **R2 (high research activity)** institution. We are at the center of the most vital and productive growing region in the world and in one of the most culturally diverse areas of the nation. As part of the largest public higher education system in the country, Fresno State is recognized as the premier University and driver of social mobility in the San Joaquin Valley, which is the source of an estimated 25 percent of the nation's food.

Fresno State is a federally designated **Hispanic-Serving Institution and Asian American and Native American Pacific Islander-Serving Institution**. Our nearly 1,500 faculty educate and empower 24,000+ students pursuing degrees in 72 bachelor's, 48 master's, and three doctoral subject areas housed within eight schools and colleges.

Fresno State roots date back to 1911 when we were founded as Fresno State Normal School to address the need for teachers. While Fresno State has grown significantly from our modest beginning, the university remains deeply aligned with the region we serve. We are committed to education in the l**iberal arts, sciences, and professional disciplines**. Taken collectively our programs meet the **direct needs of the Valley** and translate to **success anywhere in the world**.

Service to the community and learning by serving is foundational at Fresno State. Students, faculty, and staff have repeatedly contributed over a million hours annually, resulting in approximately $40 million of economic impact each year. Our extensive regional ties are strengthened by a nationally recognized **Division 1 Athletics program** that spreads Bulldog spirit.

Nearly 65% of our students are the first in their families to attend college, while many others continue a proud family legacy of being a second- or third-generation Bulldog. 80% of our graduates remain in the San Joaquin Valley to become the next generation of leaders and their positive impact firmly connects them with Fresno State alumni in every state in the nation and across the globe. **Fresno State graduates are prominent leaders, innovators, and critical thinkers in every industry, transforming communities where we live and worldwide**.

Core Values

Exploration. We commit to supporting the exploration of ideas and of creative expression through nurturing curiosity and open-mindedness. At Fresno State, we:

- Challenge and empower our campus community to explore their personal and professional passions and potential
- Foster the exploration of innovative research and pedagogy to address current and emerging local, national and global issues
- Support the exploration of diverse, collaborative and interdisciplinary perspectives to enduring questions and problems
- Prepare our students to explore the world, and experience other cultures and ways of thinking

Excellence. We commit to promoting excellence in research, teaching and professional development to reach our fullest potential. At Fresno State, we:

- Recognize and reward the accomplishments of students, faculty and staff
- Provide transformative educational experiences in an environment where we all continuously learn from each other
- Nurture creative, engaged and diverse thinkers to discover the best solutions to complex problems
- Engage students, faculty and staff with enriching personal and professional development programs and training to enhance personal growth, vocational satisfaction, and job retention

Inclusion. We commit to promoting diversity, equity, inclusion, access and belongingness based on a fundamental respect for others. At Fresno State, we:

- Embrace and celebrate all races, colors, religions, histories, cultures, genders, gender identities and expressions, sexual orientations, national origins, genetics, abilities, ages, and military status
- Ensure an environment that is welcoming and safe where identities and beliefs can be developed and shared
- Strive towards an equitable and accessible education for our entire community
- Teach our campus community to value the differences they see between themselves and others, and how these differences are sources of strength
- Foster a culture where everyone feels comfortable expressing their views and beliefs and learns to listen and appreciate the views and beliefs of others

Community. We commit to strengthening our community through education, research and service. At Fresno State, we:

- Embody a campus community that reflects and implements the four Principles of Community: respect, kindness, collaboration, and accountability

- Value integrity and transparency to enhance shared governance
- Elevate a conscientious culture of environmental sustainability on campus and in the community
- Develop community partnerships to expand opportunities for students, faculty, and staff to grow by serving and addressing regional issues in ways that could influence the world
- Encourage a culture of giving back to the campus and the region
- Inspire our students to be global leaders and to spread the knowledge, values, and respect they have learned
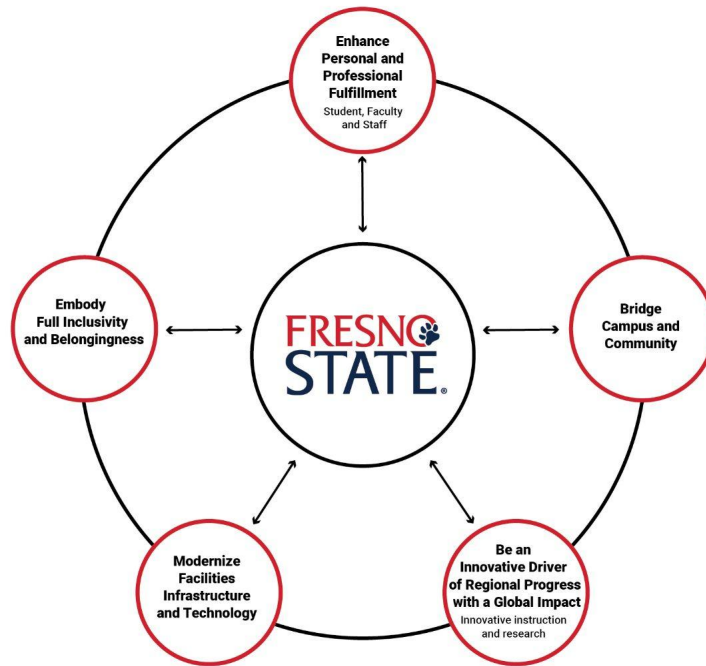
Mission

Fresno State **empowers students** for success through a **transformative education** rooted in **active service** with diverse communities.

Vision

With its l**ocal focus and global impact**, Fresno State will be recognized as a model for advancing **social, economic and environmental progress** regionally, nationally and globally by providing an **accessible, transformative education**; conducting **research on critical issues**; and producing a generation of **diverse leaders**.

Strategic Plan Goals

While we envision these goals working together in this circular fashion, we list them here in linear form for narrative purposes in the order in which they are presented below.

Goal One: Enhance Personal Well-Being and Professional Fulfillment
        a. Students
        b. Faculty and Staff

Goal Two: Bridge Campus and Community

Goal Three: Be an Innovative Driver of Regional Progress with a Global Impact
        a. Instruction
        b. Research

Goal Four: Modernize Facilities, Infrastructure and Technology

Goal Five: Embody Full Inclusivity and Belongingness

Goal One A: Enhance Personal Well-Being and Professional Fulfillment - Students

	By Fall 2029	Current	Target	Δ

1.	Enrollment:
	    a. Fresno State has achieved at least 97% of our resident FTES enrollment target
	    b. Gaps between currently under-represented students and the profile of the region have been closed:
	        i. African American (4.98%)
	        ii. Native American Indian (1.7%)
	        iii. Male students (42%)
		93.5%
		
		2.8%
		0.3%
		39.9%
			97%
			
			4.98%
			1.7%
			42%
				4.5%
				
				2.18%
				1.4%
				2.1%

2.	Retention:
	    a. 85% of full-time first-time freshman students return after their first year
	    b. 93% of full-time transfer students have returned after their first year
	    c. Overall, 85% of Fresno State students have returned after their first year
	    d. All equity gaps are closed
		75.6%
		
		89.9%
		
		81.5%
			85%
			
			93%
			
			85%
				9.4%
				
				3.1%
				
				3.5%

3.	Graduation Rates:
	    a. 35% of first-time freshmen have graduated in four years
	    b. 69% of first-time freshmen have graduated in six years
	    c. 45% of transfer students have graduated in two years
	    d. 80% of transfer students have graduated in four years
	    e. All equity gaps have been closed
		27.8%
		56.2%
		39.7%
		75.1%
			35%
			69%
			45%
			80%
				7.2%
				12.8%
				5.3%
				4.9%

4.	Student Support:
	    a. 15% more students have responded to surveys delivered to them
	    b. TBD% of students are satisfied with the services and experience at Fresno State as measured by a student perception survey
	    c. TBD% more students participate in academic support services such as Supplemental Instruction (SI) and Tutoring.
	    d. TBD% more historically challenging courses (high DFW courses) have Supplemental Instruction (SI) as an embedded support system.
	    e. Students have access to affordable university-sanctioned housing
	    f. TBD% of students experiencing personal challenges seek mental health support
		TBD
		
		TBD
		
		TBD
		
		TBD
		
		TBD
		
		TBD
			TBD
			
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				TBD

5.	Career Planning
	    a. TBD% of students will receive comprehensive advising within their first two years
	    b. TBD% of graduates will be satisfied with their internship and employment expectations
	    c. TBD% of students will participate in on-campus employment/internship opportunities
		TBD
		
		TBD
		
		2379 total
			TBD
			
			TBD
			
			TBD
				TBD
				
				TBD
				
				TBD

Strategy 1 -　　Enhance Recruitment, Admission, Enrollment, and Re-Enrollment Programs.

Strategy 2 - Improve student retention and graduation through the expansion of first-year experience programs, SI, and on-campus employment opportunities.
Strategy 3 - Enhance Support for fundamental student needs, principally food and housing.
Strategy 4 - Promote comprehensive advising to incorporate academic, career, vocational, internship, and volunteer advising.

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Strategies

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Strategy 1: Enhance Recruitment, Admission, Enrollment, and Re-Enrollment Programs.

A. Introduction and Background

Fresno State will be the "university of choice" to students and feeder institutions in and beyond the regions we serve. In 2022, Fresno State's domestic resident Full Time Equivalent Students (FTES) was increased to provide more access to students who aspire to earn a degree from the University. Since the COVID-19 pandemic, the campus has experienced a decline in enrollment although we continued to admit students at historically high percentages. In addition, the University has struggled with a high number of students leaving the campus prior to earning their baccalaureate degree. Despite these challenges, Fresno State ranks high in the California State University system with regard to students who apply uniquely to one CSU campus. In order to meet the enrollment goals in this strategic plan, Fresno State will: (1) have a greater presence in K-14 institutions, impacting the quantity, quality, and diversity of applicants; (2) increase the percentage from admitted to enrolled students; (3) reduce the number of students who stop out; and (4) increase the number of students who wish to return and complete their degree after leaving the university for more than one year.

B. Brief Description - Action and Elements

1. Create and implement comprehensive K-14 pipeline programs that engage institutions, students, and parents and guardians. Put in place the infrastructure that will sustain these partnerships.
2. Become a partner with K-14 institutions, students and their families, in creating a college-going culture and sense of belonging. Through these partnerships, we will make a Fresno State education attainable through early and guaranteed admission programs as well as dual enrollment opportunities. We will customize the partnerships to address the needs for various student populations.
3. Showcase the value of a Fresno State education through our presence and services at school sites, and on-campus programs and events. Increase the participation in events and visits to regions that underscore the recruitment and enrollment of specific student populations. The University will foster the collaboration of Academic Affairs and Student Affairs in this effort.
4. Elevate the Fresno State brand in the community through various marketing channels.
5. Create and implement a comprehensive re-enrollment plan for stop-out students (out for less than two consecutive semesters), and returning students (out for more than two consecutive semesters).
6. Implement yearly surveys to better understand the reasons why admitted students choose to not enroll at Fresno State. Similarly, survey students who stop-out or are returning to the university so we can better meet their needs.
7. Identify and remove administrative barriers that make it challenging for students to matriculate including policies, processes, and out-dated technology.

8. Implement a comprehensive admission packet that includes a financial aid estimate, orientation schedule, and block-enrolled courses (for first-time freshmen).
9. Update and improve a comprehensive stop-out and drop-out prevention plan to target students who appear to be about to exit.
10. Develop a graduate recruitment plan.

C. **Potential Models and Useful Information**

1. Domestic undergraduate application and enrollment data
https://tableau.fresnostate.edu/views/OIEDashboards/ApplicantsTrends/d37afe1b-681a-43ee-94a6-f9088940413f/DomesticUndergraduateHistory
2. Domestic Pbac application and enrollment data
https://tableau.fresnostate.edu/views/OIEDashboards/ApplicantsTrends/a3f4ccd3-e1ef-4b42-9f4b-b9e082a582d6/DomesticPBACHistory
3. UC Merced Automatic Admission Program (MAAP) https://admissions.ucmerced.edu/MAAP
4. UC TAG Program
https://admission.universityofcalifornia.edu/admission-requirements/transfer-requirements/uc-transfer-programs/transfer-admission-guarantee-tag.html
5. CSU Transfer Success Pathway
https://www.calstate.edu/apply/transfer/Pages/transfer-success-pathway.aspx
6. Parent as top influencers to Gen Z.
https://drive.google.com/file/d/1MCKZngw3rFq2dYiqiPS_pw3ZpAhMoBeN/view?usp=share_link
7. Baylor University Parent Engagement
   a. Parent Portal https://baylorparents.campusesp.com/users/sign_in
   b. Parent Engagement Team https://parents.web.baylor.edu/people/staff
   c. Parent Engagement Facebook https://www.facebook.com/BaylorParents/
   d. Parent Engagement Instagram https://www.instagram.com/baylorparents/
   e. Parent Engagement LinkedIn
   https://www.linkedin.com/company/baylor-parent-engagment/
   f. Parent Engagement Twitter https://twitter.com/baylorparents
8. Marshall program reporting templates
https://ruralhealth.marshall.edu/initiatives/high-school-pipelines/
9. University of Pennsylvania https://www.med.upenn.edu/pipeline/about.html
10. Partnering with HBCU https://blog.ongig.com/diversity-and-inclusion/diversity-pipeline-programs/
11. National Center for Education Statistics https://nces.ed.gov/fastfacts/display.asp?id=98

Strategy 2: Improve student retention and graduation through the expansion of first-year experience programs, SI, and on-campus employment opportunities.

A. **Introduction and Background**

Fresno State's status as a national leader in recruiting, retaining and graduating students from diverse backgrounds is evidenced by national rankings. In 2020, Fresno State was ranked No. 26 in the nation by Washington Monthly, and has been recognized by U.S. News and World Report as one of the top three best public national universities for graduation-rate performance five years in a row. Fresno State was also ranked No. 40 in Money Magazine's Best Public Colleges, and No. 7 for Most Transformative College, because it is a school, "where students beat the odds." To ensure this narrative remains strong and students are maintaining their enrollment until successful degree completion, Fresno State will commit to the following: (1) take a proactive approach to ensure vulnerable student populations are connected to

support services early in their academic journey (2) improve academic and social integration to foster greater sense of community; and (3) build capacity within Fresno State faculty and staff to advance student retention and overall success efforts.

Fresno State is diligently working toward the goals set forth for the Graduation Initiative 2025. Specific to graduation (and intertwined with retention) are the following priorities: re-engage and re-enroll underserved students, eliminate administrative barriers to graduation, promote equitable learning practices and reduce high DFW course rates. The goals consist of outreach to students that have "stopped out," track enrollment/re-enrollment of these groups, establish a campus process to systematically address re-engagement and re-enrollment for the campus, establish an Administrative Barriers Task Force and increase access to and utilization of academic support services such as Supplemental Instruction (SI) and Tutoring. Although much progress has been made, the below action items will allow for greater increases in student graduation rates, while also allowing for intentional effort in reducing critical equity gaps.

B. **Brief Description - Action and Elements**

1. Use statistical analyses to predict which student populations may have the most difficult time navigating the higher educational landscape (e.g. demographics or academic history) and implement early intervention.
2. Strengthen and expand current coaching and mentoring support systems for full-time first-time freshman and full-time transfer students while placing an emphasis on creating groups of coaches and mentors which embody the diversity found in the Fresno State student population.
3. Increase service capacity of special programs that provide holistic support to historically vulnerable student populations.
4. Further expand comprehensive first-year learning communities, which include common intellectual experiences, collaboration with core faculty, service learning or community-based learning and participation in campus activities.
5. Further expand the reach and impact of the introduction to the University course experience, which instills effective techniques and strategies for a meaningful and successful college experience.
6. Develop a streamlined support structure for those students who fall below the required GPA threshold and are placed into academic probation and/or disqualification.
7. Embed Supplemental Instruction (SI) into the course registration process of all identified low success rating courses to foster collaborative learning and higher course passing rates.
8. Decrease student and faculty ratio among core courses taken by full-time first-time freshman and full-time transfer student populations.
9. Implement equity-minded and culturally-affirming hiring and onboarding practices for campus wide faculty and staff positions.
10. Create and implement faculty and staff professional development on high impact practices associated with student retention and success.
11. Build a campus culture that celebrates and recognizes high impact practices and strategies which positively influence student retention rates.
12. Develop and implement a comprehensive communication plan which allows for the effective dissemination of critical enrollment status information.
13. Create intentional storytelling campaigns that showcase the value of a degree from Fresno State.
14. Develop an on-campus employment initiative specifically to professionally engage full-time first-time freshman and full-time transfer students.
15. Update and continue to market eAdvising Tools to students to increase awareness of existing software designed to support course selection, short and long term course planning, and connection to student services.
16. Further develop, implement, and support Advising Chatbot to allow students quick access to support at all hours and provide advising staff a way to see what issues are pressing for student users.

17. When available, consider Chancellor's Office recommendations and support for improved or updated degree planning software.
18. Explore mobile application options (ie Educational Advisory Board) to bring advising, student service, and degree progress information directly to students, including push notifications and location sensitive prompting.
19. Explore ways to alert students when they are moving off track from necessary or planned courses, including duplication of prior completed coursework or testing.
20. Explore Interdisciplinary major or similar options to allow for a degree program that encompasses a number of existing majors.
21. Explore methods to predict course demand and offer courses based on projected student need during the academic semester and summer session.
22. Offer flexible modes of instruction based on projected student need.
23. Reconstruct onboarding and support efforts for students who place within Categories III and IV on academic preparation and placement in first-year general education written communication and mathematics/quantitative reasoning courses.
24. Expand access to and utilization of Supplemental Instruction (SI) and Tutoring for high enrollment, low success rate, bottleneck courses.
25. Develop a comprehensive support plan for students who land within academic probation and/or disqualification.
26. Expand on block scheduling efforts to include all academic colleges and full-time first-time freshman students.

C. **Potential Models and Useful Information**

- (Alvarad, Connerat, & Smith, 2018): All enrolled students are encouraged through messages regarding the importance of on-time graduation through "Class of…" campaign where an emphasis is placed on the year a student will graduate in all correspondences in effort to convey and promote 4-year graduation expectations for students.
- Georgia State University (GSU): Meta Majors is an initiative that involves placing students into cohorts, or Freshman Learning Communities (FLC), of no more than 25 students that share common academic interests (e.g. education and health) to minimize overwhelming feelings associated with navigating campus life.
- Student Success Teams
- First-Year Experience - University of South Carolina's University 101 & Georgia State University

Strategy 3: Enhance Support for fundamental student needs, principally food and housing.

A. **Introduction and Background**

In the last three years the Fresno State Amendola Family Student Cupboard has more than tripled its amount of food distributed to students. (<40,000 lbs of food to <150,000 lbs of food from the period of 2019 to 2022).

Fresno State will continue its use of the NSSE (National Survey of Student Engagement) to garner information related to high impact practices related to student engagement on campus. NSSE has been used in previous years, most recently in 2017 and again in 2020 however those results were skewed by very low participation rates due to the pandemic.

B. **Brief Description - Action and Elements**

1. Student Cupboard Mural: The Student Cupboard is currently working with ASI and the Art Department taking action towards the Goal: Modernize Facilities, Infrastructure and Technology. Plans are being

made to paint the bare and stained concrete walls with a mural. As of April 14 the project is greenlit by the Food Security Project and Art Department's Mural Class. The project is to be completed by May 19. Once the mural is completed, a grand unveiling with live mascot Victor E. Bulldog will be organized. Supporting this mural effort will work towards a committee goal, as well as directly improve a facility which supports Fresno State students. After the completion of the mural inside the Cupboard, the Food Security Project will aim for a mural outside.

2. Assess the need for student housing.
3. In partnership with Fresno State Housing, the university will work to create avenues for affordable on-campus housing. Plans are underway for new housing and apartment-style living near existing buildings at Cedar and Shaw. This development will include 175 apartment beds and is scheduled to open Fall 2026.
   a. Develop partnership with Fresno Housing Authority

C. Potential Models and Useful Information

1. Funding the Student Cupboard mural: Student Cupboard has access to funds for a mural allocated by ASI and the Food Security Project.
2. Utilize the NSSE Engagement Indicators to assess the following:

Campus Environment
   a. Quality of Interactions
   Indicate the quality of your interactions with the following people at your institution:
   - Students
   - Academic advisors
   - Faculty
   - Student services staff (career services, student activities, housing, etc.)
   - Other administrative staff and offices (registrar, financial aid, etc.)

   b. Supportive Environment
   How much does your institution emphasize the following:
   - Providing support to help students succeed academically
   - Using learning support services (tutoring services, writing center, etc.)
   - Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
   - Providing opportunities to be involved socially
   - Providing support for your overall well-being (recreation, health care, counseling, etc.)
   - Helping you manage your nonacademic responsibilities (work, family, etc.)
   - Attending campus activities and events (performing arts, athletic events, etc.)
   - Attending events that address important social, economic, or political issues

Strategy 4: Promote comprehensive advising to incorporate academic, career, vocational, internship, and volunteer advising

A. Introduction and Background

Fresno State will work to enhance and develop career planning strategies to further the career-readiness and satisfaction rates of graduates. This will happen by setting goals to increase the number of students who visit and use services offered by the Career Development Center.

Fresno State recognizes the impact of students who have the opportunity to work on-campus in student assistant and graduate assistantship positions. By harnessing this high impact practice we will seek to improve student retention and success rates and set goals for increasing the percentage of students who obtain on-campus employment.

B. <u>**Brief Description - Action and Elements**</u>

1. Explore a comprehensive advising model consisting of academic, career, and other co-curricular experiences
2. Create a one-stop student resources space (virtual or physical) where students can easily find and receive comprehensive advising
3. Create a robust marketing plan to increase awareness of student employment opportunities.
4. Offer opportunities for supervisory roles for students with increased pay and responsibilities.
5. Highlight success stories of student employees.
6. Increase visits to the Career Development Center (by junior year).
   a. With current staffing levels it is estimated that CDC could meet with 17% of students.
   b. Increase number of career counselors/advisors to 10 by 2025.
   c. To meet with all students at least once per year it is estimated that a staff of 33 advisors would be needed.
7. Initiate regular assessment of level of satisfaction with employment and internship opportunities and experiences.

C. <u>**Potential Models and Useful Information**</u>

1. Benefits of Student Employment to STUDENTS
   - Better connected to the campus support network
   - Increased likelihood of persistence
   - Applied learning
   - Development of transferable skills & career readiness
   - Competencies
2. Benefits of Student Employment to INSTITUTION
   - Increased retention rates
   - Student talent put to work on institutional challenges
   - Improved student employability

"Campus Employment is a target of opportunity. Working on campus could become a developmentally powerful experience for more students if professionals who supervise a student in their employ intentionally created some of the same conditions that characterize the high-impact activities." - George D. Kuh

3. NACE (2017) Career Competencies
   - Critical thinking
   - Professionalism &
   - Work Ethic
   - Teamwork
   - Oral & Written
   - Communication
   - Info Technology
   - Application
   - Leadership
   - Global / Intercultural
   - Fluency
   - Career Management
4. One-Stop Resources and Comprehensive Advising Models
   a. https://onestop.uoregon.edu/?utm_source=banner-module&utm_campaign=banner
   b. https://advising.uoregon.edu/flight-paths
   c. https://careers.queensu.ca/majormaps

5. First Destination Survey
   2018-2020 respondents reported that their primary post graduation status as being:
   a. Undergraduates
      - An average of 41.65% reported being employed full-time
      - An average of 17.7% reported that they were enrolled in further education
      - An average of 6.55% reported that they were seeking additional education
      - An average of 13.55% reported that they were unemployed and seeking employment
   b. Masters
      - An average of 72.7% reported being employed full-time
      - An average of 3.65% reported that they were enrolled in further education
      - An average of 1.1% reported that they were seeking additional education
      - An average of 11.55% reported that they were unemployed and seeking employment
   c. Doctoral
      - An average of 77.75% reported being employed full-time
      - An average of 8.15% reported that they were unemployed and seeking employment
      - None were enrolled in nor seeking additional education

Goal One B: Enhance Personal Well-Being and Professional Fulfillment - Faculty/Staff

	By Fall 2029	Current	Target	Δ
1.	**Faculty and Staff Development:** a. 50% or more staff participate in at least one University-sponsored professional development opportunity each semester.	TBD	50%+	TBD
	b. 50% or more faculty participate in at least one University-sponsored professional development opportunity each semester	TBD	50%+	TBD
	c. There are sufficient spaces for faculty/staff to interact & access resources & support	TBD	TBD	TBD
2.	**Personal Well-Being:** a. 25% or more employees participate in at least one University sponsored well-being opportunity each semester, e.g., Winning with A Healthy Lifestyle	TBD	25%+	TBD
	b. 25% or more faculty interact across disciplines in social settings that encourage collegiality, interdisciplinary cooperation and innovative ideas, e.g., Red Friday	TBD	25%+	TBD
	c. 25% or more staff interact across disciplines in social settings encouraging collegiality, interdepartmental cooperation, and innovative ideas, e.g., International Coffee Hour	TBD	25%+	TBD
3.	**Onboarding:** a. 100% of new employees complete a universal asynchronous onboarding module with campus resources and activities	TBD	100%	TBD
	b. 100% of staff, faculty, and managers have completed at least one onboarding training, workshop, event, or mentorship program specific to their level i.e., Welcome Breakfast, Fresno State 101	TBD	100%	TBD
	c. Steady progress has been made to enhance existing communication platforms i.e., HR website, Campus News	TBD	TBD	TBD
4.	**Staff/faculty Retention:** a. There is an understanding of the factors causing staff attrition and steady reduction			
	b. There is an understanding of the factors causing faculty attrition and steady reduction			
5.	**Compensation:** a. 100% of staff and managers receive education on the process and procedures for in-range progressions and reclassifications.	TBD	100%	TBD
	b. 100% of faculty, deans and chairs receive education on the process and procedures for market-based salary increases.	TBD	100%	TBD
	c. The university has made steady progress in realizing the recommendations of the 2022 Mercer CSU Staff Compensation Study	TBD	TBD	TBD
	d. The university has made steady progress in establishing regular assessments of inversion and pay equity	TBD	TBD	TBD
6.	**Satisfaction:** a. Satisfaction with working at Fresno State has steadily	TBD	TBD	TBD

		increased as measured by the "Great Colleges to Work For" survey.			

Strategy 1 - Foster a work culture that supports participation.
Strategy 2 - Provide services for well-being and mental health.
Strategy 3 - Develop an overarching onboarding program for faculty and staff.
Strategy 4 - Identify factors that lead to faculty and staff turnover and devise and implement programs to increase retention.
Strategy 5 - Establish a compensation program that attracts and retains talented and diverse faculty and staff.

<u>**Strategies**</u>

Strategy 1: Foster a work culture that supports participation

A. <u>**Introduction and Background**</u>

Professional fulfillment is heightened when an employee's strengths and passions are tied to work duties and roles. Professional fulfillment provides a sense of belonging and purposeful connections to their work, their team and more importantly their students. When a student walks onto campus for the first time, they have an overwhelming sense of doing well and it is the responsibility of administrators, faculty and staff to encourage and support their needs. As an employer, it is our responsibility to provide employees with the proper tools, guidance and support to successfully do their jobs. Fulfilling work can be an important source of job satisfaction and the basis for employee commitment. Fulfilling work is also associated with better health and well-being. Fulfilling work also provides the basis for people to go beyond what is required of them.

The campus community consists of students, faculty, staff and administrators. Each having their own formalities and structure. Campus support programs continue to evolve to support our students. The Center for Faculty Excellence (CFE) was created to provide professional development and support to our faculty. However, staff have not had a support space on campus to provide the support needed to be professionally fulfilled. The Staff Resource Center will be created to collaborate with CFE and provide resources and support for professional development for staff and in turn, bridge the gap and begin the process of providing equality between faculty and staff. In addition, CFE would enhance resources for faculty while engaging the Staff Resource Center to begin to bridge the gap between faculty and staff to better serve our students.

The campus community will be directly impacted, specifically faculty and staff, which will directly impact students in a positive way. Barriers to address: Creating a culture of participation for supervisors to see value in staff perspective and contribution.

The overarching emphasis of this strategy is to address barriers such as awareness of available options, release time, but also guidance and support for strategic selection of the professional fulfillment that best fits the needs of staff and faculty for their current role and as well as for moving forward along a desired career trajectory.

B. Brief Description - Action and Elements:

This strategy will involve the following:

1. Establish a staff resource center in close proximity to the Office of Ideas (CFE) to provide a safe space, assist in establishing trust (together, respect, understanding, support and transparency), guided by the Principles of Community,
   a. Offerings will include unique professional fulfillment and well-being workshops and services, i.e., IRP/re-class education training, how to use the road map (see retention strategy) training, a lending library for wellness equipment, space to access technology equipment or borrow equipment, as well as guidance to existing training and services offered by campus departments
   b. House a staff liaison who will assist with the development of the comprehensive staff policy manual, enhance connections between staff and faculty, staff and management, faculty and deans/chairs, employees and HR, etc through programing and training.
   c. Includes space for faculty and staff to connect or collaborate [See Infrastructure strategies for establishing faculty and staff lounges within buildings to serve as common gathering spaces for social and professional purposes]
2. Implementing a formal process for staff *release time* to serve on committees that benefit the university. Including a memo from the committee chair/department or division with approval sent to the employee's supervisor indicating the time necessary to complete the committee tasks.
3. Implementing a study of faculty professional development needs and make steady progress to increase faculty participation (See Instruction sub-committee strategies)
4. Implementing a study of staff professional development needs and make steady progress to increase staff participation
5. Enhance existing tracking of professional development participation across staff, faculty and administration i.e., employing a single tracking system or process, add coding to differentiate between classifications, opportunity types, etc.
6. Explore methods of enhancing workflow and automation to streamline tasks and allow for more time/flexibility to participate in training, development and well-being opportunities.

C. Potential Models and Useful Information

- University Policies Manual (UPM)
- Academic Policy Manual (APM)
- Staff Resource Center proposal draft
- Examples of CSU and other University Staff Resource Centers
- ASPIRE

Strategy 2: Provide Services for Well-being and Mental Health

A. Introduction and Background

This strategy is about opportunities that foster a sense of community and belongingness that can also serve to provide opportunities to make connections that lead to unique or innovative collaborations that may not otherwise have taken place. But it is also about establishing the culture that values making

headspace that can go a long way for reducing burnout and that adopts the philosophy that more than time management, balance is about energy management through opportunities that recharge and replenish.

This strategy also has elements that address barriers to participation such as awareness but also offering programs in a variety of modalities that can hopefully allow for employees with restricted or variable work schedules to still participate.

Well-being is a positive outcome that is meaningful for people and for many sectors of society. When the well-being of staff/faculty is secured, students also benefit from the positivity in the classrooms and other academic/student affairs support interactions.

Using an evidence-based comprehensive and well-being approach (e.g., SKY Wellness Retreat), the resilience of faculty and staff can be enhanced to achieve their fullest potential. Evidence-based practices (e.g., breathwork, meditation, group processes, experiential learning) help increase emotional intelligence; strengthen service and leadership skills; enhance an inclusive community; and strengthen mindful leadership.

Wellness (i.e., physical health and emotional well-being) also includes social connection. When an individual is under stress, the person often feels disconnected. Conversely, when an individual feels more connected, anxiety and depression is lowered, self-esteem and empathy is increased, and more trusting and cooperative behavior is observed. Markedly, in a work setting, social connection is closely related to productivity and engagement (e.g., retention).

Staff, faculty, administration, and students will be directly and indirectly impacted by these strategy elements as they will create an enhanced campus environment by boosting individual satisfaction, reducing burnout, increasing skills of resilience, creating a sense of family/belongingness and providing opportunities for connection that can lead to collaboration that might not otherwise have taken place.

Many programs and activities that are currently being offered through the Office of Organizational Excellence should continue, past offerings should be evaluated for return and new opportunities created that meet the current needs of our campus community and address known barriers of participation. Barriers to address: lack of awareness, restricted schedules/limited time/one individual operation offices, lack of by-in from leadership and employees, value/justification not understood by employees and leadership, lack of opportunities that interest, inspire, or are incentivized, for faculty opportunities that engage and stay engaged on campus, or past unsatisfactory experience.

B. **Brief Description - Action and Elements:**

This strategy will involve the following:

1. Develop strategies to increase participation in well-being opportunities
   a. Create a well-being promotional campaign and materials, i.e., posters, short video testimonials, handbook/guide (printed and online), awareness brochure of existing programs and services i.e., EAP
   b. Provide well-being classes on-demand/by request both in-person and virtual to increase across-department/campus-wide participation

    c. Provide opportunities for asynchronous participation in well-being i.e., on-demand wellness videos/recordings, a podcast, etc

    d. Increase funding for staff and faculty to participate in Well-being opportunities i.e., SKY Wellness Retreat

    e. Create a lending program for well-being related equipment i.e., yoga mats, basic weight training equipment, discounts/coupons for athletic apparel, discounted Rec center memberships or a regular raffle offered year round for free membership

    f. Develop and send regular communications to Managers/Chairs/Dean about the value of well-being opportunities for staff and faculty and provide them with strategies to encourage participation (balancing operational need and operational benefits of participation) during leadership team meetings or during training

2. Rebuild the Office of Organizational Excellence
   a. Back fill vacant positions
   b. Bring back the transformation challenge. Increase the reach and/or encourage cross department or combined staff and faculty teams
   c. Assess current well-being opportunities needs of staff and faculty and make steady progress to increase offerings based on needs

3. Provide an in person wellness retreat opportunity i.e., SKY Wellness Retreat or similar that provides an opportunity to connect with campus colleagues, build/practice skills to enhance wellness, and learn more about campus culture and systems. Similar to STAR Day, and past on campus tours. Give priority to staff and faculty in their first year [onboarding effort, specific number goal]. Potential elements are listed below and could take place over a single day or as a part of a series.
   a. Demo of outdoor fitness equipment,
   b. Showcase/sampling of the Organizational Excellence class offerings
   c. Rec Center tour/sampler and package options,
   d. Gardening/planting experience in the Horticulture department
   e. Agricultural tours: winery, farm, dairy,
   f. Library and staff/faculty access to resources
   g. Farm Market tour. , etc.

4. Offer a series of events for social connection:
   a. Mixers, meet-ups, coffee hours, etc on or near campus
   b. Wine-tastings and other campus agricultural themed tastings
   c. Field trips: ditch days, movie screenings, visits to local parks, art/museum gallery visits, Taste & Tours of Fresno County/Central Valley
   d. Technology testing or tryouts i.e., virtual reality, play with new apps or software
   e. Increase Book circles offerings

5. Enhance existing tracking of professional development participation across staff, faculty and administration i.e., employing a single tracking system or process, add coding to differentiate between classifications, opportunity types, etc.

C. Potential Models and Useful Information

- The SKY Wellness Retreat is an evidence-based comprehensive well-being and resilience program. It is available in over 100 campuses in the United States (e.g., Purdue, MIT, Ohio State, USC). Recently, Harvard receives a NIH NIGMS training grant to teach SKY Wellness Retreat to their students. The retreat is also offered as credit course in multiple universities (e.g., UC Berkeley,

Stanford, University of Southern Maine). In addition, the SKY Wellness Retreat has been [implemented on numerous campuses successfully](#) for [staff and faculty members](#) in a sustainable manner (e.g., U of Minnesota (insurance points), U of Texas - MD Anderson, U of Washington, UCSF). The retreat is additionally incorporated in the [corporate settings](#) (e.g., UN, American Express, Coco Cola, The World Bank, Cisco). Another example is that Fresno State Organizational Excellence offered a professional development opportunity — SKY Happiness Retreat — to faculty and staff on April 14 – 16, 2023. [Results](#) showed that there were marked improvements in wellness, social connection, and sleep after the SKY Happiness Retreat

- [Storytelling circles](#)
- [Mind the Workplace: Employer Responsibility to Employee Mental Health](#)
- [Calm app: Calm Business is the industry-leading solution designed with your employees in mind—improving their productivity, workplace engagement, and overall well-being.](#)

Strategy 3: Develop an Overarching Onboarding Program for Staff and Faculty

A. Introduction and Background

This strategy is about providing opportunities to learn about and navigate campus resources, services and culture beyond the walls of the individual's office or department through a combination of both in-person and online opportunities including dynamic Canvas modules for all new faculty, staff and managers.   It also includes redesigning employee websites and leveraging various communication platforms as a part of an intentional employee communication plan so those spaces demonstrate that faculty and staff are valued and cared for.

Prior to the pandemic, a CAIFE (Creativity And Innovation For Effectiveness) team rallied around an initiative that stemmed from the Bold Ideas challenge. The initiative emphasized the need for an ongoing onboarding program for new employees that introduced them to Fresno State and provided training on how to navigate the university. The CAIFE team gathered data from administrative support staff, faculty and managers about the current onboarding process. Disconnects emerged from the data related to operational resources, network & social engagement, and leadership & professional development. Over the course of the project, the CAIFE team developed several strategies to improve the onboarding process and set the stage for further improvement. The campus implemented several strategies including a manager checklist, a welcome video for new employees, and welcome baskets; however, momentum was lost through the pandemic.

An effective onboarding program will help our new colleagues see the "human" aspect of the university by establishing a strong connection and sense of belonging from day one. We want our colleagues to feel inspired and embrace our culture and mission as they participate in an interactive onboarding program.

B. Brief Description - Action and Elements:

This strategy will involve the following:

1. Design a "dynamic" onboarding curriculum in Canvas for new faculty, staff, and managers to learn about our campus resources, events, engagement and learning opportunities, passport to Fresno State, campus tours, and how to navigate the campus.

2. Promote campus and community engagement events focused on onboarding including: new hire welcome breakfast, Fresno State 101, and division/college onboarding events & activities.
3. Develop microcredentials badges and letters for employees who complete professional development activities.
4. Redesign the Human Resources and Faculty Affairs websites to provide useful and current employee information.
5. Develop a comprehensive staff, faculty, administration policy manuals hub in Canvas that can be accessed by any employee and be linked on the website in various and relevant locations
   a. Create a dedicated staff policy manual section
   b. Cross references with academic policy manual and university policy manual that outline procedures/best practices for when operations intersect staff, faculty and/or administrative operations in order to clarify expectations, ensure a balanced workload, and provide opportunities for employees to weigh in on the execution of assigned duties and tasks.
6. Leverage communication platforms such as Campus News, HR Quarterly Newsletter, Center for Faculty Excellence Monthly Newsletter, Faculty Affairs updates, etc. as part of an intentional employee communications plan.
7. Launch a Mentorship Program that promotes modeling the Principles of Community, coaching, career development, leading from the middle, and navigating the campus.
8. Reimagine a collaborative between Human Resources, Faculty Affairs, and CFE to provide learning and development programs and workshops including:
   a. Administrative Academy
   b. President's Leadership Academy
   c. Principles of Supervision for all managers and department chairs
   d. Chairs School
   e. Mentorship Program
   f. Showcase of Excellence
   g. Staff and Faculty Recognition Programs
   h. Fresno State 101 (new employees) and Fresno State 102 (existing employees)
   i. Train the trainer opportunities
   j. Coaching
   k. Conflict resolution workshops

C. Potential Models and Useful Information:

- Canvas
- [University of Florida's Warm Welcome: Designing a New Hire Experience that Fosters Belonging](#)
- [CUPA Webinar: Onboarding - A Strategic Partner Model for Bringing About Cultural Change](#)
- [University of St. Francis](#)

Strategy 4: Identify factors that lead to faculty and staff turnover and devise and implement programs to increase retention

A. Introduction and Background

This strategy is about methods to address factors we are already well aware of such as equitable workloads, establishing and enhancing trust and working relationships, career advancement. This strategy cannot be a "one and done" process; it requires ongoing assessment of the internal and external factors that impact retention at various stages of one's career.

It also includes the creation of a professional fulfillment and well-being road map that would also serve as an onboarding tool. This tool would follow along with the employee as they progress through their career at Fresno State providing "mile markers" for when/what activities to engage in that contribute to retention.

Employee turnover is costly to the University and the University community in several ways: the cost of replacing employees, of training new hires, of losing institutional knowledge and expertise, of unit cohesion, etc.

Employee satisfaction on campus has declined over the past few years; in turn employee retention and turnover has been high. A culture of community with a strong sense of respect and belonging can address issues of retention. Creating and implementing the Principles of Community on campus was a good foundation to begin building a culture of community on campus. Currently, a barrier to overcome and achieve our goals is *T.R.U.S.T* -Together, Respect, Understanding, Supportive, Transparency. T.R.U.S.T provides a safe place and is the next level of fulfilling the Principles of Community, which bridges the gap and is attainable in receiving the buy-in from our campus community and building strong campus culture and creating a sense of belongingness.

B. **Brief Description - Action and Elements:**

This strategy will involve the following:

1. Sub-committees of staff and faculty, HR, and Faculty Affairs to recommend strategies for reducing turnover in each affected unit. These strategies will likely be closely aligned with progress made towards Professional Fulfillment and Personal Well Being.
2. Devise and implement retention studies, such as increased pulse studies or stay interviews, for both staff and faculty, identifying factors that lead to turnover.
3. Explore more robust exit interview strategies, possibly including using outside firms or faculty- and staff unions to collect and share the data.
4. Implement an ombuds or similar process to address issues leading to worker dissatisfaction, such as personnel conflicts, that fall "below the bar" for workplace investigations or grievance procedures.
5. Examine HR and Faculty Affairs processes to streamline / expedite complaint procedures.
6. Implement more robust professional development and training programs for staff and faculty, i.e., leadership academies, etc.
7. Creating career development pathways and succession planning
8. Create a professional development road map provided to a new hire and their supervisor that would outline and provide guidance for participation in campus sponsored development training, certificate program opportunities, processes for accessing funding for off campus development, opportunities to sit on committees or participate in university sponsored projects. The road map would follow the employee for the duration of their career.
   a. The road map would be divided into sections

     i.   For staff markers in their first year, at 5 years, and every 5 years after.
     ii.   For lecturers in their first year and after each 3 year appointment
     iii.   For faculty it will follow the tenure/promotion timeline and then every 5 years for full professors,
     iv.   For administrators and managers in their first year, at 5 years, and every 5 years after.

C. Potential Models and Useful Information

- Mercer Retention Article

Strategy 5: Establish a Compensation Program that Attracts and Retains Talented and Diverse Staff and Faculty

A. Introduction and Background

A major element of this strategy is providing education to all levels of campus community regarding compensation options and procedures. This also entails an enhanced status update process. Also, applying the recommendations that have already been identified i.e., Mercer study and establishing regular assessment.

Compensation is a key element to recruitment and retention, particularly of high-quality employees. Because of this, non-competitive and/or inequitable salaries are detrimental to the mission of the University.

In many sectors recently, inflation has outpaced wage growth; the University must address these issues where it affects faculty and staff compensation. This directly impacts all campus faculty and staff and, indirectly, their families and the health of the Fresno area community.

B. Brief Description - Action and Elements:

This strategy will involve the following:

1. Implement a comprehensive study of salaries and benefits of Fresno State employees, taking into account local cost of living and use the findings to address overall competitiveness for recruitment and retention.
   a. Analyze data presented by the Mercer CSU Staff and Faculty Compensation Studies and create a compensation plan based on its data and recommendations
   b. Create sub-committees for faculty and staff, with participation from affected units i.e., HR/Fac Affairs to identify action items for steady progress towards compensation goals
2. Implement a comprehensive study of salary inequity (compression, inversion, etc) within the campus structures.
   a. Implement a plan using this data and analysis as well as projected funding revenue to adjust for equitable compensation across campus units.
3. Review IRP and Re-classification procedures to streamline and clarify the process.
   a. Create a committee to identify and rectify problems or roadblocks within the existing procedures with the goal of streamlining the process.

b. Develop a system to provide status updates throughout the process to all involved parties.
c. Implement educational instruments regarding the policies and procedures of the new streamlined processes.

C. Potential Models and Useful Information

- Mercer Faculty Compensation Study Presentation
- Mercer Presentation at Committee on University and Faculty Personnel BOT Meeting
- Mercer: Comprehensive Review of Non-Faculty Support Staff Salary Structure

Goal Two: Bridge Campus and Community

	By Fall 2029	Current	Target	Δ

1.	<u>Community Service</u>: Volunteer service completed by students, faculty and staff (e.g. Richter Center, etc.)
	   a. Total annual number of community service hours completed by Fresno State students, faculty and staff has increased to 1.5M hours.
	   b. The positive economic impact of community service has increased by TBD%
		1.34M
		
		TBD
			1.5M
			
			TBD
				.16M (12%)
				
				TBD

2.	Services to the Community: programs and services offered to the community (separate from the volunteer work that the University also provides) that contribute to the economic vitality of the region and state (e.g. CGE, OCED, Centers and Institutes, etc.)
	   a. Overall participation/use of programs and services has collectively risen by TBD%.
	   b. Positive perception of the quality of programs and services has collectively risen by TBD%.
		TBD
		
		TBD
			TBD
			
			TBD
				TBD
				
				TBD

3.	Alumni and friends engagement: individualized experiences for alumni and friends to give back of their time, talent and opportunities (e.g. mentorships, internships, guest lectures, etc.)
	   a. Total annual number of alumni and friends who have participated in engagement opportunities has increased TBD%.
	   b. Positive perception of engagements with alumni and friends has increased by TBD%.
		TBD
		
		TBD
			TBD
			
			TBD
				TBD
				
				TBD

4.	Bringing People to Campus: opportunities for alumni and friends to participate in campus events, either in person or virtually (e.g. athletic games, art performances/exhibits, homecoming, etc.)
	   a. Overall annual attendance at TBD events has collectively risen by TBD%
	   b. Positive perception of the quality of TBD events has collectively risen by TBD%.
		TBD
		
		TBD
			TBD
			
			TBD
				TBD
				
				TBD

5.	Philanthropy: diverse opportunities for people to give financially to Fresno State (e.g. major gifts, annual giving, crowdfunding, etc.) a. Annual total dollars raised for the University has increased by 11%	$31.6M	$35M	$3.4M (11%)

6.	Brand Awareness and Reach: Perceptions of the Fresno State brand through the lens of our population segments.
	   a. Strengthen the brand perception of the University by TBD%
	       i. Net Promoter Score (likelihood to recommend)
		TBD	TBD	TBD

7.	Social and Economic Impact: Measurement on the impact of the University's engagement efforts on individuals, communities and beyond.	TBD	TBD	TBD

| | | a. The social and economic impact of the University's engagement efforts is TBD

    Possible categories include:
      i. Social mobility
      ii. Economic growth
      iii. Entrepreneurship/business dev.
      iv. Poverty
      v. Contribution to the public good | | | |

Strategy 1 - Develop and coordinate efforts to ensure clear and equitable pathways to college for PreK-14 students in our region.

Strategy 2 - Create a centralized "data lake" CRM/database that gathers and tracks all engagement initiatives across campus.

Strategy 3 - Develop the tools to measure the social and economic impact of the University's engagement efforts.

Strategy 4 - Establish Fresno State as the hub for regional and state events, convening knowledge sharing across disciplines and demographics.

Strategy 5 - Deepen a culture of philanthropy that demonstrates the impact of private support and connects University priorities with donor passions and motivations.

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Strategies

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Strategy 1: Develop and coordinate efforts to ensure clear and equitable pathways to college for PreK-14 students in our region.

A. Introduction and Background:

As the flagship University in the region, with roots dating back to 1911 when we were founded as The Normal School to address the need for teachers, Fresno State remains deeply aligned with the communities we serve. The strength and vitality of Fresno State and our Valley depends on the success of our youth, and their readiness for higher education.

The University currently leads several programs targeting this group, and continual coordination and support of these programs are critical to ongoing engagement efforts. In addition, continuing to strengthen our relationships with our Prek-14 partners will enable us to remain focused on the current challenges and opportunities as we support the long-term educational success of our students.

B. Brief Description – Action and Elements:

This strategy will involve the following:

1. Identify existing programs (both active as well as those in development) that involve PreK-14 partners to support the educational success of students in our community. Programs include:
   a. Jumpstart Fresno (Pre-K tutoring/school readiness program where Fresno State students work in teams at area Head Start and other low-income serving preschools)
   b. Read Fresno (Partnership with Every Neighborhood Partnership where Fresno State students tutor/mentor K-6 students)
   c. Central Valley College Corps (Engages approx. 50 students/year in K-6 tutoring/mentoring)

2. Foster the development/expansion of programs that serve subjects/courses taught at different K-14 schools that are critical to student success and access to college (ie. STEM courses in junior high and high schools such as Algebra and writing.)
3. Launch the Guaranteed Admissions Program, support its annual efforts, and measure its impact on the region.
4. Promote existing programs and develop a coordinated marketing strategy that communicates the impact on PreK-14 students in the region.
5. Cultivate relationships with key leaders in education.
6. Engage in cross-organization communication efforts to promote shared programs and maximize the reach of our audiences.

C. **Potential Models and Useful Information:**

- C2C Partnership: https://www.fresnoc2c.org/

Strategy 2: Create a centralized "data lake" CRM/database that gathers and tracks all engagement initiatives across campus.

A. **Introduction and Background:**

Engagement efforts are happening across the campus every day. Our community (regionally, nationally and globally) experiences a variety of touchpoints with Fresno State in several ways. However, because of the decentralized nature of our campus, we often operate in silos without coordination. Moreover, the data is tracked inconsistently. As such, we cannot maximize the collective impact of our efforts due to an incomplete understanding of all that the University does to engage our collective community.
By establishing a centralized data lake that tracks all of our constituency groups, Fresno State can more accurately understand the volume and impact of our efforts. This centralized data hub will also provide a more holistic profile of all who engage with Fresno State, allowing us to strengthen our relationships by engaging in more meaningful ways. Internally, it can also increase morale and foster a shared purpose by enabling all efforts to be recognized, painting a more complete picture of all the ways in which Fresno State students, faculty and staff engage with our community.

Additionally, this data lake would track athletic engagement efforts as well, recognizing the impact that our athletics program has on our community, both regionally and nationally. By tracking all efforts in this centralized way, it will help foster a shared understanding of the impact that both academics and athletics have in effectively bridging campus and community.

B. **Brief Description – Action and Elements:**

This strategy will involve the following:

1. Research and identify a database platform that can be a central source for all constituent data, which each area can plug into.
2. Identify what data we want to collectively track.
3. Determine how to migrate existing data into this new, centralized source.
4. Establish a streamlined process for inputting new data (e.g. google form that directly feeds into the database).
5. Research and identify any other data tools that may be utilized to obtain important information, such as:
   a. Foot traffic demographics: https://www.placer.ai/
6. Identify the ways in which Fresno State aims to utilize the data, and establish dashboards that report insights, including:
   a. Total volume of engagement efforts and number of people.
   b. Repeat attendees and referrals, as a measurement reflective of positive experiences.

  c. Demographics of audiences reached, as a way of identifying gaps in engagement efforts with target audiences.

C. Potential Models and Useful Information:

- SU Bakersfield has implemented a centralized database
- [CASE Alumni Engagement Metrics](#) white paper (note: this is focused on alumni engagement only)

Strategy 3: Develop the tools to measure the social and economic impact of the University's engagement efforts.

A. <u>Introduction and Background</u>:

In order to achieve our goal of bridging campus and community, it's critical that Fresno State measures and communicates the actual economic and social impact of our efforts, as well as the impact our efforts have on our overall brand.

As articulated in an [Inside Higher Ed](#) article, *"Universities make a positive difference to the world in so many ways, from transforming an individual's life through opening educational opportunities; to helping shape policy; to driving the economy; to enhancing our cultural life; to making the groundbreaking, world-changing discoveries that universities are uniquely placed to make, covering all aspects of our lives."* While *THE* Impact Rankings attempts to measure Universities' impact on society, it is a complicated process and offers a fragmented snapshot on the overall impact of higher education institutions.

By identifying a methodology to measure the social and economic impact of our efforts, we will be able to make data-driven decisions on how to best utilize our resources, and improve programs and services in ways that will increase societal impact. Also, the University will be able to effectively communicate our value to the greater region, state and world by utilizing objective data to substantiate our impact. By doing so, we can improve the overall brand perception of the University by clearly communicating our value.

Finally, identifying a measurement will position Fresno State to be a role model for the industry by offering a framework for others to follow.

B. <u>Brief Description – Action and Elements</u>:

This strategy will involve the following:

1. Start with existing measurement tools utilized as a starting point (e.g. Richter Center survey, ECOD reports, Professor Antonio Avalos' Economic Impact studies, etc.).
   a. Lead with measuring the economic impact (easier to measure); social impact will be more difficult to measure.
   b. Work with OIE to understand how data is currently captured/tracked.
   c. Consider the concept of a "sustainability" department to drive social initiatives and impact, by partnering with local stakeholders to launch cross-functional educational programs.
2. Identify the categories (e.g. social mobility, poverty, entrepreneurship, etc.) that we want to measure.
3. Identify data to track on Fresno State alumni (e.g. career placement, industries, leadership/career growth, salaries, etc.).
   a. Work with Career Services and Alumni Career Connections to understand what data is currently available and what data we can capture.
4. Research and determine which higher education rankings (e.g. Washington Monthly, U.S. News and World Report) that we want to track/continue to track and utilize as measurements of our efforts.
5. Develop a marketing and communications plan to effectively communicate Fresno State's impact to a broader audience.

6. Utilize the current brand study (led by Simpson Scarborough) to establish a baseline brand perception measurement. Execute a similar study every 3-5 years to measure brand perception changes as a result of our efforts.

C. Potential Models and Useful Information:

- *THE* Impact Rankings - a set of rankings that directly measure and reward a university's impact on society, its public good, framed through the United Nations' 17 Sustainable Development Goals.
- CSU Economic Impact Report (2021)
- https://blog.submittable.com/measure-social-impact/
- Incorporate San Joaquin Partnership

Strategy 4: Establish Fresno State as the hub for regional and state events, convening knowledge sharing across disciplines and demographics.

A. Introduction and Background:

Fresno State is at the center of the most vital and productive growing region in the world and in one of the most culturally diverse areas of the nation. We are a hub of knowledge, convening diverse voices and fostering dialogue that nurtures curiosity and open-mindedness. As such, it is only fitting for Fresno State to be recognized as the flagship location for regional and state events that bring together interdisciplinary topics, leaders and perspectives.

B. Brief Description – Action and Elements:

This strategy will involve the following:

1. Identify existing programs and initiatives that are already known as the hub of interaction between Fresno State and community, and highlight the success of these programs nationally and globally to strengthen brand awareness.
   a. Portuguese Beyond Borders Institute
   b. Armenian Studies program
   c. M.K. Gandhi Center: Inner Peace and Sarvodaya
   d. Ethics Center
   e. Fresno State Peace Garden
   f. Osher Lifelong Learning Institute
   g. Arts in Motion
2. Evaluate current practices and processes for outside organizations utilizing Fresno State facilities for events. Address and remove any barriers, including:
   a. Evaluating the cost of specific buildings and spaces
   b. Increase the number of affordable spaces to utilize
   c. Identifying creative ways to open up more areas of campus for event use

Strategy 5: Deepen a culture of philanthropy that demonstrates the impact of private support, and connects University priorities with donor passions and motivations.

A. Introduction and Background:

Philanthropy continues to be a crucial component of Fresno State's funding mix to advance the mission and vision of the University. As state funding continues to be limited, private support is needed to meet the campus' growing needs and invest in the people, building and programs that support the next generation of leaders.

Also, as Fresno State prepares for the public phase of a comprehensive campaign, it is critical that a culture of philanthropy is understood and championed across campus. Everyone is an ambassador of philanthropy and fund development, and our collective ability to communicate a clear case for support will help drive the success of the campaign. In addition, with the challenges facing higher education coupled with the increasing competition for donors and dollars, a thoughtful, data-driven strategy is needed to inspire transformational investments for years to come.

B. **Brief Description – Action and Elements:**

This strategy will involve the following:
1. Engage the services of Dr. James (Jim) Schroeder from AASCU to engage campus leadership and key community stakeholders to assess our readiness for the public phase of the comprehensive campaign.
   a. Review and implement recommendations, as appropriate.
2. Further determine campaign readiness (for the public phase of the campaign).
   a. Develop a detailed case for support, identifying the University's philanthropic priorities, and articulating the need and impact of donor support.
   b. Understand funding sources, cost and philanthropic potential
   c. Understand the resources needed to meet the philanthropic potential (e.g. staffing, budget, collaboration).
3. Develop/enhance a data-driven culture and decision-making within the Division of University Advancement.
   a. Engage the firm BWF to execute a data analytics study, including potential donor capacity analysis and predictive modeling.
4. Hire/On-board a new VP of Advancement.
5. Develop and implement strategies for specific philanthropic focuses, including:
   a. Total number of donors
   b. Total number of gifts to academics, athletics, non-academic areas
   c. Annual giving (total donors and dollars raised)
   d. Alumni participation rate
   e. Average size of gift
   f. Number of years a donor has given to Fresno State
   g. Planned Giving
   h. Student, staff and faculty donors
   i. Alumni and community donors
6. Utilize the CSU ROI data to inform the University on when and how to invest in University Advancement and our fundraising efforts.
   a. Review how Fresno State measures against our group of sister universities, and how we compare across the CSU and nationally.
7. Evaluate and enhance existing donor stewardship efforts to create a comprehensive program that effectively recognizes and nurtures donor relationships at all giving levels.
8. Track the impact of donor gifts to support stewardship and storytelling across campus.
   a. Highlight the impact of gifts to multiple areas rather than isolating a gift to one area (e.g. a student-athlete is in athletics, but majors in x/y/z and is involved in x/y/z)
9. Share the philanthropic priorities more broadly so the entire campus community can help identify possible resources and promote our shared goals.

C. **Potential Models and Useful Information:**

- CASE VSE Report:
  https://www.case.org/research/surveys/case-insights-voluntary-support-education

Goal Three A: Be an Innovative Driver of Regional Progress with a Global Impact - Instruction

	By Fall 2029	Current	Target	Δ
1.	All students participated in at least one of the following high-impact practices, as defined by AACU, before graduation: internships, field experience, entrepreneurial experience, study abroad, and other high-impact practice opportunities.	TBD	100%	TBD
2.	The university has increased the number of students who have an experience directly related to vocational goals, either through internships, entrepreneurial experiences, course learning outcomes, or other course-level activity.	TBD	TBD	TBD
3.	Fresno State programs have been enhanced to reflect the new and emerging occupations and vocations in its metropolitan statistical area (MSA)	TBD	TBD	TBD
4.	Students are able to access the courses that they need in order to graduate on time.	TBD	TBD	TBD
5.	The type and number of fully online graduate-level programs has increased to meet the needs of mature students and professionals in the MSA.	TBD	TBD	TBD

Strategy 1 - Enhance existing and develop new experiential learning opportunities.
Strategy 2 - Expand existing or develop new academic programs based on the new and emerging occupations and employment needs for the Fresno-Madera Combined Statistical Area (CSA).
Strategy 3 - Examine Fresno State's course offerings and implement means to alleviate bottlenecks to graduating on time.
Strategy 4 - Develop partial, hybrid, or fully online graduate programs.
Strategy 5 - Implement greater professional development opportunities for faculty to remain current with pedagogical technologies and practices.

Strategies

Strategy 1: Enhance existing and develop new experiential learning opportunities.

A.   Introduction and Background

Participating in service-learning, internships, field experience, study abroad, research, and other high impact practice opportunities provides students with valuable experience, skills, and connections that helps them succeed in their future careers. Service-learning provides students opportunities to engage with the community and apply classroom knowledge in a manner that equally benefits the student by developing responsibility, communication, and problem-solving skills and the community by receiving a service. These opportunities allow students to think beyond themselves and become civic-minded. Internships provide students with the opportunity to gain hands-on experience in their field of study, allowing them to apply their classroom knowledge to real-world situations. Study abroad opportunities require students to navigate new environments and cultural differences, which can help them develop cross-cultural communication skills and adaptability while learning about the subject in a comparative

context building their analytical skills. Field experience may require students to work in a team or take on leadership roles, helping them develop skills in collaboration and problem-solving. Research is the basis for a student's inquiry into a selected topic developing a research question and hypotheses. Students learn how to use and analyze data in answering their research question. Students often work with others building critical skills in collaboration, team building, while also being mentored by faculty. These programs help students develop important personal and professional skills, also known as *soft skills,* which many studies show employers' desire. All of these opportunities can be combined with service-learning. Participation in these programs also develops networks that connect students with professionals in their fields, which can lead to job opportunities or other professional opportunities. The goal is to equip students to lead meaningful lives of work and service in a global context.

Who will be impacted?

- All students will be impacted. These are opportunities that all students should experience at least once in the course of their studies.
- Programs and departments that currently do not offer a culminating experience will need to find ways to integrate these high impact practices into their program or develop new ways to encourage students to enroll in one or more of these experiences.
- Faculty will need to develop more S-designated courses, develop internship courses, lead faculty-led study abroad trips, create research opportunities, or find ways to connect their courses with the community.
- All advisors will be impacted because they will need to develop course maps that introduce students to this idea of service-learning, internships, study abroad, or research during the Freshman year. This way, students can plan to participate in this activity in their 4-year plan and seek out the best opportunity for their career goals.
- The Office of the University Registrar will need to develop a tracking tool to ensure that all students leave with one of the experiences listed. This will be necessary if students complete their experience outside of a course or program. They will also need to find a way to designate this on the transcript.
- The Career Development Center will need to help connect colleges, departments, and programs with potential partners in the professional world.
- The Jan and Bud Richter Center for Community Engagement and Service-Learning will need to train more faculty in service-learning and help faculty develop more S-designated courses.
- The Study Abroad and International Exchange Office will need to recruit more students and encourage more faculty to lead study abroad courses.
- The Continuing and Global Education will need to offer more summer programs to assist students to complete internships outside of the regular academic year when they may have more time.
- Faculty will need to develop more opportunities for students to engage service-learning, internships, study abroad, and research opportunities into courses to address the current   lack in their programs.
- Departments are advised/encouraged to designate a faculty to lead these efforts and coordinate with other entities in the university, as well as community and industries.

B. Brief Description - Action and Elements

This Strategy will involve the following:

1. Develop a needs assessment report and make steady progress towards 100% of student participation by the end of the five-year period
    a. Develop a study that determines how many students currently graduate with a high impact practice experience.
    b. Set a baseline number of students who participate in the following: internships, field experience, study abroad, capstone courses and practices, undergraduate research and service-learning.
    c. Make steady progress each year toward the goal of having students engage in one high impact practice before graduation.
    d. Utilize First Destination Outcomes Data to explore the impact of experiential learning on career outcomes.
2. Develop a comprehensive advising campaign
    a. Central Advising, Subject Advisors, Majors, Programs, and Departments need to work together to identify and encourage HIP opportunities.
    b. Freshman Advising will ensure that freshmen understand the need for career readiness and adding a high-impact practice to their graduation plan
    c. Dog Days will introduce freshmen and transfers to the concept
    d. Road maps that include specific experiences students should complete to be career ready. Collaborate with faculty departments and the Career Development Center to develop comprehensive road maps for each major. Follow-up during sophomore and junior years for majors
3. Develop more programs and courses within departments and offices
    a. Develop courses where field experiences and internships are embedded
    b. Develop more faculty-led study abroad experiences
    c. Develop more S-designated courses
    d. Develop more research opportunities and R-designated courses
    e. Designate a faculty who will coordinate with the Career Development Center to lead these efforts and coordinate with other entities in the university as well as community and industries.
    f. Undergraduate Curriculum Committee will develop appropriate course designations to better identify HIPs (e.g., R designation for research courses)
    g. The Continuing and Global Education Division will encourage development of and offer more internship courses during the summer session
    h. Encourage more faculty-led study abroad courses
4. The Study Abroad and International Exchange Office will
    a. Reach out to more students to encourage them to participate in study abroad
    b. Find more ways to finance study abroad
    c. Recruit more faculty to lead study abroad
    d. Find more online study abroad opportunities
5. Office of University Registrar
    a. Develop tracking system / tool for students to self-register their experience if it is not a course
    b. Develop way to identify this on the transcript

C. **Potential Models and Useful Information**

- CSU Monterey Bay has the only Service-Learning requirement in the CSU system: https://csumb.edu/service/
- Elon University Experiential Learning: https://www.elon.edu/u/academics/core-curriculum/experiential-learning/

- Elon University, Global Engagement:
  https://www.elon.edu/u/academics/global-education-center/global-engagement/
- Bentley University Hire Education: https://careeredge.bentley.edu/hire-education/
- Purdue, Office of Professional Practice: https://www.opp.purdue.edu/
- Denison University: https://denison.edu/career/knowlton-center/state-of-the-art-programs
- Clemson University:
  https://www.clemson.edu/cecas/prospective-students/undergraduate/coop.html
- Clemson University, off-campus career site:
  https://career.sites.clemson.edu/internship_programs/off_campus_internships/
- Kalamazoo College - K Plan: https://www.kzoo.edu/k-plan/

Notes:

Society for Human Resource Management: Employers Say Students Aren't learning Soft Skills in College: https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/employers-say-students-arent-learning-soft-skills-in-college.aspx

Thompson, A. (2021). Kentucky colleges are going beyond teaching students the soft skills employers want. *Education Dive,* Retrieved from https://login.hmlproxy.lib.csufresno.edu/login?url=https://www.proquest.com/trade-journals/kentucky-colleges-are-going-beyond-teaching/docview/2530181750/se-2

Mitchell. (2010). Essential Soft Skills for Success in the Twenty-First Century Workforce as Perceived by Business Educators. Delta Pi Epsilon Journal., 52(1). https://www.naceweb.org/job-market/internships/the-impact-of-undergraduate-internships-on-post-graduate-outcomes-for-the-liberal-arts/

Strategy 2: Expand existing or develop new academic programs based on the new and emerging occupations and employment needs for the Fresno-Madera Combined Statistical Area (CSA)

A.   Introduction and Background

Employers have criticized universities for not keeping up with the technological and technical skills needed in the job market, and yet, they still view universities as the "source of workforce talent. " Universities need to adapt curriculum, develop new programs and consolidate programs to equip students to meet the demands of the current job market.

Per a study by Public Agenda/USA TODAY Hidden Common Ground (HCG) research, published in July 2022, less than half of Americans (49 percent) think the economic benefits of a college education outweigh the costs. Young people without degrees are particularly skeptical. It is critical that our academic programs develop skills, both technical and "soft," and knowledge that prepare students for their intended careers.

Who will be directly and indirectly impacted?

- Prospective students - If we are better able to align our curriculum with market needs and produce better long-term career outcomes for our students, we will be able to clearly communicate the value of a Fresno State degree to prospective students and their families.
- Current students - Increasing students' skills, knowledge, and experience that are relevant to the needs of the marketplace and increasing students' skills in communicating those skills, knowledge and experience will decrease the percentage of alumni who are underemployed.
- Faculty and Programs will need to redesign courses or syllabi to identify how student learning outcomes align with job market and occupational skill requirements.

- Programs and departments will need to review their course offerings and either modify, delete or create new courses to stay current.
- Programs and departments will need to develop new badges or certificates or collaborate across colleges and to enhance existing programs.
- The University will need to create a system that awards badges and/or certificates for student recognition.
- Departments are advised/encouraged to designate a faculty to lead these efforts and coordinate with other entities in the university, as well as community and industries.

B. **Brief Description - Action and Elements**

This Strategy will involve the following:

1. Review of the 10-year employment projections for the San Joaquin Regional Planning Area (in comparison to the number of graduates produced by the undergraduate, graduate, and credential programs offered by Fresno State).
2. Conduct assessment of regional employers (regarding the skills, both technical and career readiness, needed for their specific industries).
3. Develop certificate and badge curriculum that focus on technical and career readiness skills (In collaboration with regional employers).
4. Establishment of Industry/Alumni advisory boards for each academic program.
5. As emerging occupations are identified, the University will encourage departments and programs to work collaboratively to meet interdisciplinary market needs.

C. **Potential Models and Useful Information**

- Florida Gulf Coast University Digital Badging Program - https://www.fgcu.edu/digitalbadges/
- University of Arkansas Walton School of Business, S.A.M. (Students Achieving Milestones) Program - https://walton.uark.edu/student-success/
- https://www.naceweb.org/career-readiness/competencies/better-together-how-industry-and-academia-can-co-support-students-career-readiness/
- https://www.publicagenda.org/newsroom/new-public-agenda-report-americans-question-the-value-of-higher-education/
- https://hbr.org/2021/05/the-u-s-education-system-isnt-giving-students-what-employers-need
- https://hechingerreport.org/impatient-for-workers-businesses-help-students-take-college-shortcuts/

Strategy 3: Examine Fresno State's course offerings and implement means to alleviate bottlenecks to graduating on time

A. **Introduction and Background**

Access to required courses is critical for college students to graduate on-time and pursue their career goals. Ensuring that students have adequate access to the courses they need is challenging due to limited course offerings, high demand for certain courses, budget constraints, and staffing shortages. Students who cannot enroll in the courses they need face delays in graduating, incur additional expenses, and/or experience stress and anxiety.

To address this issue, the University will conduct a study to determine the scale of limited student access to courses needed for graduation and explore strategies for increasing access. The study will analyze

availability data, student enrollment patterns, and feedback from students and faculty. The goal of this study is to identify the main barriers to course access and develop effective solutions.

Based on the findings of the study, the University will develop a timeline for increasing access to courses needed for graduation. This timeline will prioritize steady progress toward more operational coordination and providing student support. The University recognizes that increasing access to courses is a complex issue that requires collaboration and innovation from all stakeholders, including scheduling, faculty, administrators, and advisors.

<u>Who will be directly impacted?</u>

- Students will be directly impacted because they will make more timely progress towards the degree.
- Departments, department chairs and faculty will be impacted as they address the curricular challenges, such as scheduling, staffing and course availability, in their area.
- Scheduling will be directly affected as they work toward more streamlined processes.
- Advising will need to increase follow-up with students to ensure that they are making steady progress towards the degree.

B. Brief Description - Action and Elements

This strategy will involve the following:

1. Advising
   a. Academic advising to provide students with roadmaps of the exact courses needed to graduate.
   b. Roadmaps that identify courses needed each semester.
   c. Improve communication between departments and advisors regarding deviations from course scheduling patterns (e.g., Catalog indicates fall offering, but the course will not be offered until spring due to staffing changes).
2. Scheduling
   a. Work with programs to identify course demand.
   b. Work with faculty to identify course pattern offerings (e.g., day/time, modality, and the like) that are offered consistently each semester for better planning.
   c. Increase the number of course pattern offerings in high demand classes.
   d. Determine ways to minimize students deviating from roadmaps.
   e. Work with departments to determine strategies to streamline scheduling.
   f. Training for scheduling to streamline the schedule and better classroom utilization.
3. Budgeting
   a. Identify funding streams to increase course access in high demand bottleneck courses.
   b. Determine ways to fund low enrolled courses needed for graduating.
4. Consolidation and Reorganization
   a. Based on the findings of the study, programs may be streamlined or suspended to improve course offerings and allocations of funds.
   b. The impact on student success and faculty performance should also be taken into consideration.
   c. Move toward increased hiring in areas with staffing challenges that limits course availability.

C. Potential Models and Useful Information

- CSUN University Access website for the Tseng College Graduate and Mid-career Education: https://tsengcollege.csun.edu/programs/university-access

Strategy 4: Develop partial, hybrid, or fully online graduate programs

A. <u>Introduction and Background</u>

While online learning is not suited for every student nor is every program suited for online delivery, Fresno State needs to offer more online graduate programs to remain competitive and serve the Central Valley workforce. Online courses provide a flexible and convenient way for students to pursue higher education while balancing work and personal commitments.

The ability to offer graduate level programs is even more important. Graduate level programs offer a wider range of programs and courses than traditional universities, allowing students to specialize in niche fields and take advantage of cutting-edge research and expertise. Online programs are also often more affordable than traditional programs, making higher education more accessible to individuals from diverse socioeconomic backgrounds. Online programs allow greater flexibility for adult learners and those who are geographically distanced from Fresno State. Online graduate programs are necessary to meet the growing demand for skilled professionals in a variety of fields. As industries and job markets change, individuals need to continuously update their skills and knowledge to remain competitive in the job market. Online programs offer a convenient and affordable way for professionals to earn advanced degrees, certificates, and enhance their skills and knowledge in their chosen field.

All Fully online, Partial Online, and Hybrid programs offer the following in terms of accessibility:
- Online courses provide greater accessibility to education by breaking down barriers that may prevent students from pursuing their educational goals. By providing students with the ability to study from anywhere, at any time, online courses help to democratize education and provide greater opportunities for all learners.
- Flexibility: Online learning provides students with the flexibility to study at their own pace and on their own schedule. They can access the course materials and complete assignments at any time, which is especially important for students who have work and/or family commitments.
- Accessibility: Online learning makes education more accessible to students who may not have the resources or ability to attend traditional classes. For example, students who live in rural areas, have disabilities, and/or cannot attend classes in person due to health reasons can still pursue their education online.
- Financial accessibility: Studying online can be more cost-effective for students because it eliminates the need to commute to campus and pay for parking, Diversity: Online learning can bring together students from diverse backgrounds and locations, allowing them to share their perspectives and learn from each other.
- Geographical accessibility: With online courses, students can participate in classes and complete coursework from anywhere with an internet connection. This is particularly important for students who live in rural or remote areas, where access to traditional classes may be limited or for students studying from other countries (e.g., international and military students to name a few). Physical accessibility: Online courses make education more accessible for students with physical disabilities, who may have difficulty attending traditional classes. With online courses, students can participate from the comfort of their own homes and can customize their learning environments to meet their needs.

<u>Who will be directly and indirectly impacted?</u>
- Students

- Departments and programs
- Dedicated (extended) support from faculty and advisors

B. Brief Description - Action and Elements

This strategy will involve the following:

1. Develop and conduct a survey to determine which existing graduate programs need to move online, become hybrid, or be developed based on the new and emerging occupations and vocations in the metropolitan statistical area (MSA).
2. Based on the data from the survey, the university will develop more graduate level online programs targeting professionals and adult students who need flexibility in their personal and professional lives to earn advanced degrees to meet market trends. These programs should be offered state-side.
3. All online course design should align with the CSU Quality Learning and Teaching (QLT) Rubric and implement the Universal Design for Learning framework. QLT rubric
4. Extend support for technology, such as, but not limited to:
    a. The Office of IDEAS with its Center for Faculty Excellence will provide Academic technology resources and faculty support; such as Canvas.
    b. Technology Services with its Service Center will provide the Extended Late-night Academic campus technology resources and support; such as My Fresno State, Single Sign on and email accesses, and classroom services
    c. Admissions and, advisors and faculty help (virtual hours) after 5 p.m.
5. Offer more graduate classes in online/hybrid format to reduce travel and time flexibility from our current in person programs.

C. Potential Models and Useful Information

- San Diego State University Global Campus Online Education Program: https://ces.sdsu.edu/sdsu-global-campus-online-programs
- Ranked 7th in the nation for master's in Education:
- https://newscenter.sdsu.edu/sdsu_newscenter/news_story.aspx?sid=79056
- Western Carolina University, Master's in Health Sciences: https://www.wcu.edu/learn/departments-schools-colleges/HHS/healthsci/master-of-health-sciences/index.aspx

Strategy 5: Implement greater professional development opportunities for faculty to remain current with pedagogical technologies and practices

- **Introduction and Background**
  Changes in society and technology are transforming the landscape of higher education and presenting both challenges and opportunities for institutions, faculty and students. While new technology has the potential to transform higher education by increasing ingenuity, access and flexibility, it also poses some risks. In terms of pedagogical practice, there is the risk that the rapid pace of technological change may result in a mismatch between the skills taught in higher education and the skills needed in the workforce, potentially leaving graduates ill-equipped for future careers. In addition, an emphasis on data-driven approaches to teaching have the potential to improve the quality and effectiveness of higher education pedagogy, by providing insights into student behavior and performance and enabling instructors to personalize learning

experiences and provide targeted support. However, it is important to ensure that both technology and data are used ethically and with appropriate safeguards to protect student privacy and confidentiality.

The University should seek to implement the vision of The Professional and Organizational Development Network in Higher Education (POD), the largest higher educational development network in the country, whose vision states, "that all post-secondary institutions value, support, and reward the work of their educators, scholars, and leaders, with an emphasis on teaching as a core scholarly activity, informed by research and reflection, and resulting in success for all students." To that end, the University must evaluate the current training on-campus in terms of programs, participation, and future programmatic needs to identify gaps. Then, the University will examine ways to expand existing programs or develop new ones in order to prepare faculty for the 21st century student. Lastly, the university will determine ways to steadily increase faculty participation in these programs while being mindful of faculty workload.

To this end, the university must be mindful of:
- 21st century pedagogical practices and theories are needed to prepare students to the needs of the workplace.
- Pedagogical practices need change to prepare students for the current and future workplace needs such as critical thinking skills, problem solving skills from traditional pedagogical practices.
- These Pedagogical practices need appropriate physical and virtual classrooms and faculty who know how to use them to engage with the students to develop these skills while developing appropriate conceptual knowledge.
- The university must develop suitable professional development mechanisms to train faculty to use these modernized classrooms as well as use appropriate pedagogical practices.
- Finding out ways to encourage faculty to change their pedagogical practices and learning to use modernized classrooms require additional tools.
- Seeing the effects of these pedagogical practices, how they are being implemented, and how modernized classrooms are effectively used can be one of the ways faculty can be motivated to adapt to these changes.
- Incentives to develop learning communities and use models such as lesson study (model for faculty to develop lessons, observe each other, and reflect their practices) are some of the possible and powerful ways that can be used to motivate faculty.

Who will be directly and indirectly impacted?

- The Office of Institutional Effectiveness is directly impacted because they will develop the survey instrument and collect the data.
- The Office of IDEAS and the Center for Faculty Excellence is directly impacted because this office will implement most of the faculty support and development.
- The Office of the Provost for Academic Affairs is directly impacted because it will need to provide financial support.
- Departments are directly impacted because they need to make changes based on surveys and data.
- Faculty are directly impacted because they need to remain current through training and updates to pedagogy
- The Office of Digital Accessibility is directly impacted because it needs to support the campus through technology.
- Students are directly impacted because they will need to take the surveys. Students will be impacted by improved pedagogy and technology.

- **Brief Description - Action and Elements**

This strategy will involve the following:

1. The Office of Institutional Effectiveness
   a. Develop a survey instrument to evaluate past participation and future programming needs
   b. Analyze longitudinal data to measure the effectiveness of pedagogical initiatives
   c. Present data in a meaningful way to pursue faculty buy in
   d. Re-evaluate programs yearly to measure progress
2. The Office of IDEAS and the Center for Faculty Excellence will be charged with faculty development in existing and new programs in the following ways
   a. They will implement a plan designed to achieve greater cohesiveness and allow for more in-depth studies focused on the High-Impact Practices that our university offers. Training faculty on authentic learning opportunities that address real world issues (e.g. water, sustainability, educational success, etc.) will provide students with opportunities to engage more deeply in their own learning while applying their knowledge and will simultaneously require greater faculty involvement and engagement.
   b. The next step in the long-term plan is to increase access to HIPs for all students and to map these experiences to the current curriculum and to provide pathways for students to make sure they are aware of, and to encourage them to, participate in at least one HIP to solidify their ability to apply knowledge and increase their engagement. We will also implement a study to track students who participate in HIPs, to identify those who do not and to compare these students as well as to increase participation by underrepresented groups.
   c. The university must develop suitable professional development mechanisms to train faculty to use these modernized classrooms as well as use appropriate pedagogical practices.
   d. The university will explore and implement ways to encourage faculty to change and /or improve their pedagogical practices and learning to use modernized classrooms, which require additional tools.
   e. The office of IDEAS will provide information on faculty involvement to determine the success and long-term viability of programs.
   f. The Office of Ideas will implement a strategy to market programs in a way to highlight the impact on teaching and learning.
3. The Office of the Provost for Academic Affairs will be charged with:
   a. Providing funding for programs
   b. Providing incentives for faculty
   c. Consider a larger role for pedagogical training in the RTP process to encourage more faculty to participate early on in their careers, such as setting a minimum requirement in the probationary plan.
4. Departments and Faculty will be responsible for:
   a. Creating, promoting and participating in opportunities for faculty to share pedagogical practices.
   b. Encouraging faculty to collaboratively develop curriculum and teaching strategies that focus on HIPs and vocational goals.
   c. Gathering feedback from students about effective instructional practices for individual content areas and classes by collecting data from surveys and other instruments
   d. Fulfilling the needs of faculty to improve the instruction of individual content areas.
   e. Implementing best practices at all times in all classes
5. The Office of Digital Accessibility will:
   a. Support the campus in technological needs
   b. Strengthen old and develop new ways to support faculty across campus and home

- **Potential Models and Useful Information**

  Models in the CSU:
  - CSU Northridge Faculty Development Center: https://www.csun.edu/undergraduate-studies/faculty-development
  - CSU Fullerton Faculty Development Center: https://fdc.fullerton.edu/
  - CSU San Diego: Faculty Advancement: https://fa.sdsu.edu/

Outside the CSU:

- Penn State's Schreyer Institute for Teaching Excellence: https://www.schreyerinstitute.psu.edu/

Notes:

Kentucky gov and Kentucky colleges:
https://cpe.ky.gov/news/stories/education-experts-bring-employability-skills.html
Lesson Study as a Model for Building Pedagogical Knowledge and Improving Teaching
https://files.eric.ed.gov/fulltext/EJ1068058.pdf
Personalized professional development
https://www.edutopia.org/article/personalized-professional-development/
Veronica Diaz, P. B. Garrett, Edward R. Kinley, John F. Moore, Celeste M. Schwartz, and Pat Kohrman. "Faculty Development for the 21st century."
https://er.educause.edu/articles/2009/5/faculty-development-for-the-21st-century
Ramsay, Crystal M, et al. "Promoting Pedagogical Agility in Learning Spaces: Toward a Comprehensive Framework of Faculty Support and Innovation." *Journal of Teaching and Learning with Technology*, vol. 8, no. 1, 2019, pp. 60–75., https://doi.org/10.14434/jotlt.v8i1.26747.
https://csu-fresnostate.primo.exlibrisgroup.com/permalink/01CALS_UFR/1jjtlgf/cdi_doaj_primary_oai_doaj_org_article_b74a93f6be1c4b5c8798f88d81391cc4
The POD Network (The Professional and Organizational Development Network in Higher Education): https://podnetwork.org

Goal Three B: Be an Innovative Driver of Regional Progress with a Global Impact - Research

	By Fall 2029	Current	Target	Δ

1.	Sustainable Environment for Research and Scholarship:
	  a. Annual publications is competitive with other R2 CSUs, such as San Francisco and San Diego
	  b. Increased output of scholarly and creative activities
		TBD
		
		TBD
			TBD
			
			TBD
				TBD
				
				TBD

2.	Time Needed to Pursue Deep Levels of Research and Scholarly Activity:
	  a. Faculty workload is optimized for Research and Scholarship commensurate with R2 goals and expectations
	  b. 3 Weighted Teaching Units (WTU) per semester of *research and scholarly activity* workload is allocated to tenure track and tenured faculty who meet their college standards in this area
		TBD
		
		26-28%
			TBD
			
			TBD
				TBD
				
				TBD

3.	Number and Variety of Externally Funded Awards:
	  a. Fresno State meets or exceeds R2 national averages
	      i. Annual spending on Research & Development is $22M
	      ii. TBD% of submitted proposals and contracts are awarded
	  b. There is adequate support for Research and Scholarship
	      i. The pre-award (ORSP) staffing per grants submitted per year is TBD
	      ii. The post-award (Foundation) staffing per grants administered per year is TBD
		$9M/yr.
		
		50-60%
		
		TBD
		
		TBD
			$22M
			
			TBD
			
			TBD
			
			TBD
				$13M
				
				TBD
				
				TBD
				
				TBD

4.	Access to student experiential learning/research opportunities; diversity of graduates entering R&D careers, including those supporting the regional needs:
	  a. 15% increase in number of students involved in research
	  b. 15% increase in number of students enrolled in Independent Study/ experiential learning or independent research and/or mentored experiences
	  c. TBD% increase in Master Theses written per year
	  d. TBD% of faculty supervise student research per year
	  e. TBD% of graduates enter research programs
	  f. TBD graduates entering R & D careers
		TBD
		TBD
		
		88/yr (2021-2023)
		TBD
		TBD
		TBD
			TBD
			TBD
			
			TBD
			TBD
			TBD
			TBD
				15%
				15%
				
				TBD
				TBD
				TBD
				TBD

5.	Communication channels for a deeper knowledge, understanding, and challenges of our region (e.g. climate, economic, food insecurity) and connections to global challenges or solutions:
	  a. TBD% increase in resources/staff allocated to university event coordination and communication
	  b. TBD% increase in number of annual outreach activities e.g., Physics Outreach, Planetarium, Farm tours, etc.
		TBD
		
		TBD
			TBD
			
			TBD
				TBD
				
				TBD

6.	Collaboration on research and scholarly activities	TBD	TBD	TBD

		TBD	TBD	TBD
	a. TBD% increase between academic disciplines at Fresno State b. TBD% increase between the university and its community and industrial partners			

Strategy 1 - Create a new Division for Research, Innovation and Community Outreach
Strategy 2 - Reallocate and strengthen resources to ensure faculty are assigned workload for research, scholarship, and creative activities (RSCAs) that is commensurate with R2 goals and expectations
Strategy 3 - Significantly enhance capacity for pre-award and post-award, research grant support
Strategy 4 - Enhance research support programs, proposal development services, and funding to support research, scholarship, and creative activities (RSCAs)
Strategy 5 - Create an Office for Undergraduate Research

<u>**Strategies**</u>

Strategy 1: Create a new Division for Research, Innovation and Community Outreach.

    A. <u>**Introduction and Background**</u>

Society's **grand challenges** are "*more than ordinary research questions or priorities, they are end results or outcomes that are global in scale; very difficult to accomplish, yet offer hope of being ultimately tractable; demand an extensive number of research projects across many technical and non-technical disciplines and accompanied by well-defined metrics*" (Wikipedia). Grand challenges can be addressed only by collaborative and multidisciplinary efforts.

The greater San Joaquin Valley has such grand challenges, and hence many opportunities to address them with leadership and partnership from Fresno State. The region has plentiful needs and opportunities in such areas as agriculture, healthcare, education, air quality, water, energy, housing, innovation, R&D capacity, entrepreneurship, transportation, manufacturing, and economic development. Fresno State already has many institutes and centers that are important resources for the Valley (see a partial list of these below), but we lack a mechanism to efficiently connect these resources to where they are needed.

In addition Fresno State has been awarded the Carnegie designation of R2, and hence we have achieved and maintain a high level of research with significant grant support. Given this new R2 status, and the amassed resources cited above, Fresno State is poised to become the region's leading source for high skilled talent, new ideas and solutions, and a major catalyst for economic growth.

However, what is missing is an internal recognition of the importance of research in the form of a cabinet level advocate for research and innovation, and structures that support research and innovation. All other high achieving R2 institutions have a Vice President of Research and an associated Division of University Research that is forefront and integrated into University decisions at the highest level.

Hence, we propose that Fresno State create a new position **Vice President for University Research, Innovation and Community Outreach**, and create a **Division of University Research, Innovation and Community Outreach** that would encompass our current Office of Research & Sponsored Programs and bring it to the cabinet level. The VP would serve as our public face of Research and be recognized as having the full backing of the University President when promoting community engagement, working with industry

leaders, representing our interests at regional, state, and federal level granting agencies. In addition this leadership position would oversee and enhance collaboration of our many centers and institutes (partial list):

- Office of Community & Economic Development (OCED)
- Lyles Center for Innovation and Entrepreneurship
- Fresno State Transportation Institute
- Central Valley Health Policy Institute
- Maddy Institute
- California Agricultural Technology Institute (CATI)
- Valley Industry Partnership
- Institute for Family Business
- University Business Center (UBC)
- Viticulture and Enology Research Center (VERC)
- Institute for Food and Agriculture (IFA)
- Central California Center for Excellence in Nursing (CCCEN)
- Institute of Climate Change, Oceans, and Atmosphere (ICOA)
- International Business Programs
- Institute of Public Anthropology (IPA)
- Center for Research, Evaluation, Assessment, and Dissemination (CREAD)
- Community and Regional Planning Center (CRPC)

The following strategies are suggested as the best means to capitalize on our current grants and research success, and our myriad centers and institutes of faculty service to the community.

[This strategy addresses outcomes 1, 2, 5, and 6.]

B. Brief Description- Action and Elements

1. Create a new cabinet level position, such as a Vice President for Research, Innovation and Community Outreach, whose portfolio will include oversight of ORSP and developing (and maintaining) external partnerships with industry, regional, state, federal agencies, and community organizations. This position will also chair a "Joint Leadership and Coordinating Council for Research, Community and Economic Development" (see next item) and work closely with the President, Provost, VP for Advancement, and Executive Director for Government Relations. This position can be sustained in the long term via grants and indirect cost recovery from grants.
2.   Establish a Joint Leadership and Coordinating Council for Research, Community and Economic Development (JLCC). The JLCC will be composed of leaders of the various institutes and centers at Fresno State. JLCC's operational goals would include developing strategies to collaborate between centers and institutes, forming project teams, pursuing external funding, reducing administrative hurdles, and developing strategies to position Fresno State as a solutions partner for regional and global grand challenges.
3. Decouple the current leadership positions of Graduate Dean and Research, with Dean of Graduate Students remaining in Academic Affairs, and elevating the VP for Research, Innovation and Community Partnerships to a cabinet level position (as discussed in action item 1 above).
4. Establish a Community and Economic Development Faculty Fellows Program; Faculty Fellows will receive assigned time or mini-grant for concentrated engagement with community organizations,

business councils and economic development agencies. Outcomes should include peer reviewed publications, and the pursuit of external grants.

5. Establish a Community and Economic Development Student Fellows Program; Student Fellows will receive stipends, and will be expected to work with faculty mentors and external organizations on projects. The Student Fellows will be expected to present their work at appropriate forums, conferences etc., and also write articles for publication.

6. Host an annual conference on regional and economic development. Attendees will include faculty, students, staff, and leaders of community, industry and government organizations, grant funders, etc.

7. Communicate Fresno State's work in research, community and economic development using contemporary media platforms (website, social media, podcasts, etc.) and publish reports and briefs (similar to PPIC) on a regular basis.

8. Establish a fund that will provide seed funding for faculty who will work on multi-disciplinary projects. Each participating faculty member will be eligible to apply for seed funding every 4 years. Seed funds will cover faculty stipends, student hiring, travel and other project costs.

9. Explore the creation of a technology transfer office such as that of San Jose State.
https://research.sdsu.edu/tto

C. Potential Models and Useful Information

- For conveying/communicating our work outward (from SJSU Strategic Plan):
https://www.sjsu.edu/strategicplan/goals-and-outcomes/excel-and-lead.php
- San Diego State University has a Vice President for Research and Innovation, San Jose State University has a Vice President for Research and Innovation[1].

Strategy 2: Reallocate and strengthen resources to ensure faculty are assigned workload for research, scholarship, and creative activities (RSCAs) that is commensurate with R2 goals and expectations.

A. Introduction and Background

This strategy addresses allocating designated workload time to the research, scholarship, and creative activities (RSCAs) that is expected of every tenure track and tenured faculty, expectations for which no designated workload category currently exists in policy or practice.

Providing faculty with workload appropriately aligned with expected scholarship will promote an increase in RSCAs (Outcome 2), leading to more publications (Outcome 1), more research and scholarly engagement with students, more creative works involving students, more time for engaging in high impact teaching practices, and serve as an incentive to recruit and retain talented faculty in both teaching and scholarship (Outcome 4). Importantly, appropriate workload assignment should also lead to more grant applications, more time for grant oversight, and targeted need grant writing (Outcome 3).

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[1] At San Jose State University, the Vice President for Research and Innovation "leads the planning, administration, and evaluation of university research facilities, centers, institutes, and support services, as well as the allocation of funding for research and innovation programs and activities. His team is responsible for identifying, securing, and maintaining extramural funding from governmental agencies, private foundations, businesses, and industry, as well as for developing public-private partnerships that foster innovation and grant collaborations."

Currently most faculty are assigned a 12 WTU per semester teaching load with an additional 3WTU load assigned to service, and zero WTU workload towards RSCAs. While approximately 24% to 28% of our faculty do receive 3WTU/semester for RSCAs (due to the CBA contract and the PRSCA program), resources need to be allocated to bring equity to the 72% to 76% of faculty who are expected to accomplish research and scholarly activity, but are currently burdened with a workload of 12WTU teaching/3WTU service per semester with no WTUs allocated for RSCAs. The current policy on faculty assigned time, APM 337, does not even list RSCAs as a component of faculty workload despite the fact that faculty are *required* to conduct scholarly activity in order to achieve tenure and promotion.

Furthermore, our R2 status implies a new expectation for scholarship to continue well past tenure, and our current achievements and levels of research success include many associate and full professors who remain active in their scholarly activities, and for many this work has been essentially volunteer labor.

In addition to the unsupported workload above, the university's desire for increased student research opportunities and successful grant applications are further instances of uncompensated but expected workload. Developing and submitting grant applications and mentoring student research are both research activities distinct from service and teaching and the current workload allocation does not provide time for this work.

The following strategies are suggested to help remedy this issue, and to provide faculty who remain active in scholarship beyond their probationary period to be granted a 9WTU teaching load per semester (rather than a 12WTU load) as long as their scholarly productivity meets criteria set by their college peers. Fresno State has built a robust and talented community of scholars, and the mission of the university is best served if we give our faculty the crucial resource of assigned time to meaningfully pursue their research, scholarship, and creative work.

B. **Brief Description- Action and Elements**

1. In consultation with the university Budget Committee and appropriate university administrators, establish a meaningful estimate of the cost of providing tenured and tenure track faculty a workload assignment of 3 WTU per semester to RSCAs. Examine overall university spending priorities to determine how to fund this resource.
2. Align policy (APM 337) to establish RSCAs as assigned workload, develop discipline appropriate criteria for faculty to be awarded RSCA assigned workload, and provide a mechanism to review and renew this assignment through established shared governance structures.
3. If funding is limited, establish a pathway that will allow additional faculty to obtain RSCA assigned time over a five year plan. Establish criteria to award this RSCA assigned time in a fair and equitable manner. Assignment of 3WTU to RSCA per year (instead of 6WTU per year) could also be considered as a stop gap measure. We feel that supporting more scholarly activity than current practice will yield dividends for the university and community.
4. Retire PRSCAs and APM 507 and reallocate these resources towards a more equitable and strategic workload assignment for RSCAs.
5. Investigate increasing the use of TA-ships to help distribute teaching load. Also investigate increasing some class sizes, where best practices will allow, as a means to reduce instructional WTUs.

C. **Potential Models and Useful Information**

- CSU San Jose has implemented a stepped plan towards equitable RSCA assigned time, and each College has developed criteria for the award of 3WTU/semester RSCA assignment.
- https://www.sjsu.edu/research/about/assigned-time-program/faq.php
- The Craig School of Business already has all faculty assigned a 9WTU teaching load, and has associated qualification criteria.
- The Lyles College of Engineering has developed but not yet implemented an assigned time program that will allow for designated WTUs for research, scholarship and grant activities.
- Fresno State Senate Task Force Report 2018 has some initial investigation of the issues discussed above.

Strategy 3: Significantly enhance capacity for pre award, and post award, research grant support.

A. Introduction and Background

In recent years, Fresno State has experienced great success in obtaining grants and sponsorships, with a track record of exceeding the results of the previous year. The structure of our research grants and contracts is currently divided among two university divisions: 1) Grant submissions, also called pre-award is handled by the Office of Research and Sponsored Programs (ORSP) which itself is within the Division of Research and Graduate Studies (DRGS) and 2) the management of awarded grants and contracts , also called post-award, is managed by the Fresno State Foundation. This is a system unique to Fresno State, and there is some concern that our current model may not have the needed capacity to allow our research programs to grow to their full potential, and further concerns have been raised about insufficient resources for the management of our current grants, including staff for compliance, and also of timely submissions of new proposals.

The set of actions proposed below seek to assess our needs and to compare our methods to other models used by successful institutions. The following proposals seek to utilize the existing policy and joint administration/faculty governance oversight provided by APM 501 and its associated **Grants and Research Advisory Board**. This board is charged with a list of important tasks, such as reviewing the annual budget for grants administration, and overseeing the policies on the recovery, use, and distribution of indirect costs, among other responsibilities. We advocate that the Grants and Research Advisory Board take the following steps.

B. Brief Description- Action and Elements

1. Ensure that the Grants and Research Advisory Board meets and reports regularly to the Administration and Faculty Senate, and is tasked with appropriate oversight of grant and research related resources at Fresno State.
2. The Grants and Research Advisory Board should contract with the National Council of University Research Administrators (NCURA) Peer Review Program to request an evaluation report of our research infrastructure at all levels (pre-award/ORSP, post-award Foundation, and compliance).
3. The Grants and Research Advisory Board should oversee an immediate campuswide research assessment survey regarding services pre- and post-award to all those with grants currently being serviced.

4. Investigate a restructuring and expansion of ORSP to include a Proposal Development Team for pre-award support such as those modeled at the CSU R2 institutions in Table 2 below. Responsibilities of this proposed Proposal Development Team of ORSP would include:
   a. Assisting faculty with funding opportunities
   b. Proposal development support for large complex proposals which includes coordinating milestones, internal meetings, deadlines, etc.
   c. Grant writing assistance for the proposal sections
   d. Assist in the evaluation design
   e. Development of budget justification
   f. Review and coordination of biosketches
   g. Coordination of support letters/institutional commitment letters
   h. Analyze proposal reviews and provide feedback
   i. Coordinate meetings with program officers from sponsoring agencies
5. The Grants and Research Advisory Board, should review our HERD survey (Higher Education Research and Development) to ensure best practices are being met on distribution of indirects and allocation of research resources.
6. The Grants and Research Advisory Board, should review our use of grant writing consulting expertise (such as the Hanover proposal review, and Morrison grant facilitation service) to see if expanded use of these services would produce a meaningful return on investment.

C. Potential Models and Useful Information

- An external review by NCURA would provide a perspective based on comparison with other CSUs and equivalent R2 Carnegie Classification institutions. National Council of University Research Administrators (NCURA) Peer Review Program
- Table 2: Links to grant and research support at other CSU Campuses including all other R2 institutions.
- Hanover Research: https://www.hanoverresearch.com/higher-education/grant-support/
- Morrison & Company Consulting, Inc.: https://morrisonco.net/services

Table 2				
Campus	Carnegie Class	Campus Enrollment	Proposal Development Office?	Link to their PD Website
Fresno	R2	24,946	No	N/A
Fullerton	R2	41,408	Yes	https://www.fullerton.edu/doresearch/grant_development_submission/
Long Beach	R2	29,435	Yes	https://www.csulb.edu/office-of-research-and-economic-development/grant-development-beachboard
San Bernardino	R2	19,182	Yes	https://www.csusb.edu/research-development

| San Diego | R2 | 35,732 | Yes | https://research.sdsu.edu/development_funding/proposal_development |
| San Jose | M1 | 36,000 | Yes | https://www.sjsu.edu/research/research-development/index.php |

Strategy 4: Enhance research support programs, proposal development services, and funding to support research, scholarship, and creative activities (RSCAs).

A. Introduction and Background

Internal structures provide the critical support needed to develop and grow sustainable lines of research and scholarship that engage and train students, advance knowledge across disciplines, and solve regional, national and global challenges. These internal structures lay the groundwork for faculty to submit competitive proposals for new and continuing external funding, to successfully implement and complete funded (and unfunded) projects, to share and discuss research and creative work, and to disseminate findings to stakeholders including policymakers and the general public. Critical internal support structures include: internal funding support; research facilities that support both disciplinary research and transdisciplinary collaboration; and adequately staffed units that support proposal development and submission, project implementation, and publication of results. This strategy focuses on the internal funding and support services needed for faculty to be successful in research, scholarly, and creative activities.

B. Brief Description- Action and Elements

1. Define research, scholarly and creative activity metrics across all disciplines. Implement a process to systematically collect metrics data across the campus.
2. Provide internal research support programs that align with strategic priorities (e.g., transdisciplinary projects; new project seed funding; development of new research strands for mid-career faculty…). Continue to offer professional development funding that supports data collection and creative activities (which may include travel, equipment and supplies, technology,workshop attendance for expanding knowledge and expertise, and student research assistants)
3. Provide proposal development services and training that assist faculty in designing and writing successful grant proposals.
4. Provide funding for open access publishing to ensure the broadest possible dissemination of RSCA outcomes in high-impact journals.
5. Provide professional development funding at a level that supports faculty participation in national and international disciplinary conferences.
6. Establish a postdoctoral fellowship program to bring diverse researchers to campus and support faculty and student research.
7. Create incentives (for example SEED grants for new faculty, campus funds) for faculty to engage in innovative & integrative research; include as measures of achievement in APM 300 sections (Faculty tenure, promotion, etc)

C. Potential Models and Useful Information

- SJSU internal research funding programs:
  https://www.sjsu.edu/research/research-development/funding-opportunities/internal-funding/index.php
- UC President's Postdoctoral Fellowship Program: https://ppfp.ucop.edu/info/

Strategy 5: Create an Office for Undergraduate Research.

A. Introduction and Background

Research experiences are pivotal in the education and professional development of undergraduate and graduate students. There are many ways to engage students, for example internships, undergraduate research experiences, research academies, study abroad and attending scientific meetings. These strategies focus on actions to expand opportunities for students and faculty to get involved in meaningful research and practices. The creation of an Office (or a Center) for undergraduate research services will expand research opportunities, promote educational ownership, creation of intellectual property and scholarly identity. These efforts will support the creation of partnerships, outreach and expand multidisciplinary research.

B. Brief Description- Action and Elements

For undergraduate students:
1. Create and maintain physical spaces where research and collaboration can take place, including an office for student (undergraduate and graduate) research services.
2. Develop a CUREs designation for undergraduate courses (similar to DiscoverE, HyFlex, services learning, etc).
3. Develop summer intensive research academies similar to those offered by national labs, REU sites, etc. Explore co-branding and offer campus based experiences for students who may not be able to leave the region. Incentivize student participation for class credit and stipends.
4. Develop a special session for undergraduate students to present research findings (for Independent study or those who work as research assistants) during the High Impact Practices Symposium. Organize a research competition during this session to incentivize participation with monetary awards for winning posters or presentations.
5. Incentivize faculty to mentor research projects, adding WTUs per project (if outside 190s and CUREs).
6. Incentivize across-disciplines research projects
7. Develop a strategy to include a "research" mention under students' diploma if they take a minimum of three courses with a research component.

For graduate students:
8. Develop TA training programs on pedagogy that will teach high-impact teaching practices to our graduate students. Use models such as UW Madison's trainings and courses.
9. Develop a University Graduate Research Fellows Program to support at least 21 graduate students each year who will work on high-impact research (2 per each of 8 colleges, and 3 PhD fellows). Fellows will receive tuition and stipends and each will work with a faculty mentor. Seek partnerships with regional industry, agencies and grants for cost sharing.
   *Use potential models as an example
10. Expand opportunities for graduate students to engage in study abroad and/or attending conferences.

11. Publicize and celebrate successes of graduate students by developing a University strategy for showcasing the research and opportunities with the community.
    Share through social media or feature one story a week on the collegian or local newspaper
12. Encourage faculty to write in student support on all grant proposals budgets; Funds raised will result in additional access to research.
    Compose yearly document of faculty grant proposals that have been submitted and proposed examples: on campus scholarships for research - FSSRA, travel grants etc
    https://academics.fresnostate.edu/drgs/gssc/financial/typesoffinancialaid.html

C. Potential Models and Useful Information

- CUREnet https://serc.carleton.edu/curenet/research.html
- Oregon State University Commitment https://leadership.oregonstate.edu/strategic-plan
- Currently housed under CASA (Center for Access to Science for All) within the CSM:
    - LSAMP undergraduate researchers (summer research pay and bi-monthly pay throughout semester, bi-weekly meeting with professionals, GRE fee reduction and materials covered)
    - NIH-RISE Fellows: 12 funded undergraduate researchers from different disciplines within STEM (bi-weekly meeting with professional, 25 hrs of research covered for 2 weeks throughout the semester, conference and travel opportunities)
        - https://csm.fresnostate.edu/rise/index.html
    - NIH-Bridges to Doctorate: 3 Graduate students
        - https://csm.fresnostate.edu/b2doc/index.html
- CSULB Office of Undergraduate Research Services
    - https://www.csulb.edu/office-of-undergraduate-research-services-ours
- Example of TA trainings at UW Madison: https://wiscience.wisc.edu/courses/integsci-605/
- Other CSUs with student research centers:
    - CSU Monterey Bay - UROC
    - Cal Poly Pomona - Office of Undergraduate Research.
    - CSU San Marcos - Center for Training, Research and Educational Excellence (CTREE)
    - Sacramento State - Center for Science and Math Success which is home to Science Educational Equity (SEE)
    - Cal Poly SLO - Research, Economic Development and Graduate Education (R-EDGE)
    - CSU East Bay - Center for Student Research

Goal Four: Modernize Facilities, Infrastructure and Technology

	By Fall 2029	Current	Target	Δ
1.	Enhancements have been made to the physical and digital infrastructure to achieve operational excellence, accelerate academic and scholarly research successes, and enrich the student experience.	TBD	TBD	TBD
2.	Current spaces have been modified or new spaces created to ensure that Fresno State's facilities are state-of-the-art, flexible, inclusive, and dynamic; encourage collaboration, enhance learning; integrate teaching and research; and provide optimal learning/working experiences for students, faculty, and staff.	TBD	TBD	TBD
3.	Improvements have been made to the physical environment to make it more vibrant and motivate faculty to pursue productive and sustainable research with students, contributing to progress and prosperity in the Valley and beyond.	TBD	TBD	TBD

4.	Facilities and spaces have been modernized or constructed to:
	  a. Accommodate the needs of students and employees with dis/diverse abilities.
	  b. Reflect sustainable design strategies for renovated facilities or meet LEED Gold Standards for new construction.
	  c. Foster social engagement and collaboration.
	  d. Improve walking, biking, and wayfinding.
		TBD	TBD	TBD

5.	Fresno State's athletics facilities have been upgraded so they are on par with peer institutions and through the lens of gender equity.	TBD	TBD	TBD
6.	A comprehensive Facilities Assessment review has been completed by an external consultant with the backlog of deferred maintenance reduced each year by TBD%.	TBD	TBD	TBD
7.	A comprehensive Technology Assessment review has been completed by an external consultant to help identify and prioritize deferred maintenance with ongoing progress made on the priorities identified in the assessment.	TBD	TBD	TBD

Strategy 1 - Update Fresno State's Campus Master Plan, showing existing facilities and presenting the renovations and additional facilities needed over a selected planning period based on the University's estimated enrollment target, educational requirements, and sustainability objectives.
    a. As a corollary, develop and implement a plan to complete the highest priority deferred maintenance projects.

Strategy 2 - Update Fresno State's telecommunications plan and make changes needed to create a state-of-the-art teaching/learning environment and meet the needs of an expanding R-2 institution.

Strategy 3 - Create modern and inspiring teaching, laboratory, and workspaces that foster formal and informal collaboration.

Strategy 4 - Update the ADA master plan that goes beyond the minimum code requirement that reflects the University's commitment to being an inclusive and welcoming campus community.

Strategy 5 - Modernize Fresno State's athletic facilities to align them with selected competitive peers, ensure gender equity, and improve fan accessibility of our venues.

Goal Five: Embody Full Inclusivity and Belongingness

	By Fall 2029	Current	Target	Δ

1.	Inclusion and belongingness:
	  a. A common set of definitions related to Equity, Inclusion and Belongingness has been developed as a vocabulary resource for the campus.
	  b. An instrument for measuring inclusion and belongingness has been determined, (e.g.: for faculty and staff, the inclusion and belongingness section of the Great Colleges to Work for Survey; and for students, NSSE). The sense of inclusion and belongingness of all members of the University has steadily increased as measured by such instruments.
		TBD	TBD	TBD

2.	Diverse employee population: a. The demographics of faculty and staff reflect at least the demographics of our student population and region.			
3.	Culture of transparency and trust: a. The number of employees who agree that the University has fostered a culture of transparency and trust has steadily increased as measured by the Great Colleges to Work for Survey.	TBD	TBD	TBD

Strategy 1 - Foster an inclusive culture by rooting Fresno State in the Inclusive Excellence Framework.
Strategy 2 - Provide comprehensive training programs in EDI that support the recruitment and retention of diverse employee populations.
Strategy 3 - Improve retention by supporting and engaging students so that they feel welcomed, included, and that they belong at Fresno State.
Strategy 4 - Encourage open dialog on campus.

Strategies

Strategy 1: Foster and inclusive culture by rooting Fresno State in the Inclusive Excellence Framework

A. Introduction and Background

To cultivate an inclusive culture at Fresno State through the Inclusive Excellence Framework, various strategies can be employed. First, raising awareness and promoting education about the framework through workshops, training sessions, and educational campaigns will foster a shared understanding of diversity, equity, and inclusion among the university community. Second, reviewing and aligning existing policies, procedures, and practices with the framework's principles and goals is crucial to identify and amend policies that hinder inclusivity. Therefore, it is crucial for Fresno State to ensure diverse representation at all levels, including faculty, staff, and student leadership positions. This can be achieved through the implementation of inclusive hiring practices and providing opportunities for underrepresented groups to engage in decision-making processes. Regular campus climate assessments are necessary to evaluate the experiences and perceptions of individuals from diverse backgrounds, which can help identify areas for improvement. Based on the findings of the assessment, strategies can be developed to create a more inclusive and welcoming environment.

Integrating diversity and inclusivity into the curriculum is crucial, achieved by incorporating diverse perspectives, narratives, and experiences, and promoting inclusive teaching practices. Providing support services, programs, and resources for marginalized communities, such as counseling, mentoring, and affinity groups, is essential for fostering belonging and support. Collaboration with external organizations, community groups, and educational institutions beyond the campus enhances inclusivity. Ongoing assessment and improvement through progress evaluation, feedback, and impact measurement enable informed decision-making and drive future enhancements.

B. **Brief Description - Action and Elements**

This strategy will involve the following:

1. Plan and coordinate frequent Town Hall meetings that prioritize understanding and education, employing the inclusive excellence framework.
2. Incorporate inclusive excellence-focused training sessions tailored for employees and students, to enhance their comprehension of the subject.
3. Establish equity and inclusion committees within each college, office, and division, with the responsibility of evaluating existing strategies and identifying opportunities to develop area-specific diversity statements.
4. Evaluate campus policies and the overall environment to identify and remove any perceived or actual barriers that hinder the cultivation of an inclusive culture.

C. **Potential Models and Useful Information**

- Palo Alto University
  https://www.paloaltou.edu/diversity-equity-inclusion-belonging/inclusive-excellence-framework
- University of Missouri - Columbia
  https://diversity.missouri.edu/our-work/inclusive-excellence-framework/
- University of Virginia – Charlottesville https://dei.virginia.edu/inclusive-excellence
- University of Wisconsin – Whitewater
  https://www.uww.edu/Documents/diversity/inclusive-excellence/Inclusive_Excellence_FAQ[1].pdf

Strategy 2: Provide comprehensive training programs in EDI that support the recruitment and retention of diverse employee populations

A. **Introduction and Background**

To provide comprehensive training programs in Equity, Diversity, and Inclusion (EDI) that support the recruitment and retention of diverse employee populations, Fresno State can employ several strategies. Firstly, a thorough assessment of the university's EDI training needs should be conducted through surveys, focus groups, and consultations with employees. Based on the assessment, tailored training programs should be developed, covering topics such as unconscious bias, cultural competency, inclusive hiring practices, and creating inclusive work environments. The providing of ongoing training opportunities is essential to ensure employees have access to the latest knowledge and practices in EDI. This can include regular workshops, webinars, online courses, and professional development programs. Specialized training should also be offered to managers and supervisors, equipping them with skills to support and advocate

for diverse employees, focusing on inclusive leadership, addressing unconscious bias, and fostering an inclusive team culture.

Resources and tools should be developed and provided to support employees in their EDI efforts. These resources can include best practices, research articles, books, videos, and online platforms for further learning. Supporting the formation and activities of resources for various affinity groups within the organization provides a platform for employees to connect, share experiences, and contribute to EDI initiatives. Furthermore, the establishment of mechanisms for accountability and evaluation is important. This can involve setting diversity and inclusion metrics, conducting regular progress assessments, and incorporating EDI goals into performance evaluations. Mentorship programs and networking events that connect diverse employees with experienced professionals should be created to promote career development, enhance retention, and provide support for underrepresented groups.

B. **Brief Description - Action and Elements**

This strategy will involve the following:

1. Restructuring the Council of Equity, Diversity, and Inclusion (CEDI) and the Anti-Racism Council (ARC) to include employees who will actively advocate for change through programming.
2. Mandatory search committee training for anyone interested in participating in hiring employees.
3. Mandatory annual training on commitment to equity, and inclusion.
4. New employee EDI training.
5. Mentorship programs / Regularly examine salaries for equity.

C. **Potential Models and Useful Information**

- California State University, Stanislaus
  https://www.csustan.edu/sites/default/files/2022-07/stan_state_strategic_plan_2017-2025.pdf
- University of Nevada – Reno
  https://www.unr.edu/main/pdfs/verified-accessible/divisions-offices/president/diversity/diversity-strategic-plan.pdf
- University of Scranton
  https://www.scranton.edu/about/diversity-inclusion/strategic-plan/progress-accomplishments/dei-table-final-1-31-2023.pdf
- University of Wisconsin – Eau Claire
  https://publicwebuploads.uwec.edu/documents/EDI-Strategic-Plan-Preliminary-Report-of-Trends-Findings-September-2020.pdf

Strategy 3: Improve retention by supporting and engaging students so that they feel welcomed, included, and that they belong at Fresno State

A. **Introduction and Background**

The strategies that Fresno State can use to promote support, engagement, and a sense of belonging ought to be achieved through the establishment of a welcoming and inclusive campus culture. This can be done through awareness campaigns, cultural celebrations, and events that value diversity. Comprehensive orientation programs that highlight diversity, equity, and inclusion should inform new students about campus resources and support services.

Fresno State is to offer robust academic and personal support services such as tutoring, mentoring programs, counseling, and wellness programs to address students' holistic needs. Encouraging student engagement through participation in campus activities, clubs, and organizations, and providing platforms for student input and decision-making fosters a sense of belonging and active involvement. Cultural centers and safe spaces cater to diverse student populations, promoting cultural exploration, community-building, and support networks.

Increasing faculty and staff diversity serves as a positive influence for students from various backgrounds, while mentoring and peer support programs provide guidance and encouragement. Regular campus climate surveys help understand student experiences and challenges, shaping initiatives and policies to enhance their sense of belonging. Collaborations with student organizations, community groups, and local businesses provide networking opportunities and career development resources. Additionally, robust financial aid programs and scholarships alleviate financial barriers, allowing students to focus on their education and campus engagement. By implementing these strategies, Fresno State can create an inclusive and supportive environment that enhances student retention and success.

B. Brief Description - Action and Elements

This strategy will involve the following:

1. Creation of Student Equity Advisory Council (SEAS) with the collaboration of ASI to meet with UDO regularly.
2. Educate and train employees on how to provide a safe and inclusive space/environment for students to communicate concerns.
3. Mentorship programs.
4. Connect incoming students to majors, faculty, and student organizations on campus to provide mentorship in navigation of college.
5. Identify barriers to student's academic success and degree progress.

C. Potential Models and Useful Information

- Hanover Research https://www.hanoverresearch.com/insights-blog/student-belonging-the-next-dei-frontier-in-higher-education/?org=higher-education
- Michigan State University https://strategicplan.msu.edu/strategic-plan/dei
- University of Colorado – Colorado Springs https://strategicplan.uccs.edu/strategies/3
- University of Michigan – Ann Arbor https://report.dei.umich.edu/wp-content/uploads/2023/01/dei-courses.pdf
- U.S. Department of Education https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf

Strategy 4: Encourage open dialog on campus

A. Introduction and Background

Some strategies to encourage open dialogue at Fresno State, several strategies can be employed. This includes establishing safe spaces, both physical and virtual, where individuals can freely express their thoughts and ideas without fear of judgment. Promoting a culture of respectful

communication is important by emphasizing active listening, empathy, and understanding. Hosting campus-wide events such as town halls and panel discussions provide platforms for diverse perspectives to be shared and meaningful discussions to take place. Facilitating diversity and inclusion training helps individuals develop effective communication skills and appreciate different viewpoints. Supporting student-led initiatives empowers students to create spaces for open dialogue through funding and resources. Resources for conflict resolution and mediation are essential for handling disagreements constructively. Engaging faculty and staff in creating inclusive classroom environments promotes open discussions. Utilizing technology and social media platforms provides additional avenues for dialogue. Encouraging feedback through surveys and suggestion boxes enables individuals to contribute to improving communication and fostering open dialogue. Leading by example fosters a culture of open dialogue and respect throughout the university community. By implementing these strategies, Fresno State can cultivate an environment that encourages open dialogue, embraces diverse perspectives, and promotes respectful and inclusive communication.

B. Brief Description - Action and Elements

This strategy will involve the following:

1. Hold Town Halls every semester that build a sense of understanding through the inclusive excellence framework.
2. Restructuring the Council on Equity Diversity and Inclusion and the Anti-Racism Coalition to create educational opportunities through programming.
3. Booth for cabinet members to engage and share with our campus community.
4. Creation of councils (student, employee, and community member) to meet with UDO.

C. Potential Models and Useful Information

- Oakland University https://oakland.edu/president/initiatives/strategic-plan/
- State University of New York – University at Albany https://www.albany.edu/diversity-and-inclusion/action-plan
- University of Kentucky https://pres.uky.edu/sites/default/files/2022-08/UK%20PURPOSE.pdf
- University of New Mexico http://strategy.unm.edu/perspectives/institutional-culture/index.html
- University of California – San Diego https://plan.ucsd.edu/documents/Exec-Summary-Strategic-Plan.pdf