

**Cal State Fullerton: Division of Academic Affairs**  
**Framework for Drafting a Campus-wide Academic Master Plan**  
*Approved in June 2015 by the President's Advisory Board*

**What is an Academic Master Plan, and why does Cal State Fullerton need one?**

In the 60 years since its inception, Cal State Fullerton has grown in size and stature to become a national engine of access and opportunity. The University's 2013–2018 Strategic Plan sets forth bold objectives for amplifying those achievements to become a model public comprehensive university, nationally recognized for exceptional programs and student success.

This is no small task, and in the spring of 2014, the University's Planning, Resource, and Budget Committee (PRBC) recommended to President García the development of an Academic Master Plan (AMP) to provide a long-term framework for advancing the University's academic vision. In her fall 2014 convocation address, President García stated that completing the AMP was one of the highest priorities of her administration.

This AMP—the first in Cal State Fullerton's history—will keep the University on track to achieve its strategic goals by answering, among many other questions: What will we teach? Whom will we teach? Who will teach? How will we teach? How well will we teach?

Faced with a shifting landscape of challenges in the field of higher education—including access and completion, college cost and affordability, and public questions about the value of a college education—Cal State Fullerton will need both map and compass to maintain and assert the vitality of our institution and mission. Together, the Strategic Plan and the AMP will keep the University's course true.

**Committees**

The development of the AMP will be led by a steering committee and four subcommittees composed of faculty members, administrators, students, staff, alumni, and community members.

The steering committee will coordinate the work of the subcommittees and serve as the interface between the President's Advisory Board and the broader campus community and external stakeholders. The steering committee will be chaired by the provost and will include the following members: Chair, Academic Senate; President, ASI; Chair, PRBC; Deputy Provost; AVP, Academic Programs; Vice President, Student Affairs; Vice President, Administration and Finance; Vice President, Information Technology; representative, ASI; chairs of subcommittees (4).

Each of the four subcommittees will be composed of approximately 10 members

appointed by President García, including a minimum of four faculty members jointly recommended by the provost and the chair of the Academic Senate and two students jointly recommended by the provost and the president of ASI. Each subcommittee will focus on a discrete area of the AMP and an effort will be made to ensure that all constituencies are adequately represented in the work.

### **Subcommittee 1—Programs, Degrees, and Outcomes**

#### *Focus Questions:*

What will we teach? Why will we teach what we teach? Where will we teach? What learning outcomes will guide our work?

#### *Possible Considerations:*

Cal State Fullerton program history; Irvine Campus; regional workforce needs; contributions to the public good; maintaining and enhancing campus commitment to a liberal arts and professional education; aligning general education with discipline needs; community college bachelor's degrees; degree completion programs; current program strengths and areas of opportunity; interdisciplinary collaborations; assessment of educational effectiveness; undergraduate and graduate programs; living labs (e.g., Arboretum); experiential learning through High-Impact Practices (HIPs); community responsibility/civic participation.

#### *Possible Members:*

Faculty and student representatives; AVP, Academic Programs; designee, Extended Education; alumni member; member, Philanthropic Board; representative, North–South County; college dean; representative, community colleges.

### **Subcommittee 2—Students**

#### *Focus Questions:*

Whom will we teach? How many students will we teach?

#### *Possible Considerations:*

CSU Academic Sustainability Plan; enrollment management; outcomes-based funding trends; demographics; enrollment growth; undergraduate and graduate students; freshmen and upper-division transfers; SB1440; SB 850; resident and nonresident students; international students; impaction; student success metrics.

#### *Possible Members:*

Faculty and student representatives; Dean, Students; community college president; designee, Institutional Research and Analytics (IRAS); AVP, Enrollment Services; representative, InterClub Councils (ICC); Director, Freshman Programs; designee, Online Programs/Instruction; designee, Special Populations; representative, Disabled Student Services; Director, Graduate Studies; AVP, Student Affairs; college dean; high school superintendent; designee, International Programs.

### **Subcommittee 3—Faculty and Pedagogy**

#### *Focus Questions:*

Who will teach? How will we teach?

#### *Possible Considerations:*

Faculty diversity, including international faculty, contingent faculty, and faculty of color; on-ground, hybrid, and online courses; community engagement; High-Impact Practices; teaching, scholarship, and service; tenure-track and contingent faculty; faculty development; course redesign; workloads; tenure-track density and hiring plans; graduate assistants.

*Possible Members:*

Faculty and student representatives; Director, Faculty Development Center (FDC); Director, Academic Technology Center (ATC); Director, Graduate Programs; Common Core specialist; designee, Library; designee, Online Programs/Strategy; designee, Human Resources, Diversity and Inclusion (HRDI); college dean; designee, Center for Internships and Community Engagement.

#### **Subcommittee 4—Infrastructure and Resources**

*Focus Questions:*

What is a “model public comprehensive university”? What are the challenges we face? What policies/procedures/practices/facilities would we need to have/change/adjust/modify to support/maintain/sustain the AMP?

*Possible Considerations:*

California Master Plan; internal and external forces of accountability; space optimization (including scheduling); private–public partnerships, including endowments; fiscal and physical resources; modernization of facilities; distinguishing Cal State Fullerton from other public comprehensive universities; capitalizing on the University’s geographic location and high-quality programs to increase domestic and international visibility.

*Possible Members:*

Faculty, staff, and student representatives; designee, Facilities; designee, Administration and Finance; designee, PRBC; designee, Information Technology (IT); AVP, Research, Creative Activities and Technology Transfer (RCATT); designee, University Advancement; designee, Auxiliary Services; college associate dean; college dean.

#### **Proposed Timeline**

##### **Spring 2014**

— PRBC formally recommends the development of an Academic Master Plan in a memo to President García (May 22, 2014): “The PRBC supports the Provost’s proposal to lead the various stakeholders represented on the President’s Advisory Board in the development of an Academic Master Plan. The plan should be completed on or before the end of the 2015–16 academic year and provide answers to the following fundamental questions: What will we teach? Who will teach? Whom will we teach? How will we teach? How many students will we teach? Answers to these questions will guide our enrollment management plans and provide a basis upon which to establish measurable targets for our tenure-track and contingent faculty hiring plans.”

##### **Fall 2014**

— President García identifies the AMP as a top priority in her August 18, 2014

convocation speech: “Using the first goal of the University’s Strategic Plan as a springboard, we will develop the University’s first-ever Academic Master Plan, which will provide answers to the fundamental questions driving all the short- and long-term visions for the institution, e.g.: What will we teach? Who will teach it? Who will we teach? How will we teach? How many will we teach? Answers to these questions will guide our enrollment management and provide a basis upon which to establish measurable targets for our tenure-track and contingent faculty hiring plans. Moreover, it will revolutionize and guide our expansion of data-driven decision making; and mandate cross-campus collaboration between Academic Affairs, the Council of Deans, Student Affairs, our WASC steering committee, and IT.”

— Office of Academic Programs facilitates Council of Deans (COD) discussion on a proposed consultative framework for the development of AMP; chair of Academic Senate and president of ASI participate in the discussion. COD approves draft framework.

### **Spring 2015**

— President’s Advisory Board (PAB) reviews document summarizing framework approved by COD, makes recommendations, and approves new draft to be used to request comments from the campus community.

— Campus comments on proposed framework via survey and meetings with key constituent groups (Academic Senate Executive Committee, ASI Board, PRBC, COD, Council of Chairs, and others). Office of Academic Programs integrates comments into new version and presents to PAB.

### **Summer 2015**

— PAB reviews new version of proposed framework, revises, and approves for implementation.

— President, in consultation with PAB, appoints members of steering committee and subcommittees.

### **Fall 2015–Spring 2016**

— Steering committee and subcommittees refine scope of work, develop internal calendars, and begin the drafting process.

— Subcommittees present draft reports to the Office of Academic Programs, which in turn integrates them into the first draft of the AMP.

— Steering committee iterates with subcommittees as needed on first draft and sends the result of this effort to the PAB.

### **Spring 2016**

— PAB reviews draft AMP and approves for distribution to campus community and relevant external constituents for further comment.

— Office of Academic Programs integrates comments, and steering committee makes final edits before sending to PAB for final recommendation to the president.

— President evaluates AMP for approval. Consults as needed.

**Summer 2016**

— President approves AMP.

**Communications**

The AMP website (<http://www.fullerton.edu/amp/>) will be the primary source of information and updates. At designated points in the development process, the campus community will be invited to share feedback and comments about the framework for creating the AMP as well as feedback on the draft AMP itself. Additionally, updates will be distributed periodically, keeping the campus informed of progress and important milestones in the drafting process.