

President's Select Committee Report

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The President's Select Committee was organized in October 2023 to: (1) help shape a clear and compelling vision for the future of Channel Islands—a vision that is built on the strengths of our first 20 years, focused on regional needs, and competitively responsive to dramatic changes in the landscape of higher education over the past several years; and (2) help define strategies for realizing that vision—strategies that will contribute to the development of a truly unique institutional and academic identity. These purposes are captured by the working concepts of One Health (vision) and CI2030+ (strategy), described in this [draft concept paper](#) written by the President and Provost in Summer 2023.

The Select Committee was convened on November 3, 2023. The presentation for that meeting can be found [here](#). President Yao began the conversation by framing it in terms of organizational development and evolution through our campus's third decade and beyond, and by emphasizing that our ability to meet this moment of extraordinary challenges and opportunities will have profound implications not only for our University but for the region we serve. He noted that in this time of great change, CSUCI too must change—beginning with a new answer to the question, “What is our institutional identity?” He briefly reviewed remarks related to that question from his [Fall 2023 Convocation Address](#), including his belief that some of the most distinctive features of a Channel Island's education are related to our unique regional environment and the place-based experiential learning opportunities it provides. From this framework, he explained that One Health is an aspirational and strategic vision for the next decade, building on our unique sense of place and current strengths, such as our faculty's provision of extraordinary hands-on, experiential learning opportunities.

Two underlying principles undergird this planning framework:

- Regional, outside-in perspective: An outside-in perspective explicitly values community engagement and acknowledges CSUCI's primary responsibility to understand and provide what the public needs from us—rather than beginning from the place of what the campus has to offer. This perspective requires engagement with and reflection from those external to campus, including prospective students and their families, regional partners in government, non-profits, industry, and the broader community. An outside-in approach supports place-based learning, community-based research, and program “co-creation” opportunities with community partners.
- Servingness: The interpretative lens of servingness, while difficult to define (see [García, 2019](#)), acknowledges our core values of diversity, equity, inclusivity, and accessibility and our HSI status. Servingness is an example of an outside-in perspective in that CSUCI's DEIA work is focused on serving to the best of our ability those who enter our community and also being aware of and working to include those who do not. In this way, the servingness lens unites our mission to core value commitments.

Provost Avila followed with his own presentation focusing on four “strategic focal points.” He framed the conversation as responding to [Strategic Direction I](#) (“Academic and Campus Identity: Leverage an evolving distinctive campus and academic identity to effectively serve the people, communities, and workforce needs of the region”), with the goal of articulating a distinctive identity for Channel Islands that will guide new academic programs, student experience, marketing and branding, and budgeting. The Provost framed the work ahead as articulating a unique and compelling value proposition for a Channel Island's education. The discussion that followed focused on the four strategic focal points and two lenses, or underlying principles:

LEAP: Leading through Experiential Academic Programs

LUX: Creating High Quality Learner User Experiences

APEX: Leading the Regional P-20 Educational Ecosystem

FAST: Supporting Faculty as Scholars and Teachers
Lens-1: Regional, Outside-in Perspective
Lens-2: Servingness

The Provost's presentation concluded with a high-level overview of an implementation plan, with the first major milestone to be achieved for the entering class of Fall 2025.

The meeting concluded with Chief of Staff Tollefson organizing five working groups (i.e., One Health and the four strategies) and giving them their charge: to critique and improve upon the brief description of the vision and strategies in the draft concept paper referenced above. These five groups worked independently throughout November and into December, creating the beginnings of a literature review of the concepts involved and developing recommendations for improvements and next steps.

The Select Committee reconvened on December 8, with each of the five subcommittees making a presentation on their works in progress. Broadly speaking, the Committee supported the planning framework while improving it in a number of ways (e.g., contributions toward a literature review, suggested name changes, offering specific recommendations for enacting strategies). Slides from the five groups' presentations can be found [here](#), and a high-level summary of each presentation follows.

The One Health group emphasized the importance of envisioning the campus's future and updating our [vision statement from our 2018-23 Strategic Initiatives](#), which they found to be lacking in a number of ways. They proposed a suggestion for consideration, underscored the need to begin with establishing the vision first and then following with strategies and tactics, and emphasized the need for broad, continued campus engagement. The team also provided their understanding of One Health, emphasizing the importance of networks, resilience, and collaboration. Importantly, the committee noted that the Channel Islands Mission Pillars are readily incorporated into the One Health concept. They also proposed core competencies (i.e., learning outcomes) that would flow from the One Health concept. See this group's [suggested revisions](#) to the [original concept](#).

The LEAP committee made specific recommendations to the President's and Provost's draft concept paper of Summer 2023. They noted expanding references to HIPs and setting goals to improve tracking of HIPs, incorporation into academic programs, and expanded faculty support. The committee also suggested language that linked our history as a liberal arts institution with STEM fields. Other suggestions included greater support for expanding experiential education, incorporating these into program personnel standards, and building career readiness into our educational ecosystem. In particular, the group noted that scaling these activities would require explicit prioritization, leading to structures that would lead to sustainable outcomes, including leveraging existing offices and programs. They also provided a helpful list of initiatives in which this core strategy could be achieved. See this group's [suggested revisions](#) to the [original concept](#).

The committee on the Learner User Experience (LUX) began by framing the discussion in terms of an equity-informed digital infrastructure. This framework requires six core elements, with AI and accessibility being implemented across all six: (1) Leadership, Budget, and Policy; (2) Technology infrastructure; (3) Professional Learning; (4) Course Design and Delivery; (5) Student Success for Digital Learning; and (6) Evaluation and Analytics. The committee then presented a case study on modernizing classroom technology and presented further opportunities for implementation such as integrated systems, virtual labs, and improved policies. See this group's [suggested revisions](#) to the [original concept](#).

The team on the P-20 strategy (APEX) focused on two overarching goals: Partnering with local educational institutions to achieve improved outcomes and raising the visibility of CSUCI in the community. They noted the importance of continued engagement with our regional partners, as well as the need for significant resources. A number of examples were provided to illustrate these points, for example, expanding opportunities for P-20 gatherings that foster collaboration between faculty and local educators and expanded

summer enrichment programs. The committee noted their concerns with the “APEX” label and strongly suggested that it be reframed. See this group’s [suggested revisions](#) to the [original concept](#).

The final committee (FAST) had similar concerns regarding the acronym. They noted that it did not include creative activities or artists and did not explicitly include non-tenure track faculty. The group also noted the importance of more clearly linking professional development with classroom pedagogy, making clearer how this strategy would impact students, and explaining what accountability mechanisms would be in place. They also asked for increased investment in faculty scholarship and creative activities, again noting the disparity between tenured/tenure-track faculty and non-tenure track faculty and how this disparity impacts student learning. See this group’s [suggested revisions](#) to the [original concept](#).

The Select Committee reconvened on February 14, 2024. President Yao and Provost Avila began by expressing their excitement and appreciation for the helpful and significant feedback the Select Committee had provided. To begin the conversation, President Yao shared his highest hopes and greatest fears, focusing on his highest hope that Channel Islands will become a destination campus. Committee members in attendance shared the importance of committing this shared vision and strategies, but worried that the workload would be overwhelming. A common fear expressed was that the work on the vision and strategy would not result in lasting institutional change. The conversation followed with a “check-in” with each of the five teams for the purpose of both assessing whether the President and Provost had heard correctly the input from the teams and if their thinking had evolved since the December 8th convening.

Regarding One Health, there was continued commitment to the core concept, but shared concern that the One Health terminology needed to be revised to be understandable and attractive to the community and to prospective students.

The discussion around the LEAP strategy noted the importance of external validation, expanding underutilized HIPs, such as internships, and concerns related to whether or not students understood the value of experiential learning. Additional discussion reinforced earlier themes of incorporating this into the curriculum, providing proper resources, and supporting faculty.

The LUX discussion centered around funding concerns and organizational structures. Challenges were noted around organizational culture, how funds, such as MSFT, are allocated, and how the LUX strategy intersected with faculty academic freedom. The discussion continued onto ways in which existing technologies can be rapidly expanded, especially for ongoing improvement.

There was wide agreement that the “APEX” label should be replaced, but also wide agreement that this was an essential part of the campus’s mission. One suggestion that emerged was CORE or Connecting with Our Region’s Educational Ecosystem.

Regarding supporting faculty as scholars and teachers, the working group had proposed a label change from FAST to AFFECTS (All Faculty Fuel Engagement/Enrollment with Creativity, Teaching, & Scholarship) or EFFECTS (Enable Faculty to Fuel Engagement/Enrollment with Creativity, Teaching, & Scholarship). Provost Avila proposed changing the acronym to FaAST (Faculty as Artists, Scholars, and Teachers). Much of the discussion focused on resources needs, including expanded RSCA awards, and how these might be phased in over time. The group discussed how survey data supported the view that faculty are asking for more support for research and for service commitments to be scaled back.

The meeting concluded with a discussion about effective ways to engage the campus, which was a priority for all in attendance. Campus engagement activities in March-April 2024 will continue to inform the development of the vision and strategies, leading toward development of a white paper in May 2024 which will formally launch our 2024-25 strategic planning effort, CSUCI for 2030+.