

President's Select Committee

Presentation and Discussion of Ideas & Suggested Revisions for CI2030

December 8, 2023

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One Health Team (Comments and Editorial Suggestions)

Please note relationships that exist between and among several important planning processes and documents, as follows. At this point at the start of the 2023-24 academic year, only the first, our current vision and mission, and the last, our Academic Master Plan, are finalized. Campus conversations and feedback opportunities in the form of divisional meetings, Qualtrics surveys, Gallery Tours, and Town Halls are planned through Fall 2023.

1. **Current vision and mission:** These remain unchanged and serve as our highest-level statements about why we exist and what we value.
2. **CSUCI for 2030+:** This document is CI's strategy for achieving our vision and mission in our third decade of existence – a strategy that logically differs from those needed in our first and second decades of being.
3. **Strategic Directions Framework 2023-26:** The Framework (under development F23) identifies the directions, goals, and initiatives we will be undertaking in just the next three years. These will set us on the path of realizing our CSUCI for 2030+ strategy.
4. **Brand Foundation:** Our ADV market research and brand foundation document are two Integrated Marketing Communication Plan deliverables already in hand, and the IMCP is an initiative referenced in our Strategic Directions Framework – specifically in relation to web redesign and strategic enrollment management initiatives in the Framework.
5. **Academic Master Plan:** The AMP is referenced in the Strategic Directions Framework in any initiatives involving prioritizing, implementing, expanding, and evaluating new and/or existing programs.

CSUCI for 2030+ Embracing and enhancing our distinctive identity

President Rich Yao and Provost Mitch Avila
DRAFT (Sum2023)

CSUCI VISION 2030+: [state up front, revisit collectively and revise from earlier. Refer to slides]

As we consider the programs, strategies, and initiatives currently underway and potentially in the pipeline for development, now and in the years to come, CSUCI for 2030 and beyond provides an answer to the question of, “Development toward what?” Clarity in response will provide us with the guidance and guardrails we need to prioritize options and make critical decisions about financial and other resource allocations along the way.

Other planning efforts have contributed to and been shaped by this document. Our Strategic Directions Framework 2023-26, which builds on campus strategic planning efforts from our first 20 years, will place us at the start of this roadmap toward 2030. Our Academic Master Plan, approved in Spring and Summer 2023, will result in a more robust degree profile focused on regional needs, and our new brand foundation, created in 2022-23, will provide content and direction in marketing and messaging CI's promise, assets, and character.

CSUCI's Vision

Our approach to achieving CI's historic vision and mission for this decade of our existence will logically be different from what saw us through our first 20 years when “build it, and they will come” was enough, and when a strategic enrollment management and marketing plan was not required for us to grow. In addressing questions about CI's identity and path forward, we consider revising and reconceptualizing a clearly articulated, inspirational vision for the next decade(s) to serve as an overarching guide for all that follows, unifying themes across CI's mission pillars, academic programs, student supports, as well as connections to our region's communities, industries, and places.

One Health

Though we are not fixed on a name or title for our approach, everything we do is grounded in our unique sense of place and in our promotion and facilitation of environmental, community, and personal wellness. A framework that aligns with our University's mission, programs, and priorities is what is known globally as One Health, which is a holistic, interdisciplinary approach to human, animal, plant, and environmental health. Originating in veterinary medicine, One Health recognizes that health and wellness, as well as resilience and sustainability of communities, individuals, and the environment are intertwined and, therefore, strategies to address 21st century issues must also be intertwined.

Simply put by the One Health European Joint Programme, “the One Health concept recognises that human health is tightly connected to the health of animals and the environment”. For another definition, the University of Minnesota, Twin Cities, One Health describes One Health as “a collaborative multidisciplinary approach to achieving the goal of optimal health outcomes by recognizing the interconnectedness of humans, animals and the environment”. Elaborating on this, the mission of the [One Health Commission](#), a separate non-profit organization, is “to educate and create networks to improve health and well-being outcomes of humans, animals, and plants and to promote environmental resilience through a collaborative, global One Health approach”¹.

Endorsed by the United Nations, World Health Organization, American Medical Association, and American Veterinary Medical Association, the One Health approach has been adopted by governments, agencies and organizations, and universities around the

¹ The One Health Commission defines One Health as ...”an integrated, unifying approach that aims to sustainably balance and optimize the health of people, animals and ecosystems. It recognizes the health of humans, domestic and wild animals, plants, and the wider environment (including ecosystems) are closely linked and interdependent. The approach mobilizes multiple sectors, disciplines and communities at varying levels of society to work together to foster well-being and tackle threats to health and ecosystems, while addressing the collective need for clean water, energy and air, safe and nutritious food, taking action on climate changes and contributing to sustainable development”. (What is One Health? para. 2)

world. Across these is an emphasis on collaboration, communication, and coordination, with overlapping spheres of environmental and community health; relevant disciplines, fields, and industries; as well as actions. The role of education and career development in the One Health approach is strongly highlighted across initiatives and institutions around the world. To cite one example, the European Union's One Health plan specifically includes an emphasis on "strengthening One Health educational and training programs." Examples of the One Health approaches at universities include a variety of colleges and schools, academic programs, and offices, integrating One Health into their missions, curriculum, career preparation, and community partnerships. Evident across them is a strong emphasis on collaboration and interdisciplinarity, experiential education and career development, and benefit to humankind and the environment.

At several institutions, One Health is located in academic programs in the natural and health sciences that address environmental and community health as part of their mission and core curriculum. For some, it is housed in a public health-focused school, college, or center, such as the College of Public Health at the University of Arizona and the College of Agriculture, Health, and Natural Sciences at the University of Connecticut. Offerings include One Health degrees and certificates at the undergraduate and graduate levels, all of which are explicitly interdisciplinary and applied, being founded and grounded in addressing global challenges. At Iowa State University, the mission statement of their College of Veterinary Medicine is "...dedicated to the enhancement of the health and well-being of animals and human beings through excellence in education, research, professional practice and committed service to the State of Iowa, the nation and the world", which fits into University's mission to "create, share and apply knowledge to make Iowa and the world a better place".

Consistent with other universities, such as University of Alaska, Fairbanks, we note that "One Health" can be viewed as a Western concept that aligns with indigenous, including native Californian, worldviews that emphasize relationships, responsibilities, and reciprocity between humans, other beings, and the environment. Referring to their Master's degree in One Health, which includes a concentration in Community Advocacy, "the program's strength is in creating a community of diverse participants committed to examining and solving One Health problems by drawing information and data from cultural, social science, natural science, and medical perspectives." This kind of approach has the potential to decolonize our conceptualization of health and wellness, and expand it to include the fullness of our lives – from personal health to the wellness of our relationships with families, our communities, and our environment.

To accomplish these goals in a changing and challenging world, advocates on the One Health approach have noted the importance of 'soft skills' alongside discipline-specific competences. Core competency domains have been incorporated into One Health curricula and recognized as important aspects of experiential learning opportunities in particular. Noting that core competency domains tend to be stable (over time and location) and transferable to different fields because of One Health's interdisciplinary focus, those initially identified for One Health curriculum and workforce development include: "management;

communication and informatics; values and ethics; leadership; teams and collaboration; roles and responsibilities; and systems thinking” (Frankson et al. 2016)². Updated this year (Laing et al. 2023)³: Figure 2) major competency domains include: “skills - effective communication, collaborative and resilient working, systems understanding; values and attitudes - transdisciplinarity; social, cultural, gender equity and inclusiveness; collective learning and reflective practice; and knowledge and awareness – One Health concepts; theoretical and methodological pluralism; and harnessing uncertainty, paradox, and limited knowledge”. Laing et al. (2023) note that these competences should “facilitate potential One Health practitioners from a broad range of backgrounds to work together across disciplines (such as natural or social sciences), sectors (such as policy or economics), with those across all scales (such as community networks or international organizations).

We recognize One Health to its most holistic extent, encompassing CSUCI’s academic programs and curriculum in the natural and social sciences, humanities, and arts and performing arts; student support and wellness programs; and engagement with the region’s environment and communities, as a binding theme and approach that honors CSUCI’s past, present, and future. Through the One Health concept, we can be guided to answering the question of what it is that makes us distinctive from other CSU’s.

CSUCI’s Distinctiveness and Relevance

Many of us may believe this question is answered through our University’s founding concepts of who we are and what we provide. And it is, partially. However, we know that the student populations we serve now and the world they navigate is different from when CSUCI was established more than 20 years ago, and that our approach must be adaptable and responsive to current circumstances and opportunities. One of the ways in which we acknowledge the ongoing importance of our roots in the liberal arts is by ensuring that students can think critically about the world around them and providing the type of education needed for freedom to hold. Given the degree of social, political, and environmental upheavals of our time, the quality and strength of these roots have never been more important. But our roots in the liberal arts do not make us distinctive, no matter how essential they’ve been and will continue to be for us. Other CSUs and many institutions are committed to these principles as well. We also know the importance of what we do and the role we play in encouraging and supporting career aspirations and contributing to the social mobility of our students and their families by providing opportunities for students to graduate into well-paying jobs. While we can do better at communicating it to our students, we know that at CI, students are not just going to class; they are preparing for their careers, developing content-specific and specialized expertise, working towards long-term security and meaningful livelihoods for themselves and their families through teaching practices demonstrated to facilitate learning through hands-on experiences and reflection, connecting

² Frankson, R., W. Hueston, K. Christian, D. Olson, M. Lee, L. Valeri, R. Hyatt, J. Anelli, and C. Rubin. *One Health Core Competency Domains*. *Frontiers in Public Health* (2016):192. Published online 2016 Sep 13. doi: [10.3389/fpubh.2016.00192](https://doi.org/10.3389/fpubh.2016.00192).

³ CABI One Health (2023). *Advancing One Health: Updated Core Competences*. Published online: <https://doi.org/10.1079/cabionehealth.2023.0002>.

what students are learning in the classroom to real-world situations. Internships, and undergraduate research opportunities are two examples – but again, students have these opportunities at other CSUs, too. High-impact practices are neither unique to our campus nor uniformly accessible to all of our students.

So, how is CI distinct from other CSUs and every other university option that prospective students of every age have available to them?

Among what distinguishes us is our incredibly unique sense of place – and fully embracing our location in one of the most resource and culturally rich environments in the nation. Ventura County and its resources, including where our campus facilities are situated specifically, is important not only locally but is of national and global significance. We have not leveraged the advantages of our unique location anywhere near to the fullest extent possible – either through curricular and co-curricular programming or through our marketing and recruitment efforts. This reality offers greater opportunities for active learning experiences, co-curricular programming designed to supplement academic instruction, and personal development in the context of service to our local communities and environment.

The incredible resources and opportunities of our region, which are reflected in our educational and philanthropic partnerships with different agencies, organizations, and businesses, include:

1. our namesake, the Channel Islands, which are globally regarded “as the Galapagos of the northern hemisphere, for their tremendous biodiversity, the northern islands being federally protected by our University partners Channel Islands National Park and Channel Islands National Marine Sanctuary;
2. eastern border of campus, the Santa Monica Mountains that have miles of public lands, beaches, and trails for conservation, outreach education, and recreation
3. Port Hueneme as the only deep water port between San Diego and San Francisco, a hub for imports and exports
4. Naval Base Ventura Base as a hub of Pacific Fleet operations and major employer in the County, with whom we partner on technology and career development
5. the nation’s 11th largest county in crop value, including among the largest berry growers in the world
6. one of the biggest independent biotech firms in the world
7. proximity to the heart of the nation’s entertainment industry, which is itself one of the global hubs of the industry

In terms of campus resources and opportunities:

8. ancestral lands of the Chumash, the main campus being home to the Barbareño Ventureño Band of Chumash Indians and their sacred hill of sat'wiwa
9. status as one of only 11 universities in the country with a field station in a National Park, the Santa Rosa Island Research Station in Channel Islands National Park
10. Channel Islands Boating Center in Channel Islands Harbor
11. the future home for the Santa Barbara Zoo Conservation Center, which will be the first zoo-owned and managed facility accredited by the Association of Zoos and Aquariums on a university campus
12. opportunities to explore topics of coastal health and ocean affairs through multiple disciplines/perspectives, developing a more comprehensive perspective

Think about all of this in the context of the question about what distinguishes us from other CSU's. At CSUCI, we have had sometimes struggling but always continuing and evolving commitments to interdisciplinarity, multicultural and international perspectives, community engagement and service learning (partnering with community organizations to address a challenge to the local community) – with each of these pillars given meanings and opportunities unique to our region, in the diverse and closely-woven communities of Ventura and Santa Barbara. The opportunities for hands-on learning experiences, career development, and personal transformation here have much broader relevance and applicability across the world. Students have access to a wide range of experiences throughout a region that is teeming with activity of so many different kinds – agricultural, biotechnical, for-profit, nonprofit, educational, environmental, social services, health-related, and more – given the unique combination of rural, suburban, and urban areas that are ours to serve. Through this One Health lens, embracing the uniqueness of our region, we will no longer have the very dubious distinction of being the “hidden gem” of the CSU. It's such an obvious leap forward, because environmental and community wellness is already firmly embedded in virtually everything we do with our academic programs – from an interdisciplinary focus on coastal sustainability, to preparing teachers and other leaders for early childhood through high school education, to providing communities with nurses and other health care workers, to our role in providing essential employees and industry leaders in the biotech and bio-pharmaceutical industries, computer programming and mechatronics engineering, and of course, to healing our community through the arts, performing arts, ethnic studies, and more – as well as with our broad array of high-quality co-curricular programs and student services.

In sum, we see One Health as an aspirational and strategic approach to CI's third decade of being. It amplifies and builds on our truly unique sense of place as a Central Coast university that is committed to the environmental and community wellness of our region. It combines our strengths in providing both liberal arts education and experiential career preparation while focusing both in very intentional ways on distinctive aspects of our region.

To every member of the campus community – student, staff, faculty, and administrator – to be able to articulate their connection to this approach. How does your work contribute to the environmental and community wellness of our region?

In the identity work we've done and will continue to do through a One Health vision defining our purpose for the next decade and beyond, we are positioning CI as the transformative destination institution for higher learning that we are and can ever deeper be.

Four Organizing Concepts

Four organizing concepts, LEAP, LUX, APEX, and FAST, provide the aspirational, achievable, long-term roadmap of CI for 2030+ that will support our capacity to realize the University vision and mission through and beyond our third decade. These organizing concepts provide focus for establishing campus priorities and decision making, helping us to ensure that we deliver on our vision and mission:

- Vision: California State University Channel Islands aspires to be recognized nationally as a leader in providing equitable, affordable, and transformative education that enables social and economic mobility for its diverse student population.
- Mission: Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduate students with multicultural and international perspectives.

LEAP: Leading through Experiential Academic Programs

- Through this organizing concept, CI amplifies campus strengths related to experiential and active learning, as well as high impact practices, grounded in service to regional needs.
- The [CSU defines a polytechnic](#) in terms we plan to exceed by 2030. We will do this by blending the polytechnic's focus on experiential learning, STEM, and a foundation in the liberal arts with the place-based opportunities and innovative faculty and programming unique to CSUCI. In short, we are proposing to leapfrog outdated notions of a polytechnic with an updated vision refined to meet the contemporary workforce needs of the 21st century.
- Place-based strengths leverage the campus identity as a Central Coast university that is deeply engaged in coastal health and ocean affairs; committed to sustainability and environmental and community health; located in the heart of the nation's 11th largest county in crop value; one of 11 universities in the country with a research station on National Park Service land that accommodates extensive, interdisciplinary, faculty and student engagement with the Santa Rosa Island Research Station and the Channel Islands Marine Sanctuary; and home to sat'wiwa, a mountain shrine on the CI campus located on the ancestral home of the Barbareño Ventureño Band of Chumash Indians.
- Faculty, staff, and program strengths maintain and enhance focus on experiential learning through internships, career readiness, alignment with employers, active learning, project-based learning, undergraduate-, graduate-, and community-based research, and other high-impact practices – all of which provide the “how” to our forward-looking, place-based leadership in and for higher education – and by providing multiple entry points for life-long learning.

- This organizing concept informs Academic Master Plan degree clusters.

LUX: Providing a state-of-the-art Learning User Experience

- This organizing concept provides a comprehensive strategy for providing state-of-the-art digital learning experiences with two areas of focus:
 - First is a focus on the learning experience, which includes the buildout of digital classrooms and pedagogies built around digital tools, assignments designed around digital tools, and similar.
 - Second is a focus on the “user experience,” emphasizing the quality of students’ experiences as they engage with campus services. This includes everything from parking to ID cards, from the Registrar to Basic Needs, expanding to include first point-of-contact experiences for prospective students all the way through to the experiences of alumni in their continuing relationship with CSUCI.
- The goal is to prepare students who will be able to lead in an increasingly digital world, in part by designing and providing consistently high-quality, digitally enhanced experiences.

APEX: Serving from the peak of the regional P-20 educational ecosystem

- It is through this organizing concept that we affirm a long-term commitment to nurturing and elevating the P-20 educational ecosystem. As the only public university in Ventura County, CSUCI represents the apex of a P-20 public education community, placing the University in service to early childhood and P12 partnership opportunities that will serve the region’s learners in ways not yet imagined, from infant through graduate education.
- While centered in the School of Education, APEX is an explicit commitment of the entire campus to engage all sectors of the P-20 public education space and build partnerships with school districts, community colleges, and allied agencies, improving educational outcomes for all students in our region.
- This organizing concept recognizes that the long-term viability of CI depends on the quality and strength of our collaborations with PreK-12 partners.

EAST: Faculty as Scholar and Teachers

- Through this organizing concept, CSUCI commits to advancing academic excellence through support for faculty development and pedagogical expertise in active learning, interdisciplinary- and DEIA-focused classroom and field experiences, community engagement, international learning experiences, and other pedagogical approaches for placing students at the center of the educational experience – CI style.
- Investment in faculty scholarship and creative activities is an equally essential necessity – both of which tie the reputation of CI and its educational content to professional support for faculty.

- This organizing concept supports faculty and student success in the classroom, advances student research, engages “big problems” for their learning opportunities and impact (e.g., climate change), and is foundational for undergraduate student success and graduate education.

Interpretive Lenses: Values that focus Framework on Institutional Priorities

Two lenses introduce values into the planning framework, ensuring fidelity of vision and mission to core institutional values.

Lens-1: Regional, Outside-In Perspective

An outside-in perspective explicitly values community engagement and acknowledges CSUCI’s primary responsibility to understanding and providing what the public needs from us – rather than what the campus has to offer them. 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.

Lens-2: Servingness

Borrowed from Excelencia, this interpretative lens 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 both those who enter our community and being aware of and working to serve those who do not. In this way, the servingness lens unites our mission to core value commitments.

Framework Initiatives: Strategic Priorities and Activities

The Framework Initiatives are strategic priorities and activities resulting from the application of Interpretive Lenses to Core Organizing Concepts. This list of initiatives includes: (a) existing initiatives, (b) examples of possible, new initiatives, while (c) leaving a comprehensive list of initiatives open-ended and undecided in order to facilitate open calls and additional input by stakeholders to build broad consensus.

LEAP

HIPs, expanded support for student research, modifying degree programs to include internships and project-based learning, credit for prior learning (e.g., the job you are already working at), “industry” program advisory boards, close partnerships with employers (e.g., Navy, Zoo, health care agencies, etc.), applied learning, portfolios, career-readiness initiatives, credentials and certificates for life-long learning, new admissions practices for multiple entry points, etc. Goal is to implement these across academic programs, not just applied degrees (computer science, business, and similar), but also humanities and arts.

LUX

State-of-art classroom facilities, continued expansion of TLI, update and expansion of student “loaner” computers (i.e., every entering student has or has access to the computer appropriate for their major), “branding” of digital learning experience (similar to Fresno State), new cross-divisional committees to coordinate comprehensive digital strategy, digital id cards, online parking (no more parking kiosks), updated CI app, adoption of an AI strategy, and the systematic reduction of every friction point with better user experiences, from admissions to enrollment to graduation and career support.

APEX

Early Childhood Education and Childcare Center, the Ed.D., dual enrollment courses in high schools, active presence in CCs, expanded University Outreach efforts, expanded summer opportunities for high school students, continued grants and contracts to build partnerships, explicit leadership for P-20 council, active ongoing continuing education for P-12 workforce, convening of teachers and leaders on critical initiatives (e.g., math readiness), and similar. SOE is actively expanding into this area, and this presents opportunity to highlight and support this work.

FAST

Continued expanded RSCA awards and travel support, updated personnel standards, improved criteria for TT searches, creation of centers and institutes, support for graduate studies through research projects, expanded student research opportunities, community-engaged research, research projects aligned with community partners/industry, creation of multi-year impact projects (similar to [Lehigh Mountaintop Initiative](#)).

Actions in and for Key Areas

Core activities to implement emerging Framework Initiatives and actualize Core Organizing Concepts

Budget Alignment

Achieving distinctive mission and vision becomes leading criteria for budget priorities, resulting in reallocations as necessary. Provides an overall planning framework. Similar opportunities for strategic all funds budgeting implementation, including aligning IRA and MSFT decisions with Core Organizing concepts (e.g., prioritizing LUX in MSFT process, utilizing IDC to support FAST, etc.).

Degree Alignment

Provides a conceptual framework for prioritizing new degree programs and evaluating existing programs. For example, supports development of new degrees in health and human services. Outlines key features of curriculum that can be expected from new programs and that continuing programs will be expected to incorporate (e.g., internships, credit for prior learning, group projects, etc.). Helps establish actional criteria for program review.

Admissions

Facilitates thorough review of admissions strategy, including collaterals, target student audiences, “scripts,” and marketing strategy. Also presents opportunities for admissions to move into areas

other than FTFY and Transfer admissions. LEAP and LUX frameworks would be very attractive to international students.

Marketing and Branding

Significant opportunities for adding the “missing content” to the integrated marketing communication plan. Should inform visual identity, taglines, and graphic standards. Organizes and focuses communications efforts. Informs strategic marketing plan, including media buys, online presence, and web design.

Opportunities

As the framework is rolled out and implementation decisions are made, a wide range of opportunities arise – some of which are central and others merely adjacent. The point is that these actions can be taken up as part of the same comprehensive project. Examples include:

- Improved faculty hiring through specification of key skills and qualities required to implement our full mission and vision. Examples include digital leadership, commitment to experiential learning, openness to embedding DEIA student learning outcomes in coursework, and promise as scholar and/or artist.
- Framework for supporting and establishing new research centers.
- Conceptual framework for tackling the third rail topic of a fourth college.
- Open call for implementation proposals, with funding pool from MS Funds.
- Reboot of COC January experience focused on implementation recommendations.
- Framework for updating mission and vision statements, both for University and Division(s).
- Implementation of Portfolios for undergraduate students
- Develop “design-your-own” major (partly to affirm past campus history, but also as marketing tool)
- Update Program Review process to “Theory of Change” exercise.

LEAP: Leading through Experiential Academic Programs (Revised Text)

Leading through Experiential Academic Programs (LEAP) indicates CSUCI’s efforts to amplify, scale up, and provide adequate resources to deliver impactful and high quality experiential and active learning opportunities. These efforts, including multiple high impact practices, will be grounded in service to regional needs. CSUCI students exhibit high participation rates in High Impact Practices (HIPs) such as capstone courses, diversity/global learning, learning communities, and service learning but lower participation rates in opportunities related to internships, student research, and common intellectual experiences. To help sustain practices in the former and increase engagement in the latter, CSUCI will work to improve tracking of HIPs participation, support mission centers and other offices related to HIPs, add experiential learning experiences to academic program reviews, and provide faculty support to facilitate and institutionalize them.

CSUCI will continue to build strengths in the liberal arts and STEM while further developing experiential learning experiences. To meet the new contemporary workforce needs of the twenty-first century, CSUCI will develop curricular and on-campus programming in ways that are informed by place-based opportunities, faculty expertise, and campus offerings unique to CSUCI. CSUCI's commitment to expanding experiential learning will work with and reflect its continued commitment to further developing existing and new degree programs in both the Liberal Arts and STEM.

CI intends to harness its place-based strengths and use them to leverage its unique identity as a regional public university⁴ and anchor institution⁵ on the central coast. Our location and its demographics are some of our greatest assets and what distinguishes us from other campuses. Recognizing CI's charge as the only public university in Ventura County, it should also strive to intentionally serve the people of its region. The process by which we highlight our geographic, demographic, and cultural assets will be best served if it is informed by those assets. CI's recruitment efforts, curricular development, community partnerships, and public programming will be made most visible if they are thoughtfully responsive to its local community's needs, interests, and collaborative opportunities. By making the local community more visible within CI's curriculum and campus programming, CI will, itself, be more visible in its community—an outcome that, itself, will reveal and nurture more local opportunities and assets that will further the university's unique offerings.

Situated a few miles from the ocean shore and with the Channel Islands in view, our university is located in the geographical and geological region known as the Oxnard Plain, an alluvial soil plain, rich with mineral deposits that enable the region to produce the nation's 11th largest county in crop value. For that reason, historically, many immigrants have called this place home, having worked in the fields, canneries, packing houses, and related service jobs for generations. Being near the ocean, our university is also deeply engaged in coastal health, sustainability, and environmental and community health. We are one of 11 universities

⁴ "Regional public universities are more than just key access points to higher education — they're also vital anchors for economic and community development. But despite their importance to both students and their communities, regional public universities haven't been well defined as a group. The schools are scattered across the United States and tend to be as varied as their home communities. That lack of a definitive list of regional public universities has long meant those schools were "largely invisible in scholarly and policy discussions," according to the Alliance for Research on Regional Colleges (ARRC).

<https://www.regionalcolleges.org/project/identifying-and-defining-regional-public-universities>

⁵ "Anchor organizations play significant roles in their local economies due to purchasing power, real estate, employment, and a long-term interest in seeing their local communities thrive. Their history, relationships, institutional mission, and investments root them in their local communities. The sustainability of anchor organizations is inextricably linked to the vitality of their surrounding communities. It affects demand for their goods and services, employee attraction and retention, business operations and overall competitiveness. It is in an anchor's interest, therefore, to build a strong, healthy local economy." See:

<https://icic.org/research/anchor-initiatives/>. Also, see Supplee, L.C., & Orphan, C.M. (2023). See "The "People's Universities" Over Time: Tracing the Histories and Evolutions of Regional Comprehensive Universities as Anchor Institutions Between 1970 and 2000." Advance online publication on Project MUSE.

<https://doi.org/10.1353/rhe.0.0190>.

in the country with a research station on National Park Service land that accommodates extensive, interdisciplinary, faculty and student engagement with the Santa Rosa Island Research Station and the Channel Islands Marine Sanctuary. We have a Boating Center which provides students and the community with access to aquatic learning and leisure activities that help them value and learn from our unique location. We are also home to sat'wiwa, a mountain shrine on the CI campus located on the ancestral home of the Barbareño Ventureño Band of Chumash Indians. With such a sacred site on our very campus, we can become a hub for indigenous studies, cultural revitalization, knowledge production, and native and ecological stewardship. Harnessing our unique location and affirming and strengthening our commitment to serve and uplift our region's places and people will contribute to ensuring One Health for all, especially for communities who have historically been underserved in this region.

CI's commitment to experiential learning will be carried out through an increased focus on as well as support for programming and instruction designed to expand internship opportunities, career readiness, alignment with employers, active learning, project-based learning, undergraduate-, graduate-, and community-based research, and other high-impact practices. Doing so will provide the "how" to our forward-looking, place-based leadership in and for higher education that offers multiple entry points for life-long learning.

Given the ever-evolving needs of the workforce, the skill sets and experience that correspond to career readiness are shifting targets. Regular innovation, therefore, will be a crucial factor in fulfilling the university's commitment to enhancing experiential learning. Ensuring that faculty efforts in these areas are recognized and valued will, in turn, encourage innovative teaching that will result in students benefiting from High Impact Practices & Experiential Education (HIPEE). Providing institutional support and visibility for that work will affirm CI's commitment to experiential learning (such as by adapting RTP standards or program review metrics and allocating funds to support this work through grants and reassigned time opportunities).

Lastly, expanding experiential learning programming and instruction will also mean leveraging the resources and skills of campus offices currently at our disposal. This can be achieved by facilitating collaboration between faculty and various offices, such as Institutional Research, University Advancement, and Career Development and Alumni Engagement.

This organizing concept (Leading through Experiential Academic Programs: LEAP) informs CSUCI's Academic Master Plan degree clusters. CSUCI will prioritize new programs that will contribute to the 2030+ strategic goals. The university will work to ensure that new programs intentionally integrate high impact practices, experiential learning opportunities, and place-based strengths to serve regional needs.

LUX: Providing a State-of-the-Art-Learning User Experience (Revised Text and Comments)

Definition

This organizing concept provides a comprehensive strategy for providing state-of-the-art digital learning experiences with two areas of focus:

- First is a focus on the learning experience, which includes the buildout of digital classrooms and pedagogies built around digital tools, assignments designed around digital tools, and similar.
- Second is a focus on the “user experience,” emphasizing the quality of students’ experiences as they engage with campus services. This includes everything from parking to ID cards, from the Registrar to Basic Needs, expanding to include first point-of-contact experiences for prospective students all the way through to the experiences of alumni in their continuing relationship with CSUCI.

The goal is to prepare students who will be able to lead in an increasingly digital world, in part by designing and providing consistently high-quality, digitally enhanced experiences.

Problem Statement

Talk with nearly any CSUCI stakeholder about the state of the digital user experience at CSUCI and they will cite a laundry list of improvements that should be made right now. These include things like:

- Modernized classroom technology (e.g., hyflex and technology-enhanced active learning classrooms)
- Operational systems that “talk to each other” (e.g., EAB Navigate and Canvas)
- User-friendly website
- Easy access to internet-connected devices and reliable Wi-Fi
- Digital apps and ID cards for things like payment, door access, and signing in for events

The list is long, but this OneHealth/CI2030+ vision presents an opportunity to address these items, **not as a task-based project list** as we have traditionally done, but as part of a strategic plan that identifies priorities, integrates units and resources, considers the long-term maintenance strategy, factors in opportunities to institutionalize funding, and addresses the need to not just improve our processes but also our culture as an institution of higher education operating in the 21st Century, post-pandemic landscape.

To do this, the LUX subgroup recommends adopting an equity-focused digital learning framework as an organizing frame for communicating this vision, for strategic planning, and for effective implementation. This recommendation is built from work initiated in Summer 2023 by an exploratory group that reviewed literature and sought to conduct an institutional snapshot of CSUCI’s current digital learning infrastructure.

Conceptual Framework: Equity-Focused Digital Learning Infrastructure

The conceptual framework comes from the work of Every Learner Everywhere, Association of Public & Land Grant Universities, and Tyton Partners. They present a [call to action for improving digital learning infrastructure in support of equitable student outcomes](#). They also define terms relevant to our present charge:

- “**Digital learning** comprises the technology and teaching practices that use technology to enhance learning. Digital learning includes a broad range of content and communication tools, curricular models, design strategies, and services that personalize instruction for students in face-to-face, blended, and online learning environments” (p. 9).
- “We define **digital learning infrastructure** as the elements required across the institution to sustain digital learning at scale and distributed throughout the institution. Not limited to technology infrastructure alone, the elements of digital learning infrastructure that are critical for success include six categories [...]: leadership, budget, and policy; course design and delivery; student success for digital learning; evaluation and analytics; professional learning; and technology infrastructure” (p. 9).

Six Dimensions of Digital Equity

The proposed six categories required by the framework for true digital equity and improved student outcomes (see Figure 1.1) are as follows (*Note*. The definitions and examples provided below are not exhaustive):

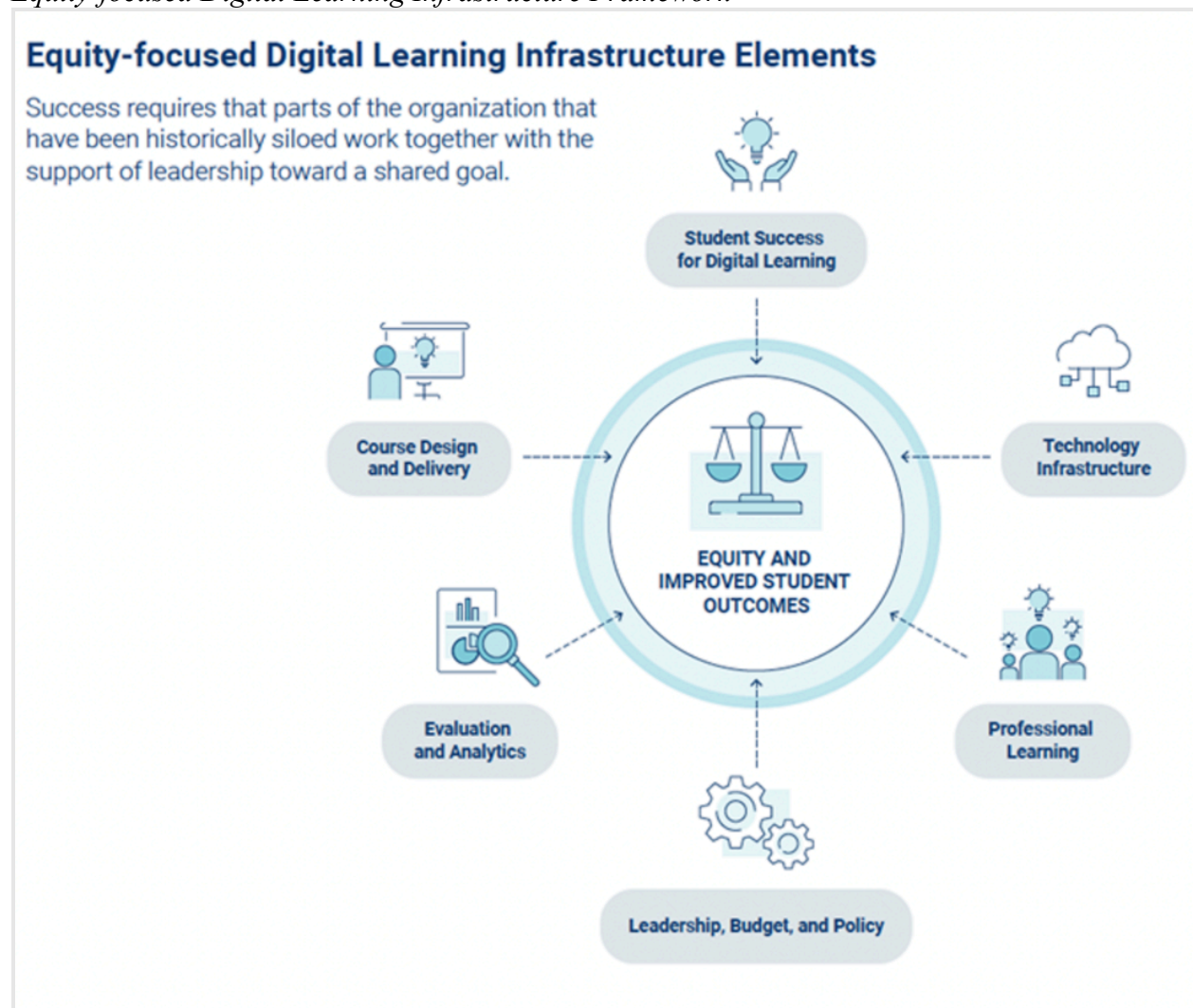
- **Student Success for Digital Learning** – Student access to devices and the internet, student readiness to use digital tools, accessible technology, affordable materials, provision of academic support, use of data to support student progress and success, prioritization of interconnected, compatible, or analogous platforms for student support services, streamlined procedures for resource access, simplicity and clarity in web and text communications.
- **Technology and Infrastructure** – Inclusion of faculty, staff, and student voices in technology selection and procurement processes, policies to encourage the adoption of tools that are interoperable, accessible, equitable, and high-quality, support and guidance for procurement of technology and tools, equitable access to technology among students, faculty, and staff, lateral and vertical coordination of student-facing platforms and tools, equitable access to platform cross-training, documentation, process guides, and other resources for faculty and staff.
- **Professional Learning** – Targeted and regular professional development on digital learning and equity for faculty and staff, policies and practices that support continuous learning campuswide, devoted funding and infrastructure for instruction-focused support and development (CTL, instructional design, etc.), role-based professional learning prioritization and learning communities for faculty and staff.
- **Leadership, Budget, and Policy** – Clearly communicated goals related to equitable student outcomes, recognition of digital learning as vital for achieving equity goals, collaboration between academic and technology leadership, prioritization of faculty and student needs in decision-making, dedicated, sufficient, and sustainable resources (staffing, training, and funding), budgetary structures that encourage collaboration and quality, a focus on continuous

improvement, clear communication of values, active distribution of initiative goals and progress to support cultural shift, empowerment of faculty and staff area experts in decision-making.

- **Evaluation and Analytics** – Availability of analytics on multiple dimensions of student success and digital efficacy and training on how to use it, proactive use of data to inform course-level, program-level, and campus-level improvement, disaggregated data by student characteristics (race, income, etc.), mechanisms to interpret and act on data to incorporate diverse perspectives.
- **Course Design and Delivery** – Course design focused on student needs and equitable outcomes, policies to ensure consistent course quality, data used to target course redesign, faculty support for implementing digital pedagogy and tools, faculty-led course improvement activities, adaptive courseware for personalized learning.

Figure 1.1

Equity-focused Digital Learning Infrastructure Framework



Case Studies

As stated previously, it is not hard to identify areas of opportunity around digital learning and infrastructure at CSUCI. In this section, we will unpack one of these areas as a case study for adopting a multidimensional and strategic approach to the LUX vision. We explore this case briefly through the six dimensions of the Equity Framework under consideration.

Case Study A: Modernized Classroom Technology

An assessment of classrooms conducted by a third party concluded that not only was CSUCI's physical campus converted from a space not designed for 21st century teaching and learning, but the classrooms also need to be outfitted with requisite equipment for teaching and learning. Today, this includes ways for students to join a session via video conferencing and still have a high-quality experience.

ITS procured a classroom study to create a set of standards for classroom technology and invested ~\$50K/classroom on the upgrade to a hyflex model. The result is an elegant combination of the existing charm of the physical space with the functionality of multimodal interaction.

However, there is no current institutional budget for classroom technology, so ITS applies for MSFT grants to fund these projects. Progress or delay depends on the extent to which these projects are funded (no money was awarded for the 2023-2024 academic year). Furthermore, while the initial upgrade is one thing, there is also consideration for ongoing maintenance of the technology as it is used and ages.

Another dimension beyond acquisition, installation, budget, and maintenance is campus awareness. The fact that these classrooms exist is an opportunity to communicate with our students and the community that CSUCI combines place-based charm with modern learning tools. Faculty need to be made aware of these classrooms, know how to request one if desired, learn how to operate the equipment, and develop a pedagogical approach that optimizes the tools available for student learning. Embedded in all these statements are other units on campus who need to be part of the overall project and who need to have space in their portfolios to view this work as a priority. This also builds a coalition of interested parties who may be able to advance tertiary needs, such as future funding, external marketing, and even scholarship of teaching and learning, etc.

If treated as a standalone project, then one unit completes its task from this laundry list, but the implementation and overall return on investment is compromised and potentially undermined. We might explore the modern classroom technology question through the lens of an equity-focused digital learning infrastructure by answering the following questions (and more):

Leadership, Budget, & Policy

- In what ways are the digital learning elements of a hyflex classroom recognized and communicated as vital for achieving equity goals?

- Are there dedicated, sufficient, and sustainable resources (staffing, training, and funding) for the modern classroom priority? Who leads this larger priority?
- What stakeholders need to be involved in the larger modernized classroom strategy and implementation plans to ensure a coordinated effort?

Course Design & Delivery

- To what extent is there faculty support for implementing digital pedagogy and tools that make optimal use of modern classroom spaces (hyflex and active learning classrooms)?

Student Success for Digital Learning

- To what extent do students have access to classrooms with modern technology (and where is it used optimally)?
- To what extent do our modernized classrooms contribute to or interfere with accessibility?

Evaluation and Analytics

- What data will be collected to evaluate the effectiveness of and return on investment in modernized classroom spaces?

Professional Learning

- What devoted funding and infrastructure exists for faculty development and support for the technical and pedagogical aspects of teaching in modernized (e.g., hyflex; active learning) classrooms?

Technology Infrastructure

- What communication and reservation infrastructure will help faculty and students: 1) know that they are in a hyflex classroom space; 2) request the space for hyflex teaching; 3) support equitable access to the spaces for teaching and learning?
- To what extent are the modernized classrooms standardized to optimize budget, maintenance, and replication? What technologies are and will be present in these spaces? Which staff support and maintain these spaces?

Additional Case Study Proposals

While the LUX subgroup discussed several other potential case studies to demonstrate how to implement assessment via the six dimensions of the equity-focused framework, we were limited by time and the scope of this document. However, to ensure these proposals receive consideration by the implementation teams and to acknowledge the work put in by the LUX subgroup, we list these proposed case study topics below:

- **Integrated operational systems** – student services and support systems that “talk” to one another, within and across divisions; a digital convergence that would enable DSA and DAA services and systems to be accessible via a single platform; streamline and integrated campus systems for all amenities; continual feedback for improvement; connectivity with GoCI app for any new platforms or tools; streamlined platforms for student messaging.
- **Virtual/computer-based instructional spaces** – expansion of existing virtual computer labs and cloud-based computing services; integration of virtual labs and other instructional platforms with Canvas; pursuit of dedicated virtual classroom platforms to replace Zoom (i.e. platforms designed with teaching in mind); building relationships between relevant academic programs

and organizations that could provide access to industry-relevant supercomputing platforms for students.

- **Policy-based support for digital learning standards** – buy-in from academic leadership and Academic Senate for standardization of a baseline for required minimum components in Canvas; connectivity with EAB/Early Alert System; development of foundational elements in Canvas shells to support faculty in Canvas course streamlining.

Implementation Strategy

As stated by the authors of the report, “Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes,” “success requires that parts of the organization that have been historically siloed work together with the support of leadership toward a shared goal” (Fox, et al., 2021). As such, effective implementation will require intentional cross-unit and cross-division collaboration on a scale not previously attempted at CSUCI. Dedicated frameworks for lateral and vertical coordination will need to be developed for all digital infrastructure planning, implementation, and support across divisions, with formal support from leadership to ensure collaborative relationships endure beyond the LUX strategy implementation timeframe.

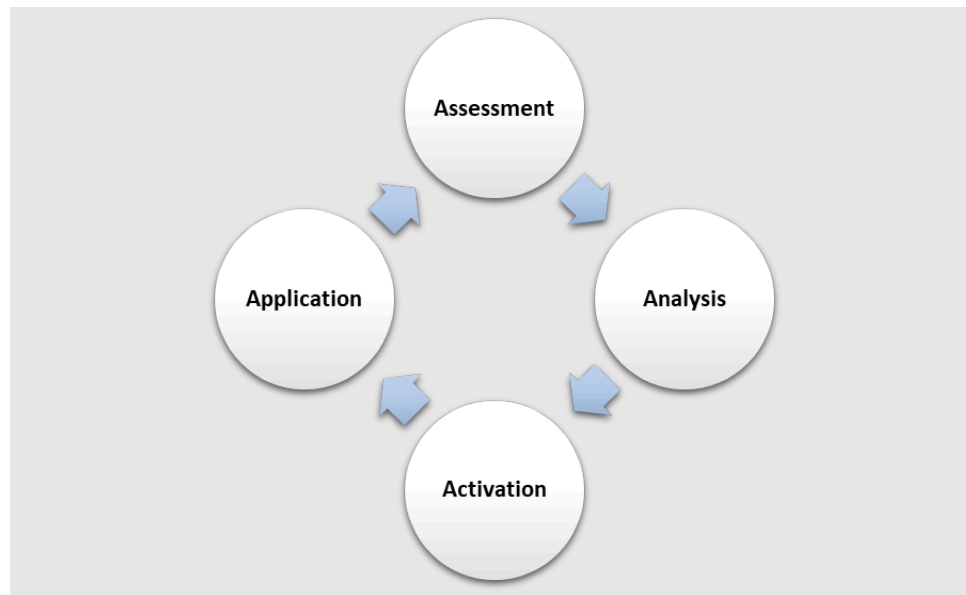
In addition, accessibility must be considered and incorporated in every plan, at every stage, as we evolve our digital infrastructure. All faculty, staff, students, and members of the public should be able to effectively utilize every platform or tool available regardless of disability. CSUCI should be committed to a culture of excellence, not just compliance, regarding digital and technological accessibility.

The LUX subgroup has identified several additional key foundational elements that must be considered at every stage for effective implementation of the equity-focused digital learning infrastructure. They are:

- Values-based academic leadership that empowers new and existing faculty to make the most of our digital learning tools, resources, and technology infrastructure to benefit our students.
- Active communication with the campus community regarding existing digital infrastructure, initiatives, funding models, and future planning to support a culture of collaboration and buy-in campuswide.
- Commitment from campus leadership to prioritize resources for ongoing maintenance of any and all digital infrastructure projects undertaken under the LUX umbrella, including permanent staffing, ongoing training, and institutionalized funding models.
- A culture of continuing education and professional development that not only keeps our area experts abreast of developing technologies such as AI, but actively pursues opportunities to utilize them to better CSUCI’s digital infrastructure and to prepare students and the campus for the digital transformation expected to unfold in the next decade.

Our proposed implementation plan is a cycle that consists of four phases: Assessment, Analysis, Activation, and Application. Phase 4 ends with a return to Phase 1, as continuous assessment and improvement is a vital part of achieving excellence in digital learning and infrastructure implementation.

Figure 1.2 *Implementation Plan Cycle*



Phase 1 - Assessment

An identified assessment team will need to survey current digital infrastructure and learning practices at CSUCI, across the six dimensions detailed above, to establish a baseline, pain points, and case studies of effective initiatives to model or roll out campuswide. This will include a review of all active or planned initiatives addressing any of the equity gaps in the six dimensions to incorporate ongoing work and secured funding into the overall planning.

Phase 2 – Analysis

Data from pain point analyses and case studies will be used to inform where on the axis from poor to excellent our performance as a campus is across the six dimensions detailed above. Opportunities to combine projects, streamline resources, and collaborate across units and divisions will be identified. Data will be shared with identified primary stakeholders and the campus community via a report or dashboard.

Phase 3 – Activation

Primary stakeholders and campus leaders will assist in activating implementation teams to target the six dimensions of the equity framework. Implementation teams will be responsible for reviewing all analyses of current and proposed practices within their assigned dimension and ranking implementation priorities based on a) where on the axis our current practices fall, with the poorer practices being the higher priorities, b) how time and resource intensive implementation is estimated to be, and c) how impactful a new or revised practice is estimated to be. These decisions will also be distributed to the campus community for review and comment via a report or dashboard.

Phase 4 – Application

With priorities identified, implementation teams can begin the task of outlining steps, identifying stakeholders and support personnel, securing funding and other resources, and planning their initiative rollouts. Teams should plan to return to Phase 1 and assess as implementation wraps up. Status updates should be distributed to the campus community.

Related Literature

We reviewed recent literature on digital transformation in higher education, including models for adopting a digital learning strategy. Selected works are listed below (additional research and professional literature can be provided upon request):

- Blackman, A., Mendolia-Moore, T., & EDUCAUSE Digital Learning Strategy Working Group (2023). A framework for developing institutional digital learning strategy. EDUCAUSE Review.
https://er.educause.edu/articles/2023/5/a-framework-for-developing-an-institutional-digital-learning-strategy?utm_source=Selligent&utm_medium=email&utm_campaign=cio_newsletter
- British Columbia's Post-Secondary Digital Learning Strategy (2023). Report.
https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/digital-learning-strategy/digital_learning_strategy.pdf
- Fox, K., Vignare, K., Yuan, L., Tesene, M., Beltran, K., Schweizer, H., Brokos, M & Seaborn, R. (2021, December 14). Strategies for Implementing Digital Learning Infrastructure to Support Equitable Outcomes: A Case-based Guidebook for Institutional Leaders. Every Learner Everywhere. <https://www.everylearnereverywhere.org/resources/>
- McGill, L. (2023). Digital transformation in higher education: A toolkit to support the development of digital strategies, assessment of digital maturity across the organisation and the creation of actionable roadmaps and plans for implementation.
<https://beta.jisc.ac.uk/guides/digital-transformation-in-higher-education>
- Mehta, S., & Downs, H. (2019). 6 strategies for digital learning success [White paper]. Center for Creative Leadership. <https://doi.org/10.35613/ccel.2019.1048>

APEX: Serving from the peak of the regional P-20 educational ecosystem

- It is through this organizing concept that we affirm a long-term commitment to nurturing and elevating the P-20 educational ecosystem. As the only public university in Ventura County, CSUCI represents the apex of a P-20 public education community, placing the University in service to early childhood and P12 partnership opportunities that will serve the region's learners in ways not yet imagined, from infant through graduate education.
- While centered in the School of Education, APEX is an explicit commitment of the entire campus to engage all sectors of the P-20 public education space and build partnerships with school districts, community colleges, and allied agencies, improving educational outcomes for all students in our region.
- This organizing concept recognizes that the long-term viability of CI depends on the quality and strength of our collaborations with PreK-12 partners.

FAST: Faculty as Scholar and Teachers

- Through this organizing concept, CSUCI commits to advancing academic excellence through support for faculty development and pedagogical expertise in active learning, interdisciplinary- and DEIA-focused classroom and field experiences, community engagement, international learning experiences, and other pedagogical approaches for placing students at the center of the educational experience – CI style.
- Investment in faculty scholarship and creative activities is an equally essential necessity – both of which tie the reputation of CI and its educational content to professional support for faculty.
- This organizing concept supports faculty and student success in the classroom, advances student research, engages “big problems” for their learning opportunities and impact (e.g., climate change), and is foundational for undergraduate student success and graduate education.

Interpretive Lenses: Values that focus Framework on Institutional Priorities

Two lenses introduce values into the planning framework, ensuring fidelity of vision and mission to core institutional values.

Lens-1: Regional, Outside-In Perspective

An outside-in perspective explicitly values community engagement and acknowledges CSUCI’s primary responsibility to understanding and providing what the public needs from us – rather than what the campus has to offer them. 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.

Lens-2: Servingness

Borrowed from Excelencia, this interpretative lens 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 both those who enter our community and being aware of and working to serve those who do not. In this way, the servingness lens unites our mission to core value commitments.

Framework Initiatives: Strategic Priorities and Activities

The Framework Initiatives are strategic priorities and activities resulting from the application of Interpretive Lenses to Core Organizing Concepts. This list of initiatives includes: (a) existing initiatives, (b) examples of possible, new initiatives, while (c) leaving a comprehensive list of

initiatives open-ended and undecided in order to facilitate open calls and additional input by stakeholders to build broad consensus.

LEAP

HIPs, expanded support for student research, modifying degree programs to include internships and project-based learning, credit for prior learning (e.g., the job you are already working at), “industry” program advisory boards, close partnerships with employers (e.g., Navy, Zoo, health care agencies, etc.), applied learning, portfolios, career-readiness initiatives, credentials and certificates for life-long learning, new admissions practices for multiple entry points, etc. Goal is to implement these across academic programs, not just applied degrees (computer science, business, and similar), but also humanities and arts.

LUX

State-of-art classroom facilities, continued expansion of TLI, update and expansion of student “loaner” computers (i.e., every entering student has or has access to the computer appropriate for their major), “branding” of digital learning experience (similar to Fresno State), new cross-divisional committees to coordinate comprehensive digital strategy, digital id cards, online parking (no more parking kiosks), updated CI app, adoption of an AI strategy, and the systematic reduction of every friction point with better user experiences, from admissions to enrollment to graduation and career support.

APEX

Early Childhood Education and Childcare Center, the Ed.D., dual enrollment courses in high schools, active presence in CCs, expanded University Outreach efforts, expanded summer opportunities for high school students, continued grants and contracts to build partnerships, explicit leadership for P-20 council, active ongoing continuing education for P-12 workforce, convening of teachers and leaders on critical initiatives (e.g., math readiness), and similar. SOE is actively expanding into this area, and this presents opportunity to highlight and support this work.

FAST

Continued expanded RSCA awards and travel support, updated personnel standards, improved criteria for TT searches, creation of centers and institutes, support for graduate studies through research projects, expanded student research opportunities, community-engaged research, research projects aligned with community partners/industry, creation of multi-year impact projects (similar to [Lehigh Mountaintop Initiative](#)).

Actions in and for Key Areas

Core activities to implement emerging Framework Initiatives and actualize Core Organizing Concepts

Budget Alignment

Achieving distinctive mission and vision becomes leading criteria for budget priorities, resulting in reallocations as necessary. Provides an overall planning framework. Similar opportunities for strategic all funds budgeting implementation, including aligning IRA and MSFT decisions with

Core Organizing concepts (e.g., prioritizing LUX in MSFT process, utilizing IDC to support FAST, etc.).

Degree Alignment

Provides a conceptual framework for prioritizing new degree programs and evaluating existing programs. For example, supports development of new degrees in health and human services. Outlines key features of curriculum that can be expected from new programs and that continuing programs will be expected to incorporate (e.g., internships, credit for prior learning, group projects, etc.). Helps establish actional criteria for program review.

Admissions

Facilitates thorough review of admissions strategy, including collaterals, target student audiences, “scripts,” and marketing strategy. Also presents opportunities for admissions to move into areas other than FTFY and Transfer admissions. LEAP and LUX frameworks would be very attractive to international students.

Marketing and Branding

Significant opportunities for adding the “missing content” to the integrated marketing communication plan. Should inform visual identity, taglines, and graphic standards. Organizes and focuses communications efforts. Informs strategic marketing plan, including media buys, online presence, and web design.

Opportunities

As the framework is rolled out and implementation decisions are made, a wide range of opportunities arise – some of which are central and others merely adjacent. The point is that these actions can be taken up as part of the same comprehensive project. Examples include:

- Improved faculty hiring through specification of key skills and qualities required to implement our full mission and vision. Examples include digital leadership, commitment to experiential learning, openness to embedding DEIA student learning outcomes in coursework, and promise as scholar and/or artist.
- Framework for supporting and establishing new research centers.
- Conceptual framework for tackling the third rail topic of a fourth college.
- Open call for implementation proposals, with funding pool from MS Funds.
- Reboot of COC January experience focused on implementation recommendations.
- Framework for updating mission and vision statements, both for University and Division(s).
- Implementation of Portfolios for undergraduate students
- Develop “design-your-own” major (partly to affirm past campus history, but also as marketing tool)
- Update Program Review process to “Theory of Change” exercise.

APEX: Serving from the peak of the regional P-20 educational ecosystem (Revised Text and Comments)

This organizing concept affirms our long-term commitment to nurturing and elevating the P-20 educational ecosystem and recognizes that the long-term viability of CSUCI depends on the quality and strength of our collaborations with P-12 partners. It is an explicit commitment of the entire campus to engage all sectors of the P-20 public education space and build partnerships with school districts, community colleges, and allied agencies to improve educational outcomes for all students in our region. As the only public university in Ventura County, CSUCI embraces the opportunities and responsibilities for early childhood and P-12 partnership to serve the region's learners in ways not yet imagined, from infant through graduate education.

This organizing concept has two primary goals:

1. Assist local educational institutions in improving educational outcomes for students, e.g., high school graduation rates, percentage performing at grade level, college access.
2. Raise the visibility of CSUCI with local educational communities, e.g., among students, teachers, counselors, and family members.

These goals cannot be met without listening closely to our educational partners, maintaining ongoing dialog, and committing significant resources, including release time for faculty and extra pay for staff. It will require a multitude of programs and approaches. Bottom-up programs created by individual CSUCI members and our partners should be supported and allowed to grow organically, Top-down programs should be developed to more easily involve additional CSUCI community members.

The following high-level initiatives, with illustrative examples, are suggested as a starting point.

- Dedicate resources to ensure that attention remains focused on these opportunities and responsibilities. Support and coordinate collaborations across campus. Document and share information about current programs both within CSUCI and the local community. Illustrative example:
 - Create a full-time position in the Center for Community Engagement tasked with promoting engagement with the entire P-20 ecosystem and removing barriers to implementation.
- Foster knowledge sharing between all levels of education in Ventura County to identify opportunities for mutual assistance, collaboration, and support. Illustrative examples:
 - Involve leadership from Ventura County School System and local community colleges in drafting the 2030+ plan.

- Widely disseminate local school district priorities and concerns learned through regular meetings between CSUCI President and Provost, Ventura County Superintendent of Schools, local community college presidents, and other leaders in the local educational ecosystem. For example, if a new high school requirement like ethnic studies is announced, connect high school principals with CSUCI academic departments.
- Develop close relationships with high school and community college counselors to understand where students apply to university and why.
- Sponsor peer meetings between CSUCI faculty, P-12 teachers, and community college faculty in common academic areas, e.g., Agriculture Education Workshops involving educators, students, and families; gatherings of P-20 ethnic studies educators.
- Assist local schools at key points in P-20 where opportunity gaps between their students and national averages begin to emerge. Illustrative examples:
 - Co-author grants with local schools to address these areas.
 - Create programs to foster collaboration between CSUCI faculty and local educators to develop curriculum. This requires discipline-specific and School of Education faculty.
 - Collaborate with community college instructors to ensure students have the expected skills when they transfer to CSUCI.
 - Sponsor conferences of local educators to share class-room practices and other information and learn about the latest research in reducing opportunity gaps. Support local educator attendance.
 - Support CSUCI service-learning courses that target these academic areas in local schools.
 - Promote academic research on teaching underserved students with a focus on bridging the opportunity gap.
 - Hold summer enrichment programs at CSUCI targeting key areas for local students.
 - Pay CSUCI students to tutor at local schools.
- Maintain a visible presence in local schools and community colleges to create high student, parent, and employee awareness of CSUCI. Illustrative initiatives:
 - Create clear and concise explanation of why CSUCI is a good place to pursue a four-year degree, e.g., small class size, personalized attention, and supportive environment.
 - Build personal relationships with local guidance counselors, admission counselors, and academic advisors.

- Bring local high school students to CSUCI's campus frequently enough that they feel at home and can imagine themselves attending, e.g., create academic events (science fair, entrepreneurship competition) for students from local high schools, and sponsor free community events on campus.
- Organize, support, and incentivize guest lectures about research from CSUCI faculty in local high school and community college classes.
- Formulate partnerships with places where local students spend time outside school, e.g., libraries, Girls and Boys Clubs, YMCA, to facilitate enrichment activities.
- Organize, support, and incentivize artistic performances by CSUCI students and groups at local schools and community colleges.
- Organize workshops and panels by cross-discipline CSUCI students, staff, and faculty at local high schools and community colleges to explain what going to university is like and how to prepare.