CSUCI for 2030+
Embracing and enhancing our distinctive identity

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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.

One Health for 2030+

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. Though I'm not fixed on a name or title for this approach, I keep coming back to the fact that for me, everything we do is grounded in our unique sense of place and in our promotion and facilitation of environmental and community wellness. In discussing this idea with a number of colleagues, the notion of "One Health for 2030 and Beyond" emerged.

According to Dr. Jenn Perry, Executive Director of Regional Educational Partnerships, "One Health" is a Western way of talking about an Indigenous worldview. This worldview, as I understand it, decolonizes our conceptualization of health and wellness, and expands it to include the fullness of our lives – from personal health to the wellness of our relationships with families, our communities, and our environment.

The One Health Commission defines the concept 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)

Through this concept, I believe we can be guided to answering the question of what it is that makes us distinctive from other CSU's.

Many of us may believe this question is answered through our University's founding approach to defining who we are and what we provide. And it is, partially. We know the ongoing importance of what we do through our roots in the liberal arts, 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. 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 high-impact practices like experiential learning, internships, and undergraduate research opportunities – 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?

I am certain that 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. This reality provides distinctive place-based learning opportunities and experiences for our students that we have not leveraged anywhere near to the fullest extent possible – either through curricular and co-curricular programming or through our marketing and recruitment efforts.

In sum, I 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**.**

These include our:

1. location in the heart of the nation's 11th largest county in crop value

2. interdisciplinary engagement in coastal health and ocean affairs
3. proximity to one of the biggest independent biotech firms in the world
4. our status as one of only 11 universities in the country with a research station on National Park Service land, with opportunities for extensive, interdisciplinary engagement by faculty and staff with the Santa Rosa Island Research Station and the Channel Islands Marine Sanctuary
5. identity as the ancestral land of the Barbareño Ventureño Band of Chumash Indians and home to sat'wiwa, a Chumash mountain shrine on the CI campus
6. serving as 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
7. our proximity to the heart of the nation's entertainment industry, which is itself one of the global hubs of the industry
8. eastern border of campus, the Santa Monica Mountains
9. sometimes struggling but always continuing and evolving commitments to interdisciplinarity, multicultural and international perspectives, community engagement and service learning – 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

Think about all of this in the context of the question about what distinguishes us from other CSU's. At CI, students don't just have experiential learning opportunities. Regardless of a student's major, they can have powerful placed-based learning experiences on the Oxnard Plain; on the beach; at our Santa Rosa Island Research Station; at our Boating Center; on sacred Chumash land; and 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 ESRM's 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.

I want to ask 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.

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 Interpretative 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 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 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 opportunity 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 in implement 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.