

Plan for Excellence III

Goal 1: *Enhancing Academic Excellence and Scholarship*

Information on Goal 1 includes reports from:

Undergraduate Studies
Research and Sponsored Programs (ORSP)
Teaching Learning and Technology (TLT)
Center for Teaching, Learning, and Technology (CETL)
Institutional Research, Assessment, and Planning (IRAP)
Academic Personnel

Additional information on Academic Excellence and Scholarship are contained in reports on Goals #3 and #5. Those reports focus on Graduate Studies and Community Engagement & Service Learning respectively.

Reached at least \$60 million per year in sponsored research and grant activity generating 10% indirect activity. (Really \$48 million?)

- Efforts by GRAB, ORSP and the Foundation provided leadership and support for significant projected increases in grant and contract funding and indirect cost recovery as measured in total dollars and percentages. Three-fourths of the way through 2007-2008 ORSP shows nearly \$32 million in awards. Projections for the full year approach \$37 million, which would represent an approximate 10% increase on top of the previous year's increase of approximately 20%. Recent figures from the Chancellor's Office indicate that for 2006-2007 Fresno State is ranked fourth in total grant and contract award dollars of 20 campuses reporting comparative figures.
- ORSP worked with Foundation staff, faculty and other administrators to update and refine grant and contract plans for each college for 2008-2009.
- GRAB, in conjunction with the Academic Senate and the Foundation, developed several new grant and contract policies on cost sharing, effort reporting and intellectual property and patents.
- GRAB conducted Pre- and Post-Award meetings with each school/college.
- ORSP developed guidelines for awarding Research Start Up funds for new faculty and is in the process of awarding those funds.
- ORSP reviewed faculty proposals for Research Activity Awards and is in the process of recommending \$130,000 in RAA awards.

- ORSP managed the review and awarding of \$140,000 in Research, Scholarship and Creative Activities monies.

Faculty deeply engaged in scholarly work related to regional and national issues.

- ORSP provided leadership and assistance for the development of numerous grant proposals that resulted in faculty and student research on regional and national issues.
- University was awarded a RIMI NIH grant for development of science and health related projects in the region. Launched its first Annual Conference and Board Meeting.
- The Colleges of Social Sciences and Health and Human Services launched its first annual conference on Life in the San Joaquin Valley.
- The College of Engineering launched a chapter of Engineers Without Borders.
- Five Colleges combined resources to develop a valley-wide regional institute on the study of children. The new Director has accepted the position and will begin in summer 2008.
- The Director of the Water Institute has been named the Director of the CSU Water Project and will begin that leadership project this summer. (Confidential at this point).
- Faculty from Fresno State are participating with the CSU in the development of regional and statewide study teams to provide research leadership in the areas of air and water quality and biotechnology.
- The Craig School of Business expanded its summer overseas offerings
- The College of Arts and Humanities continues to offer an extraordinary program of theater, musical, exhibit performances, as well as Summer Arts and Arts in Motion, engaging the region in creative and intellectual pursuits.
- The Kremen School continues to expand its regional partnerships with cohort teacher preparation, using state-of-the-art scholarship in the field. Kremen is also considering an expanded partnership with Fresno Unified.
- The Kremen School began hosting the Renaissance Program this year and will convene its first national conference this month.
- The deans of engineering, science and math, arts and humanities are conducting exploratory conversations with their counterparts at the University of California, Merced.

- There are countless other examples of continued and emerging work in leadership areas.

Mechanisms in place that help faculty mentor and support each other in learning to design and implement service-learning and other community based courses.

- The naming of the Jan and Bud Richter Center for Community Engagement and Service Learning was a highlight this year. That gift allowed for the expansion of the center's budget, the expansion of their activities, and the appointment of an Associate Director (to be announced soon).
- Dr. Richard Berrett provides leadership to the entire CSU on service learning efforts and provides a great conduit to partnership and funding opportunities.
- More information on this area will be discussed when Goal #5 is discussed.

A strengthened General Education Program through development and implementation of an outcomes assessment plan monitored by the General Education Committee.

- General Education assessment continued with preparation of a self study for the program review (which takes place April 24-25). GE committee launched a discussion of student learning outcomes with faculty from across campus in 16 meetings in the fall. They are continuing this process over the next several semesters-beginning with a meeting on learning outcomes in Area A scheduled for April 11.
- Q-Dogs suggested developing a portfolio approach to measure Qualities Desired of Graduating Seniors and is working with TLT on development of such an approach. They are also working with the GE committee to embed measures in a number of GE courses which would encourage students to report and reflect on evidence of achievement, ethics, and engagement.
- Some progress was made on the DCP project which will provide students with the ability to clearly map their program of study and eventually integrate the map into the registration process.
- Learning communities were expanded to include a combination of English 5A and 10 with History 11. Additionally faculty from History and Linguistics combined to develop and deploy reading strategy methods in the History 11 course that would help freshmen students read more effectively in all courses. A residential learning community was planned and will be implemented Fall 2008. IRAP studies examined the effectiveness of learning communities and is working with Ugrad Studies to determine course pairings most likely to increase student retention.

- The Academic Testing Center was tested during Spring 2008. The center allows faculty to have students take exams in the center and use the class time freed up for additional teaching and learning activities. The center provides faculty with item and exam analysis to help them improve their testing.
- The China 1-2-1 program was launched between the College of Agricultural Sciences and Technology with three Universities in China promising to send students to our campus for their sophomore and junior years. Faculty will articulate courses and programs and students will earn degrees from both institutions. Faculty exchanges are a possibility. Six Food Science and Nutrition students are expected to arrive Fall 2008.
- In an effort to focus on academic integrity as a part of academic excellence and scholarship, two faculty members have presented a plagiarism workshop to over 1000 students in person and over 100 persons online this academic year (5 additional workshops are scheduled April 7-11).

Completed the Henry Madden Library

- Construction aspects of this project will be dealt with in another report.
- On the academic side of the house, Dean McDonald continues to work with others across campus to realize a vision for a learning commons within the HML, as well as the aspiration to have the HML be a public place drawing in many aspects of the academic and public community, beyond merely checking out volumes. This work is moving forward well.
- Faculty and staff of the HML are exploring best possible ways to provide services during the months they are to be relocated (in trailers).

Created classroom improvements including ADA accessibility and enhanced classroom technologies.

- Academic Personnel and the CETL incorporated into New Faculty Orientation concurrent sessions on teaching. Based on a survey of new faculty, we began developing an online faculty handbook, with special emphases on new faculty and accessibility.
- As of 4/1/08 Academic Affairs has 314 websites, with 87 that have moved to the Web standard, 93 that are dead but still visible to the public, and 134 that are not yet compliant. The College of Agricultural Sciences and Technology has site revisions in progress. Craig School of Business web designers have attended Clean up the Web training, but have not begun web site redesign. The Associate Provost is working with those with "dead sites" to remove or renovate them.

- Worked with the Academic Senate and the Provost to begin encouraging faculty members to submit textbook orders on time or early to facilitate provision of accessible versions.
- Developed and revised an accessibility web site that includes guidelines for the production of accessible instructional materials (<http://www.csufresno.edu/accessibility>).
- Began review of all academic policies to ensure that they conform to ATI requirements.
- Began notifying faculty of accessibility requirements.
- CETL provided support to ATI by securing and implementing a \$25,000 grant from EnACT.
- Worked with Senior Technology Leadership Team and IETCC to re-establish the Web Council, which has been launched and given the Web Policy for review.

Additional Efforts Designed to Support Faculty and Enhance Excellence

- The Office of the Provost, Academic Personnel, and Institutional Research, Assessment and Planning worked with the Personnel Committee to develop a revised Policy on Assessment of Teaching Effectiveness that is intended to improve the quality of student ratings data and peer evaluations. In addition, we worked with a team to conduct an RFP to review and possibly select an outside vendor. The IDEA system from Kansas State is currently under consideration. That program would advance the goal of tying teaching evaluations to professional development opportunities targeted to individual needs.
- Offered a chair's retreat featuring the work of Charles Schroeder and focusing on assessment of student learning and raising expectations for student work. Discussed results of IRAP study of academic challenge based on NSSE data.
- Hired an immigration expert to assist us with providing better immigration services to faculty, and assist us in attracting and retaining well-qualified faculty. Developed protocols for the deans to use in recruiting and bringing internationally-based faculty to campus.
- Implemented the new abbreviated off-year RTP review system, which has gone smoothly and saved reviewers some time.
- CETL continued the highly successful certificate program, with 18 faculty members completing the program in 2007, eight so far in 2008, and 41 in the pipeline.

- CETL reinstated Partners in Excellence with 18 faculty members doing reciprocal peer coaching.
- TLT launched the eScholars program, which provides incentives and assistance to faculty to produce online or hybrid courses or multimedia instructional materials. Twenty faculty members are in the inaugural eScholars class.
- CETL started three reading groups (of 14 faculty) each meeting bi-weekly and focusing on a different set of readings
- CETL implemented five new workshops and published a newsletter, Focus on Teaching and Learning
- CETL assisted the Office of Civic Engagement and Service-Learning to design and implement assessment materials for faculty
- CETL began implementation of new model for faculty consultation of teaching. This approach will become more critical if the campus adopts the IDEA Center student ratings forms.
- IRAP developed and hosted 4 assessment workshops in conjunction with CETL and funded 3 assessment mini grants for faculty.
- ORSP's leadership and assistance in collaboration with key administrators, faculty and staff in all colleges resulted in numerous successful grants and contracts that provided substantial support for faculty development in the form of release time, equipment, student assistance, supplies, and facilities rentals.
- ORSP conducted numerous workshops with faculty to enhance their skills at developing competitive proposals for external grants.
- In addition to learning communities, IRAP conducted studies of the upper division writing requirement, effectiveness of the graduate augmentation plan, and analyses of English and Math placement, course-taking and pass rates; native vs. transfer student performance in upper division GE courses; Viticulture applicants, course-taking patterns, graduates and employment projections; provided Program Review data for 16 programs; data on majors, enrollment trends, or courses for at least 12 academic departments, and is developing a Graduate Studies Profile to assist in graduate program growth and quality.
- IRAP is developing an assessment website to share resources in a way that faculty can put them to immediate use to make assessing their programs easier.

Plans for 2008 – 2009

1. Continue all efforts launched in 2007-2008.
2. Attempt to take each of these efforts “deeper” rather than develop new ones. Focus on faculty review processes, academic technology, use of IRAP for expanded and more efficient planning efforts, and review of GE program.

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