To 2022: Inclusive, Innovative, Invested

As California Lutheran University looks toward its seventh decade, it remains committed to its identity, mission, and core values. They provide the foundation for the three strategic goals that will be emphasized over the next few years.

The university’s description of its identity remains:

*California Lutheran University is a diverse scholarly community dedicated to excellence in the liberal arts and professional studies. Rooted in the Lutheran tradition of Christian faith, the university encourages critical inquiry into matters of both faith and reason.*

Similarly, the university continues to understand its mission in these terms:

*The mission of the university is to educate leaders for a global society who are strong in character and judgment, confident in their identity and vocation, and committed to service and justice.*

Some years ago, the university defined its core values, and they remain relevant today:

- As a university, we are committed above all to academic excellence and the rigorous pursuit of truth.
- As a church-related university, we are nourished by the Christian heritage, encourage active faith, and seek to serve our neighbors.
- As a community, we embrace people of all faiths, value diversity and inclusiveness, practice mutual respect and acceptance, and treat one another with respect, civility, and compassion.
- As an employer, we expect a high level of performance and nurture the professional and personal growth of our faculty, administration, and staff.
- As a civic organization, we actively promote the social, cultural, economic, and environmental health of our community.*

The university has reflected these commitments in a brand promise designed to connect external and internal audiences to our identity, mission, and core values on an emotional level:

- *At California Lutheran University, helping students achieve academic excellence is the beginning of what we do to create outstanding graduates. Our dedicated, accomplished faculty works with small classes of undergraduate and graduate students who are open-minded—about ideas, about people, and about faith—and are seeking to grow as*

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* With this plan, the university updates its core values to include environmental health. In May 2016, Cal Lutheran signed the Second Nature Presidents’ Climate Commitment, announcing the university’s commitment to achieving carbon neutrality and fostering a community marked by vision, creativity, and resilience. This commitment builds on the ELCA Social Statement on [Caring for Creation](http://example.com).
individuals while they excel academically. Both in and out of the classroom, everyone at Cal Lutheran is committed to helping each student pursue their passions to discover their purpose, and by following that purpose, transform their community—and the world.

Over the next five years, California Lutheran University’s strategic plan will focus on making certain aspects of our identity, mission, and core values more tangible. Doing so is intended to strengthen those commitments in all of their dimensions, even those that are not specifically named in the plan.

First, the university will continue evolving into a more inclusive campus. Second, the university will promote innovation and support the creativity of the campus community. Third, the university will invest, with the help of donors and partners, in its physical plant and its endowment in order to provide the resources essential to meeting the needs of our students, now and in the future.

In short, this strategic plan calls on Cal Lutheran to focus on three strategic goals:

- Inclusion
- Innovation
- Investment

These three strategic goals are described in more detail below, along with specific initiatives relevant to each. This strategic plan narrative and initiatives draw on the reports written by the six strategic planning work teams composed of faculty, staff, and Regents that addressed critical questions during the 2016-2017 year. The Evidence Team and the HSI Task Force, both described below in the inclusion section, began their work before the start of the strategic planning process and have generated well-developed initiatives that are embraced by this plan.

1. Inclusion

Goal: To be a campus community that reflects the demographic composition of the state of California and is committed to inclusive excellence.

To meet the needs of all students, faculty, and staff requires an intentional effort to embody diversity and ensure equity. * As the demographics of the nation and the state of California

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* The current Cal Lutheran diversity statement (2012) reads: “California Lutheran University values the dignity of all individuals and the perspectives they bring from personal histories, group identities, and cultural experiences. We strive to include multiple perspectives in the academic and communal life of the University. These perspectives come from, but are not limited to, ability, ethnicity, gender, language, nationality, political view, race, religion, sexual orientation, socioeconomic status, spirituality, and talent. We advocate for equity in our policies, practices, and programs. Diversity is essential to academic rigor, decision-making, social enrichment, and spiritual growth and these differences and multiple perspectives are key to the fulfillment of our mission to ‘educate leaders for a global society.’”
change, it is an economic as well as moral imperative that Cal Lutheran be able to recruit a
diverse student body and to structure the organization to respond to those students. Setting
our targets to approximate those of the state of California provides clarity about our goals and
is consistent with our “first name.”* Doing so ensures that we will continue to offer an excellent
education within the context of being a Hispanic Serving Institution (HSI) as well as one that is
faith-based and committed to inclusiveness and interfaith dialogue. This commitment is firmly
grounded in the values of the Evangelical Lutheran Church in America’s Social Statement on
Race, Ethnicity, and Culture.

Although progress has been made, Cal Lutheran’s campus culture must be more inclusive and equitable in order to enhance the education for all students. For Cal Lutheran, that means a commitment to diversities of race, class, culture, nationality, gender identity, sexual orientation, religion, politics, and physical or mental impairment/limitations. While this goal embraces the university’s commitment to pluralism of all sorts, special attention will be paid to several specific initiatives, some of which have already been given a high priority and therefore will be at the center of the strategic plan. The focus on inclusion over the next five years will involve three areas: equity in faculty/staff of color recruitment and retention; being a Hispanic Serving Institution; and internationalizing the institution.

Equity
For more than a year, the Provost and members of the faculty made up an “Evidence Team” who worked with the University of Southern California’s Center for Urban Education (CUE). The CUE staff and the Cal Lutheran Evidence Team crafted a vision for greater equity for faculty of color, with an emphasis on improvements in the search and hiring processes. Their work has already generated several changes in practice and they have recommended others that are incorporated in this plan.

Efforts will be made to widen the pipeline of underrepresented faculty through the use of professional networks and associations as well as changes in hiring practices. The “Equity Minded Search Checklist” developed through the work with CUE as a guide for creating new routines for searches will become institutionalized. Once those policies and procedures have been put in place, the university will appoint a chief faculty equity and inclusion officer to help maintain the university’s commitment. In addition, Cal Lutheran will design a professional development program focused on faculty inclusion and on expanding the number of faculty able and committed to serving as advocates for greater equity.

The university will also take the lessons of the CUE equity work and apply them to the hiring and retention of staff of color, noting that the details of the hiring and evaluation processes are different for staff than for faculty. Similarly, the Convocators and Board of Regents should actively seek a more inclusive membership.

* Current estimates are that California is 39% Hispanic, 38% White, 15% Asian, and 6.5% African American. It is also estimated that 27% of Californians are foreign born with 7% holding green cards and other visas. California also has 150,000 international students, 15% of the total number studying in the United States.
A new Equity Leadership Council will work toward enhancing the campus culture in general, and will oversee the day-to-day work of addressing issues of equity among faculty, staff and students. Data will be used to monitor progress on these equity goals. It will be essential to monitor the alignment of student demographics with those of the faculty at the program and school levels, and with the staff in each division. Doing so will determine whether faculty and staff diversity is keeping pace with the enrollment of students of color. Detailed exit interviews should be conducted with faculty and staff of color who choose to leave the university. Such information will shape new (or revised) practices, policies, and programs aimed at improving the university’s retention efforts.

The university’s leadership must commit to leading campus discussions about race and equity. The campus must strive to end the organizational silence of faculty members of color and pre-tenured faculty members through intentional professional development, opportunities for collaboration, and revisions to the faculty promotion and tenure process. Finally, faculty of color should receive more structural support as they transition into their professional roles at Cal Lutheran.

Hispanic serving
Equity and access will be crucial components in Cal Lutheran truly becoming a Hispanic Serving Institution. Cal Lutheran received HSI designation from the U.S. Department of Education more than one year ago, and subsequently received approximately $6.1 million in federal HSI Title III grant funds. To capitalize fully on these positive steps, Cal Lutheran needs to undergo considerable transformation in response to the changing student body. This transformation is inevitable in California and will continue beyond federal grant funding. The university’s HSI mission is to “cultivate a community of practice dedicated to addressing the evolving needs of our Latinx* students and alumni throughout the entire life cycle of their university experience inside and outside the classroom.”

Cal Lutheran’s HSI implementation team will lead the efforts to make those commitments more visible and more tangible, both on and off campus. Focus on recruitment and retention of Hispanic/Latinx students will continue in combination with the recruitment and retention of Hispanic/Latinx faculty and staff as part of the equity hiring commitment described above. This effort will fall into three main areas: identity, programs, and practices.

In terms of institutional identity, the campus culture must be one in which all faculty and staff are aware of and dedicated to fostering our HSI commitment. This means that the internal community needs to learn not only that we are an HSI, but also what that

* Spanish is a gendered language, with nouns ending in an “a” generally regarded as feminine and those ending in an “o” considered masculine. People have resisted this linguistic male dominance by replacing the final “o” in the word with “o/a” or “@.” However, these variations exclude people of Latin American descent whose genders fall outside the woman-man binary. We therefore use Latinx (pronounced: Latin-X) as a gender-neutral term in lieu of Latino or Latina that refers to individuals with cultural ties to Latin America and individuals with Latin American descent. The -x replaces the standard o/a ending of Latino and is intended to be more gender inclusive.
means in our evolution as a university. A team will be responsible for HSI community education and a training program will be created for all current and new faculty, staff and students to be implemented as part of programs ranging from Freshman Seminar and New Employee Orientation to Campus Community Day and the Faculty Retreat. The university will also provide development opportunities for faculty and staff to enhance effectiveness in responding to the needs of underserved and ethnically diverse students. We will also highlight successes of our diverse faculty and students as we explain who we are to the communities that we serve in the region and beyond. The University also must provide more Spanish translation at events, in print materials, and online.

For programs, the faculty will be supported in incorporating diversity, inclusion, and equity across the entire curriculum. The university must strengthen its commitment to transfer and articulation pathways by creating more support and understanding for that commitment. Finally, the university will provide a resource center for underserved students that would offer networking events, send students to academic/professional conferences along with their faculty mentors, and support the Latinx Alumni Association.

To inform practices that impact underserved students, we should assess campus culture every three years as well as assess curricular and co-curricular programs for their level of culturally aware topics. Strategic partnerships should be developed with community colleges to facilitate student pathways to the bachelor’s degree and partnerships should be formed with organizations addressing diversity in academia. Cal Lutheran will also leverage current local partnerships and our alumni to expand mentoring, inclusion, and diversity within the staff, faculty and student body.

Internationalization
A third crucial area in making Cal Lutheran more inclusive is to increase the pace of our internationalization efforts. As an institution that educates leaders for a global society, we are committed to increasing the number of students studying abroad, promoting international learning and study abroad in the curriculum, generating international exchange opportunities, integrating and assessing cross cultural competency in the curriculum and co-curriculum, and expanding recruitment of students to new regions.

As a first step, we will bring together our Study Abroad Office and International Student Services Office into an organizational structure that will also work directly with International Admissions. This combined model will offer more efficient services to promote more student mobility (domestic students studying abroad and international students coming to campus), including smooth handling of visas, timely evaluation of potential exchange programs and other international program proposals, improved communication and advocacy, participation in international recruitment, and better integration of all the international programs offered by the colleges and schools of the university. This new structure will also advance comprehensive campus internationalization by which comparative, international, and cross-cultural perspectives enrich the university’s curriculum and co-curriculum; international students are
fully integrated into the campus living and learning environment; and faculty, staff, and students are engaged in meaningful international and multicultural experiences. Academic programs, such as Global Studies, will also be integrated into the Global Education Center.

This Global Education Center will likely reside within the Division of Academic Affairs and the Multicultural Office would remain in the Student Affairs division while defining and implementing a new vision that best supports the success of our evolving student population providing advocacy, serving as a resource, and supporting diversity of all kinds. The fact that two of the offices to be merged are already co-located in the Student Union offers a strong foundation for this step.

II. Innovation

Goal: To foster a culture of innovation that encourages the revision of existing programs and the building of new programs to expand our mission while reaching new markets.

In the competitive world of higher education, it is important that Cal Lutheran continues to explore new programs and, when appropriate, revise existing ones. Programs that draw together different disciplines, or multiple schools and colleges, or several administrative divisions, should be given special encouragement. While our focus is often on tuition-generating academic programs, it should be understood that other sorts of programs are also important to the future of the institution.

Understanding “innovation” in its broadest sense, the university is committed to making it easier to introduce new ideas, programs, and methods. Some will be new to Cal Lutheran; others will be new in our markets. Therefore, Cal Lutheran will become more welcoming to those who want to innovate by providing:

- A clear process for developing new programs
- Incentives to encourage innovation
- Investments in new programs
- Investments in existing programs being revised
- Clear guidelines by which unsuccessful new programs are ended

Currently, the process is complicated, lengthy (programs can take months or even years to be approved), and offers few incentives to the idea’s originators.

Program innovation should occur in all parts of the university: academic degree programs, non-degree education or certificates, sustainability projects, community outreach efforts, student affairs, and athletics, to name but a few. All new program proposals whether for a new sports team, a new building, or a new community outreach program should be evaluated by similar criteria and follow similar pathways to approval and, if approved, be provided support to be successful. For most new programs, the following criteria will be used:
• There is student and/or employer demand for the program
• It benefits the institution financially or in other ways by aligning with our mission
• It has the potential to create/support positive outcomes for graduates
• The university can afford to offer the program at a price that the market will bear
• The university has the physical capacity to accommodate the program
• The program is either a necessary offering central to our mission, or is distinctive among our competitors
• The program has the potential to meet accreditation requirements
• Potential trade-offs (such as students switching from an existing major to a newly introduced major) have been assessed

The university must streamline the processes for creating and sustaining new programs. To do this, we must create a well-defined, relatively simple program development process with dates/timelines attached to each step so that idea originators know when they are invited to propose new programs, how they will be assessed, and how long it will take to learn whether the university would like to proceed with their initiative.

The university should provide a program development facilitator, a staff or faculty member, to guide program proposers through the proposal and implementation process. For programs that do not have an existing faculty champion, the facilitator would identify a champion or convene a program development committee.

Program development should be supported by grants or other financial incentives relevant to the proposers, such as course release and recognition in the tenure process for faculty members who are developing new programs. To accommodate risk, the university should create a fund outside the regular operating budget that can underwrite short-term operating losses in new programs that are expected to generate longer-term surpluses.

There should also be regular use of other strategies to assess new program viability and mitigate the risk of failure. Among these are:

• Offering trial/experimental courses, minors, or certificates before developing a full academic program.
• A probationary period of 3-4 years for any new program, during which time all investments are understood to be temporary. If, at the end of the probationary period, the program is not achieving the goals outlined in its proposal process, it would be closed.
• Each new program in its probationary period would have a defined budget that is distinct from the department, college, or school’s budget.

In addition, a process for evaluating and, if necessary, ending unsuccessful existing programs should be designed.
Among the academic program developments to address are greater cross-disciplinary and dual-degree opportunities including those that offer seamless transitions between the undergraduate and graduate programs. A typical example is the “4 plus 1” program in which a student completes an undergraduate degree and then transitions into a master’s degree program, completing them both in five years.

To achieve these goals, the institution needs to revise its internal policies and procedures to improve how we serve each other and to reduce the administrative burden on faculty and staff.

III. Investment

Goal: To complete the physical master plan of the main campus, enhance our off-campus centers, and increase the endowment.

Cal Lutheran’s Science Initiative Campaign serves as a model for increasing faculty and student access to innovative teaching and research in a state-of-the-art facility akin to what has come to characterize the sciences on campuses nationwide. Such efforts will remain a priority as the university makes significant investments in our physical plant to provide teaching and learning spaces essential to an excellent education across all disciplines and to meet our Second Nature goals for carbon neutrality and resilience.

Purpose-built space for the Music and Theatre Arts departments will house functions that are vital to our visibility and relationship with our community. Those departments serve the Core Curriculum, offer majors and minors, and give performances that feature students from many majors. These performances also draw members of the community to campus. The School of Management, while needing to remain visible in multiple locations to maintain connections to the business community, will benefit from bringing together offices scattered across the Thousand Oaks campus into a single building. With the completion of the new science building, we will also have to turn our attention to the renovation of the Ahmanson Science Center. While the departure of the Rams will leave the university with several playing fields and related infrastructure, we must still raise funds for an on-campus track. Finally, the University needs to update its campus master plan to account for changes (current and planned) in our uses of space. Future housing needs—for students and for faculty/staff—should be part of the evaluation.

Along with the critical need to raise funds for these major capital projects, attention must be paid to increasing the endowment in order to provide more scholarships for undergraduate and graduate students, fund faculty chairs, invest in sustainability leadership and capital upgrades, and underwrite key initiatives such as faculty-student research across the disciplines. An aspirational benchmark holds that an institution’s endowment should be three times the size of its annual operating budget. For Cal Lutheran, that would mean more than tripling the size of the endowment. Doing that will take longer than the length of this strategic plan, but the next
years should see steps taken to close that gap even with the continuing emphasis on capital projects.

Therefore, the priorities for university philanthropic investment are:

- Performing arts center for Music and Theatre Arts
  - Including classrooms, studios, offices
- School of Management building
- Renovation of the Ahmanson Science Center
- Increased endowment for:
  - Scholarships
  - Endowed faculty chairs
  - Student Research
  - Renewable energy installation
- On-campus track and field facility

The University will prioritize these needs with the help of a philanthropic readiness study. It is anticipated that a fundraising campaign will be defined and ready for its “quiet phase” by the end of this strategic plan.

While philanthropic support will be required to meet most of these needs, increased net tuition revenues and auxiliary revenues will also be essential to fulfilling other commitments. These range from our pledge to keep compensation at the mid-point of our comparison group to marketing budgets that keep pace with rising advertising costs and the budgets of regional competitors.

Other forms of investment will be necessary, too. As we revisit the vision for our satellite locations, we must consider ways to better support them. Among the possibilities is the purchase of one or two shuttle buses. Cal Lutheran’s suburban location in Thousand Oaks is a concern for prospective students and their families as well as being a common complaint of continuing students. Offering shuttle services to key public transportation hubs, shopping centers, and other places of interest could open opportunities for all students of the kind now available to PLTS in downtown Berkeley. Cal Lutheran shuttles linking students, staff, and faculty to the various campus locations would also serve to build community and expand the locations at which Cal Lutheran courses are offered. Shuttles could also support off-campus learning experiences by reducing logistical challenges for the students and faculty. Well-marked shuttles also serve as a branding opportunity by providing the equivalent of moving billboards. Other transportation options to be explored include ride-sharing agreements that may be more cost effective than shuttles.

Doing all of these things over the next five years requires many specific strategies and tactics. Some of the most important are listed in the next section.

*Strategic Initiatives and Action Steps*
Inclusion

1. Design and implement a professional development program focused on faculty diversity and campus culture that includes:
   - Sessions on implicit bias and related topics
   - Equity coaching for all search committee chairs
   - Expanding the pool of Equity Advocates through a more formal certification (and recertification) process

2. Inaugurate and sustain the Equity Leadership Council.

3. Appoint a chief faculty equity and inclusion officer.

4. Broaden and enhance the recruiting pipeline for faculty and staff of color.
   - Use the “Equity Minded Search Checklist” in all searches and throughout the hiring process
   - Gather data on hiring pools
   - Gather data on faculty demographics broken down by tenure, discipline, etc.
   - Gather data on staff demographics broken down by division and department
   - Conduct exit interviews with departing faculty and staff of color
     - Address the factors leading to the decision to leave Cal Lutheran, and whether that decision was related to racial climate or related matters
   - Monitor gaps between student and faculty demographics by department/school
   - Monitor gaps between student and staff demographics by division/department
   - Hire more adjunct faculty of color as well as full-time faculty

5. Transform campus climate for faculty and staff of color by:
   - Professional development to identify implicit biases and beliefs
   - Professional training for deans and department chairs to increase awareness of and proficiency to address issues that negatively affect faculty members of color and pre-tenured faculty members
   - Professional training for division heads and managers to increase awareness of and proficiency to address issues that negatively affect staff members of color
   - Collaborative opportunities for pre-tenure and tenured faculty of color

6. Support the faculty in revising tenure and promotion policies.
   - Ensure that Appointment, Rank, and Tenure Committee members are trained regarding bias that is expressed in course evaluations for faculty of color, women, and LGBTQ faculty
   - Reward faculty in tenure and promotion for service addressing issues of racial equity
   - Reward faculty members in tenure and promotion who take on extra advising responsibilities
   - Assess whether teaching, service, and advising loads are appropriate given the additional roles and responsibilities of faculty members of color
   - Use structured criteria to evaluate tenure and promotion applications to reduce implicit bias

7. Improve mentoring for faculty of color transitioning to Cal Lutheran by:
   - Providing resources to help new faculty transition to the local area
   - Offering appropriate tenure and promotion information to new hires
• Guiding and supporting the mentors of new faculty members

8. Create a campus culture where all faculty and staff are aware of and dedicated to fostering HSI designation.
   • Educate the internal community about what it means to be an HSI
   • Identify a team to be charged with HSI community education
   • Determine talking points about the value of being an HSI and distribute this information to all constituents

9. Enhance a culture of inclusiveness and collaboration as an HSI.
   • Create a training program for all current and incoming faculty, staff and students
   • Implement the program at Freshman Seminar, New Faculty Orientation, HR New Employee Orientation, HR Blackboard Training, Campus Community Day, Transfer Orientation, and the Faculty Retreat
   • Provide development opportunities for enhancing effectiveness in responding to the needs of underserved and diverse students both inside and outside of the classroom
   • Continuously assess and establish accountability for implementation of programs
   • Review and improve campus policies, procedures, and guidelines with regards to equity and inclusion
   • Ensure that there are Latinx voices on specific committees and leadership groups

10. Increase visibility and reputation of Cal Lutheran as an HSI.
    • Highlight the achievements of our diverse faculty, staff, and students to the communities we serve
    • Encourage and support scholarly and creative activity on topics of equity and inclusion
    • Assess, develop, and expand both new and existing academic services, with particular emphasis on supporting Latinx, low-income, and at-risk students
    • Emphasize diversity and affordability in marketing messages
    • Increase diverse community involvement and presence, including the number of Latinx members on boards and advisory councils
    • Offer events or programs designed to meet the needs and interests of the Latinx regional population, while also utilizing those currently provided by the Graduate School of Education and the Graduate School of Psychology

11. Incorporate diversity, inclusion, and equity throughout the curriculum.
    • Include curriculum diversity and inclusion self-assessment in the 7-year program review cycle
    • Increase number of mini-grants for faculty on education in cultural competency
    • Expand mini-grants for departments to update syllabi and curriculum
    • Explore what it means to diversify the curriculum in the sciences, and implement changes

12. Hire a Spanish translator.

13. Establish the university’s commitment to transfer pathways and articulation.
    • Educate faculty and staff on the importance of articulation
    • Assess our current articulation program
    • Create and enhance transfer student-focused programming
14. Centralize and expand curricular and co-curricular student development resources for all underserved student populations.
   - Create a resource center for underserved students
     i. Appoint a Coordinator/Director of the resource center
   - Offer networking events that specifically target Latinx students and alumni
   - Provide more resources to send students to Academic/Professional conferences
   - Create and support the Latinx Alumni Association
15. Use data to inform decisions/practices that impact underserved students in curricular and co-curricular programming.
   - Conduct a campus climate survey every three years
   - Conduct a graduating student survey that addresses issues relevant to underserved students
16. Develop strategic partnerships with equity organizations and HSIs for knowledge sharing and program development to better support underserved students.
   - Develop partnerships with community colleges
   - Develop partnerships with organizations focused on diversity in the academy
   - Leverage current local partnerships and our alumni to expand mentoring opportunities
17. Create a Global Education Center, bringing together Study Abroad, International Student Services, and International Admissions.
   - Develop an Advisory Board to support the work of the Global Education Center
     i. Articulate a vision, mission, and plan for integration
   - Increase the number of students studying abroad
   - Increase the number of international students enrolled in Cal Lutheran degree programs, both undergraduate and graduate
   - Implement inclusive strategies for international students, especially graduate students
   - Use international students as a resource to increase our international and cultural competency
   - Increase the number of international exchange programs with partner institutions
     i. Increase the number of students (Cal Lutheran and international) participating in such exchanges
   - Support the faculty in globalizing the curriculum
   - Secure J-1 visa granting status for the university so that faculty from other countries can be “in residence” for short-term teaching and research
   - Streamline SEVIS and visa management

18. Establish a predictable and navigable process for program innovation.
19. Enhance incentives for program innovators and originators.
20. Create a revised new program investment fund.
21. Appoint a program development facilitator and/or committee.
22. Continue to support innovation in the sciences, ecological humanities, and environmentally-oriented research and teaching across the Cal Lutheran curriculum.
23. Include innovation as a category in the program review process.
24. Explore specific new programs such as, but not limited to:
   • Academic Programs
     i. Hospitality Management
     ii. Music Business or Entertainment Business
     iii. Film
     iv. Ethnic Studies Department/Latin American Studies/Latinx Studies minor
     v. Engineering
     vi. Public Health
     vii. Health Management
     viii. Sports Management
     ix. New majors or emphases in the Professionals program
         1. Criminology & Criminal Justice, and Accounting majors in Oxnard
         2. Communication major on the Thousand Oaks campus
         3. Add an HR Management or Nonprofit Leadership emphasis
     x. Sports Communication minor
     xi. Digital Analytics minor
     xii. Nursing Leadership and/or BSN completion
     xiii. Robotics
     xiv. Data Science
     xv. Social Work
     xvi. Disability Studies
     xvii. Spiritual Formation and Community Organizing (PLTS)
   • Non-academic Programs
     i. Women’s Lacrosse
     ii. Sand Volleyball
     iii. Co-curricular Leadership Academy
     iv. Sports Broadcasting (Marketing and Athletics collaboration)
     v. Marching Band
     vi. Mariachi ensemble
     vii. A “Seniors College” for University Village residents and other seniors
     viii. Competitive Cheerleading
   • Enhanced programs
     i. 4+1 programs
     ii. One-year master's programs
     iii. Revised Ethnic Studies minor
     iv. Revamped Organizational Leadership major in the Professionals program
     v. Expanded MBA in Europe
     vi. Revised and renamed Master’s in Clinical Psychology
     vii. Enhanced student-learning with online and/or hybrid programs
     viii. Traditional undergraduate offerings in Oxnard
     ix. Enhanced degree and non-degree programs for post-traditional learners
1. Certificate programs
2. Explore idea of a Continuing and Professional Studies unit
   x. Revised graduate assistantship program
   xi. Enhanced undergraduate research
   1. Better support for faculty mentors
   2. Invest $75,000 to serve 240 additional students with 30 faculty offering two-credit courses
      • Revise existing programs facing new accreditation requirements or changing student needs
      • Initiate employer-located programs
      • Investigate additional program graduate or Professionals offerings in Berkeley

25. Investigate new sites such as:
    • The to-be-redeveloped section of Thousand Oaks Boulevard
    • Phoenix/Scottsdale
    • San Diego/Los Angeles (PLTS)
    • Seattle/Tacoma (PLTS)
    • Holden Village, Chelan, WA

26. Support technology initiatives that drive efficiencies across the institution and/or enhance learning outcomes.

27. Focus on improved customer service for faculty, staff, and students, including streamlined services specifically supporting innovation and program initiation.
    • Quicker turn-around on proposals
    • More rapid response time to inquiries from colleagues

Investment

28. Revise the campus master space plan.
    • Update the current plan to incorporate recent modifications
    • Evaluate future space needs
      i. Student housing, including for transfer students
      ii. Faculty/staff housing
    • Address space needs at current campus centers
    • Analyze space needs of any future campus centers
    • Provide for necessary retrofits and/or upgrades required toward carbon neutrality and climate resilience

29. Prepare for a comprehensive development campaign by:
    • Identifying and cultivating new donors, including potential new regents, with significant philanthropic capacity
    • Commissioning a philanthropic readiness study in year two of the plan.

30. Have the philanthropic readiness study assess support for the following items:
    • Performing arts center to be located at the site of the former Mt. Clef Stadium
    • School of Management building, location to be determined
    • Increasing the endowment
    • Renovation of the Ahmanson Science Center
- Renovation of the Delaware Apartments (PLTS)
- On-campus track and field facility
- Second Nature commitments, such as solar installation, water catchment, a Sustainability Office, and capital upgrades

31. Define the campaign’s scope by the end of the strategic plan’s third year.
32. Move into quiet phase of the campaign during the strategic plan’s fourth year.
33. Increase support for and utilization of the Office of Sponsored Research and Projects.
34. Support programs that provide services to the communities around Cal Lutheran’s communities, especially those aimed at underserved populations.
35. Offer transportation around the Thousand Oaks region and to/from our campus centers including Berkeley by, where appropriate:
   - Purchasing/leasing one or two shuttle buses, and/or
   - Using Zipcars, and/or
   - Contracting with Uber, Lyft or some other ride-sharing service, and/or
   - Implementing a bicycle sharing program
**Appendix: Our Comparison Group**

We recommend modifying the current institutional comparison group to add institutions that are more like us and remove those with whom we do not have as much in common.

As with the previous comparison group, a few caveats are in order:

- These are intended to be peers against whom we benchmark at the institutional level, though there may be places where it is not appropriate to do so.
- Schools, colleges, divisions and other units of the University may develop their own comparison groups that are appropriate to their particular work.
- These institutions are not necessarily those with whom we compete for students, though some are. For many programs, our enrollment competitors are public institutions and, occasionally, private for-profit institutions. The economic and financial foundations of these institutions make them unsuitable as university-level comparators. Of course, individual units may choose to include such institutions in their comparison set.
- While financial data is a common use of such comparison groups, this one is also intended to help us understand what are best practices in all areas of university life from academic programs to deferred maintenance.

Our new set of comparison institutions skews heavily to institutions in California but includes a few from other states. No matter their location, they have been chosen for their similarity to Cal Lutheran in these areas:

- Degrees offered
- Endowment
- Location/setting (urban or suburban with similar cost of living)
- Undergraduate enrollment
- Undergraduate tuition
- Graduate enrollment
- Graduation rates
- Number and type of schools or colleges within the university

The comparison institutions are:

- Chapman University
- Loyola Marymount University
- Pacific Lutheran University (WA)
- Santa Clara University
- St. Edward’s University (TX)
- St. Mary’s College of California
- University of La Verne
• University of the Pacific
• University of Redlands
• University of San Diego
• University of San Francisco
• Valparaiso University (IN)