
UNIVERSITY STRATEGIC PLAN

YEAR-END REPORT
2024-2025



Vision

CSUSB is a model for transforming lives.

Mission Statement

At CSUSB, we promote each other's growth and success and enhance the vitality of our region through active learning, effective mentoring, impactful scholarship, and civic engagement. We cultivate the professional, ethical, and intellectual development of our diverse students, faculty, and staff so they thrive and make positive contributions to our globally connected society.

Core Values: P.A.C.K.



Innovation, sustainability and integrity are essential components of our commitment to students, faculty, staff, and community members. We are responsible stewards of the university and the environment and are dedicated to sustainable growth and development.



We are committed to our student population and fostering their success. We recognize that equitable access to information, research, experiences, and resources is vital to a positive educational environment, thriving athletics, and extracurricular activities. We believe in transparency, eliminating barriers, and empowering each other so everyone may fully participate in gaining knowledge and derive the greatest benefits from university life.



We are actively engaged in contributing to our region and committed to the social mobility of our students and community members. We value justice and equity in all we do, and work collaboratively to be inclusive in achieving collective and individual goals.



We recognize, respect, and value each member of the campus community, and treat everyone with kindness and compassion. We are invested in the academic, economic, social, emotional, psychological, and physical well-being of our students and campus colleagues. We believe a healthy university is one in which we all thrive.

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Preamble

In the 2022/2023 academic year, California State University, San Bernardino (CSUSB) initiated its second strategic plan development. This inclusive process involved students, staff, faculty, and administrators from various ranks, colleges, and divisions. The task force was charged with defining the university's priorities for the next five years, resulting in four strategic goals: 1. Student Success; 2. Faculty and Staff Success; 3. Diversity, Equity, and Inclusion; and 4. Internationalization. Detailed goal statements, objectives, strategies, outcomes, and measures were developed for each goal. The full plan and process are available on our website at [CSUSB Strategic Plan](#).

In Fall 2024, CSUSB began the second year of implementing its five-year plan. Specifically, 28 of the 70 strategies were prioritized for the 2024/2025 academic year. The dedication to these priorities was supported by a Presidential allocation of over \$1 million dollars as well as divisional re-allocations. Enclosed is a summary of CSUSB's progress on the five-year plan, underscoring the university's commitment to transforming lives and communities.

Strategic Plan

Goal 1 | Student Success

Engage every CSUSB student in inclusive experiences that foster their curiosity and transform their lives and communities.

Objectives:

- 1.1 Acknowledge and value students' cultural, linguistic, and social identities.
- 1.2 Transform students' understanding of self as agents in a global society.
- 1.3 Empower students to apply competencies that enrich their communities.

Goal 2 | Faculty and Staff Success

Attract outstanding and dedicated staff and faculty and retain them by cultivating a safe environment where they thrive professionally and personally; in which their voices are represented; and which fosters impactful collaborative partnerships.

Objectives:

- 2.1 Ensure equitable, versatile, and efficient work.
- 2.2 Promote a culture of trust that values and integrates human differences and cares for the holistic well-being of staff and faculty.
- 2.3 Enhance pathways and guidance for professional advancement.

Goal 3 | Diversity, Equity, and Inclusion

Advance an environment where every member of the university plays an active role in diversity, equity, and inclusion excellence through engagement, empowerment, education, and accountability.

Objectives:

- 3.1 Uphold an unwavering commitment to create an enduring diverse, equitable, and inclusive environment.
- 3.2 Strengthen our culture of belonging, acceptance, and appreciation for the unique characteristics and contributions of all students, alumni, faculty, staff, and administrators.
- 3.3 Promote and support a campus culture that values and affirms human rights and protections for all members of our community.

Goal 4 | Internationalization

Elevate CSUSB as a global institution that provides inclusive and transformative international experiences to its campus.

Objectives:

- 4.1 Enhance global learning opportunities for the campus community.
- 4.2 Expand student, faculty and staff participation in education abroad programs.
- 4.3 Grow, diversify, and engage the international student body.

Strategic Plan Implementation 2024/2025 Task Force

Co-Chairs

- Kelly Campbell, Ph.D., Vice Provost for Academic Affairs
- Nicole Dabbs, Ph.D., Professor and Chair of Kinesiology

Support Staff

- Rosella Bethke, Academic Programs Analyst
- Lilly Landeros, Executive Assistant for Vice Provost of Academic Affairs

Strategic Plan Implementation Work Groups

Strategic Goal 1: Student Success

- Lesley Davidson-Boyd, Associate Vice President, Academic Success & Undergraduate Advising
- Brian Heisterkamp, Interim Director, Community Engagement & Service Learning
- Rebecca Lubas, Dean, Libraries
- Guillermo Escalante, Associate Dean, College of Natural Sciences
- James Trotter, Director, Multimedia and Immerse Technologies
- David Dufault-Hunter, Vice President, Strategic Enrollment Management and Marketing
- Kristen Stutz, Director, Student Assistance in Learning Program
- Christopher Hill, Associate Professor and GE Director

Strategic Goal 2: Faculty and Staff Success

- Alisha Beal, Director, Employee and Labor Relations
- Fadi Muheidat, Director, Teaching Resource Center
- Zachary Powell, Associate Professor, Criminal Justice
- Robin Phillips, Vice President, Human Resources
- Brandy Llanes, Executive Assistant, Human Resources
- Rowena Casis-Woidyla, Executive Director, Human Resources
- Stella Qiu, Department Chair and Professor, Management Department
- Edna Martinez, Associate Vice President, Palm Desert Campus
- Vilayat Del Rossi, Director, Recreation & Wellness

Strategic Goal 3: Diversity, Equity, and Inclusion

- Crystal Wymer-Lucero, Director, Alumni Relations
- Lua Lopez Perez, Assistant Professor, Biology
- Lori Caruthers Collins, Director, Diversity Initiatives
- Heather Hopkins, Operations Manager, Finance, Technology and Operations

- Jennifer Sorenson, Chief Administrative Officer, Facilities Planning & Management

Strategic Goal 4: Internationalization

- Ryan Griffith, Associate Dean, College of Extended and Global Education
- Arianna Huhn, Professor, Anthropology
- Pamela Moses, Organizational Change Facilitator, Institutional Research & Analytics
- Mary Ulatan-Robles, Chief of Staff and Director of Operations & Fiscal Management, Student Affairs
- Melissa Guerra, Director, Outreach and Student Recruitment
- Eun-Ok Baek, Professor, Education Leadership and Technology

Reporting Units

- Academic Affairs
- Finance, Technology and Operations
- Human Resources
- Strategic Enrollment Management and Marketing
- Student Affairs
- University Advancement

Progress Report

Year 2



Strategic Plan 2023-2028 Progress Report: Year 1-2



Goal 1: Student Success

Objective 1.1.

Acknowledge and value students' cultural, linguistic, and social identities.



Objective 1.2.

Transform students' understanding of self as agents in a global society.



Objective 1.3.

Empower students to apply competencies that enrich their communities.



Goal 2: Faculty and Staff Success

Objective 2.1.

Ensure equitable and efficient work.



Objective 2.2.

Promote a culture of trust and safety that values and integrates human differences and cares for the holistic well-being of staff and faculty.



Objective 2.3.

Enhance pathways and guidance for professional advancement.



Goal 3: Diversity, Equity, and Inclusion

Objective 3.1.

Uphold an unwavering commitment to an enduring diverse, equitable, and inclusive environment.



Objective 3.2.

Strengthen our culture of belonging, acceptance, and appreciation for the unique characteristics and contributions of all students, alumni, faculty, staff, and



Objective 3.3.

Promote and support a campus environment that values and affirms human rights and protections for all members of our community.



Goal 4: Internationalization

Objective 4.1. Enhance global learning opportunities for the campus community.



Objective 4.2. Expand student, faculty, and staff participation in education abroad programs.



Objective 4.3. Grow, diversify, and engage the international student body.



Goal 1 | Student Success

Objective 1.1. Acknowledge and value students' cultural, linguistic, and social identities.

Strategy 1.1. Review institutional practices and procedures to identify those that create barriers, including expanding work with the Gardner Institute to review curricular complexity.

In partnership with the Gardner Institute, CSUSB undertook several initiatives to remove student success barriers. The College of Natural Sciences (CNS) received \$22,000 to support faculty participation in curricular reform that will simplify degree pathways, and serve as a model for other colleges. The other colleges will complete this work in AY 25-26 and 26-27. The First Year Experience (FYE) was redesigned into a comprehensive four-year Coyote Experience, focusing on retention and career readiness. A pilot was launched with redesigned seminars, coordinated advising, and peer mentoring. Faculty and staff also engaged in equity-focused training. Additionally, a Data-Informed Community initiative promoted a campus culture of data use for improved instructional and support services.

Graduate Studies tackled barriers in outreach and advising by expanding their social media reach, improving data dashboards in Tableau, and revising academic notice communications based on student feedback. Graduate Studies now tracks student engagement more effectively and recommends broader adoption of tools such as EAB Navigate.

Finally, CSUSB's transformation work will be highlighted in an upcoming Gardner Institute e-book, scheduled for Fall 2025 publication.

Objective 1.1. Acknowledge and value students' cultural, linguistic, and social identities.

Strategy 1.2. Implement the strategic enrollment management plan.

In 2024–2025, CSUSB implemented a comprehensive, data-informed recruitment and enrollment strategy across colleges and divisions. Graduate Studies enhanced outreach, admissions, and student support based on assessment data, and the academic colleges conducted targeted outreach through campus events, personalized follow-ups, and updated marketing materials.

Notably, CNS used \$10,000 for faculty development in statistics instruction and expanded community outreach, including a Science Carnival. Programs including Chemistry and Geology hosted hands-on events and info sessions, while Computer Science secured over \$7 million in grants to support Hispanic and low-income STEM students. WCOE advanced subject matter competency pathways but faced outreach setbacks after a staffing change.

A new CRM (Element 451), digital campaigns, and Instant Admit Days helped exceed freshman commitment targets. The Office of Pre-College Programs supported over 8,000 college applications and 7,800 FAFSA/CADAA completions, significantly advancing equity efforts. Spanish-language media campaigns increased regional visibility.

ASUA block-enrolled 3,200 students in needed GE courses, boosting completion rates and adding 250 FTES.

Overall, strategic collaboration, enhanced data use, and community partnerships drove notable gains in enrollment and engagement. Continued CRM optimization, faculty involvement, and cross-divisional coordination are recommended to sustain progress.

Objective 1.1. Acknowledge and value students' cultural, linguistic, and social identities.

Strategy 1.4. Provide targeted "college basics" instruction opportunities for first-year and incoming transfer students.

CSUSB expanded its University Studies (USTD) 1000 course offerings for incoming Category 3 and 4 students, embedding them in First-Year Learning Communities (FYLCs). This initiative aimed to improve retention, ease the transition to college, and close equity gaps by integrating academic advising, peer mentoring, and career exploration. Over 1,200 students participated in the expanded program, which increased course sections by 30%, and data demonstrated higher student engagement and satisfaction. The EOP Summer Bridge program also provided intensive "college basics" instruction to incoming first-year students, combining academic classes, workshops, and advising to build foundational knowledge and community. It included credit-bearing Math and English courses, and 95% of participants passed their courses. Students reported increased confidence in transitioning to college and understanding university expectations.

Strategic Plan funding of \$50,000 supported faculty, peer mentors, and tutors for these programs, enhancing their effectiveness. Moving forward, the expansion could include digital financial literacy, more health/wellness resources, and a condensed bridge model for transfer students. Continued peer networking and tracking career services engagement post-program are also recommended to improve long-term success.

Objective 1.1. Acknowledge and value students' cultural, linguistic, and social identities.

Strategy 1.6. Provide students with library materials that speak to their identities.

This year, funding was used to enhance library resources supporting student identities. For student-parents, materials were purchased for kits containing educational books, toys, and games, which will

be assembled over the summer. Additionally, two resource databases and books focusing on identity groups were added to the library collection, with books for popular giveaways planned for cultural heritage months in the upcoming academic year. While the new books were added late in the academic year, the previous giveaways have been successful, with students eager to receive the books promoted via social media.

To improve moving forward, efforts can be made to promote the new materials through library displays and feature databases in workshops. These workshops have garnered positive engagement, with online viewership averaging 60-70 participants. Strategic Plan funding was spent on purchasing the materials and databases, with plans for promotion in Fall 2025. Further tracking of usage data after July will provide insights into the impact of these resources on students.

Objective 1.1. Acknowledge and value students' cultural, linguistic, and social identities.

Strategy 1.8. Scale up embedded mentoring and supportive pathways programs in first-term classes outside of GE math, English and first-year seminar courses.

This year, CSUSB expanded embedded mentoring and support structures into first-term courses beyond general education subjects, targeting high-enrollment introductory courses in fields such as communication, biology, psychology, and sociology. Peer mentors were trained and placed directly into these courses to provide academic coaching, facilitate study sessions, and connect students to campus resources. Faculty received tools to integrate mentoring into course design, and mentoring pathways aligned with existing learning communities and advising networks.

Over 300 hours of supplemental mentoring were provided across 42 course sections, with preliminary grade data showing higher pass rates among mentored students. Students reported feeling more comfortable asking for help and having stronger connections to campus resources. The initiative, funded by \$80,000 in Strategic Plan funding, supported approximately 50 trained peer mentors, contributing to increased retention and stronger academic performance in critical first-term courses.

Additionally, the EOP and SAIL programs provided proactive advising, early alerts, and individualized mentoring to first-year students. EOP used tools including Engage and Navigate monitored students and ensured timely interventions, while SAIL offered one-on-one orientations, academic coaching, and workshops. Both initiatives helped students build confidence, engage with campus resources, and improve academic persistence. Moving forward, expanding peer mentoring and enhancing data integration for timely interventions are key recommendations for continued success.

Objective 1.2. Transform students' understanding of self as agents in a global society.

Strategy 1.10. Enhance the collaboration between department and institutional level advising.

This year, ASUA focused on enhancing collaboration between department-level faculty advisors and centralized institutional advising. The initiative involved hosting cross-functional advising workshops that included professional advisors, department chairs, and faculty mentors. The goal was to align messaging, clarify roles, and streamline support strategies for students. Shared advising templates and communication protocols were created to reduce confusion and duplication of efforts.

To further improve, the initiative recommends expanding the advising partnership model to additional departments, particularly those with large enrollments or high advising volumes. Ongoing training on equity-minded advising and using data to identify at-risk students will help empower both faculty and professional advisors.

Strategic Plan funding of \$20,000 supported this initiative. Of this, \$14,750 was allocated for stipends for faculty participants in Faculty Learning Community sessions, while \$4,000 funded the creation of shared advising materials, templates, and communication guides. These expenditures directly supported the initiative's goal of improving integration between advising units and enhancing the overall student advising experience at CSUSB.

Objective 1.2. Transform students' understanding of self as agents in a global society.

Strategy 1.14. Increase co-enrollment (dual enrollment) partnerships with community colleges and high schools.

This year, CSUSB has significantly increased its dual enrollment partnerships with community colleges and high schools. The University High School Program (HSUP) facilitated accessible pathways for college credits, expanding dual enrollment with districts including Hesperia, Apple Valley, and Coachella Valley. A notable success was the Coyote BLUE K16 Collaborative's summer residential program, which offered a college experience to 22 high school students. The HSUP also engaged college deans, department chairs, and high school districts in discussions about curriculum alignment and articulation agreements, boosting dual enrollment offerings.

In addition, various departments such as Chemistry, Computer Science, and Kinesiology partnered with community colleges to foster co-enrollment opportunities, with events such as open houses and discussions with faculty. The number of participating high schools and students grew notably, with programs like Coyote BLUE seeing a large increase in applicants.

The collaboration also extends to teacher preparation programs, such as those in the WCOE, which partnered with districts to offer residency programs for teacher candidates. Additionally, events such as the STEM Transfer & Career Fair and outreach to local high schools and community colleges further advanced dual enrollment opportunities. These efforts are building a robust network to prepare students for successful college transitions and careers.

Objective 1.2. Transform students' understanding of self as agents in a global society.

Strategy 1.15. Continue to grow culturally responsive and data-informed tutoring, mentoring, and writing support strategies.

CSUSB has made significant strides in enhancing culturally responsive and data-informed tutoring, mentoring, and writing support. This year, ASUA expanded programs to serve historically underserved student populations, emphasizing equity and proactive academic support. New training for peer tutors and mentors focused on cultural awareness and effective communication. Writing support was integrated into general education and first-year courses, and real-time course performance data was used to identify students in need of additional support. Collaborations across campus, including with the Tutoring and Writing Centers, strengthened these efforts.

Several programs provided targeted support for specific student groups. For example, Project Impact mentored underrepresented male teacher candidates, offering tutoring for credentialing exams and bi-weekly check-in sessions. Additionally, the CAL Professional and Career Readiness Center provided personalized mentoring for over 140 students, helping with career exploration, resume building, and internship opportunities.

Strategic Plan funding of \$116,000 supported these efforts through student employee salaries for peer tutors, mentors, and writing consultants. Across departments, faculty also mentored students in research courses and provided academic support, particularly for students struggling with foundational skills. These efforts have contributed to increased academic support and better outcomes for underrepresented students.

Objective 1.3. Empower students to apply competencies that enrich their communities.

Strategy 1.18. Provide opportunities for students across majors to apply their knowledge in meaningful settings beyond the classroom (e.g. undergraduate research, co-ops, community-institution partnerships, competency-based learning).

CSUSB offers numerous opportunities for students across disciplines to apply their knowledge in real-world settings. The Office of Community Engaged Learning expanded internships, service-learning, and community-based projects, supporting 36 students across majors with strategic funding. Along with the

Career Center, they served as a central location for students across colleges to secure applied experiences.

Additional initiatives included the Holmes Scholars Program, which supports underserved doctoral students, and Project Impact, which encourages male teachers of color to enter the field. Credential students complete extensive site-based internships, while health science students engage in clinical experiences. In STEM, various departments, including Chemistry and Computer Science, promoted undergraduate research, with students presenting at national conferences. Kinesiology and Geology students also engaged in research and presented findings at academic events. The CAL Professional and Career Readiness Center and the Career Center hosted a successful Internship Fair, connecting over 350 students with 47 employers. Other efforts include the Department of Accounting and Finance offering real-world experience through the VITA program and FIN5460 managing substantial funds in student investment accounts. The JHBC further supports experiential learning through competitions, internships, and collaborations, such as the Veterans Entrepreneurship initiative and the Student Management Investment Funds program. These efforts foster both academic and professional growth, giving students valuable hands-on experience.

Objective 1.3. Empower students to apply competencies that enrich their communities.

Strategy 1.21. Engage with local school districts by sponsoring academic events.

CSUSB actively engages with local school districts through various academic events aimed at fostering student interest and collaboration. Initiatives including the California Indian Nations College (CINC) Native American Education Summit, with over 400 participants, highlighted the university's commitment to tribal communities. Additionally, the inaugural Science Carnival, organized by CNS in partnership with the San Bernardino County Superintendent of Schools, drew over 300 students from six local schools, with plans for a follow-up event in 2025.

The university also partners with local districts for events such as the Educational Leadership Summit, which brings together leaders and students from various educational institutions. The Verizon STEM Achievers program offers free STEM learning opportunities to underrepresented middle school students, further strengthening community ties. The Residency Teacher Pathways program and Careers in Nursing events provide support and mentorship for students pursuing education and healthcare careers.

Other notable outreach efforts include hosting Career Days at local elementary schools, featuring presentations from the Cybersecurity Center, and faculty visits to high schools to promote the social and behavioral sciences. These initiatives collectively enhance CSUSB's partnership with local districts, creating pathways for K-12 students to explore higher education and career opportunities.

Goal 2 | Faculty and Staff Success

Objective 2.1. Ensure equitable and efficient work.

Strategy 2.26. Create a more efficient hiring process.

The Talent Acquisition program has successfully improved the efficiency of the hiring process by documenting employment business processes and offering comprehensive recruitment training across the campus. Data-driven insights have been used to create key performance indicator (KPI) reports, which track hiring performance and identify process bottlenecks. These insights have led to targeted training initiatives, such as search committee workshops focused on diversity, equity, and inclusion (DEI) principles, enhancing the recruitment experience. As a result, the average time to fill positions has been reduced to under 80 days, surpassing the higher education sector average of over 100 days, reflecting a more streamlined and inclusive hiring process.

Objective 2.1. Ensure equitable and efficient work.

Strategy 2.27. Develop new pathways to reward faculty who excel in research or creative activities with reassigned time.

Ongoing initiatives provided support for faculty research excellence. The Provost Research Award provided \$355,000 in merit-based assigned time support to 50 faculty members for the 2024-2025 academic year, enabling them to advance their research and creative activities. Applications for the 2025-2026 cycle are currently under review, with up to 50 grants available. Additionally, the CiRIS Program awarded four grants totaling up to \$32,500 each to support research initiatives that are expected to attract future external funding. The next funding cycle for CiRIS will close on September 30.

In alignment with Strategic Plan Goal 2, the Office of Academic Research used \$34,000 to introduce the Faculty Achievement Innovative Research (FAIR) Award, which recognizes faculty for exceptional research or creative productivity. This year, 56 applications were received, with 15 faculty members awarded \$2,000 each for their contributions. The remaining \$4,000 will be used for a Team Award for Research Excellence, to be implemented in the next academic year. While the FAIR Award offered stipends or professional development funds instead of reassigned time, it provided an additional mechanism for recognizing sustained scholarly activity, complementing existing reassigned time programs. Recommendations for improvement include increasing awareness through earlier outreach, hosting workshops, and potentially adding categories such as collaborative or community-engaged scholarship.

Objective 2.2. Promote a culture of trust and safety that values and integrates human differences and cares for the holistic well-being of staff and faculty.

Strategy 2.30. Promote a culture of respect and civility in which everyone's contributions are valued.

During the 2024–25 academic year, CSUSB focused on promoting a culture of respect, civility, and thriving. The College of Arts and Letters organized team-building activities, including wellness events and physical activities, supported by a \$5,000 grant. The SBS Dean hosted annual faculty/staff lunches, open dialogue events, and monthly meetings to gather feedback and foster a sense of community. The WCOE introduced multiple activities, including monthly faculty support groups, leadership meetings, and a Fall Kick-off event, further enhancing communication and collaboration. Various departments in CNS including Chemistry, Kinesiology, and Computer Science, hosted events that promoted inclusivity, recognition, and respect. And, the Palm Desert Campus introduced the Faculty of the Year Award to recognize exemplary faculty and included them in end-of-year celebrations, traditionally reserved for staff.

At the institutional level, Human Resources led a campus-wide CiviliTEA Café initiative. This was a monthly series that engaged faculty and staff in meaningful conversations about civility. University Advancement provided division-wide training and employee engagement activities to strengthen team relationships and support inclusivity. A cross-divisional task force initiated a "Culture of Thriving" project, which identified community-based ideals that will be posted to campus listservs and hung around campus. And the Office of Community Engaged Learning hosted workshops and posted volunteer opportunities to encourage inclusive practices and respect within community partnerships. Collectively, these efforts worked to build a collaborative and supportive environment where each individual's contributions were valued.

Objective 2.2. Promote a culture of trust and safety that values and integrates human differences and cares for the holistic well-being of staff and faculty.

Strategy 2.31. Increase recognition of staff accomplishments.

Throughout the 2024–25 academic year, recognition of staff accomplishments was prioritized. Human Resources introduced the Advantage Club, a peer-to-peer recognition platform, to provide real-time acknowledgment for staff accomplishments. The Provost's Office highlighted staff achievements in the Academic Affairs newsletter and continued its Staff Spot Award program for exceptional performance. University Advancement embedded staff recognition into division-wide trainings and employee engagement activities, celebrating individual and team successes with public shout-outs, personalized messages, and public acknowledgments. ASUA launched the Faculty and Staff Advisor of the Year awards and a monthly "Staff Member of the Month" program to recognize outstanding contributions.

The Office of Community Engaged Learning regularly acknowledged staff achievements in team meetings and office communications. CNS introduced their Outstanding Staff Award and recognized staff monthly through "Sastry's Snippets," while also celebrating their contributions at the annual staff party. Chemistry and Health Science recognized staff at the department level through events, end-of-semester lunches, and holiday gifts. CSBS honored staff with an Outstanding Staff Member Award and monthly newsletters showcasing accomplishments. At the Palm Desert Campus (PDC), staff were celebrated through revised awards and personalized recognition, highlighting their unique contributions. PDC also hosted appreciation stations and special events to celebrate and thank its dedicated team. Additionally, DEI officers collaborated with faculty and staff subcommittees of the President's DEI Board to create inaugural awards for each group, reinforcing the university's commitment to and recognition of DEI-related service.

Objective 2.2. Promote a culture of trust and safety that values and integrates human differences and cares for the holistic well-being of staff and faculty.

Strategy 2.32. Create a new Staff and Faculty Wellness Program.

In the 2024–25 academic year, gains were made toward developing a faculty and staff wellness program, focusing on physical, mental, and professional well-being. The Recreation & Wellness (RW) Department partnered with the Staff Development Center and Kinesiology Department to offer fitness classes including Zumba and faculty/staff fitness assessments. RW also continued hosting "Summers @ The Rec," facilitating 9,774 engagements for faculty and staff. Kinesiology launched the EIM-OC program in Spring 2025, offering fitness assessments and activity consultations to 35 faculty and staff. Health Science introduced a nutrition counseling program, providing consultations and personalized nutrition plans, which engaged 82 individuals in its first semester.

Mental health support was provided by Counseling and Psychological Services (CAPS), which offered consultations, crisis response, and workshops. The Student Health Center (SHC) continued offering first aid and health promotion workshops for staff and faculty. The Staff Enrichment Center, opened in August 2024, provided a variety of wellness activities, including restorative yoga, mental health training, and personal development sessions.

While many programs were implemented, there remains a need for a cohesive, unified wellness strategy. Moving forward, it's recommended that we formalize a singular wellness program, integrating RW, CAPS, SHC, and other campus partners. This collaborative approach will ensure that faculty and staff have access to consistent, holistic wellness resources. Expanding our offerings and increasing engagement will enhance overall wellness support for the CSUSB community.

Objective 2.3. Enhance pathways and guidance for professional advancement.

Strategy 2.35. Create a mentorship program for staff, including clarifying career pathways.

The Staff Development Center, in collaboration with Facilities Management, piloted a nine-month career pathway program aimed at staff interested in skilled trades. The program included technical and soft skills training, job shadowing, electives, and a capstone project, with participants being assigned a coach for guidance and feedback. A celebratory luncheon was held on May 29, 2024, to recognize those who completed the pathway.

The pilot program received positive feedback, with 100% of participants feeling rewarded and agreeing it provided essential resources for understanding skilled trades roles. Additionally, 66% of supporters observed an increase in participants' knowledge, skills, and abilities, and 100% of respondents said they would recommend the program to a colleague.

For future cohorts, recommendations include shortening the program to six months, incorporating job shadowing with an MPP in Facilities, and providing stipends to both Coaches and those being shadowed due to the program's extra workload. The full mentorship program for staff, however, has been postponed to the 2025-26 timeframe for further development.

Objective 2.3. Enhance pathways and guidance for professional advancement.

Strategy 2.36 Enhance professional development opportunities for staff and faculty.

Backed by \$20,000 in strategic plan funding and a cross-divisional task force, the CSUSB Leadership Academy was launched to foster leadership development across the university. The inaugural cohort, selected from 63 applicants, includes 12 faculty, 11 staff, and 3 MPPs, and will begin in Fall 2025. The program aims to break down silos between faculty and staff, boost morale, support employees in "leading from where they are," and build a strong internal pipeline for future leadership roles.

The new Staff Enrichment Center, which opened in September 2024, offers larger spaces for training, and the ability to support more regular programming for staff. Signature offerings including the "12 Days of Learning" and "Social Wellness Campaign" provided continuous engagement opportunities, and while the "Gratitude Journaling" and "Communities of Support" focused on holistic well-being and emotional intelligence. The Staff Development and Enrichment Centers also introduced a comprehensive strategy for professional growth, offering diverse programs on topics including financial literacy, mental health, and specialized trainings in partnership with external organizations.

The PDC Faculty Professional Development Series for Fall 2024 and Spring 2025 received exceptional feedback, with 100% of respondents reporting being extremely satisfied. PDC staff were selected to

attend the 2025 NASPA Western Regional Conference, marking their first professional conference experience.

The Faculty Center for Excellence also launched several programs, including a summer Creative Writers Group. These offerings, combined with those reported in the following strategy (3.41), provided faculty with opportunities to strengthen their teaching skills and address equity gaps.

Finally, CSUSB was chosen to host the 2026 ACE Women's Network annual spring event, which will convene hundreds of women in higher education and offer faculty and staff a valuable opportunity to engage in a major professional event on their home campus.

Goal 3 | Diversity, Equity, and Inclusion

Objective 3.1. Uphold an unwavering commitment to an enduring diverse, equitable, and inclusive environment.

Strategy 3.41. Enhance equity and inclusion in our curricula including pedagogy and assessment.

This year, several initiatives were launched to enhance equity and inclusion in curricula, pedagogy, and assessment. The Division of Student Affairs collaborated with faculty to create resource-based educational programs that featured inclusive content, including the Latinas Rising Conference, the HSI Symposium, and the Black Faculty Promotion Celebration. Additionally, SSD's neurodiversity center and Accessibility Fellow Program, in partnership with Academic Affairs, provided 45 faculty with Universal Design for Learning (UDL) training to enhance inclusive practices in syllabus design and assignment flexibility.

The Equity Minded Teaching Implementation Project involved 14 faculty members revising syllabi, applying equitable grading strategies, and promoting active learning environments. Initial reports indicated increased student engagement and a stronger sense of belonging. Faculty received professional development funding to support their participation.

Finally, CSUSB revised its program review FAM 856.6 to embed DEI principles and ensure future program reviews address equity gaps. The DEI board's curriculum committee is also working to integrate DEI into the curriculum, with plans to create a cultural app for faculty use.

To improve, future efforts could include peer feedback, mid-semester checkpoints, and greater departmental involvement to scale the impact of these initiatives.

Objective 3.1. Uphold an unwavering commitment to an enduring diverse, equitable, and inclusive environment.

Strategy 3.43. Establish DEI champions for each division and department.

In the 2024–25 academic year, efforts to establish DEI champions across the university were initiated. Cross-divisional liaisons between the President's DEI Board and respective units on campus were identified and provided with an orientation to their role. The liaisons will offer DEI resources, share information on events, and provide updates to leadership on DEI developments. The program uses *Better Allies* as a guide to foster inclusive workplace practices. The DEI Faculty Fellows initiative focused on faculty recruitment, evaluation, and retention, providing search committees with DEI best

practices and surveys for feedback. The fellows also developed stay and exit interview protocols, analyzed data, and offered DEI training to augment inclusivity.

Several conferences and summits were held to foster DEI engagement, including the Educational Leadership Summit, Education for Sustainable Development Conference, and the Dual Immersion Symposium, each aimed at advancing diversity and inclusion in education.

In CSBS, the DEI Fellowship enabled faculty to engage in professional development, while also contributing to DEI in recruitment, evaluation, and retention efforts. In the College of Education (WCOE), department chairs made DEI a reoccurring agenda item for their meetings. CNS established its own DEI committee, and departments, including Chemistry, Kinesiology, and the Physician Assistant program, worked on DEI-focused actions, including climate surveys and alignment with accreditation standards.

Objective 3.1. Uphold an unwavering commitment to an enduring diverse, equitable, and inclusive environment.

Strategy 3.45. Create a directory of DEI experts across campus and repository of DEI resources.

In 2024–25, the DEI Board, in collaboration with FTO and other campus units, developed a DEI resource repository and directory. The repository includes submissions from faculty, staff, and external experts, offering a variety of resources such as articles, books, and expert contact details, all searchable by relevant DEI keywords. This initiative resulted in a list of 31 on-campus experts and 8 off-campus experts specializing in diverse DEI topics, including cultural proficiency, critical race theory, and language evolution.

The DEI directory and repository were created with input from various campus groups and will be continuously updated. The repository is hosted on the DEI webpage, and submissions will be accepted on an ongoing basis.

Future improvements include integrating DEI programming with cultural, heritage, and awareness celebrations, creating a centralized website to showcase all events, and using food-centered programming to encourage broader participation.

Objective 3.1. Uphold an unwavering commitment to an enduring diverse, equitable, and inclusive environment.

Strategy 3.46. Develop and ensure university materials use inclusive and are accessible (e.g., policies, procedures, applications).

In 2024–25, CSUSB made significant strides toward using inclusive language and ensuring accessibility in university materials. The Faculty Senate’s Educational Policy and Resource Committee and Faculty Affairs Committee ensured gender-neutral language and eliminated non-inclusive terms in policies (FAMs). All policies are now posted on the Faculty Senate’s website in a user-friendly, searchable format. The university also submitted a comprehensive plan to address the 153 recommendations from the Cozen report, reinforcing its commitment to fostering an inclusive campus environment.

The inclusive language guide was expanded and refined. It will be made available on the updated DEI Board website launching Fall 2025, and can be used for scanning university materials. Additionally, academic departments have collaborated with Web Services to ensure webpages align with accessibility standards.

The Division of Human Resources is working to improve accessibility across physical and digital spaces, while regularly assessing policies to enhance fairness and inclusivity. The Office of Community Engaged Learning revised program materials, applications, and web content to incorporate inclusive language and improve accessibility. Key updates included using plain language, adding alternative text, and ensuring culturally respectful communication.

Moving forward, CSUSB plans to continue staff training on inclusive communication, establish a regular review schedule for public materials, and partner with accessibility specialists to ensure compliance with evolving standards. These efforts were executed without specific funding and relied on existing resources.

Objective 3.2. Strengthen our culture of belonging, acceptance, and appreciation for the unique characteristics and contributions of all students, alumni, faculty, staff, and administrators.

Strategy 3.48. Recognize and reward members of the university community who demonstrate a commitment to diversity, equity, and inclusion.

To recognize and reward individuals committed to diversity, equity, and inclusion (DEI), the President's DEI Board developed two new awards: the Staff DEI Impact Award and the Faculty DEI Impact Award. Both awards aim to honor staff and faculty members who demonstrate a deep commitment to DEI

through their work and relationships within the campus community. Each award includes a \$1,500 prize presented annually at Convocation.

Objective 3.2. Strengthen our culture of belonging, acceptance, and appreciation for the unique characteristics and contributions of all students, alumni, faculty, staff, and administrators.

Strategy 3.50. Identify opportunities to increase a sense of belonging by creating intentional recognition and appreciation initiatives for university employees.

The university implemented several initiatives to increase a sense of belonging and recognition for university employees. Human Resources launched a new Employee Recognition Platform, Advantage Club AI, which will allow staff to earn reward points for their contributions. These efforts are supported by a \$10,000 budget and are designed to foster a more inclusive and appreciative workplace culture. The Division of Student Affairs facilitated multiple programs including the New Employee Orientation, division-wide town halls, HSI Symposium, and Coyote Cares Day, engaging hundreds of employees and students in service and professional development activities. Additionally, mentoring programs and team-building events helped strengthen relationships across the division. The Division of Finance, Technology, and Operations (FTO) organized social events, recognition emails, and team lunches to celebrate staff contributions. University Advancement promoted division-wide engagement in recognition activities, partnering with campus programs celebrating diverse identities. Finally, the Culture of Thriving project aimed to create a supportive environment based on values of progress, community, and kindness. Campus members were surveyed for input on what they need to thrive and the data will guide improvements for the remaining years of the strategic plan.

Unit-level recognition efforts are also prevalent, with departments including Chemistry and Health Science celebrating staff through events, gifts, and alumni engagement. Kinesiology and Physician Assistant programs nominated staff for awards, while the Palm Desert Campus launched the Faculty of the Year Award to recognize faculty who exemplify the university's core values. The Office of Community Engaged Learning also recognized staff accomplishments and encouraged participation in campus awards and appreciation events.

Objective 3.3. Promote and support a campus environment that values and affirms human rights and protections for all members of our community.

Strategy 3.54. Expand availability and knowledge of adequate all gender bathroom spaces, lactation rooms, and interfaith meditation/prayer rooms to honor the needs of the campus community.

This year, significant progress was made in expanding inclusive spaces on campus, including

all-gender bathrooms, lactation rooms, and interfaith meditation/prayer rooms. The Palm Desert Campus now has a completed lactation room, and two all-gender restrooms opened in the Pfau Library. These spaces have each been added to the digital campus map, which includes detailed location information for both the San Bernardino and Palm Desert campuses. The map is accessible here: [Campus Map with Inclusive Services](#). Short promotional videos showcasing these spaces were developed in collaboration with Marketing and Communication. The May Civilita event offered a tour of these spaces and guided attendees on using the map to find them.

While progress has been made, some buildings still lack inclusive facilities. A future campus-wide assessment is recommended to identify facility gaps and guide the phased expansion of these spaces. Ongoing promotion, community feedback, and clear benchmarks will be key to the continued success of this initiative.

Goal 4 | Internationalization

Objective 4.2. Expand student, faculty, and staff participation in education abroad programs.

Strategy 4.62. Enhance education abroad program diversification (including virtual and at-home programs), integration, and visibility.

The Education Abroad Office has expanded its offerings by establishing direct enroll summer opportunities in Mexico, Italy, Guatemala, Costa Rica, Peru, the UK, Jordan, Kenya, and Spain, including intensive Spanish and Arabic language study. New exchange partnerships were also formed with South Korea (academic year) and France (summer).

Strategic Plan funding supported the development of four “signature” study abroad programs (\$19,000), campus visits to strengthen partnerships (\$15,000), and student recruitment efforts (\$1,000). These signature programs are designed to increase program continuity, allowing for better academic planning. Efforts to integrate study abroad opportunities included collaboration with department chairs and faculty, while the visibility of programs was enhanced through the addition of Education Abroad information on the campus map via an Immersive Technologies project.

Communication strategies to boost awareness included electronic communications, updates at ASI and SMSU BOD meetings, and targeted outreach to specific student groups. The VP for Student Affairs also participated in a Hospitality Management study abroad trip to Italy and attended the NAFSA conference to further promote global learning. Moving forward, recommendations include strengthening student recruitment efforts, educating students about study abroad opportunities, and supporting currently enrolled international students to foster cohesion and enhance their educational experiences at CSUSB.

Objective 4.3. Grow, diversify, and engage the international student body.

Strategy 4.66. Diversify global regions/markets and programs of interest in recruitment plans.

CEGE is actively diversifying its international student recruitment by expanding partnerships with recruitment services firms. In 2024, CEGE added 9 new firms, with 4 more planned for 2025. These firms will target students from regions including the Middle East, Korea, Japan, Nepal, the Philippines, Bangladesh, Vietnam, Europe, Africa, and China.

Additionally, CEGE has strengthened academic partnerships, particularly in China, through structured degree pathways (e.g., 1+2+1, 2+2, 3+2 models), developed in collaboration with academic departments. These initiatives aim to diversify international student populations, broaden program offerings, and foster cross-departmental collaboration, ultimately contributing to enrollment growth.

Objective 4.3. Grow, diversify, and engage the international student body.

Strategy 4.67. Develop a strategic enrollment plan for International Admissions (IA) including an integrated multichannel branding, marketing, and communications plan for international students.

The strategic enrollment plan for International Admissions (IA) focuses on expanding global academic partnerships, onboarding new international recruitment service firms, and hosting a mix of in-person and virtual recruitment events. It also includes the implementation of a new CRM system to improve student engagement and enhance the enrollment experience.

The plan targets graduate program recruitment in collaboration with faculty to align outreach efforts with program strengths and goals. Additionally, CEGE has contracted Ruffalo Noel Levitz (RNL) to audit up to 150 admissions-related communications and review key international admissions webpages. This audit, running from June to September 2025, aims to refine digital content and communications, with a focus on best practices to enhance the international student recruitment process.

Objective 4.3. Grow, diversify, and engage the international student body.

Strategy 4.68. Collaborate closely with academic departments as a part of the recruitment pipeline.

To strengthen the international recruitment pipeline, CEGE has collaborated closely with 14 graduate programs across five academic colleges, including M.S. in Information Systems & Technology (Cybersecurity and Business Intelligence & Analytics), M.A. in Instructional Design & Technology, and the Master of Health Services Administration. Kickoff meetings were held with faculty to discuss joint recruitment strategies such as faculty spotlight videos, virtual info sessions, and tailored communication plans aimed at diversifying enrollment.

The Office of Outreach and Student Recruitment has also worked to enhance collaboration with academic departments by aligning messaging, highlighting program strengths, and identifying faculty champions for recruitment activities. A cross-campus working group has helped coordinate departmental recruitment efforts, and a master calendar has been compiled to streamline outreach.

Future recommendations include formalizing department liaisons, developing program-specific recruitment materials, and offering training for faculty and staff to improve engagement and consistency in recruitment efforts.