BEACH 2030
ACTION PLANS

CALIFORNIA STATE UNIVERSITY
LONG BEACH

CONTENTS

EXECUTIVE SUMMARY

Actions Plans and Outcomes for BEACH 2030

CSULB is poised to chart a new path in higher education, one that will focus the efforts of the students, faculty, staff, administration, and community partners on a shared vision. We will be a force for good in California and the world through a series of University Action Plans anchored in strategic priorities.

Over the past two years, the Beach community came together to imagine the world of 2030 and the myriad technological, economic, sociopolitical, and environmental changes that will impact higher education in the intervening decade.

During these unique planning events, thousands of stakeholders envisioned the challenges and opportunities that the future will present to every area of our institution and considered the outcomes that will best align with CSULB's Mission, Vision, and Values.

Teams representing each campus division refined the wealth of data drawn from the Imagine BEACH 2030 event, synthesizing signals and foresight to describe five Strategic Priorities that will enable our institution to pursue those outcomes:

- engage all students;

- expand access to higher education;

- promote intellectual achievement;

- build community;

- and cultivate resilience.

Though many aspects of our institution's operation must evolve to meet the challenges of rapid change, these priorities remain the pillars on which CSULB will stand in 2030. They are the basis for seven ambitious university-level Action Plans that will guide our work for the next ten years, the result of a unique planning effort that has connected constituents from all corners of our institution.

The necessity for bold action has never been more clear. Our responses to the COVID-19 pandemic and the ongoing struggle for racial equality are exemplary of the swift action for the public good that must characterize our work, and the lessons learned have better prepared us for the future. By nearly all accounts, the future challenges we are likely to face will far out-measure those we face today.

BEACH 2030 is a unifying effort. In implementing our Action Plan, we will assess available resources and infrastructure, recommend leadership, and increase our capacity for resilience for the coming decade.
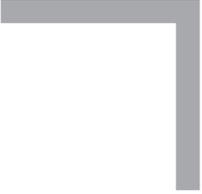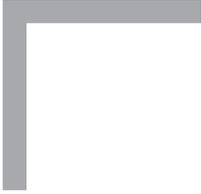
MISSION

CSULB enriches the lives of its students and its surrounding community through globally informed, high-impact educational experiences with superior teaching, research, creative activity, and action for the public good.

VISION

California State University, Long Beach will be a force for good at the forefront of public education in California and the world.

VALUES

- **Teaching and Learning** are at the center of who we are and all we do.

- **Compassion, Creativity,** and **Innovation** characterize our culture.

- **Diversity** is our strength.

- The **Public Good** is our **responsibility**.

Strategic Priorities

ENGAGE ALL STUDENTS:

Prepare students for their journeys to success in a fast-changing world with a rapidly shifting economy and labor market

- Offer curricula and co-curricular activities that encompass life skills, analytical thinking, and technical proficiencies that **prepare students to become engaged citizens and professional leaders.**

- **Prepare students to think critically and problem-solve** creatively through responsive, flexible, disciplinary, and interdisciplinary curricula.

- **Leverage faculty, staff and student expertise,** together with industry partnerships, in developing affordable, high-impact educational experiences that are responsive to students' strengths, needs and aspirations.

- **Engage students in robust professional internships,** international education, service learning, faculty-mentored research, and hands-on learning experiences in and out of the classroom.

- Create incentives to build academic, research, and student life programs that expand knowledge and prepare our students for the workplaces **of today and tomorrow.**

EXPAND ACCESS:

Commit to students' socioeconomic mobility by removing barriers to higher education.

- **Expand opportunities for learning and research experiences and career support** for traditional and non-traditional student audiences.

- Adapt all teaching and learning resources to **address the unique needs and strengths of our students** so as to ensure their personal and professional success.

- **Diversify our portfolio of curricular offering** to address the needs and strengths of our extended community of non-traditional learners while being cognizant of the innovation/work force needs of our region.

- **Use a rich array of teaching approaches** and technology-enhanced solutions, and explore new scheduling patterns and locations to grow our student body.

PROMOTE INTELLECTUAL ACHIEVEMENT:

Rigor, relevance, and data-informed decision making are hallmarks of our campus community and enrich our development of knowledge and skills for California and beyond.

- Be a living laboratory of values-based **collaborative and interdisciplinary** research, scholarship, and creative activities establishing our leadership in a knowledge-based economy and society.

- Use sponsored research, creative activities, and industry and business partnerships as a means to create knowledge and **amplify student learning.**

- Lead research, innovation, and problem-solving in **response to the grand challenges** threatening the pillars of our society such as racism, water and air quality, climate change, displaced populations, poverty and homelessness, violence, and civil unrest.

- Build knowledge in and across a variety of disciplines to advance the university's **regional and global engagement** and its role in the broader economic, civic, workforce, and cultural priorities of our region.

Strategic Priorities

BUILD COMMUNITY:

Support a compassionate community that is characterized by a strong sense of belonging, shared governance, and shared responsibility.

- **Be a model** of a **diverse, equitable,** and **respectful** community of students, faculty, staff, alumni, and administrators.
- **Foster a community of belonging** where everyone's voice and well-being are valued.
- **Create an intentional environment** where all members of the campus community experience the joy of intellectual pursuits, purposeful work, and meaningful opportunities for self and professional development.
- **Open the university campus** to collaborative partnerships, especially with the City of Long Beach, that create new cultural, intellectual, and economic value for the region and beyond.

CULTIVATE RESILIENCE:

Implement innovative, entrepreneurial, and forward-looking actions to strengthen the institution and support the aspirations of community members.

- Prioritize our campus community's **health and well-being.**
- Build infrastructure and adopt practices to **promote sustainability** and **withstand climate uncertainty.**
- **Increase financial capacity** through mechanisms such as legislative advocacy, philanthropy and community and industry partnerships to withstand economic volatility and further contribute to the economic development of the City of Long Beach and our region.
- **Be nimble and proactive** in an ever-changing technological landscape to support transformations in access, engagement, resilience, teaching, learning and research.

University Action Plans for 2030

These Action Plans are the result of a unique grassroots planning process of unprecedented scale. They are representative of the imaginings and expertise of the entire Beach community.

Guided by our university's Strategic Priorities, these actions will structure efforts to fortify our institution, reimagine our operations, and boldly lead our region into the new decade.

As we implement our Action Plans throughout campus, we will continue to assess their progress at regular intervals, recalibrate strategies as milestones are achieved, and remain responsive to the evolving needs of tomorrow.

Thus, what follows is an essential overview of our initial set of dynamic University Action Plans. These actions are the first of many steps to building a better future for our students and our region, and to ensuring that CSULB reaches the height of our collective imagining for 2030.

University Action Plans

I. BUILD AN EQUITABLE AND EMPOWERING CULTURE

1. Embed equity and diversity into every aspect of university life.

2. Remove barriers to success for all students.

3. Build a compassionate and purposeful campus community.

II. BE A STUDENT-READY UNIVERSITY

1. Foster a community of belonging for all students.

2. Prioritize student health and well-being.

3. Connect learning to the future of work.

III. REIMAGINE FACULTY

1. Expand faculty lines.

2. Align faculty work, evaluation, and rewards.

3. Reimagine department and college structures.

IV. REIMAGINE STAFF

1. Align staff for future of work.

2. Design a culture of collaboration and community.

3. Enhance pathways for personal and professional achievement.

V. BUILD A GROWTH STRATEGY

1. Grow non-stateside curricular offerings.

2. Expand alternative instructional delivery infrastructure.

3. Develop capacity to offer programs off-campus.

VI. ADVANCE PARTNERSHIPS FOR THE PUBLIC GOOD

1. Promote our intellectual capital to benefit the community and region.

2. Leverage community partner expertise to advance CSULB's institutional mission and strategic priorities.

VII. BE A FUTURE-READY UNIVERSITY

1. Integrate futures thinking into organizational culture.

2. Develop CSULB's capacity for strategic foresight.

University Action Plans

I. BUILD AN EQUITABLE AND EMPOWERING CULTURE

To provide the highest quality education to the most students, we must embed equity and diversity into the fiber of the university, and confront patterns of systemic inequity that affect students, faculty and staff.

The Provost has appointed an Executive Director for Diversity, Equity, and Inclusion for Academic Affairs to provide leadership and synergize efforts among the President, Executive Team, and President's Commissions, as well as Human Resources, Faculty Affairs, ASI and the Academic Senate Climate Committee. Members of the President's Commissions, departmental task forces, and representative committees are charged with identifying trends and presenting initiatives to enhance access for, and success of, historically underrepresented students, and to increase and retain historically underrepresented tenured faculty, administrators, students, and staff.

The presidential Equity and Action Report, a framework of actions developed in the wake of high-profile incidents of racial injustice on the national stage, is a pathway to confront systemic racial inequities on our campus and become a model for anti-racist action. The contributions of campus and community groups guide our efforts to remove social and cultural barriers among our constituents.

1. Embed equity and diversity into every aspect of university life.

2. Remove barriers to success for all students.

3. Build a compassionate and purposeful campus community.

Build an Equitable and Empowering Culture

Embed equity and diversity into every aspect of university life.

RECOMMENDED ACTIONS	1a. Conduct climate surveys of campus community faculty, staff, and students. i. Empower the President's Equity and Change Commission, Human Resources, Academic Senate, Staff Council, and ASI to engage faculty, staff and students in developing actions aimed at mitigating negative findings and enhancing positive findings.
INFRASTRUCTURE AVAILABLE	• Division of Academic Affairs • Office of Faculty Affairs • Division of Student Affairs • Office of Human Resources • Associated Students, Inc. • Academic Senate and Climate committee • Presidents Commission on Equity & Change • Executive Director for Diversity, Equity, and Inclusion
OPPORTUNITIES	These actions align with the goals of the 2020 presidential Equity and Action report, and can be considered the academic and cultural component of our campus' commitment to anti-racist action.
CHALLENGES	Effecting change in campus culture requires consistent focus and responsiveness to the evolving needs of the campus community. Measuring and assessing progress and prioritizing the most impactful initiatives will require sustained administrative stamina to drive this work.
RESILIENCE	When diversity, equity, inclusion and belonging are infused in the campus culture at the operational level, we are better able to support groups who are disproportionately impacted by challenges like COVID-19.

Build an Equitable and Empowering Culture

Remove barriers to success for all students.

RECOMMENDED ACTIONS	2a. Identify/Charge a representative steering committee to engage faculty, staff and students in implementing evidence-based practices to remove barriers to access and close gaps in retention and graduation.
INFRASTRUCTURE AVAILABLE	• Division of Faculty Affairs • Division of Student Affairs • Office of Human Resources • Academic Senate and Climate Committee • Associated Students, Inc. • Enrollment Management
OPPORTUNITIES	Our institution profits when our campus population reflects the highly diverse region we serve. We must embrace diversity of thought, class, gender, sexual orientation, country of origin, and ability, as well as cultural, political, religious or other affiliations.
CHALLENGES	Effecting positive cultural change will require resources, focus and stamina, as well as clear priorities and accountability. Removing barriers to access requires more than enhanced recruiting; it includes improving climate and culture, addressing educational inequities for underrepresented students, and implementing data-informed solutions over time.
RESILIENCE	Budget constriction due to COVID-19 will exacerbate challenges for several years. Success will require keen prioritization and tapping into faculty and staff expertise for quality programming.

Build an Equitable and Empowering Culture

Build a compassionate and purposeful campus community.

RECOMMENDED ACTIONS	3a. Develop and implement a holistic, sustained professional development program for all faculty and staff members, in which diversity, equity, anti-racism, inclusion and belonging are infused and an understanding of how social and cultural factors influence interactions with students and colleagues is enhanced, and builds understanding and trust through cross-divisional collaborations to improve the climate.
INFRASTRUCTURE AVAILABLE	• Division of Faculty Affairs • College Deans • Office of Equity and Diversity • Academic Senate and Climate Committee • Presidents Commission on Equity and Change • Office of Human Resources • Faculty Center
OPPORTUNITIES	A sustained professional development program in which diversity, equity, anti-racism, inclusion and belonging are infused will enhance our institution's understanding of how social and cultural factors influence interactions with students and colleagues, and help fortify our institution against bias.
CHALLENGES	While periods of budget constriction may slow the development of a new program, cultural change begins at a grass-roots level. The effort will require the commitment of every member of our campus community, led by the Executive Team in collaboration with leaders of all divisions and academic units.
RESILIENCE	We proudly state that "diversity is our strength," recognizing that diversity and diverse points of view create challenges for easy solutions and consensus while ultimately resulting in unimagined benefits and opportunities.

University Action Plans

II. BE A STUDENT-READY UNIVERSITY

As teaching and technology modalities evolve and our population of non-traditional learners increases, we must ensure that our campus is ready for students. We must welcome and engage new students the moment they are accepted to the university and foster a community of belonging through coordinated mentorship, campus connection, and student organization opportunities. We must connect learning to the future of work through agile curricula, flexible degree paths, technology readiness, and high-impact practices for the modern workforce.

As student success and overall well-being are intertwined, we must coordinate our robust mental, physical, and emotional health resource infrastructure to serve all students wherever there is need.

A Student-Ready University is one that explores curricular offerings that foster lifelong learning, inter-disciplinary curriculum, and alternative modes of delivery.

1. Foster a community of belonging for all students.

2. Prioritize student health and well-being.

3. Connect learning to the future of work.

Be a Student- Ready University

Foster a community of belonging for all students.

RECOMMENDED ACTIONS	1a. Create a formalized Summer pathway (Semester Zero) from admission to year 2, to include new student Convocation, freshmen seminar, peer mentorship, wellness, selfcare, citizenship, and leadership components. 1b. Establish an institutional structure focused on Student Readiness. 1c. Perform a communications audit to evaluate strategic messaging opportunities and consolidate student communications. 1d. Create a formalized platform for student mentorship by faculty, peers and staff.
INFRASTRUCTURE AVAILABLE	• Division of Student Affairs • Division of Academic Affairs • Associated Students, Inc. • Student Cultural Resource Centers • Residential Life Offices • Beach Nexus mentoring platform
OPPORTUNITIES	Our student-serving divisions have many introductory and supplemental resources already in effect; assessing and coordinating their efforts will create a more focused, efficient, and personalized support system for students transitioning to college and professional life, and will create opportunities to deepen student data to inform services.
CHALLENGES	Anticipating budget challenges in the early 2020s, keen resource management, realigning of existing programs, and leveraging data will be critical to developing cost-effective engagement activities.
RESILIENCE	A healthy and engaged campus community is a key component of a healthy campus climate. The satisfaction and success of constituents helps ensure enrollment and retention numbers remain strong even in times of social challenges and economic uncertainty.

Be a Student- Ready University

Prioritize student health and well-being.

RECOMMENDED ACTIONS	2a. Assess and coordinate existing mental health and wellbeing offerings. 2b. Expand Counseling & Psychological Services (CAPS) and other mental health services. 2c. Create a parent/support-person training platform (i.e., How can I help my student child/partner?).
INFRASTRUCTURE AVAILABLE	• Division of Student Affairs • Student Recreation & Wellness Center • Counseling & Psychological Services (CAPS) • Academic Departments • Club sports • Athletics • Alumni outreach
OPPORTUNITIES	Providing robust and comprehensive wellbeing resources enhances all aspects of students' academic and personal lives. With dozens of resources currently available on campus, an audit and strategic consolidation of efforts can ensure these resources reach the students who need them.
CHALLENGES	Surveys show that, while student awareness of wellbeing resources is high, participation is often low, and students can be overwhelmed with uncoordinated communications efforts. Coordinating offerings and communication regarding sensitive subjects can help drive engagement and participation.
RESILIENCE	Health and wellbeing must be a priority in the COVID-19 era and beyond. Providing students with continuous resources and strategic communications will help reduce anxiety and improve all other outcomes.

Be a Student- Ready University

Connect learning to the future of work.

RECOMMENDED ACTIONS	3a. Create alternate credentialing pathways (alternative and interdisciplinary degrees, certifications, stackable modules, meta majors). 3b. Guarantee high-impact practices for every student (internships, study abroad, service-learning, research, proactive advising). 3c. Match campus level of technology with needs of incoming students. • Provide technology and training that is on par with what is used in high schools, junior colleges and the modern workforce. 3d. Provide access to necessary technology to all students.
INFRASTRUCTURE AVAILABLE	• Division of Academic Affairs • Division of Information Technology • Academic Technology Services • Center for Community Engagement • Career Development Center • Dean of Student Success
OPPORTUNITIES	Providing a wide variety of academic models and pathways, credentials, and high-impact practices will attract a greater diversity of traditional and non-traditional students, create opportunities to supplement the budget, strengthen our ties to industry, and give students the tools to succeed in an ever-evolving modern workforce.
CHALLENGES	New high-impact practices may face resistance within the institution if they appear to contradict conventional practices. Similarly, new academic models may appear to prioritize workforce-readiness over scholarly pursuits. Training faculty and staff to implement high-impact practices and new academic models will require concentrated effort. New offerings will likely require supplemental revenue models.
RESILIENCE	"Conventional" wisdom suggests that enrollment in advanced degrees declines in a good economy, but the coming decade promises uncertainty in terms of economy, workforce, and public health. Having relevant advanced and stackable forms of learning such as micro-credentials will attract new audiences and offer students flexibility in an uncertain environment.

III. REIMAGINE FACULTY

As we chart a new path forward, we must develop a shared vision for the future of faculty. We must align faculty work, evaluation, and rewards to allow faculty greater career autonomy, create incentives for interdisciplinary collaboration and create opportunities to solve grand societal challenges.

To expand our curricular offerings and attract diverse academic experiences, we must expand our faculty definitions and categories. Such flexibility will also help retain faculty by providing pathways for success focused on their areas of interest and strength.

To empower the faculty of the future, we must reimagine evaluation, promotion, and tenure criteria to be customizable to individual faculty strengths in teaching, research, creative activity, or service. The new criteria must allow faculty to chart their career paths while emphasizing one or more of the categories without having to address them all equally. We must celebrate academic freedom, strengthen shared governance, and incentivize professional development.

As we reimagine how we empower faculty, we must also examine the college and department organizational structures surrounding RSCA, teaching, and service to support both student and faculty success.

1. Expand faculty lines.

2. Align faculty work, evaluation, and rewards.

3. Reimagine department and college structures.

Reimagine Faculty

Expand faculty lines.

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RECOMMENDED ACTIONS	1a. Expand categories of faculty (clinical faculty, faculty of practice, etc.) to attract and strengthen the faculty talent pool and to diversify the portfolio of curricular offerings.
INFRASTRUCTURE AVAILABLE	• California Faculty Association • College Deans • Faculty Affairs • Collective Bargaining Agreement • Retention, Tenure and Promotion Policies
OPPORTUNITIES	By expanding the categories of faculty at the university, we will be better able to attract an instructional faculty that reflect both the curricula of the future and the types of programs demanded by our constituents.
CHALLENGES	Implementing new faculty categories will require revising and expanding the definitions and descriptors of "faculty" in the Collective Bargaining Agreement. This may add complexity (and potential complications) to what is currently a simple system with two categories of faculty.
RESILIENCE	Dramatic shifts in the world of work will not be limited to the COVID-19 era; as demand for online and alternative offerings increases, faculty skills and qualifications must likewise respond. Expanding faculty lines will ensure that CSULB maintains a competitive talent pool to prepare students for the workforce of the future. Non-traditional faculty may be sourced from industry partners with financial arrangements that offset hiring costs.

Reimagine Faculty

Align faculty work, evaluation, and rewards.

RECOMMENDED ACTIONS	2a. Revise university Retention, Tenure and Promotion (RTP) policies to allow tenure candidates to place differential emphasis on the three components of tenure review; Encourage colleges and departments to review their RTP policies with similar considerations. 2b. Reward interdisciplinary collaborations in support of our values. 2c. Reward intellectual achievement in response to grand challenges in the communities we serve.
INFRASTRUCTURE AVAILABLE	• Retention, Tenure and Promotion Policies • Collective Bargaining Agreement • Academic Senate Policy on faculty awards • California Faculty Association • College Deans • Faculty Affairs
OPPORTUNITIES	As we allow greater autonomy in tenure and promotion, we empower our faculty to engage each other across disciplines, strengthen our ties to community in terms of research, teaching, and service, and redefine what it means to be a faculty member at CSULB.
CHALLENGES	Redefining the idea of the teacher-scholar at the CSU and CSULB levels will challenge current expectations for tenure.
RESILIENCE	The ability to redefine faculty roles allows us to be responsive to the changing demands on higher education institutions over time. There will always be a place for traditional teacher-scholar models in our university, but as the world of work changes, we must expand the faculty body to include those with the skills and experience to prepare a workforce of the future.

Reimagine Faculty

Reimagine department and college structures.

RECOMMENDED ACTIONS	3. Form a working committee to develop recommendations for new department and college organizational structures that best support interdisciplinary teaching, scholarship, creative activities, and community engagement.
INFRASTRUCTURE AVAILABLE	• Academic Senate Policies • Retention, Tenure and Promotion Policies • Collective Bargaining Agreement • Existing administrative structures within Departments (Chairs, ASCs, technology) • California Faculty Association • College Deans • Department Chairs and Directors
OPPORTUNITIES	Reimagining department and college structures provides the opportunity to enhance interdisciplinarity in teaching, research, creative activity, and service. The goal is to foster an environment for faculty to collaborate across disciplines to explore new opportunities for intellectual pursuits.
CHALLENGES	Disciplinary models are often ingrained in department and faculty identity, and implementing new, future-oriented disciplinary models will require careful development of, or transition away from, traditional models. All developments must be done with full transparency and representation of faculty and departments, with a clear goal of increasing faculty autonomy and opportunities.
RESILIENCE	Reimagining department and college structures will create more opportunities for interdisciplinary collaboration and nimble restructuring of degrees and programs in response to the needs of students and the workforce, ultimately empowering departments and faculty to better tackle emerging social issues and grand challenges hiring costs.
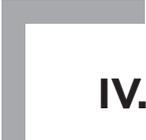
IV. REIMAGINE STAFF

From alternative work schedules to telecommuting, forces of change are already affecting our modes of work. The COVID crisis has tested our adaptability, and we have an opportunity to capitalize on the lessons learned. Furthermore, with increasing demand for parking and office space, rising cost of living near campus, and the necessity to reduce commuting for climate goals, alternative work models are an inevitable feature of the evolving workforce.

By refining policies and infrastructure for alternative work formats, we will positively influence staff morale, improve work/life balance, improve cost efficiency and productivity, and attract talented, diverse candidates.

Initiatives to nurture a staff culture of collaboration and community will extoll greater campus citizenship to students as a downstream effect, and support for intellectual achievement, career advancement, and professional development will help ensure CSULB is a pathway for growth for staff as well as students.

Improving pathways and communication regarding salaries, skills growth, and professional development is vital to retaining staff, maintaining institutional knowledge, and fostering innovation on campus.

1. Align staff for future of work.

2. Design a culture of collaboration and community.

3. Enhance pathways for personal and professional achievement.

Reimagine Staff

Align staff for future of work.

RECOMMENDED ACTIONS	1a. Create an institutional structure modeled after the Faculty Center that offers opportunities for staff to develop their skills for the future and to seek career advancement at CSULB. 1b. Develop infrastructure and organization to support telecommuting. 1c. Invest in hardware and support services for flexible schedules and 24/7 service.

INFRASTRUCTURE AVAILABLE	• Staff Human Resources Offices
	  - Training
	  - Classification
	  - Employee Relations
	• Staff Council
	• University Library
	• Beach Building Services
	• Academic Technology Services
	• Division of Information Technology

OPPORTUNITIES	Developing alternative work arrangements for staff will lay the foundation for expanding instruction and student resources beyond traditional work formats. With telecommuting already in place across campus, now is the time to refine guidelines and expectations as they pertain to job function and efficacy. Reducing on-campus staff will also reduce parking congestion and commuting time, thereby contributing to our campus' climate goals. Some offices already have these practices in place. Hence, we have an opportunity to formalize the process for all who want to engage in this strategy.
CHALLENGES	The implementation learning curve might dissuade managers from embracing alternative work formats. Assumed efficiency problems may also keep managers from even attempting to adopt a new format, which will lead to increased feelings of inequity among staff among those who are able, and those who are not able to adjust their work format.
RESILIENCE	COVID-19 has illuminated and exacerbated the need for a more formalized alternative work format, such as telecommuting or alternative hours. This will not be the last crisis that will hit California. An earthquake can significantly damage buildings and workspaces, and flooding has been an issue in the past. Being prepared to transition or having staff already participating will be invaluable as crises appear in the future.

Reimagine Staff

Design a culture of collaboration and community.

RECOMMENDED ACTIONS	2a. Create an inventory of staff wellness, service, and mentorship programs as well as opportunities to serve on campus committees and other activities, and establish a method for communicating this information to all staff. 2b. Create a shared resource pool to help reduce disparity between departments, colleges, and units who cannot generate discretionary funds.
INFRASTRUCTURE AVAILABLE	• Office of Human Resource Management • Staff Council • ASMs
OPPORTUNITIES	As staff members are empowered, incentivized, and engaged in a culture of collaboration and community, greater campus citizenship can be extolled to our students as a downstream effect. Campus initiatives will see greater participation and students and staff will want to be on campus more regularly, which can also enhance feelings of well-being and sense of belonging.
CHALLENGES	Funding, resources, and looming budgetary concerns may impact the implementation of any novel staff initiatives, but the prescribed actions should be powered more by rethinking existing structures than by creating new ones. Secondary challenges will be found in mid-manager reluctance, union contract flexibility, and siloing effects, especially in the early stages. Keeping an open line of communication about efforts, progress, timelines, and opportunities will be key to generating positive momentum.
RESILIENCE	Morale and retention will decline during crises, but increasing the 'reserves' of satisfaction and morale ahead of time can help weather the storms.

Reimagine Staff

Enhance pathways for personal and intellectual achievement.

RECOMMENDED ACTIONS	1a. Explore physical and digital spaces where staff and faculty subject matter experts can share best practices and trainings. 1b. Reevaluate the efficacy of performance evaluations as a tool for professional development and advancement. 1c. Explore additional merit-based incentives and cross-union skill sharing (SSP and ASC training).
INFRASTRUCTURE AVAILABLE	• Office of Human Resources • Ally Training • Faculty Center for Professional Development • Chancellor's Office series / resources training • Data Fellows • Leadership Fellows • Beach Building Services • Academic Technology Services • CSU Employees Union
OPPORTUNITIES	Supporting intellectual achievement, career advancement, and professional development will allay concerns of inversion and improve morale, institutional knowledge, and retention. Sustained intellectual growth will also bring innovation and success to the campus as an increasingly competitive environment.
CHALLENGES	Advancement and compensation for new skills will require substantial investment. Revamping Performance Evaluations will also encounter complications with union contracts and parity/equity across classifications and positions.
RESILIENCE	Having a repository for best practices and implementations that can be referenced will make future crises even more manageable. Because the Office of Human Resources undertakes many responsibilities during such events, allocating additional resources would be instrumental to prepare for and respond to future crises.

V. BUILD A GROWTH STRATEGY

Growing our capacity to offer new programs in new modalities and new locations will ensure that CSULB is relevant, competitive, and serving the public in 2030.

Non-traditional learners and second career seekers require efficient ways to add to their knowledge/skill base, gain credit for experience, or simply re-enter the education structure, and many industries are seeking creative ways to qualify and retool their workforce.

A comprehensive reimagining and realigning of the College of Professional & International Education (CPIE) will include the diversification and expansion of curricular offerings in high-demand disciplines. We must extend access to new learners and second-career seekers. We should explore ways to leverage stateside curricular processes that can support development and/or repurpose existing offerings to new learners.

Offering the "Beach" experience to learners in satellite locations contributes significantly to our ability to grow enrollment and integrate our institution within the broader community. Alternative modes of instruction have already seen significant progress with the conversion to remote teaching in Spring and Fall 2020, and continuing investment in technology, labs, software and mentoring models will ensure learners will have access to necessary resources in every delivery location and discipline.

1. Grow non-stateside curricular offerings.

2. Expand alternative instructional delivery infrastructure.

3. Develop capacity to offer programs off-campus.

Build a Growth Strategy

Grow non-stateside curricular offerings.

RECOMMENDED ACTIONS	1a. Diversify and expand portfolio of non-stateside curricular offerings to address the needs of non-traditional learners and the workforce of the future (stackable credentials, certificates, etc.). 1b. Expand credit-for-experience protocols in high-demand disciplines.
INFRASTRUCTURE AVAILABLE	• College of Professional & International Education • Existing corporate and community partner programs within Colleges. • The Institute for Innovation and Entrepreneurship • New Industry and community partners • Course shells for independent study that could be tailored for experiential learning credit
OPPORTUNITIES	Expanding CPIE to address needs not met by traditional state-side offerings can create additional revenue streams and synergies with the regional workforce. Co-creation of programming with regional partners is likely to strengthen partnerships across the institution and elevate CSULB's mission for the public good. It is likely that innovations generated in this area can also be adopted for state-side learners (i.e., the development of certificates for working learners could also be offered through state-side structures to 4-year degree seeking students).
CHALLENGES	Workforce development, professional certificates, and co-created programming require specialized expertise that may not be prevalent among current faculty and administrative structures. This will require capacity development, investment, and parallel structures to accomplish this level of expertise. Growth in this area without state-support will mean that degree programs either have very small return margins or are priced higher than current tuition, which could limit access to some students. Online delivery expertise is also likely to be a key factor in success in this area, given both an increasingly competitive market and the need for time and location flexibility among non-traditional learners.
RESILIENCE	Economic downturn and a competitive, evolving labor market have increased demand for new skills and qualifications among 4-year degree holders and those seeking to re-enter the workforce in new industries, sectors, or careers. Curricular offerings that are tailored to regional labor needs will help catalyze economic growth in the region and ensure that CSULB continues to meet the needs of a rapidly changing workforce.

Build a Growth Strategy

Expand alternative instructional delivery infrastructure.

RECOMMENDED ACTIONS	2a. Reimagine Academic Technology Services to tailor resources for colleges-centric needs. 2b. Create faculty coaching and mentoring models 2c. Invest in technology to enhance online and alternative modes of learning (virtual labs, adaptive learning software) 2d. Align university policies to support online and alternative modalities (workload, faculty training/expertise, scheduling, etc.) 2e. Develop technological supports for students (training, equipment)
INFRASTRUCTURE AVAILABLE	• Academic Technology Services • Information Technology Services • Academic Senate
OPPORTUNITIES	Expanding virtual capacity advances CSULB's ability to reach new (non-local) markets and to grow without constraints of physical capacity, benefitting both state-side and non-state-side learners. Models for success can already be found in the conversion to remote instruction in Spring 2020.
CHALLENGES	Developing alternative delivery infrastructure requires investment in technology and expertise, including instructional designers, faculty training experts, and specialized technology to address virtual labs, adaptive learning, and other online support systems. Growth in virtual student service will also be needed, such as advising, tutoring, financial aid, registration, and extra-curricular engagement.
RESILIENCE	CSULB has demonstrated ability to scale up alternative delivery infrastructure to address the immediate needs of Spring and Fall 2020. As we continue to expand infrastructure to serve more students, specific developments may be designed around the needs of an evolving education market (e.g., competition, demand, students' desire for virtual vs. physical offerings, tuition parity, etc.).

Build a Growth Strategy

Develop capacity to offer programs off-campus.

RECOMMENDED ACTIONS	3a. Develop a working group or other steering structure to evaluate, prototype, and execute a robust set of stateside and non-stateside programs off-campus.
INFRASTRUCTURE AVAILABLE	• College of Professional & International Education • Satellite campus(es) • Community Colleges • Downtown campus • High school spaces • Public spaces (city buildings leased to campus) • Industry and community advisors • Corporate embedded programs
OPPORTUNITIES	Off-campus growth reduces campus congestion, further embeds our institution with the community, and creates opportunities for specialized programs (e.g., 2 + 2 programs targeting community college students who can't access impacted programs on campus; corporate-embedded offerings for workplace instruction and internships). Existing infrastructure can be extended to other locations (e.g., we are not starting from scratch to create new locations), existing corporate-embedded and off-campus locations within CPIE, CHHS and COE can serve as models, and current industry and community partners can advise on development.
CHALLENGES	Using existing infrastructure will help mitigate costs, but scaling up off-campus capacity requires careful budgeting and cashflow consideration. Off-campus programs will require student support services such as advising, mental health, and extra-curricular activities. If not built thoughtfully, this may create different "Beach" experiences for students on and off-campus, and the need to offer reduced tuition for "Beach-light" off-campus offerings. The development of specific off-campus structures will likely depend on demand, enrollment, and growth trends given the economic contractions of 2020. Similarly, it is unclear if real estate, construction, or other investment options will be favorable coming out of the COVID crisis.
RESILIENCE	If there is a growth in student demand as a result of an economic downturn, off-campus physical locations would also enable CSULB to meet this demand while reducing impaction on current campus locations.

VI. ADVANCE PARTNERSHIPS FOR PUBLIC GOOD

CSULB's robust portfolio of public, private, government and non-profit partnerships is one of its greatest assets, and a centralized partnership structure will consolidate effort, enable cost-saving economies of scale, help external partners navigate CSULB's networks and enhance internal and external collaborations campus-wide. Developing our partnership infrastructure will create more opportunities to implement impactful curricula and experiential learning, and open doors for even more ambitious projects for the public good.

Rather than develop new structures, many existing offices within the university which regularly engage the community and partner industries can be restructured to serve as an internal infrastructure to support collaboration and centralize efforts.

To solve regional and global challenges, a Beach Grand Challenge Infrastructure designed to leverage our intellectual capital will serve as a cornerstone that further links education and industry in LA and Orange Counties.

1. Promote CSULB's intellectual capital to benefit the community and region.

2. Leverage community partner expertise to advance CSULB's institutional mission and strategic priorities.

Advance Partnerships for Public Good

Promote CSULB's intellectual capital to benefit the community and region.

RECOMMENDED ACTIONS	1a. Create an institutional structure to develop grand challenge ideas and serve as an entry point for community input. 1b. Embed grand challenge structures within CSULB courses and student experiences, including research opportunities and non-research experiences such as internships, applied learning, and service learning. 1c. Create incentive structures and mechanisms for interdisciplinary faculty engagement and work that benefits the local community. 1d. Reward faculty, staff, and students who to engage in the scholarship of service.
INFRASTRUCTURE AVAILABLE	• Office of the President • Office of Research & Sponsored Programs • Dean of Student Success • Office of Government & Community Relations • College Deans
OPPORTUNITIES	The many public, private, government, research, and academic partnerships that currently exist among CSULB's divisions and colleges demonstrate the tremendous potential for success that cross-disciplinary concentration of resources can bring. Leveraging cross-disciplinary and cross-functional teams to address major societal challenges in the Long Beach region will allow CSULB to extend our intellectual, research, and business acumen into the community to solve the problems of tomorrow, today. To accomplish this, we will need to reimagine how we reach out to the community, identify problems to be researched, and how we approach solutions. These new alignments will drive internal structural and systems change for external benefit over the coming decade.
CHALLENGES	Centralizing and coordinating truly cross-disciplinary grand challenge programs will require careful allocation of resources, staffing, and leadership. To develop a culture around grand challenges, participation must be complimentary to current efforts, and not an additional strain on resources, and the sharing of partnership resources must never be a loss to one department, but a benefit to all.
RESILIENCE	Social and economic shifts are already taking place in the post-COVID world, and corporations and communities require creative solutions to novel challenges. The Grand Challenge infrastructure will send a clear message that CSULB is a resource with open doors and the intellectual capital to be a force for public good.

Advance Partnerships for Public Good

Leverage community partner expertise to advance CSULB's institutional mission and strategic priorities.

RECOMMENDED ACTIONS	2a. Create a Beach Partnerships Collaborative to coordinate consulting, convening, and advancing of internal partnerships across campus. 2b. Create an institutional structure to centralize entry for external partnerships and track, streamline, and extend external partnerships across campus.
INFRASTRUCTURE AVAILABLE	• Office of Research & Sponsored Programs • Center for Community Engagement • Office of Government & Community Relations • College of Professional & International Education • Existing partnerships and liaisons across campus 　- Training Colleges (Deans) 　- Division of Administration & Finance (Procurement) 　- Division of Student Affairs 　- Auxiliaries 　- Athletics 　- Academic Senate 　- Associated Students, Inc. 　- Institute for Innovation and Entrepreneurship
OPPORTUNITIES	By coordinating CSULB's extensive portfolio of internal and external partnerships, we are better able to extend and efficiently utilize existing partnerships in every discipline and department, and to increase the overall number of partnerships on campus. Focusing on these efforts will serve to market and further extend CSULB's brand as a partner-focused institution to external stakeholders. Often external parties feel overwhelmed by the number of offices individually reaching out to them and types of partnerships that can happen on campus. A coordinated effort on campus can help ensure the entire portfolio of opportunities available is properly communicated and stewarded.
CHALLENGES	Many partnerships across campus are currently decentralized and unit-specific, creating the potential for duplication of efforts if clear objectives are not established for the Collaborative. Though the usetilization of existing structures will be essential to this effort, a macro-structure would require some funding to establish, as well as support for technology and development of infrastructure, websites, communications, CRM management, and performance tracking.
RESILIENCE	Strong internal and external partnerships and efficient coordination of resources will become increasingly necessary to operation in the wake of COVID-19 budget constrictions and future economic uncertainties. These efforts have the potential to support the campus through revenue-generating partnerships like philanthropy and advertising, as well as through partnerships that advance the academic mission such as internships, workforce pipelines, and research.

VII. BE A FUTURE-READY UNIVERSITY

In preparation for BEACH 2030, hundreds of staff, faculty, students, and community members were introduced to the practice of 'futures thinking' and asked to help shape a positive future for our campus. The enthusiasm generated from this collective process is the fuel that will maintain momentum for the BEACH 2030 movement into the new decade. As we institutionalize BEACH 2030 within organizational structures, we will integrate trainings, material resources, and mechanisms to evaluate and incentivize futures thinking. We must become future ready leaders.

Unlike previous planning efforts, BEACH 2030 surveys a much broader timeframe (10 years) and engages members of the campus community who are not typically involved in the planning process. Developing an Office for the Future to bring internal and external stakeholders together around this work will further brand CSULB as a for-

ward-looking campus; an institution of higher education capable of providing broader understanding about an uncertain future.

Futures thinking courses and content for students are novel in higher education, but they are skills students desperately need. Further, the campus and region will benefit from the ability to generate interdisciplinary knowledge on future topics (e.g., the future of work, the future of higher education, the future of medical advancement, etc.). CSULB is rich in intellectual expertise that could be leveraged to support futurist efforts internally, such as mapping future trends related to Grand Challenges. This is also an opportunity to serve as a national expert in future trends impacting our region and the world.

1. Integrate futures thinking into organizational culture.

2. Develop CSULB's capacity for strategic foresight.

Be a Future-Ready University

Integrate futures thinking into organizational culture.

RECOMMENDED ACTIONS	1a. Beach 2030 strategic planning processes
	  • Develop goals and milestones for Beach 2030 Action Plans
	  • Establish funding and monitor return on investment (ROI) of Beach 2030 project(s) and strategic efforts
	  • Communicate and celebrate Beach 2030 actions and outcomes to all stakeholders
	  • Create a network of internal and external strategic planning stakeholders (e.g., Beach Futures Strategic Planning Committees)
	  • Develop infrastructure to plan and execute the next Beach Strategic Vision process for 2040
	1b. Develop futures thinking capacity within organizational structures
	  • Provide futures thinking training for faculty and staff with CSULB Beach 2030 specific materials and resources
	  • Create materials and resources for incorporating futures thinking into decision making and planning across the institution
	  • Create mechanisms to integrate, evaluate, and reward futures thinking (staff PD changes, futures thinking feedback loops, futures thinking staff recognition and staff champions)

INFRASTRUCTURE AVAILABLE	• Vice Provost of Academic Planning • Office of Faculty Affairs • Director of Strategic Planning (AS Policy 01-08) • Office of Human Resources • Center for Professional Development • BEACH 2030 Planning Team • Institutional Research and Analytics
OPPORTUNITIES	The BEACH 2030 planning process has already established some futures thinking infrastructure and expertise at CSULB and earned brand recognition for our forward-thinking campus. As we capitalize on that momentum and expand and institutionalize our futures thinking capacity, we will equip faculty and staff with CSULB-unique tools to execute our ambitiousons BEACH 2030 Action Plans in pursuit of our university's Strategic Priorities.
CHALLENGES	To fully integrate futures thinking into organizational culture across campus, our traditionally siloed structures, departments, and units, particularly those responsible for trainings and professional development, must be synchronized and empowered to lead the charge. Acting on the commitment of Beach 2030 aspirations will require on-going commitment and coordination. Administrative support and an institutional structure that coordinates these efforts will be essential to maintaining momentum into the decade.
RESILIENCE	Higher education institutions across the country are discussing how to best position themselves in an increasingly uncertain future. This effort would both build internal capacity to think strategically about the future and consistently channel campus-wide efforts toward long-term strategic priorities.

Be a Future-Ready University

Develop CSULB's capacity for strategic foresight.

RECOMMENDED ACTIONS	2a. Develop futures thinking curricula for students, utilizing existing structures such as SOAR and new modules, courses, minors, certificates, and internships in the discipline.
	2b. Engage the community in foresight-related activities
	  • Host events that bring stakeholders together around pressing issues such as Grand Challenges (futures thinking guest lectures, expert talks, Beach Futures conferences)
	  • Maintain communications with the community on these topics
	2c. Develop interdisciplinary foresight capacity
	  • Assemble a cross-institutional network of experts to conduct foresight study of pressing issues (Beach Grand Challenges, BEACH 2030 Actions, and other themes impacting higher education)
	  • Establish interdisciplinary support, funds, competitions, and incentives in this area
	  • Create foresight, data, and reports in support of Beach Grand Challenge efforts
	  • Produce a signature Beach 10-year Futures Forecast

INFRASTRUCTURE AVAILABLE	• Vice Provost of Academic Planning • Division of Academic Affairs • Center for Community Engagement • Office of Research and Sponsored Programs (ORSP) • BEACH 2030 Planning Team • Institutional Research
OPPORTUNITIES	Futures thinking is an invaluable resource for our institution's aspirations for interdisciplinarity, community engagement, and the public good – areas of primary focus within the BEACH 2030 dialogue. In addition to equipping our campus to pursue its goals for 2030, institutionalizing futures thinking can generate revenue as an intellectual commodity. Courses in futures thinking can be extended through CPIE to non-CSULB students; conferences and futures thinking events can be hosted on campus; and consultation in foresight capacity can be provided to regional and corporate partners. There is a growing appetite for experts in futures thinking among organizations grappling with the same challenges that CSULB is tackling, and these skills can benefit businesses, institutions, organizations and students alike.
CHALLENGES	Each of the sub-themes within this effort are campus-wide and multi-year efforts that require the coordination of multiple units, divisions and external partners. Administrative support and an institutional structure to coordinate actions will be essential to directing these ongoing efforts and maintaining momentum into the decade.
RESILIENCE	The COVID-19 pandemic has demonstrated the need for foresight and the capacity for nimble action in response to rapid change. By institutionalizing futures thinking among students, campus, and community partners, and by implementing strategic analysis of current signals and future trends, we help empower CSULB to grow in the face of challenge and shape a bright future.

OUR PATH AHEAD

Futures thinking is fast becoming an intrinsic aspect of our campus community. As we forge ahead in implementing our ambitious University Action Plans, the continued feedback, support, and energy of all departments will be essential to our success. These actions were born of the expertise of thousands of constituents, and their execution will be no less an inclusive and unified endeavor.

A website featuring each of the detailed action plans and fully transparent analyses of their progress will be available to all Beach supporters, and regular content updates and communications will maintain energy needed for growth. From the university-level presidential action plans to the plans of our eight outstanding colleges, the expertise of our constituents which informs our actions will begin reshaping our campus for a prosperous future - not from the top down, but from within.

Though the early months of 2020 were dominated by our response to the COVID-19 pandemic, this decade of change is no less underway, and many of the actions prescribed have already made significant, if silent, progress. Intercampus action teams are now laying the groundwork for myriad audits, assessments, reviews of policy and surveys of constituents that will support the transformative work that is to come. At frequent junctures and with full transparency these leaders and committees will review progress and recalibrate our goals.

Among our president and leadership team, our deans and faculty, staff, students, parents, local community members, partners and supporters, the focus on the future is already taking hold. As we launch this strategic plan, we launch a movement, and we know that our bold action today will ensure our best tomorrow.