Colleges, Housing and Educational Services (CHES) Strategic Plan 2015

A. Current unit plans (this section is OPTIONAL): Please provide the URL for any current unit plans already in existence. NA.

B. Unit mission/vision statement: Please provide your current unit mission/vision statement. If your unit has multiple departments with differing mission/vision statements, list them as well.

CHES mission statement:
  • CHES creates, implements and maintains a comprehensive array of living learning programs and support services that advance UCSC’s educational, research and public service mission.

CHES vision statement:
  • To provide and sustain an enriching environment that enhances the academic mission of the university community.

CHES Sub-Units mission/vision statements:

Cowell College: NA

Stevenson: NA

Crown College mission statement:
  • The mission of the Crown College Residential Life Team is to work with students to provide a unique living and learning environment where all can be successful in creating communities, developing awareness, and engaging in the world around us.

    Crown College offers a variety of living facilities including Residence Halls, Apartments, and several themed housing options. Please see housing.ucsc.edu for more information.

Merrill College mission statement:
  • The academic and social atmosphere at Merrill College -- situated in a beautiful, compact pocket of redwood trees -- is friendly, engaging, and accepting. Our excellent students, faculty, and staff represent numerous cultural groups and nationalities. Merrill’s central goals are to promote respect for all world cultures, and for the individual cultural heritage of each Merrill student in particular. Merrill students develop a sense of social consciousness and social responsibility, both locally and globally. They come to appreciate how people from the most diverse cultural backgrounds can work together, both to form a local community and to serve humankind.
Porter: NA

Kresge: NA

Oakes mission statement:
- Provide a safe and supportive living environment that encouraged participants to value learning, enhance diversity, promote citizenship, and foster community.

College Eight mission statement:
- Teaching students the skills necessary for academic and personal success in a community that challenges its members to become actively engaged in environmental and social justice issues.

College Nine mission statement:
- The mission of College Nine, International and Global Perspectives, is to empower students to achieve educational goals by recruiting, retaining and sustaining a diverse learning community which encourages knowledge, critical thinking and ethical development for the purpose of developing global citizens with a conscientious lifelong commitment to cultural understanding.

College Ten mission statement:
- The mission of College Ten, Social Justice and Community, is to empower students to achieve educational goals by sustaining a diverse learning community, which encourages critical thinking and ethical development. We provide opportunities for students to develop cultural competency, critical thinking, leadership skills for the purpose of developing engaged citizens with a conscientious, lifelong commitment to social justice.

Housing Services: NA

Dining Services mission statement:
- Provide high quality service and food.
- Create a diverse, safe, fun and trusting environment for our guests and team.
- Continue to build and innovate our dining program.
- Embrace social, nutritional and financial responsibilities.

Dining Services vision statement:
- Customers Who Love Us
- Employees Who Love Us
- Fiscal Responsibility

CHES Capital Planning: NA
Employee Housing mission statement: NA

Business and Financial Analysis mission statement:
- CHES Business and Financial Analysis (BaFA) provides advice and support to CHES departments and the Associate Vice Chancellor regarding operational budgets, accounting, staffing and personnel, and financial planning issues. The department provides reporting tools and oversight in the management of both operating and capital budgets, including major maintenance, capital projects, and debt service.
- BaFA analyzes UC-wide, campus, and divisional policies for application to CHES and works closely with CHES management to train managers and staff on financial and human resources policies, procedures, and processes.
- BaFA provides CHES management with accurate and timely information and analyses to inform central decision-making and strategic planning processes. The office develops the annual Residence Operations Rates and Budget proposal.

Bay Tree Bookstore mission statement:
- The Bay Tree Bookstore has the mission of effectively and efficiently providing to the campus community books, related materials, services, and resources which complement the academic environment and which support the broad and diverse needs of the campus community.

Bay Tree Bookstore vision statement:
- The Bookstore will be seen as a premier campus asset, delivering products and services that support students, faculty and staff in achieving excellence in teaching, research, learning, and public service.

Student Conduct: NA

Early Education Services mission statement:
- It is our mission to provide professional, high quality care and developmental education to the children of the University’s student families. In that capacity, we assist families in achieving their education and career objectives, support retention and diversity, and uphold the University’s goals of educational research and community services.

Early Education Services vision statement:
- We are committed to striving for a safe, accessible, affordable and high quality early education program for the children of all UCSC student families. We are committed to creating a sense of belonging for the children, families & staff in an environment that:
  - Includes a developmentally appropriate curriculum; knowledgeable and well-trained program staff and educators; comprehensive services that supports their health, nutrition, and social well-being in an environment that respects and supports diversity.
- Supports teachers as educational professionals with a career ladder, ongoing professional development opportunities and compensation that attracts and retains high quality educators.
- Values early education professionals in partnership with families for the benefits of the child.
- Gives children a voice in their education and supports self-discovery with a curriculum that will lead a child to question, search and discover their strengths and passions.
- Helps children to become socially confident and competent, compassionate and empathetic.

- We are committed to working towards a world where people will value each other as individuals rather than categories, where the environment is respected; where opportunities of every kind are possible for everyone and solving problems in a peaceful way is a natural and expected process.

C. Adaptive organizations: Identify actions your unit will take in 2015-16 to advance the five characteristics of adaptive organizations (Heifetz and Linsky): 1. Elephants in the room are named 2. Responsibility for the organization’s future is shared 3. Independent judgment is expected 4. Leadership capacity is developed 5. Reflection and continuous learning are institutionalized.

1. Elephants in the room are named:
   - Encourage opportunities for frank and honest assessment of workplace functions, processes, and initiatives.
   - Challenge patterns of action/inaction that reinforce a stagnant status quo.
   - Interrupt stereotypes that do not serve.
   - Create a culture that embraces creativity and daring.

2. Responsibility for the organization’s future is shared:
   - Make sure unit-level objectives are always in sync with higher-level objectives.
   - Educate staff, at all levels, on these objectives and collaborate on means for achieving them.
   - Undertake meaningful cross-unit efforts.
   - Encourage and provide opportunities for staff to have roles in projects, on committees, and with other organizations/entities that increase individual and collective ability and value.

3. Independent judgement is expected:
   - Encourage all employees to embrace the authority implicit in their roles.
   - Managers will both delegate authority and, as needed, mentor on its appropriate use -- “sink or swim” scenarios to be avoided.
   - Good judgment and effective actions will be acknowledged.
• Collaborative decision-making is appropriate for complicated choices. Simple matters will not require lengthy discussion.
• Confidence will be cultivated through having staff understand their unit’s rationale for what makes a good or bad decision.
• While there may be no single “right” answer, adhering to a mutually agreed upon approach can minimize many frustrations.

4. Leadership capacity is developed:
• CHES managers will share project involvement with interested staff, increasing employee awareness about how leaders think, function, decide, communicate, etc.
• Strong and positive role modeling will remain one of the most important means for cultivating an awareness of and appreciation for qualities of good leadership.
• Units providing similar services will strive to become more and more uniform in their processes as leaders share, agree upon and embrace best practices.
• Managers, with reference to Heifetz & Linsky’s “Leadership on the Line,” will aid their employees in assessing and navigating the dangers of leading.

5. Reflection and continuous learning are institutionalized:
• A process for review of any previous similar situations will be undertaken to capitalize on institutional memory and experience will be incorporated into any new project or initiative.
• Doing things the way they’ve always been done tends to overlook emerging frameworks of opportunity. Challenge the norm and status quo.
• Incremental improvement is a wonderful thing. The annual management of move-in and commencement are excellent examples of the application of reflection and continuous learning.
• Completion of efforts will be both celebrated and thoroughly critiqued to underline those assumptions, tactics, information sources, etc., that were, in hindsight, either invaluable or inadvisable.

D. Unit strategies and year one actions: For each of the four BAS goal areas, identify strategies (that will span the entirety of the strategic plan timeframe) and year one actions that your unit will undertake. Ensure you review the BAS strategies and year one actions to avoid duplication or the creation of conflicting efforts.

1. Finances (advances campus goals 1,5) - Deploy and manage BAS resources to align with institutional goals

CHES Administration Strategies - Finances:
• Carefully manage housing’s 10-year financial plan with long-term capital construction needs, especially West Campus Development process.
• Regularly review service delivery modes of operations such as the bookstore and college-operated cafes in an effort to optimize cost/benefit.
• Carefully attend to issues of affordability for students.
• Ensure broad involvement in understanding and addressing important fiscal issues/initiatives with CHES managers.

CHES Administration Year One Actions - Finances:
• Prioritize capital projects and develop internal project approval process flow chart.
• Carefully consider alternatives to any CHES operation that poses challenges to long-term financial viability.
• Complete assessment of Bookstore and make recommendations for action.
• Bring College Eight cafe under purview of Dining Services.
• Implement twice-yearly budget-specific sessions with managers.

Cowell College and Stevenson College Strategies - Finances:
• Create budget that reflects our values.
• Encourage thoughtful review of the ways in which we use resources to maximize impact and encourage stewardship of financial resources.

Cowell College and Stevenson College Year One Actions - Finances:
• Review and revise budget allocations for both colleges to ensure that our priorities and values are funded appropriately.
• Create budget request processes and transparency within the student life budget process.

Crown College and Merrill College Strategies- Finances:
• Develop a deeper understanding of financial practices and principles and of resources available.
• Implement an annual review of allocations with a focus on longer-term management.

Crown College and Merrill College Year One Actions - Finances:
• Provide new or refresher training for staff in financial practices and principles.
• Include “translation” so UCSC specific processes are clearly understood.
• Identify practices that should be reviewed.

Porter College and Kresge College Strategies - Finances:
• Provide effective stewardship to maximize both human and fiscal resources in meeting our common goals.

Porter College and Kresge College Year One Actions - Finances:
• Provide fund users with regular budgetary updates.
• Identify processes that need to be reviewed, refined and implemented in order to be more effective.
Oakes College and College Eight Strategies - Finances:
- Maintain a culture of commitment to institutional goals & purpose.
- Ensure staff understands the colleges’ budgeting processes and procedures and their respective roles in those processes.
- Oakes College and College Eight professional and student staff will be leaders in creating a culture of inclusion and diversity.

Oakes College and College Eight Year One Actions - Finances:
- Structure staff meetings to include time to learn more about University/BAS/CHES/College goals.
- During a Fall college staff meeting, annually review the local budget “picture” for the year.
- Provide updates on major changes that may occur during the course of the year.
- Review and update, in collaboration with the provosts, the College and student life mission statements.
- Add revised mission statements to the respective websites.
- Ensure that our professional and student staff trainings are infused with elements of the Principles of Community, and more specifically issues diversity, and inclusion.

College Nine and College Ten Strategies- Finances:
- Develop a budget plan that includes spending and allocations in all areas of the college that is reviewed annually and share this widely to assess spending vis-à-vis institutional goals.

College Nine and College Ten Year One Actions- Finances:
- Meet with each manager to review expenditures in their area and align them with expenditures across the college.

Housing Services Strategies - Finances:
- Operate residential housing and support operations in a fiscally sound manner with good checks and controls in place.
- Seek to control and contain students’ housing rates through prudent management of funds.

Housing Services Year One Actions - Finances:
- Develop check in system to insure managers are receiving understandable financial data (variance reports) on a monthly basis, and planning corrective actions where necessary.
Dining Services Strategies - Finances:
- Develop upward financial reporting process.
- Provide management clarity on operational budgets.

Dining Services Year One Actions - Finances:
- Develop financial reporting tools for Dining Managers.

CHES Capital Planning and Employee Housing Strategies - Finances:
- Partner with PP&C and other Campus Groups to deliver new housing inventory at a reasonable cost.
- Partner with PP&C and Physical Plant to ensure that Major Maintenance Projects are implemented effectively.
- Partner with Committee on Faculty Welfare to improve transparency on Employee Housing Programs and Policies.

CHES Capital Planning and Employee Housing Year One Actions - Finances:
- Design West Campus Units to be as efficient as possible while also being attractive to students.
- Improve regularity of communications with Physical Plant and PP&C.
- Incorporate CFW input into the next Annual Employee Housing Resale Pricing Recommendation.

Business and Financial Analysis Strategies - Finances:
- Maintain low student room and board annual rate increases, while sustaining high quality living and learning environments.
- Build and maintain sufficient reserve balances to provide for future facility replacement and expansion to support campus enrollment growth, the Long Range Development Plan, and compliance with the Settlement Agreement with the City of Santa Cruz.
- Work closely with our campus partners and contractors to effectively renovate and replace aging housing facilities at the lowest possible cost.

Business and Financial Analysis Year One Actions - Finances:
- Improve mid- and long-range financial modeling for major maintenance and renovation projects.
- Provide financial cost modeling and analyses to support the Campus Housing Planning Study committee, while optimizing the commitment of financial resources in attaining project and institutional goals (including the Campus Debt Model).
- Work closely with CHES units and campus partners in containing cost growth and implementing process improvements.
- Work with our campus partners to deliver the highest level of service to residential students at the lowest possible cost.
Student Conduct Strategies - Finances:
- Reframe Student Conduct process to maximize efficiency per conduct officer’s time.
- Fully incorporate Restorative Justice into the Conduct Process.
- Maximize Advocate database use across multiple divisions to reduce cost to unit and streamline operations.

Student Conduct Year One Actions - Finances:
- Accurately access the recidivism rate in student conduct and set a yearly reduction goal.
- Hire Restorative Justice Coordinator and identify areas for change.
- Create processes and train Title IX office and DUE in Advocate use.

Early Education Services Strategies - Finances:
- Develop a plan to fully earn the CSPP & CCTR CDE Grants.
- Be more efficient with our staffing ratio requirements.
- Annual planning & budgetary process that meets EES changing needs.

Early Education Services Year One Actions - Finances:
- Advertise locally to fully enroll our center to earn the full CDE grant.
- Create a better staffing schedule.
- Clearly defined budgetary strategy shared with EES Staff.

2. Learning and development (advances campus goals 4,6,5) - Ensure that BAS team members have the opportunity for engagement, advancement and fulfillment

CHES Administration Strategies - Learning and development:
- Support management efforts for professional development opportunities within and amongst staff.
- Bring professional development opportunities to campus to allow for greater participation.
- Increase CHES SMT participation in ODEI Diversity and Inclusion Certificate Program.
- Intentionally offer Topical Training opportunities.

CHES Administration Year One Actions - Learning and development:
- Request annual professional development plan from each Senior Manager.
- Approve release time for training opportunities.
- Host train-the-trainer “Green DOT” workshop for bystander intervention.
- Establish CHES Sr. Management expectation for ODEI Diversity and Inclusion certificate program completion.
- As issues emerge, provide topical training sessions to all CHES managers.
Cowell College and Stevenson College Strategies - Learning and development:
- Use professional development planning process to encourage continuous learning and engagement.

Cowell College and Stevenson College Year One Actions - Learning and development:
- Each student life staff member will create a professional development and training plan.
- Continue to encourage staff wellbeing.
- Implement a staff recognition plan.

Crown College and Merrill College Strategies - Learning and development:
- Implement a multi-year professional development plan for staff.
- Ensure support (financial and release time) for engaging in opportunities.
- Ensure supervisors are regularly discussing professional goals and development interests.

Crown College and Merrill College Year One Actions - Learning and development:
- Provide staff with information (campus and organization links) regarding training and development opportunities.
- Encourage participation in college and cross-unit collaborations.
- Ensure all staff have created a professional development plan.

Porter and Kresge College Strategies - Learning and development:
- Create a culture of “learning beyond what you know”.

Porter and Kresge College Year One Actions - Learning and development:
- Include a question of the month on monthly all-staff meeting agendas to increase staff engagement in common concerns.
- Design a process for sharing information gained through attending workshops, retreats and/or conferences with all staff.
- Establish a practice designed to address the Elephant-in-the-room type issues.
- Establish learning goals for each staff member.

Oakes College and College Eight Strategies - Learning and development:
- Ensure staff has the opportunity and resources (time and funding) to participate in personal and professional development.

Oakes College and College Eight Year One Actions - Learning and development:
- Each staff member will identify and participate in a relevant professional development opportunity - (e.g., on-campus leadership via committee or council participation, attendance at conferences, workshops, etc.)
• Each staff will participate in a minimum of one Diversity & Inclusion/Social Justice program.

College Nine and College Ten Strategies - Learning and development:
  • Incorporate this as a goal into all supervisors’ performance evaluations.

College Nine and College Ten Year One Actions - Learning and development:
  • Discuss with supervisors and ask that they engage their staff in this question as part of their annual goals.

Housing Services Strategies - Learning and development:
  • Employees will create career plans for themselves and identify the actions necessary to move along their planned trajectory, either through advancement or broader involvement.
  • Tracking of career plans will be assessed annually as a part of the performance appraisal process.

Housing Services Year One Actions - Learning and development:
  • Work with Employees to sketch out their initial career plan.
  • Insert this element in to annual performance appraisal process.

Dining Services Strategies - Learning and development:
  • Champion career advancement through continued training.
  • Celebrate team success within the department.

Dining Services Year One Actions - Learning and development:
  • Reinstitute the Manager Internship Program to expand on higher levels of management.

CHES Capital Planning and Employee Housing Strategies - Learning and development:
  • Encourage staff to participate in development opportunities.

CHES Capital Planning and Employee Housing Year One Actions - Learning and development:
  • Solicit feedback from staff about capital planning strategy and/or employee housing program & policy
Business and Financial Analysis Strategies - Learning and development:
- Simplify and increase transparency of current financial and administrative processes by engaging departmental, divisional, and campus process owners and participants to develop alternate solutions.

Business and Financial Analysis Year One Actions - Learning and development:
- Provide additional opportunities for individual contributor participation in cross-functional teams.

Student Conduct Strategies - Learning and development:
- Improve conduct officer satisfaction with student conduct process.
- Offer continuing professional development throughout the academic year.

Student Conduct Year One Actions - Learning and development:
- Identify areas for improvement in student conduct process.
- Identify professional development opportunities relevant for conduct officers and promote or provide the training.
- Develop an operational calendar with predictable timelines and training schedule.
- Offer stakeholder feedback sessions during the summer.

Early Education Services Strategies - Learning and development:
- Create a new comprehensive teacher orientation checklist and improve upon current training plan.
- Staff obtain their AA or higher in ECE/CD or related field.

Early Education Services Year One Actions - Learning and development:
- Work with current teachers to create a list of items that they needed as new employees.
- Teachers attend various professional development workshops and classes to meet professional growth hours.

3. Constituents (advances campus goals 3,2,5,6) - Collaborate with stakeholders to ensure alignment of BAS activities with efforts to support teaching, research and public service

CHES Administration Strategies - Constituents:
- Expand Diversity Awareness training opportunities for students.
- Review and enhance ADA related accommodations within Housing.
- Anticipate, understand, and address emerging areas of student concern/interest, e.g., transgender issues, working with international students, emotional support animals, etc.
- Implement opportunities for CHES-wide sustainability initiatives.
CHES Administration Year One Actions - Constituents:
- Research and implement online diversity training module by Fall 2015 for entering frosh class.
- Ensure Hate-Bias reporting process information is consistently provided during paraprofessional staff training and new student welcome sessions.
- Develop “weighted average” housing room accommodation rate for DRC related requests.
- Update service/support animal processes for approval and tracking.
- Implement housing process change for All Gender Housing.
- Plan and implement water reduction competitions amongst residential students.

Cowell College and Stevenson College Strategies – Constituents:
- Improve student retention through the creation and implementation of a cross-functional early alert team within the colleges.
- Over the next five years, the culture of the colleges will be improved around issues of diversity and inclusion and our principles of community.

Cowell College and Stevenson College Year One Actions - Constituents:
- Create and implement a cross-functional early alert team. This team is in the pilot process this quarter, but will assess and revise efforts this summer in preparation for more complete roll out in Fall 2015.
- Review and revise Welcome Week activities to foster greater student engagement within the colleges.
- Implement a diversity workshop for all incoming first-year students during Welcome Week at both colleges.

Crown and Merrill College Strategies - Constituents:
- Work with college academic partners to determine continuing opportunities for collaboration.

Crown and Merrill College Year One Actions - Constituents:
- Develop educational priority and residential curriculum.
- Create an annual report for interested community members to showcase collaboration efforts.

Porter College and Kresge College Strategies - Constituents:
- Evaluate/enhance and improve service and support to students, families, faculty and staff.

Porter College and Kresge College Year One Actions - Constituents:
- Establish quarterly and/or annual assessment instruments to facilitate stakeholder feedback.
• Increase the number of opportunities for students/staff to interact with staff members from other offices, (i.e., UCSC PD, SHOP, Resource Centers., CAPS, STARS, etc.)

Oakes College and College Eight Strategies - Constituents:
• Professional and student staff are prepared to serve the current and evolving needs of our colleges’ affiliates.
• Students’ educational experience at the colleges is an integration of curricular and co-curricular learning.
• The colleges maintain a robust Parents’ page on the colleges’ websites.

Oakes College and College Eight Year One Actions - Constituents:
• Review and update, as needed the (a) summer orientation, (b) move-in and, (c) welcome week events to insure timeliness of information.
• Evaluate co-curricular initiatives to determine efficacy & sustainability of programs.
• Collaborate with the provosts/college faculty to develop college mission-driven programs.
• Assess what are best practices for a parents’ page for the colleges’ websites.

College Nine and College Ten Strategies - Constituents:
• Implement programs at Colleges Nine and Ten that are aligned with teaching, research and public service mission of the University.

College Nine and College Ten Year One Actions - Constituents:
• Focus on development of new Colleges Nine and Ten Garden to underscore alignment with Colleges, BAS and University Mission.

Housing Services Strategies - Constituents:
• Continue and enhance, where possible, the residential programs within housing services that have an academic component (e.g. PICA).
• Enhance Conference Services Marketing and outreach activities to engage appropriate conferences from the public sphere.

Housing Services Year One Actions - Constituents:
• Review PICA program with CASFS leadership and responsible managers.
• Review CS marketing plans with an eye towards new development opportunities.

Dining Services Strategies - Constituents:
• Enhance soliciting of feedback from customer base.
• Improve overall customer experience.
Dining Services Year One Actions – Constituents:
- Complete overhaul of existing student program.
- Create point based audits for unit accountability.
- Fill all career vacancies.

CHES Capital Planning and Employee Housing Strategies - Constituents:
- Evaluate employee housing program’s ability to connect with newest faculty hires.
- Continually engage with stakeholders to understand changing program needs and ensure that newly designed facilities are appropriately designed to support these needs.

CHES Capital Planning and Employee Housing Year One Actions - Constituents:
- Modify website and/or or technology tools to better improve communication about programs to newly hired faculty.
- Improve outreach to campus stakeholders at appropriate times during the design and planning process.
- Illustrate the needs of the CHES Capital Program during the Rates, Recharges, and Fees Process.

Business and Financial Analysis Strategies - Constituents:
- Engage CHES leadership, key division and campus financial partners, and student representatives in the development of the Residence Operations Rates and Budget proposal.
- Manage dynamic and increasing information technology infrastructure costs while providing students with current technology systems and capabilities.

Business and Financial Analysis Year One Actions - Constituents:
- Focus on communication, collaboration, and engagement to ensure a vibrant dialog regarding both short- and long-term Residence Operations strategies and goals.
- Develop a Residence Operations Rate and Budget proposal that addresses student living and dining preferences, meets operational and capital needs, and supports our strategy of maintaining the lowest possible rate increases.
- Continue residence wireless enhancement projects by completing College 8 wireless enhancement installation and proceeding with comprehensive residence hall wireless project study and staged wireless enhancement implementation plan.

Student Conduct Strategies - Constituents:
- Support student retention through utilizing best practices in Student Conduct and reducing student recidivism rates.

Student Conduct Year One Actions - Constituents:
- Tie best practice professional development in to Conduct Officer training.
• Create an assessment tool to be sent to students.

Early Education Services Strategies - Constituents:
• Achieve NAEYC accreditation.
• Monthly classroom meetings & biannual staff development trainings

Early Education Services Year One Actions - Constituents:
• Increase teacher engagement by creating individual classroom goals through RTT.
• Monthly all-staff meetings & yearly staff development trainings

4. Processes (advance campus goals 4, 5, 6) - Ensure BAS processes are transparent, efficient and effective

CHES Admin. Strategies - Processes:
• Continually assess CHES internal as well as external processes for clarity of understanding, consistency and effectiveness.
• Continually improve upon recruitment efforts across CHES.
• Heighten expectations regarding timely and conclusive performance management of employees of concern.
• Strive for more cost effective capital delivery methods.

CHES Admin. Year One Actions - Processes:
• Survey Senior Management team regarding CHES internal business and HR processes.
• Advocate for change regarding external processes that are cumbersome or not applicable to CHES operations.
• Develop expectations for CHES Hiring Managers regarding timing to initiate and conclude recruitment efforts.
• Develop catalog of most current CHES job descriptions and make available to managers on secured link of the CHES Toolkit.
• Pull CHES and campus wide compensation data in advance of identifying candidate to informally offer position.
• Partner with SHR ELR to facilitate on-going personnel matter review.
• Plan for development of Design/Build delivery method for Crown renovation project.

Cowell College and Stevenson College Strategies - Processes:
• Improve residence life processes to increase efficiency and effectiveness.

Cowell College and Stevenson College Year One Actions - Processes:
• Review and revise, as appropriate, check out and check in processes to improve workflow efficiency and effectiveness.
Crown College and Merrill College Strategies – Processes:
- Engage in regular feedback sessions regarding processes.
- Provide ongoing staff training and communication regarding programmatic and financial processes.

Crown College and Merrill College Year One Actions - Processes:
- Train and onboard new Budget Analyst and College Programs Coordinator.
- Address financial updates in monthly staff meetings.

Porter College and Kresge College Strategies - Processes:
- Provide an updated web presence.
- Encourage staff to not only understand processes but to work towards simplification as appropriate.

Porter College and Kresge College Year One Actions - Processes:
- Provide training opportunities to all staff so they fully understand BAS processes.
- Encourage staff to be a part of internal or BAS related review and simplification opportunities.

Oakes College and College Eight Strategies - Processes:
- Ensure programs and processes are transparent and fiscally responsible (housing, conduct, selection, etc.).

Oakes College and College Eight Year One Actions – Processes:
- Create assessment tools that will evaluate college processes.

College Nine and College Ten Strategies - Processes:
- Review processes particularly in regard to student interface with the colleges to ensure transparency, efficiency and effectiveness.

College Nine and College Ten Year One Actions - Processes:
- Ask managers to list one area of student process to review for improvement.

Housing Services Strategies - Processes:
- Establish a culture in which staff are encouraged to call attention to inefficient or non-transparent processes, and advance suggestions for improvement.
Housing Services Year One Actions - Processes:
- Actively encourage the practice of calling out non-transparent or inefficient/ineffective practices at regular staff meetings.
- Review established protocols and practices to identify where transparency, efficiency and effectiveness can be enhanced.

Dining Services Strategies - Processes:
- Improve or eliminate inefficient systems and processes.

Dining Services Year One Actions - Processes:
- Follow best practice models from other UC Dining programs.

CHES Capital Planning and Employee Housing Strategies - Processes:
- Debrief with employee housing homeowners who have applied to the Architectural Review Board (ARB) to see if they understand ARB processes.

CHES Capital Planning and Employee Housing Year One Actions - Processes:
- Improve ARB communications to Homeowners, if necessary.

Business and Financial Analysis Strategies - Processes:
- Coordinate with other campus partners to simplify and improve operational and financial processes to enhance efficiency and enhance the stewardship of University resources.

Business and Financial Analysis Year One Actions - Processes:
- Focus on improving financial and reporting processes for managing capital and major maintenance projects.

Student Conduct Strategies - Processes:
- Establish assessment program for stakeholder feedback focusing on students.
- Meet a set satisfaction rate with the level of student response to the conduct process.
- Increase student awareness of the Code of Student Conduct.
- Hold a number of community focused workshops/presentations on student conduct related topics.
- Increase student involvement in student conduct process.

Student Conduct Year One Actions - Processes:
- Set a completion rate goal for the assessment.
- Research best practices at other campuses regarding student conduct assessment.
- Set goal for assessment project.
• Present on University policy for stakeholder audiences such as students and staff.
• Identify programs to work with students on.

Early Education Services Strategies - Processes:
• Offer parent workshops.
• Collaborate with local child centers, especially local colleges and universities.

Early Education Services Year One Actions - Processes:
• Encourage more parent engagement.
• Investigate best practices from other UC Child Care Centers.

E. Success measures: Please identify success measures that your unit will utilize to track progress on unit plans.

CHES Administration – Success measures:
• Steady progress toward redevelopment of West Campus including P Phase of project delivery.
• Deepening budget familiarity within the CHES manager group will result in ample pre-planning in advance of need.
• CHES managers will be increasingly content-area knowledgeable, becoming resources to all BAS and the greater campus.
• Hate-Bias reporting training will be implanted for all students and staff. Recruitment time-to-completion will be carefully tracked.
• Performance issues and associated grievances, complaints, etc., will be carefully tracked by managers and regularly discussed.

Cowell College and Stevenson College - Success measures:
• A cross-functional early alert team will be created and will meet regularly. Processes for referring students of concern and reviewing academic and conduct standing for students will be created. Retention and graduation rates for Cowell and Stevenson students will serve as a measure of success.
• A diversity workshop will be included in Fall 2015 welcome week. Students and staff will evaluate the program in terms of student learning and effectiveness in setting expectations for students related to our principles of community. A measure of success = students will identify Stevenson, specifically, and Cowell (aspirational goal) as safe spaces for students of color on our campus.
• Check in and check out processes will be mapped and reviewed. Additional processes will be outlined for future mapping and review.
• Professional development plans will be created for each staff member and will be used to guide one-on-one discussions with supervisors.

Crown College and Merrill College - Success measures:
• Staff will set professional development goals and follow through with their plans.
• Feedback loops are standard activities and surveys of students indicate they feel their concerns are heard.
• Collaborative activities between the academic and student life sides of the colleges happen each quarter.
• New staff will feel adequately trained and can correctly implement a variety of processes (financial and programmatic, in particular).
• Professional staff successfully trains student staff and leaders on processes.
• An educational priority and residential curriculum can be articulated by professional and student staff in Residential Education.
• An annual report will be made available to interested community members.

Porter College and Kresge College - Success measures:
• Each position has a written onboarding plan in place.
• Multiple instruments are used to measure stakeholder satisfaction.
• Data from surveys are incorporated into goal setting and training decisions.
• Regular information sharing opportunities are established.
• Learning goals are established and staff members are meeting those goals.
• Outreach to other campus offices is increased.

Oakes College and College Eight - Success measures:
• Utilize data from the annual Quality of Life/Retention surveys for improving program development.
• Utilize annual Performance Management system for professional development.
• Student Life staff will have conducted a documented internal review of their processes.
• Academic and College Programs will have conducted a documented internal review of its co-curricular programs.
• College Staff will have participated in the revisions, as needed, of the respective mission statements.
• Maximize time of the student life/college staff meetings to address programmatic initiatives.

College Nine and College Ten - Success measures:
• Addressing issues at staff meetings, i.e., one on one meetings, provost leadership meetings, student life staff meetings and managers meetings.
• Building expectations into goal setting sessions with staff.
• Including measurements of achievement in staff evaluations.
• Incorporating appropriate measures in annual all staff retreat.

Housing Services - Success measures:
• Monthly financial check-in practice for managers with budgetary responsibility is institutionalized, and this element is added to the “Optional Dimensions” section of the annual performance appraisal. Success will be evident when managers are confident in their understanding of their units’ financial status and performance.
• Employees will be able to articulate their future career aspirations, as well as the tangible steps they will take to get there.
• PICA staff and students will report a high degree of satisfaction with the residential component of their program.
• Conference Services will generate new revenues derived from previously untapped markets or client sectors.
• We will be able to point to examples of processes within our unit that have been improved in terms of transparency and efficiency.

Dining Services - Success measures:
• Internal Audits of Cash Management, Health and Safety, Customer Service and Food Quality show significant improvement.
• Weekly updates on costs reported directly from the units.
• All career positions filled will reduce student labor costs. Enhanced operational efficiency.

CHES Capital Planning and Employee Housing - Success measures:
• Evaluate CFW response to 2016-2017 Resale Pricing Program Recommendation.
• Employee Housing website is updated and relevant and serves needs of existing and future residents.
• Higher %’s of Major Maintenance are satisfactorily completed during the year in which they were approved.
• In May of 2016, evaluate Statements of Intent to Register (SIRs) to see if student demand for facilities improves after Capital Renewal Projects.

Business and Financial Analysis - Success measures:
• Maintain favorable debt and reserve balance ratios.
• Improve capital project and major maintenance transparency and reporting.
• Simplify internal management, budgeting, and tracking processes for capital expenditures.

Student Conduct - Success measures:
• Meeting and improving upon goals for the assessment data collected from students.
• Increasing the number of student-focused programs and workshops
• Increasing the amount of student feedback on the conduct process.
• Reduce the amount of steps and time needed to close a student conduct case.
• Reduce the amount of policy violations per capita.
• Additional offices added to using the student conduct database.
• Increase the amount of training sessions per year
• Decrease the number of cases needing to be dropped because of procedural errors.

Early Education Services - Success measures:
• Transparency of budget with staff will help the reduction of problems related to budgetary shortcomings.
• Higher Child enrollment numbers show increases year by year.
• EES Staff training plan has been improved and training plan for TA's has been created.
• All EES teachers have taken at least one ECE and/or professional development workshop each school year.
• EES has moved toward and has maintained a Tier 4 or Tier 5 level for Race To the Top and has started the process towards NAEYCE accreditation.
• Positive EES parent surveys and parent suggestion put in place.