SEARCH PROSPECTUS:

Assistant Vice Provost, Financial Services (Chief Academic Budget Officer)
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California State University Channel Islands (CSUCI) invites confidential inquiries, nominations, and applications for the position of Assistant Vice Provost (AVP), Academic Financial Services and Chief Academic Budget Officer (CABO). The AVP, a member of the Provost’s Council, reports to Provost Geoffrey Chase, who assumed office in July 2017. The position is currently open, and the new AVP is expected to be named before the close of the fall semester. The search is completely open and national in its outreach.

The University is the newest of the CSU campuses and is located halfway between Santa Barbara and Los Angeles. It is 10 minutes from the Pacific Ocean.

THE UNIVERSITY AND ITS MISSION

Founded in 2002, California State University Channel Islands (CI) is the newest campus in the 23-campus California State University system, the largest public university system in the U.S. The mission of the CSU includes preparing significant numbers of educated, responsible people to contribute to California’s schools, economy, culture and future. The original buildings on the CI campus date from 1934 and President Franklin D. Roosevelt’s New Deal. The campus itself represents a forty-year effort to bring a four-year public university to the region to serve its residents.

The current student body is 48% Hispanic, 44% Pell Recipient, and 59% first-generation college students. Over half of the undergraduates are transfers from community colleges. Graduate and credential programs are designed to meet the needs of working adults. In short, the CI student body reflects the face of the region and of California.
California State University Channel Islands enrolled its largest-yet first-time freshman class in Fall 2016. The class of over 1,000 freshmen was the yield from a record number of 10,312 applicants, an increase of nearly 9% over the previous year. The class was 68% female and 32% male and represented more than 433 different high schools. Overall, CI now enrolls more than 7,000 students, including nearly 300 graduate and post-baccalaureate students, at its main campus and four satellite campuses. CI offers 25 undergraduate majors, 10 graduate degrees, a joint doctorate in educational leadership, and a variety of certificate and teaching credential programs (information on all programs). A new Mechatronics Engineering degree is tentatively slated for Fall 2018 implementation. The Division of Academic Affairs includes:

- **The School of Education** builds from the foundations of the undergraduate Liberal Studies option in Teaching and Learning, the undergraduate Early Childhood Studies program, and academic majors in biology, English, mathematics, history and social studies, and extends to the Masters of Arts in Education. The School’s programs contribute to the education profession by producing teachers and school administrators who believe that all students have the ability to achieve high standards, who adapt their teaching to reach all students, and who respect the diversity of all students. These graduates are reflective about their teaching, their attitudes, and their ability to work in collaborative analytical teams.

- **Arts and Sciences** includes undergraduate majors and minors in 20 disciplines across the arts, humanities, sciences, and social sciences. The interdisciplinary nature of A&S programs uniquely prepares students to make significant contributions in the 21st century and to the forces of globalization. The School is dedicated to providing undergraduate students research experiences and opportunities to engage in community service and experiential learning. CI offers a wide variety of excellent programs and classes as well as a number of exciting international learning experiences.

- **The Martin V. School of Business and Economics** has a liberal arts and interdisciplinary focus. It is built on the five Cs: critical thinking, collaboration and communication, conduct, and competencies. Students learn the fundamental principles of accounting, economics, finance, information systems, management, and marketing as applied in a variety of organizational settings. A distinguishing aspect of the Business and Economics Program is the requirement to take courses developed in conjunction with disciplines outside the traditional business curriculum.

- **Extended University** responds to important needs in the community for continuing access to higher education, and
provides overall support of the University’s commitment to lifelong learning. Extended University serves individuals throughout their career life cycles, especially as working professionals and busy adults, with job skills training, career upgrades, professional certifications, and accelerated courses of study in accessible formats at convenient times and locations. The Osher Lifelong Learning Institute, a hallmark program for mature learners, has enriched the intellectual life of the community since its inception in 2004.

- **The John Spoor Broome Library** enhances the CI mission of interdisciplinary, international, multicultural, and service learning by planning and promoting the use of collections and services and support student learning via its robust information literacy program. The library’s mission is to enhance CI’s mission through active collaboration with students, faculty, and staff in developing its range of services.

Midway through its second decade, CI is poised to continue to grow in size and renown, while maintaining one of the most thoroughly student-focused learning environments in public higher education. CI embeds its mission in four faculty-led and directed **Mission Centers**:

- **The Center for Community Engagement** supports and promotes high impact service learning in local communities by cultivating long-term sustainable partnerships that address societal challenges and foster engaged citizenship.

- **The Center for Integrative Studies** serves as an organized source of information and support for integrative and interdisciplinary approaches to the creation, discovery, transmission and application of knowledge.

- **The Center for International Affairs** promotes and supports efforts to internationalize the curriculum, afford students the opportunity to study abroad, increase the number of international students on campus, support international faculty collaboration, and foster links with higher educational institutions around the world.

- **The Center for Multicultural Engagement** creates and sustains a campus climate in and out of the classroom that values and promotes all forms of diversity. The center challenges students, staff, and faculty to commit to diversity as a source of renewal and vitality that empowers them to change the culture and the world through civic action.

Other institutes reflecting partnerships with the community, an entrepreneurial spirit, and a penchant for innovative learning environments include the California Institute for Social Business, the Henry L. “Hank” Lacayo Institute for Workforce and Community Studies, and the Entrepreneurship & Small Business Institute.

CI prides itself on a repeated pattern of identifying student and community needs, finding resources, and building programs to address those needs; indeed, this is the pattern begun during the 40-year effort to bring a public four-year university to the region. Two initiatives illustrating this pattern are outlined below:

- CI continues to investigate and address issues affecting retention and academic success. This has led to garnering resources, primarily through grant-writing, to develop interventions. For instance, First Year Experience (FYE) integrates multiple high-impact practices: thematic critical thinking First Year Seminars taught in Learning Communities with writing-intensive English composition classes,
supported by embedded peer mentors who facilitate small co-curricular Dolphin Interest Groups (DIGs) aimed at facilitating the transition to university life. Launched in 2011 with 78 students, FYE had 249 students in 2017, with 31% in Living-Learning Communities. FYE has clear evidence of positive impact on retention, GPAs, and accumulation of units, particularly for Pell-eligible, first-generation, and underrepresented students. FYE growth includes the addition of options for larger Learning Community blocks around themes such as the natural history of the Channel Islands – blending gateway courses for majors in STEM and the Social Sciences/Humanities, and First-Year Academies linking English courses to Chemistry and Algebra to increase readiness in STEM majors.

- **Student research**: Faculty engaged undergraduate students in research activities from the first years of the university, marked by success of CI teams in the CSU Student Research Competition. In 2008 the first Student Research Symposium was celebrated; this grew into CI’s annual Sage Student Research Conference: the 9th annual conference in 2017 featured research presentations by 250 students who’d
been guided by 69 faculty mentors. In the early years, faculty created curriculum supporting student research and formed an ad hoc Student Research Steering Council to promote, support, organize, and raise funds for student research. CI is now known for fostering research opportunities for undergraduate as well as graduate students. For instance, a unique partnership between the National Park Service and the University is seen in the CI Santa Rosa Island Research Station, providing students, faculty, researchers, and the local community with resources and opportunities to engage in natural and cultural resource-based research and education. Meanwhile, freshmen may participate in a Student Research Learning Community, thus making research a part of their educational journeys from their first weeks at the University.

CI’s pattern of identifying need, securing resources, and building programs is exemplified by the University’s embrace of CI’s Hispanic-Serving Institution designation, first achieved in 2010. Within months, a team wrote – and was awarded – the first HSI grant: $3.24m to foster a university-going culture through outreach and mentoring for high school and community college students in the region and promote a culture of student success for first-year students at CI. By 2011 CI was also engaged in the work of a $2.8m HSI grant to increase the number of underrepresented students pursuing graduate and post-baccalaureate study, a $6m HSI-STEM collaborative grant, and was a key partner on Oxnard College’s HSI-STEM grant. By September 27, 2016, when CI celebrated notice that the University was awarded a second $6m, 5-year HSI-STEM grant, over $25m in HSI funds had been awarded to CI. More significant than the dollar amounts, however, is the work carried out through these grants to significantly enhance the capacity of the institution to serve all its students as well as the region.

CSU Channel Islands’ service region includes Santa Barbara and Ventura counties. CI is part of the California State University system, the most affordable public university system in the U.S., meeting Californians where they are – financially, socially, and geographically. The CSU educates the majority of California’s teachers and nearly 8% of the nation’s teachers. The CSU System works to end California’s “degree drought,” supplying the state with more career-ready candidates than any other single source. The CSU System is among the most diverse university systems in the country, striving to be inclusive of students of all social, economic, and educational backgrounds. CI is deeply committed to the CSU’s twin touchstones of access and excellence, and to providing current and potential future students educational opportunities that enable them to transform their lives and those of their families and communities. The CSU’s 2025 Graduation Initiative aims to significantly raise graduation rates and eliminate achievement gaps while maintaining or even increasing overall academic quality.
CI is a student-centered University, committed to academic excellence, civic engagement, environmental responsibility, and leadership. The student: faculty ratio is 21:1. With a singular commitment to student success, CI strives for innovative practices and excellence within the disciplines and welcomes students as active partners in a distinctive education experience. CI seeks students who enjoy a campus environment where their voices and beliefs are embraced, valued, and respected. Students are educated to think critically, work in teams, and tackle problems in their community and the real world using interdisciplinary approaches. Students are embedded in the classroom as peer mentors in a variety of contexts. They conduct meaningful discussion, research, and exploration, and work closely with expert lecturer and tenure-track faculty to make a difference. CI aims to graduate students possessing an education of sufficient breadth and depth to appreciate and interpret the natural, social, and aesthetic worlds, and to address the highly complex issues facing societies.

CI students are active in student clubs and organizations. CI offers more than 80 student clubs and organizations, from more than 14 sports clubs to a variety of cultural and faith-based organizations, honor societies, and service and philanthropy groups. The Recreation Center provides a full gym and weekly fitness classes; the coast is 10 minutes from the campus, and the Channel Islands Boating Center is located 30 minutes away at the Channel Islands Harbor, where students can participate in kayaking, paddle-boarding, sailing, and windsurfing. In addition, there are multiple outdoor adventures planned each semester, including backpacking, camping, hiking, and rock climbing. 1,600 students live on campus in three modern residence villages; residents and commuters may take advantage of over 200 events annually. For instance, intercultural activities on campus include a Latina/o Heritage Celebration and a National Day of Silence to bring attention to issues facing the LGBTQ community. Faculty and staff work together to bring speakers and events to campus.

International Programs offers the opportunity to study abroad for in-state tuition for an entire year in more than 18 countries, as well as shorter-term, faculty-led opportunities abroad.

To learn more about why students choose to enroll at CI, visit www.csuci.edu/about/get-to-know-ci/whyci.htm.
The **CI faculty** currently comprises 151 full-time tenure-track faculty and 325 full-time and part-time lecturers. The latest data from the CSU Chancellor’s Office shows that CI’s tenure density, while budgeted for 62%, is actually 39.3% (instructional faculty, counting full-time-equivalent positions). CI operates in a collective bargaining environment with the entire CSU system. Faculty are represented by the California Faculty Association; graduate students employed by the University and undergraduates employed as Instructional Student Assistants are represented by the United Auto Workers. The University employs over 1,000 people; this includes a total of 709 in the Division of Academic Affairs. The Academic Senate represents the collective voice of the faculty in shared governance while the newly formed Staff Council represents the CI staff. The third representative body is CI’s Student Government. CI enjoys a culture of collegiality and historically positive relations between administration, staff, faculty, and students.
As the youngest campus in the CSU system, CI has the unique responsibility of creatively fostering the growth in campus facilities needed to accommodate growth to reach a target student body size of 15,000. Campus leadership has embraced a model of public-private partnerships; the latest example is the recent sale of the University Glen apartments and Town Center to a global real estate investment company. Another reflection of the long-standing community desire for and support of a public university is witnessed by the engagement of the civic and business community. University Advancement and others cultivate relationships with those interested in supporting the University in a variety of ways, as demonstrated by the membership of individuals on the CI Foundation Board.

Some distinctions not mentioned earlier in this profile include the following.

» The University:
  • Four-time recipient of The Chronicle of Higher Education’s “Great College to Work For” designation;
  • Placed on the President’s Higher Education Community Service Honor Roll for five consecutive years;
  • Named “Top College for Hispanic Students” by BestColleges.com, which ranked CI 19th in the nation for enrolling, supporting and graduating Hispanic students in 2016. Named a “Military Friendly School” by G.I. Jobs magazine three times;
  • Recognized as one of the top universities nationwide for its “Bang for the Buck” in Washington Monthly’s 2014 College Rankings;
  • The CI Chapter of Gamma Beta Phi (GBP) Honor Society won Exemplary Chapter of the Year 2014 through 2016 and Distinguished Chapter 2003-2017, President of the Year 2014 through 2015, and Advisor of the Year 2014 through 2015;
  • One of only three CSU campuses named a STARS Gold Institution for its commitment to sustainability; designated a “Green College” by the Princeton Review;
  • Earned Carnegie Community Engagement Classification, a recognition of exemplary practices in community engagement and service learning;
  • Re-accredited in 2015 by the Western Association of Schools and Colleges through 2024.

» Faculty and students:
  • Collaborative faculty-student research projects consistently win awards at both the state and national levels.
  • Students repeatedly dominate the top awards at the CSU Media Arts Festival.
  • Faculty have been recognized with national awards for college-level teaching, authorship, and service to their disciplines.
  • Faculty are active in grant-writing; representative grants awarded include several HSI grants and multiple NSF Noyce, CAREER, Climate Change, and REU grants as well as grants awarded by foundations and regional entities.
  • Students have won Goldwater Awards, REU placements, admission to prestigious graduate programs, and employment with desirable companies.
  • Students contributed 48,000 hours to the community through research and other service in 2016-2017, representing an economic benefit of more than $1,400,000 to the community.
CSU Channel Islands is located in Ventura County, midway between Los Angeles and Santa Barbara on the Southern California coast. The campus sits on the eastern edge of the Oxnard Plain, nestled in the western hills of the Santa Monica Mountains – 10 miles from the Pacific Ocean – a unique area at the interface of urban, agricultural, and coastal California.

The main campus is a unique historical site. The original Spanish mission-style buildings date from 1934 and President Franklin D. Roosevelt's New Deal. When classes began in 2002, the campus was a 634-acre facility, with one- to two-story buildings organized around two primary quads. CI saw remarkable physical growth during its first decade, doubling in size to over 1,200 acres and completing more than $233 million in building and renovation projects. The physical campus is anchored by the John Spoor Broome Library, an architecturally stunning blend of old and new designed by British architect Lord Norman Foster and named after the first major donor to the University. Opened in April 2008, the library merges the campus mission architecture with a modern glass structure, combining both styles into a student-centered digital teaching library. In the last year, the University expanded the dining commons, inaugurated a 600-bed residential facility, and opened Sierra Hall, which features classroom and lab spaces for several disciplines.

University Glen, an adjacent housing community on the east end of campus, offers apartments, town homes, and single-family residences available for rental or purchase. Many University administrators, faculty, and staff make the University Glen their home. The University Glen Town Center, also located in the Glen, houses over 100 juniors, seniors, and graduate students in studio, one-bedroom, and two-bedroom apartments, and is home to the University bookstore and various eateries. Other student housing includes Santa Rosa Village, the newest freshman community located near the South Quad, Anacapa Village, an apartment community for upper-division and transfer students, and Santa Cruz Village, made up of two-bedroom suites.

For a virtual tour of campus, visit www.youvisit.com/csuci.

CSU Channel Islands' location provides a plethora of educational and recreational opportunities. From the main campus in Camarillo, an hour’s travel by car or train brings one to the vibrant global city of Los Angeles, with its world-class museums, restaurants, performing arts offerings, and diverse communities. Santa Barbara lies an hour in the opposite direction. CI itself is ten minutes from downtown Camarillo. The University is set on rich agricultural land surrounded by lemon groves and strawberry and raspberry fields. Nearby features include biotech and other technology-oriented companies, a thriving arts scene, a military base, a working harbor, extensive agriculture, and world-class coastal and mountain recreation. The University has developed long-term relationships comprising everything from joint research projects to community-based service learning opportunities with several sectors of our region.
This position offers a unique opportunity to help a vibrant young institution move into its next phase. CSU Channel Islands has accomplished a significant amount in its first 15 years, often through operating creatively in a resource-challenged environment. CI needs an Assistant Vice Provost/Chief Academic Budget Officer who is fiscally astute and experienced as well as a strategically-minded communicator who can partner with the Provost for the Division of Academic Affairs. The AVP’s selection is expected to occur before the end of the fall semester. CI seeks an AVP who will oversee the strategic management and administrative functions of Academic Affairs’ budget development, oversight, and implementation. This individual will also ensure that division financial operations function smoothly in accordance with state, CSU, CI, and other compliance regulations to ensure proper, adequate, effective, and efficient management and leadership regarding the division’s budget and other academic resources. A keen understanding of higher education financial trends will also be critical, as the AVP will also develop and maintain long-range budgetary financial models and internal controls for the division.

As related to the budget, CI expects the next AVP to:

- Direct the division budget process for the Provost in concert with the Fiscal Policies Committee, division management, and division budget staff;
- Prepare and track commitments, while preparing decision points and budget recommendations for each new fiscal year;
- Review budget to actuals, savings, and available funds;
- Work closely with Academic Affairs operations and administrative budget unit leaders to understand their departmental needs;
- Collect budget information, translate, and accurately model current and future initiatives under different scenarios;
- Ensure that spending does not exceed established cost center budgets;
- Implement best-in-class mechanisms for the review of budgetary units to identify opportunities to more effectively deploy the financial resources; and
- Promote a culture that coaches non-financial faculty and staff to understand the budgetary process.

As a key member of a cross-divisional team, the AVP will play a critical part in grant administration by:

- Reviewing grant proposals during the pre-award process for budget compliance and accuracies;
- Identifying campus short-term match commitments and long-term institutional commitments such as with large HSI grants;
- Ensuring that requisite budget encumbrances are agreed-upon, established, and documented; and
- In collaboration with cross-divisional administrators, leading changes in policies for distribution of indirect revenue.

Operationally, the AVP will:

- Lead and coordinate a complex annual planning process and ensure its successful implementation;
- Assist with the implementation of new/revised institutional and systemwide policies and procedures to ensure compliance;
THE ASSISTANT VICE PROVOST, FINANCIAL SERVICES
(CHIEF ACADEMIC BUDGET OFFICER) POSITION (CONT.)

- Develop and administer an internal audit process to verify that campus and division processes are accurately followed; and
- Develop and implement training programs and workshops to ensure new and/or developing staff members receive appropriate training and instruction on policies and procedures.

The AVP reports to the Provost and is a member of the Provost’s Council. The AVP has responsibility for making major budget and resource allocation and policy decisions for the division, while working with the Provost and other members of the Provost’s Council to manage budget development and operational processes for the division. The AVP also operates in a leadership capacity with management and staff in all divisions, in particular, the divisions of Academic Affairs and Business and Financial Affairs on CI policy, procedures, processes, and systems. The AVP supervises a Budget Analyst and Support Coordinator and advises and provides training for division budget administrators and staff.

The Assistant Vice Provost, Academic Financial Services:

- Works collaboratively with the Division for Business and Financial Affairs to identify ways to improve processes and realize efficiencies;
- Develops operational practices and procedures related to division financial processing, budget development and management, signature authorities, division’s organization structure, roles, and trainings;
- Performs analyses, makes recommendations on policy to the division’s leadership, and advocates and leads enhancements and innovative budgeting techniques;
- Meets regularly and closely with the division’s Associate Vice Presidents (AVPs) and Deans and their budget staff to manage division budget functions and academic resource needs;
- Presents data, findings, and trends to senior leadership;
- Reviews financial reports quarterly with AVPs and Deans and the campus VP for Business and Financial Affairs (BFA);
- Ensures strong working relationships with other departments/teams;
- Works with all levels of BFA management and staff on operational resources and budget processes, particularly related to the General Fund and Special Funds (Campus Partners, International Income, Student Fees, Lottery Funds, CO Allocations);
- Leads, manages, and coaches staff budget professionals;
- Supports training and professional development of division budget administrators and staff; and
- Demonstrates accountability and transparency.
QUALIFICATIONS FOR THE POSITION

The Assistant Vice Provost and Chief Academic Budget Officer must:

• Demonstrate significant technical and administrative experience involving budget development, financial management, and/or analysis of administrative policies, procedures, practices, or the equivalent;
• Be able to analyze and address problems using reasoning, interpretation, and application of theories and principles to develop and recommend alternatives and courses of action, and to apply judgment and discretion reflective of thorough knowledge of policies and procedures;
• Possess experience supervising staff and have the ability to provide project leadership and to represent the division on CI endeavors; and
• Be able to work collaboratively as a member of a team and to establish and maintain effective communication and working relationships with university and division constituencies.

Qualifications include:

• A bachelor’s degree (master’s desirable) in public or business administration or a related field; and
• Demonstrated knowledge of the techniques, methods, and procedures used in the preparation, analysis, and administration of a multi-million dollar budget in a fund accounting system, and of the role of a budget plan and the importance of working within an organizational structure.

Systems used at CI include the Microsoft: Office Suite, PeopleSoft data warehouse financials, and Hyperion budget system.
The University is being assisted by Academic Search, Inc. Applications should consist of a substantive cover letter, curriculum vitae or resume, and a list of five professional references with full contact information. No references will be contacted without the explicit permission of the candidate. Applications, nominations, and expressions of interest can be submitted electronically, and in confidence to:

CIAcademicBudget@academic-search.com

This position is currently open, and the Provost desires to fill the AVP role through a timely but thorough process. Interested candidates are encouraged to apply in this open, national-outreach search. Applications will be reviewed as received, and the Provost hopes to have the selected candidate identified before the end of the fall semester.

Confidential discussions may be arranged by contacting consultants Ann Die Hasselmo at Ann.Hasselmo@academic-search.com or Chris Butler at Chris.Butler@academic-search.com.

CI is committed to recruiting individuals who are dedicated to furthering inclusive excellence in our campus community. We seek to enhance our diverse University population, welcoming people from all backgrounds, to sustain an environment in which all can thrive, create, work and learn. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU. Failure to satisfactorily complete the background check may affect the application status of applicants or continued employment of current CSU employees who apply for the position. The person holding this position is considered a 'mandated reporter' under the California Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth in CSU Executive Order 1083 as a condition of employment.
ABOUT ACADEMIC SEARCH

Academic Search, Inc. is assisting California State University Channel Islands in this work. For more than four decades, Academic Search has offered executive search services exclusively to institutions of higher education. Academic Search was founded on the principle of strengthening higher education leadership through professional search services. We are the only search firm in the nation with a formal relationship to a premier leadership development program. As the subsidiary of the American Academic Leadership Institute (AALI), Academic Search provides substantial financial support to a number of leadership identification, development, and support programs across all sectors of public and private higher education. For more information, visit http://www.academic-search.com/.

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