Academic Senate Retreat

Topic – Beyond the Numbers: Planning to Meet the Challenges

Of the 21st Century

Table Discussion 3

Where and how might the conclusions from the two previous discussions be incorporated into upcoming versions of the university strategic plan?

* RESEARCH
	+ Increase funds for RSCA and conference travel for T/TT and lecturer faculty
	+ Valorize practical, collaborative, community based research
	+ Address teaching workload
		- Consider workload in all its dimensions: numbers of classes, numbers of students taught, time-intensive supervision (contact hours) or preparation, TA or SI support etc.
		- Document workload and faculty access to the resource of TIME across all colleges and departments and address disparities
		- Aim for 3/3 workload for T/TT faculty and allow lecturers to teach 18 units per semester.
* STUDENT SUCCESS -- Define beyond graduation rate and time to graduation
	+ Organize student success items in the strategic plan by overarching goals and create a consultation/reflection/input mechanism to establish priorities.
		- For example, goal #8 is about technology, and should be about the role of technology in student success. Goal #12 is about sending students abroad, but should be folded into a broader goal that relates to shaping students' experiences and reflections about culture.
	+ Expand definitions of student success to include measurable key values and themes identified in Table discussion 1.
		- Relate student success and student initiatives to long-term institutional change and issues of social justice (University vision/mission).
		- Incorporate leadership for social justice into desired outcomes.
	+ Gather post-graduation statistics, experiences
	+ Conduct exit interviews: on graduation, few years after (Alumni?)
	+ Rethink first year experience to improve retention
	+ Allow some exploration of majors
	+ Increase summer classes and provide state support for them
	+ Increase support for graduate programs
	+ Staff counseling facilities and offsite classes
* PEDAGOGY
	+ Increase size, number and diversity of learning spaces outside the classroom
	+ Focus on learning over grades, reduce class sizes
	+ Train faculty in formative assessment practices and allow formative feedback during the semester to affect current students.
	+ Emphasize honor code/ethics (from plagiarism to ethics in curriculum)
	+ Include listening, conflict - resolution skills
	+ Increase number of active learning classrooms
	+ Utilize graduate students to tutor and assist undergraduate students
	+ Keep Beachboard live until a student graduates
* Provide all students opportunities to participate in one or more high impact practices (HIPs) and experiences in and outside the classroom. Set a target date for this metric.
	+ - Conduct a critical review of research on high impact practices. Prioritize.
		- Modify/expand the conventional laundry list of high impact practices to address specific, desired student outcomes.
		- Identify and remove any institutional impediments to accomplish this goal.
		- Develop assessment metrics to evaluate the effectiveness of HIPs
* SPECIFIC HIPs mentioned:
	+ Study abroad: increase access
	+ Internships – increase global/international internships
	+ Reading intensive and interdisciplinary courses
	+ Faculty and student partnerships
		- Formal mentoring programs and training for faculty mentors
		- Develop a plan for every student to have a direct structural connection with a faculty member/mentor/coach
	+ Local/US based applied learning activities: service learning/internships/field-based class requirements.
		- Decrease red tape, increase willingness to manage risk
		- Provide opportunity for faculty/staff to become involved in these programs by assigning resources.
* COMMUNITY and INTERDISCIPLINARY
	+ Foster intellectual community and interdisciplinary interactions on campus by having speakers who focus on the local/global community.
	+ Technology – Experiment with online communities; cultivate shared online environment – across campus, state, nation and world
	+ Community based principles and community investment
	+ Fundraising from local community and CSULB Alumni
* QUALITY OF FACULTY AND STAFF
	+ Increase staff support for faculty and make faculty success a priority
	+ Increase the “diversity quotient” of the faculty/staff by offering cultural competence and micro-aggression diversity training
	+ Prioritize Faculty development:
		- Invest in faculty to create more active learning atmospheres and increase high impact practices – time/financial support
		- Encourage applied research and experiences with students
	+ Expand function of Faculty Center for Professional Development to include a wider and more accessible range of resources:
		- Peer training and mentoring -- Develop metrics to evaluate programs: for example, measure pre- and post-intervention/mentoring knowledge.
	+ Data/Video repository. Increase staff development opportunities related to student success
	+ Facilitate interdisciplinary collaborations and teaching by faculty
	+ Commission research on obstacles to faculty retention
* STRATEGIC PLANNING and GOAL-SETTING PROCESS
	+ Move to an inclusive strategic planning process, exemplified by the Senate Retreat to engage all constituencies to:
		- build community and create buy-in for specific initiatives.
		- capitalize on human resources (creativity and problem-solving).
		- address differences in perspectives and values.
		- seek areas of consensus.
		- create understanding about priorities and necessary trade-offs.
		- set priorities.
	+ Require a strategic plan for all units, down to the department level
* QUALITY OF LIFE
	+ Increase access to campus and to affordable and/or on campus housing
	+ Provide support for distressed students