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