Academic Senate Retreat 2015

Topic – Beyond the Numbers: Planning to Meet the Challenges of the 21st Century

Table Discussion Q2:

What institutional structures, responsibilities and collaboration are needed to achieve the characteristics, skills, values, and knowledge identified in the first table discussion?

**Interdisciplinary**

* Reduce barriers to interdisciplinary programs and degrees by providing faculty and staff support for program development.
* **D**evelop infrastructure to add additional units beyond 120 for additional minors or majors. Bring back interdisciplinary majors and remove barriers to cross listing courses.
* Inter-disciplinary collaborations: team teaching, international students on exchange programs, peer-teaching networks between students with different backgrounds, experiences and discipline specific skills.
* Project-based, collaborative learning

**Structural Issues**

* Upgrade classrooms to active and digital – smart classrooms, adaptable classroom spaces.
* Different resource model – other than FTES. New set of tools to measure success
* More faculty and staff across departments – Cluster Hiring. More GAs and TAs
* Technology adaptability: online application/easier access to graduate papers and counseling/advising, online forms etc.
* Develop collaborations and networks between alumni and students as well as internships
* Online classes to address need to schedule flexibility
* Need for a student center, student coaches

**Tutoring resources**

* Improve writing by increasing support for the Writer Resource laboratory and promoting consistent student use
* Support writing centers and small class sizes

**GE Curriculum**

* GE revitalization, GE reform to agree on outcomes that would develop needed skills
* Have a better GE structure and process for students – remove GE out of disciplines
* Create GE courses that enhance learning and students find interesting
* Only 1 GE course that deals with Diversity.

**Community Involvement**

* Greater engagement with local communities – Center for Community Engagement
* Increase community partnerships and tie community events to curriculum

**Career Development**

* Collaboration between Career Development Center and Internships and jobs – a risk management approach
* Career Development center🡪 Graduate Programs. Preparation for careers/life.
* Employer Advisory Boards know what employers are looking for in students

**Curriculum**

* Provide opportunities for student engagement in the curriculum and in its development
* Create a service learning/internship/field-based class requirement for all students that have a cultural competence requirement.
* Greater critical thinking requirement in all areas and courses
* Incorporate small modules in existing courses on topics such as ethics, ageism social justice and communication from a global perspective – GE and major courses
* Opportunities for student engagement: real input on matters that are important to the university, for example curricular development
* Revisit first-year experience with the curriculum

**Pedagogy (and assessment)**

* Focus groups and discussions – include in all classes, - include in syllabi
* Teaching for retention, pedagogical innovation
* Classroom management- model professor behavior, Faculty Development for teaching
* Active Learning (digital) + adaptable classrooms (tables vs. individual desks), communities
* Grading system that allows for initial failure without huge consequences (Harvey Mudd)
* Faculty in residence and student residential experience – outside classroom

**Advising/Mentoring**

* Advising sessions, spell-out expectations, misconduct in class
* Intrusive advising—University investing in *them*
* More advisors—within departments, colleges, university
* Advisors vs. mentors. Need both
* Staff development, training and support