

IMAGINE

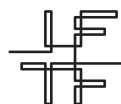
BEACH 2030



FORESIGHT ENGINE **ANALYSIS**



CALIFORNIA STATE UNIVERSITY
LONG BEACH



INSTITUTE FOR THE FUTURE

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CALIFORNIA STATE UNIVERSITY LONG BEACH

California State University Long Beach is a teaching-intensive, research-driven university committed to providing highly valued undergraduate and graduate degrees critical for success in the globally minded 21st century. Annually ranked among the best universities in the West and among the best values in the entire nation, the university's eight colleges serve more than 37,500 students. The campus values and is recognized for rich educational opportunities provided by excellent faculty and staff, exceptional degree programs, diversity of its student body, fiduciary and administrative responsibility and the positive contributions faculty, staff, students and more than 300,000 alumni make on society.

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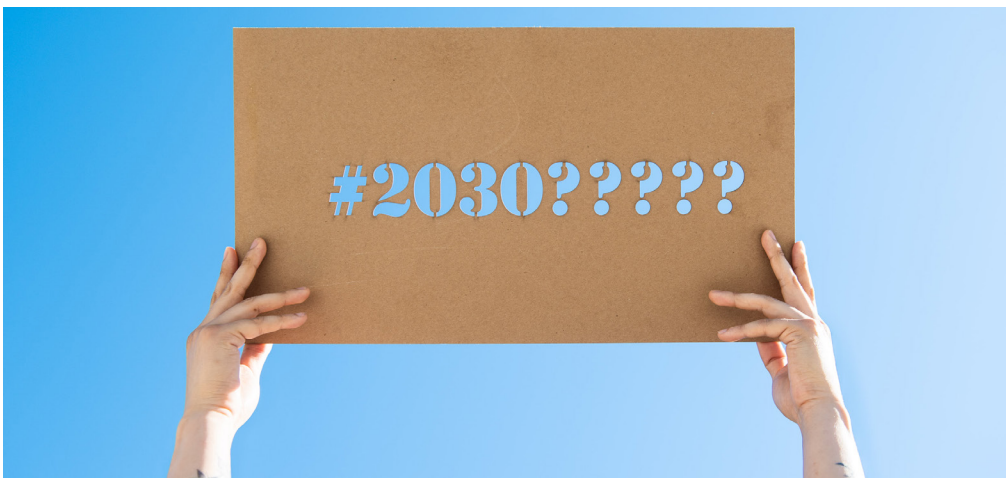
Executive Summary

INTRODUCTION

On November 14 and 15, 2018, California State University Long Beach students, faculty, staff, alumni, leadership, regional partners, and community members took part in an online conversation about the future of CSULB: Imagine BEACH 2030. During the two-day event, CSULB and its stakeholders engaged in an innovative community-wide conversation on an online platform called the Foresight Engine. The initiative was a part of the BEACH 2030 Vision Planning process—a two-year strategic planning effort that brings together all of CSULB’s stakeholders to collectively imagine the future of the university. The remainder of the two-year BEACH 2030 process will be spent analyzing, synthesizing, and integrating the voices and ideas shared over the course of the event into the planning process. This report is the first step in making that happen.

The Imagine BEACH 2030 event invited anyone—students, faculty, staff, community members—to sign up and contribute an idea and have a say in the future of CSULB. Over the course of two days, 3,600 people participated, contributing more than 24,000 ideas. A wide cross section of the CSULB community lent their voices to this conversation about the future of the university. Almost half of the participants were undergrads, while almost 30 percent were staff and faculty.

This report captures and synthesizes the thousands of ideas generated during the Imagine BEACH 2030 event. In it, you’ll see the results of four different methods of analysis: (1) real-time identification of themes by trained platform guides who took notes and blogged about the event as it was unfolding, (2) algorithmic analysis conducted with a natural language processing software called Quid (3) synthesis of responses to the series of challenges CSULB posed to participants in the event, and (4) an examination of some of the big emerging spaces that participants’ responses suggest for the next decade.



IMAGINE BEACH 2030 BY THE NUMBERS

Additional information on the mechanics of the Foresight Engine platform, the kinds of cards participants submitted, and the length and frequency of platform engagement can be found in the Appendix.

Imagine BEACH 2030, Participation by the Numbers

Imagine BEACH 2030 had a total of 3,665 participants contributing nearly 25,000 individual ideas on the future of CSULB. The single largest conversation had 293 unique participants with 366 cards.



3,665 Participants



24,387 Cards played



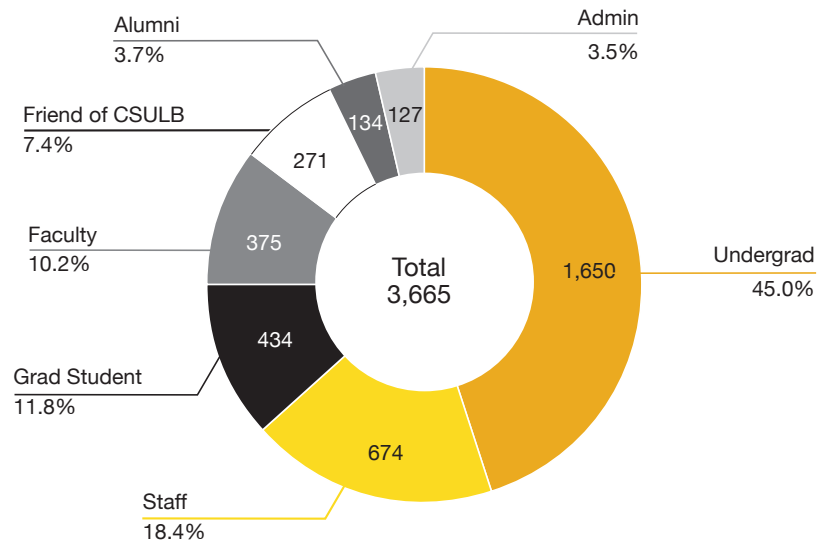
13,299 Reactions



Largest conversation thread had 293 unique participants and 366 cards

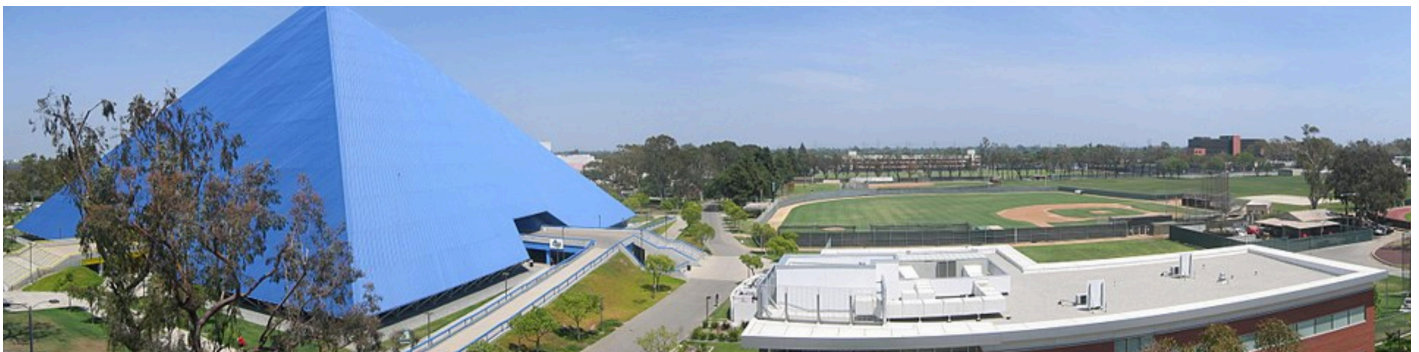
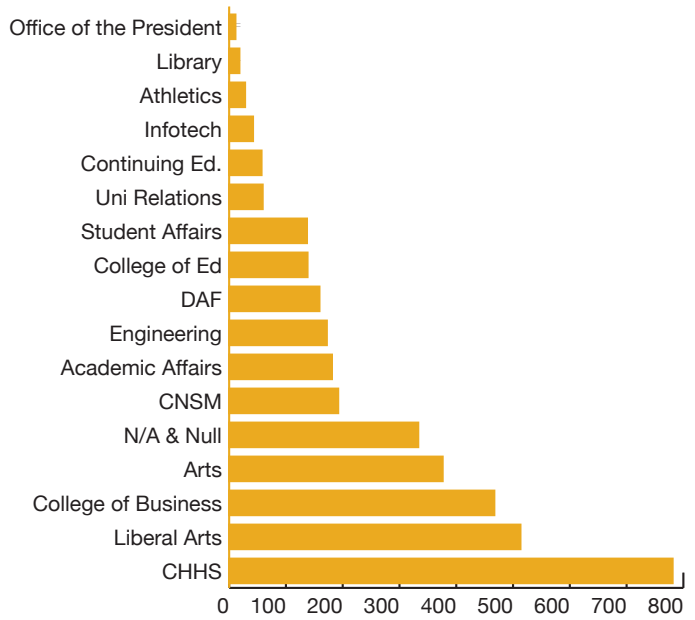
Imagine BEACH 2030, Participants by Role

Participants came from across the community of CSULB stakeholders and included students, staff, faculty, alumni, and other community members. The top three participant groups by number were undergraduate students (45%), staff (18%), and graduate students (12%).



**Imagine BEACH 2030,
Participants by Campus Affiliation**

Participants came from a variety of departments and divisions across campus. The departments and divisions accounting for the most participants were the College of Health and Human Services (CHHS), Liberal Arts, the College of Business, the College of Natural Sciences and Mathematics (CNSM), and Academic Affairs.



EMERGING THEMES FOR 2030

Analyzing the ideas that participants collectively generated reveals several emerging themes. These emerging themes begin to paint a picture of what CSULB could be in 2030. They are meant to inspire optimism about CSULB's future and catalyze the visioning process for BEACH 2030. Below is a summary of the eight emerging themes that were surfaced in the Imagine BEACH 2030 analysis process. These themes are explored in more detail in the Emerging Themes for 2030 section of this report, starting on page 37.

- **Reframe Student Success.** CSULB has the opportunity over the next decade to explicitly redefine what student success means and continuously update and refresh it, looking to include areas such as student mental health and well-being, progress toward stated goals, capacity to meet basic living needs, and ability to articulate and apply learnings.
- **Connect Learning to Impact.** By offering learning experiences in meaningful contexts outside the classroom, CSULB could help students connect theory to practice and map job and career pathways beyond their university experience.
- **Promote Interdisciplinary Learning.** The university could promote interdisciplinary thinking as essential to the learning experience and student success as more employers are seeking collaborative and adaptive thinkers to solve real-world or market challenges.
- **Pioneer Future-Ready, No-Barriers Education.** Over the next decade, the university could build on its core values of inclusive excellence and accessible higher education for all to pioneer a model of “no barriers” education that puts people and future readiness at its core.
- **Open the University—Amplify Anytime, Anyplace Learning.** Over the next decade, CSULB could move toward a more distributed model by expanding its online and blended course offerings, and designing new experiences for lifelong engagement. In this way it could meet emerging needs and serve the larger community of learners in the city of Long Beach, the region, and even the world.
- **Build Intentional Community.** CSULB could prioritize building a stronger, more intentional identity and community that starts at the physical campus and emanates throughout the region and the alumni network.
- **Develop a Regional Hub for Creativity and Innovation.** CSULB has the opportunity to amplify its regional presence and reach as a nexus for creative and applied research, scholarship, and knowledge creation as it focuses attention on social issues and market opportunities that need breakthrough thinking and collaboration.
- **Break Down Barriers in University Operations.** CSULB could prioritize breaking down barriers not just between disciplines but also between departments and staff so that the best thinking and skills can be applied wherever they are needed.

Analysis of Imagine BEACH 2030

METHODOLOGY

This report captures and synthesizes the thousands of ideas generated during the Imagine BEACH 2030 event. In it, you'll see the results of multiple methods of analysis: (1) real-time identification of themes by trained platform guides who took notes and blogged about the event as it was unfolding, (2) algorithmic analysis conducted with a natural language processing software called Quid (3) synthesis of responses to the series of challenges CSULB posed to participants in the event, and (4) an examination of some of the big emerging spaces that participants' responses suggest for the next decade.

TRACKING CONVERSATIONS IN REAL TIME

Imagine BEACH 2030 was fast-paced and exciting. During the event, trained platform guides tracked individual cards, participants, and discussions that developed to pull out common ideas and interesting themes. These guides commented on the identified themes in real time on the event blog. This section of the report contains summaries of each of the twenty-five blog posts that were published during the event. The [full blog archive](https://blog.imaginebeach2030.org) is available online at blog.imaginebeach2030.org.



ALGORITHMIC ANALYSIS

Machine intelligence offers us a way to augment other kinds of analysis by finding patterns in the tens of thousands of cards played during Imagine BEACH 2030. We used a software program called Quid that employs natural language processing to read massive amounts of text-based information and synthesize it into a visual network, or map. Quid's visual representations of the Positive Imagination and Shadow Imagination cards submitted by participants in Imagine BEACH 2030 provide an at-a-glance view of concentrated areas of conversation and their relationship to one another.

RESPONDING TO 2030 CHALLENGES

Before the live event, [a schedule of challenges](#) that participants were encouraged to focus on during specific time slots was published. This section of the report contains summaries of all twenty-three challenges, each followed by three possibilities for 2030 representing concentrated areas of conversation within the challenge responses. Three actual verbatim participant submissions are included under each possibility to illustrate the range of ideas supporting that possibility.



Tracking Conversations in Real Time

ANALYSIS

During the two-day Imagine BEACH 2030 event, trained platform guides monitored the online discussion and identified themes in real time in the event blog. Each blog post highlighted participant contributions, with images and links to cards from the platform. Following are summaries of the twenty-five blog posts that were published during the event, in the order in which they were posted. The [full blog archive](#) is available online.

- **Thinking about technology's role in Beach 2030** With a whole slew of new technologies coming online over the next decade, CSULB will have to consider how it will use and adapt to these new tools. Participants were quick to speculate about a future where tech tools such as virtual assistants become a norm all over campus and also to insist that the Beach help ensure that students and faculty don't become overwhelmed with the complications of always-on social media, chatbots, and AI.
- **How might we repurpose parking lots in a future of autonomous vehicles?** With its massive lots providing 14,000 parking spaces, the Beach will have an opportunity to transform this asset if the advent of self-driving vehicles has reduced the number of cars that park on campus by 2030. Participants envisioned building hotels (which could be run by students), housing, and shops, or tearing up the concrete to provide green spaces and gardens.
- **Future of climate action at the Beach** Preparing for the ravages of climate change is one thing—and it's an important consideration for any future—but how can CSULB make a positive future out of this shadow reality? By embedding climate literacy in everything it does and by making sustainability a required GE course, some participants suggested. Others imagined that as the university prepares its community to be climate *action* leaders, the Beach could become known globally for its leadership and graduating experts in climate policy, science, and resilience.
- **Teaching life skills** Regardless of the specific major they choose, students attend CSULB looking to build practical life skills in areas such as personal finance, personal health management, relationship building, and planning for the future. Participants suggested that CSULB integrate teaching these skills into the curriculum, perhaps through novel methods like offering credit for constructive life experiences (for example, volunteering with a representative, organizing a community event).
- **Stress, well-being, and mental health worry CSULB populations** Stress and mental health were on the minds of many. A group of participants imagined a positive future where students are excited to attend CSULB in 2030, knowing it offers an education that supports mental and physical well-being. This future would be accomplished through a conscious mix of low- and high-tech solutions: free tuition, coordinated exam schedules, community gardens, therapy dogs, yoga lessons, and relaxation zones alongside AI-powered chatbots that monitor mental health and mentor students who are struggling with stress.



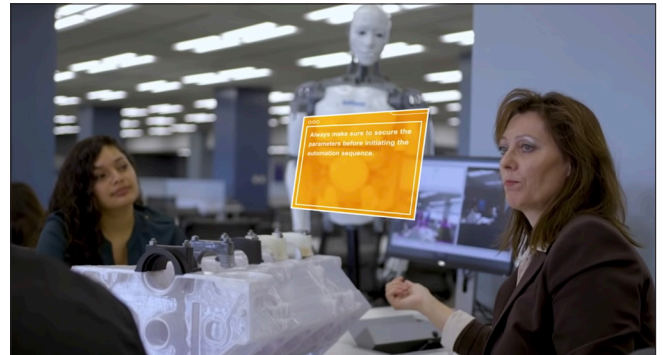
- **Virtual Reality is taking the Imagine BEACH 2030 by storm** VR may be a nascent technology today, but participants imagined that by 2030 CSULB will be using VR to enable learning and campus experiences including cross-cultural collaboration and virtual classrooms with more affordances for disabled students. The small VR lab begun in the university library in 2018 could expand to touch every aspect of the university.
- **How will automation affect jobs in the future?** No one knows exactly how automation will impact the job market in 2030, but the question is on the minds of many in the CSULB community. On the positive side, participants imagined that automation will create more opportunities and leave more meaningful jobs to humans. They noted that the university could shore up uncertainty by preparing students with work skills that cannot easily be replaced as well as considering job guarantee programs for graduates.
- **Can CSULB become the most diverse campus in the nation by 2030?** One participant suggested that in 2030 CSULB could be known as the most diverse university in the country. Others added ideas about how the university could achieve this: by broadening its awareness of diversity in the student body as well as on the level of faculty and executive-level staff and aiming for a more inclusive campus. Some noted that greater diversity and inclusivity is an asset that could bolster the academic prowess of students by exposing them to new ways of thinking.
- **In 2030, the Beach is global** An international mindset will be a crucial skill of 2030. Participants imagined CSULB positioning itself to graduate globally aware students who can navigate the complex world of the next decade. They pointed to many opportunities to build this out, including adding a global aspect to every class, increasing the number of study abroad programs, growing the population of international students, setting up international collaborative projects for students, and providing more multilingual support.
- **Big data concerns lead to new curricula on media literacies**
 Here's a future that's neither totally positive nor totally shadow: imagine a more extreme version of today's online data markets, where students give their private data to big tech companies in exchange for tuition reimbursements. It's not that implausible, and while participants were divided on whether it's a good idea or not, it spun out the idea that perhaps the university could offer courses in ethical technology to prepare students to better address this pressing issue of the future.
- **From Pre-K to Post-Retirement: Could CSULB become a lifelong learning network?** Every school has an alumni network, but could CSULB become a leader in transforming and leveraging that resource into something totally new? Participants imagined that 2030 might bring a robust alumni partnership program that pairs CSULB alumni with young kids, building an intergenerational mentorship and community connection. Likewise, current students could reach out to elderly alumni, forging new friendships and knowledge networks across age gaps.
- **Redefining how success will be viewed in 2030** How might student success be redefined as CSLUB approaches 2030? Participants proposed a variety of different measures, suggesting that the university might measure and track not only cognitive development and academic success but also essential aspects of being a whole person like life satisfaction, relational skills, emotional well-being, and community participation.



- **Beach 2030 begins the era of simulation learning** Many conversations centered on how increasingly powerful simulation technologies might be integrated into learning and training at CSULB by 2030. Participants imagined positive futures where soon-to-be clinicians hone their skills in virtual environments, history students experience past events via simulations, and language students practice their vocabulary immersed in realistic recreations of foreign cities. In a shadow future suggested by one participant, simulations might be used to prepare students and staff for natural or human-caused disasters.
- **Balancing marketable skills with humanities** The long-standing divide between the value of liberal arts and the value of marketable skills came to the fore in suggestions that teaching the liberal arts can help students better prepare for an unimaginable future and can also satisfy employer desires for entry-level employees with STEM educations that include the humanities. Participants saw a need for both kinds of education and imagined CSULB in 2030 as a university that excels at integrating these values into all majors.
- **Future of life choices: the housing/car nexus** Student, staff, and faculty participants alike indicated that they struggle with the difficult trade-off between expensive housing near campus and a long commute. Some imagined somber futures. Others suggested that to avoid these scenarios, CSULB could think about improved public transport, a distributed campus, or even sleep pods where students can rest during long weeks.
- **Building a sustainable and food secure future** Participants posited that striving to reduce student hunger through a sustainable and secure food system at Beach could have benefits that echo throughout other departments. They imagined a system where students could earn money by working at food trucks that source their ingredients from student-run on-campus farms, could create lab-grown meat as a practicum in the biology department, and could practice their partnership-building and entrepreneurship skills by turning the campus into a foodie destination.
- **Protecting CSULB's campus** Here's a line participants drew in the sand for the future of CSULB: a positive future is one in which the university can go a full year with no acts of gun violence, racism, or sexual assault, and a shadow future is one in which the administration has failed to address these issues. Many imagined a campus where all safety threats have been eradicated through thoughtful systemic improvements—like empathy training, mental health counseling, and smarter campus alarms and lighting—and not through increased policing.
- **Childcare futures as a lever for broader change** Thinking beyond simply providing child care on campus, how might CSULB better cater to the needs of students and faculty who juggle child care with learning? Suggestions for a positive future envisioned expanded services for taking care of a wider age range of kids, as well as expanded class schedules and blended digital/in-person classes so that people with nontraditional schedules could still get access to educational opportunities.
- **Bringing esports to campus** Participants referenced the rapidly growing popularity of electronic sports as they imagined a future in which CSULB deeply integrates e-sports into its culture, infrastructure, and identity. Some noted that e-sports could provide multiple avenues for income and funding, computer science education, and participation in a worldwide community.



- Plant-based and late-night: Making the Beach's food more accessible, healthy, and inclusive** The rising movement around the world to eat less meat was reflected in suggestions that CSULB's future include better access to healthy, affordable, plant-based meals. Participants imagined a campus where plant-forward food is produced sustainably on-site—benefiting both human and planetary health—and eating options and hours are expanded. Some even suggested that as a result of these efforts, the campus could become a renowned dining destination, attracting creative chefs and enthusiastic diners.
- Could my next professor be an AI?** The question of the role that artificial intelligence might play in the classroom is a complex one, as student and faculty participants made clear with very diverse ideas. Students seem ready to embrace a future in which robots teach and tutor, but professors worry about a shadow future in which their own roles are questioned, or human interaction becomes scarce.
- Creative revenue generation: CSULB in 2030** Faculty, staff, and student participants alike described feeling financial pressure as living costs rise. Positive visions see campus in 2030 as a place rich with creative and unusual opportunities to make money through gig work, for-profit student projects, and university-backed start-up spaces. Some suggested partnering with corporations to gain grants, scholarships, and training, while others pointed out the shadow fact that this might be at the cost of undue private sector influence. Ideas such as the university hosting music festivals, or a retirement center to raise funds were also floated.
- (Literally) powering the future of CSULB** Many participants indicated that they want effortless access to electric power at the Beach in order to charge electronic devices and electric vehicles of all kinds, and they want it to be environmentally sustainable. They imagine a future in which everyone could travel from their homes to their classes to the library free of any worry that they'll ever be far from an outlet that connects them to a sustainable grid, which includes hydrogen fueling and much more solar.
- 2030: changing climate has changed the Beach** People who participated in Imagine BEACH 2030 are worried about the effect climate change will have on CSULB. Some imagine a shadow future, where rising sea levels change the city of Long Beach and smoke from wildfires blankets the campus, causing students to drop out or become stressed to the point of failing. Some imagine a resilient future, where the university turns its risk into an asset and becomes a leading educator on climate adaptation, using its own backyard as a laboratory for resilience and becoming a learning hub for future climate action leaders.
- Transforming the Beach from a “campus” to a “community” in 2030** What if CSULB in 2030 were more than just a campus where students live in residence halls and attend classes? What if it were a community that emphasizes the development of relationships that support students' mental, physical, and emotional growth as they work, learn, and live? In this future suggested by participants, the core theme is “planned convergence”—imagine libraries that also serve as social service centers, and capstone projects that better the local environment.



Algorithmic Analysis

ANALYSIS

Machine intelligence offers us a way to augment other kinds of analysis by finding patterns in the tens of thousands of cards played during Imagine BEACH 2030. We used a software program called Quid that employs natural language processing to read massive amounts of text-based information and synthesize it visually. Quid reads text to identify key words, names, and phrases, and then compares words from each data point to create links between them based on similar language. The program repeats the process at immense scale, producing a visual network, or map, that provides an at-a-glance view of the key themes in the set and their relationship to one another.

Shown here are Quid’s visual representations of the Positive Imagination and Shadow Imagination cards submitted by participants in Imagine BEACH 2030. Each node in a map represents one card played during the online event. Similar nodes are grouped into a colored cluster bearing a label based on Quid’s semantic analysis. The size of each node represents the number of connections—or the degree of similarity—that card has with other cards played. Bridges drawn between nodes indicate that similar language is used in both.

Clusters that look more spread out contain highly differentiated cards, whereas dense clusters contain highly similar cards. Less distance between clusters indicates a higher number of interrelated cards, whereas more distance means less interrelational language in the cards played. Centrally located nodes are core to the network overall, indicating central topics and key bridging ideas. Peripheral clusters are less central to the overall network and represent more of a niche discussion.

The screenshot displays the 'LEADERBOARD VIEW' of the Imagine BEACH 2030 Foresight Engine Analysis. The interface is divided into four columns of cards, each with a category header and a 'SHOW ADMIN PANEL' button. The cards are as follows:

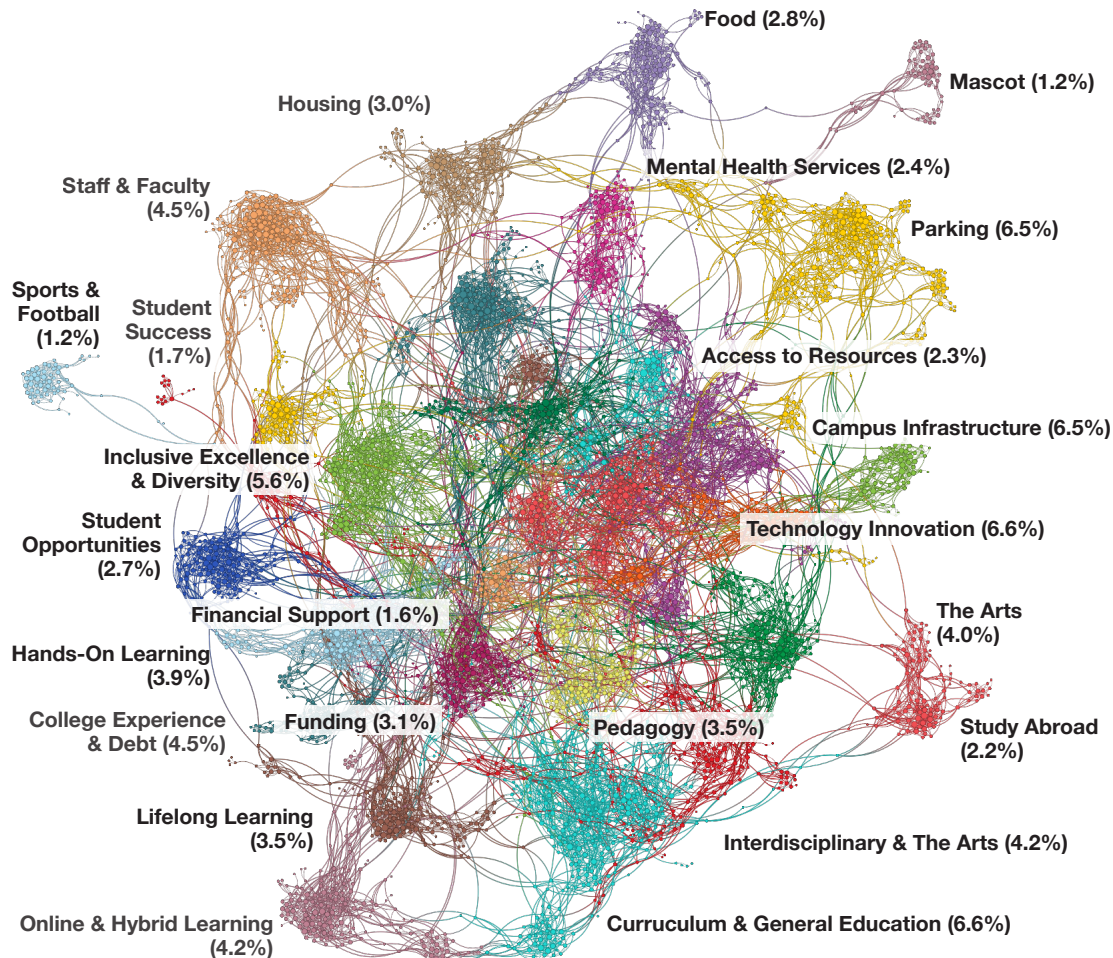
- Super-Interesting Cards:**
 - BO ROE** (Incredible Foresight 81496): "Global veterans receive unique attention both in terms of support, but also recognized as modern global citizens who have deep experience." (15 Pts)
 - TERRI M. CARBAUGH** (Great Foresight 323): "I imagine by 2030, our neighbors along Ahberton caml" wait to come to campus to mentor a student, visit our museum, hang out at the Alumni Center, listen to the Cole choir, watch a play, tour the SharkLab, nursing lab, and atrium." (15 Pts)
- Almost a Big Build!:**
 - TRAVIS TAMASESE** (Superb Foresight 8056): "In 2030, policies, practices, and procedures will be built and implemented to support equity, inclusion, and diversity and incorporated into our infrastructure, operations, and decision making throughout the University. #InclusiveExcellence" (15 Pts)
 - SHADOW IMAGINATION** (15 Pts)
- Challenge Winners:**
 - LEE BLECHER** (Sharp Foresight 460): "#curriculum I visualize an emerging discipline: Truth Science..." (15 Pts)
 - Challenge Winner** (15 Pts)
 - MELISSA** (Expert Foresight 195175): "Create a network that alumni use to mentor students and offer them internships as well as applicable skills. They can also share experiences and give back." (15 Pts)
- Everyone's Talking About...:**
 - ELENA JIMENEZ** (Amazing Foresight 59379): "Concerned about technology getting in the way of how students community? Let's have a tech-free week, focus on our person to person communication. #TechnologyCampus" (15 Pts)

POSITIVE IMAGINATION

The Positive Imagination network has thirty clustered themes. The largest clusters include Curriculum & General Education (6.6%), Technology Innovation (6.6%), Campus Infrastructure (6.5%), Parking (6.5%), and Inclusive Excellence & Diversity (5.6%). Clusters that are more central in the network, and therefore more central to the overall Positive Imagination conversation, include Technology Innovation, Access to Resources, Learning Environments, Pedagogy, Financial Support, and Inclusive Excellence & Diversity. Technology Innovation was the most central conversation, demonstrating the diversity of ways participants imagined technology could be used to make their preferred futures.

More niche or ancillary clusters that were large yet more discrete topics of conversation include Sports & Football, Mascot, and Food. The breadth of distinct areas and angles of conversation are helpful when considered in isolation but can also be regarded in combination. Interdisciplinarity & the Arts (4.2%), Online and Hybrid Learning (4.2%), Hands-on Learning (3.9%), Pedagogy (3.5%), and Lifelong Learning (3.5%) all point to a distinct and robust interest in considering a range of educational delivery formats for 2030.

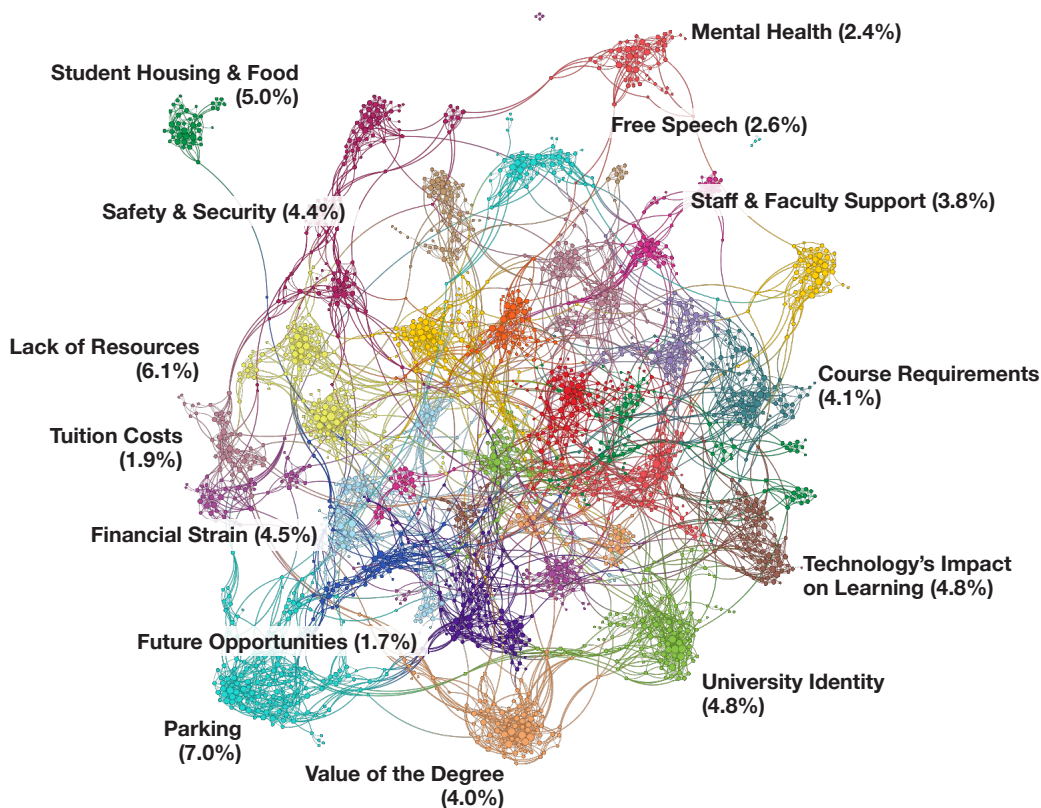
As compared to the Shadow Imagination network, the Positive Imagination network includes more cards and more concentrated areas of conversation. In the Positive Imagination network, five clusters each account for more than 5% of all the cards submitted, whereas in the Shadow Imagination network, only three clusters account for more than 5% of cards submitted.



SHADOW IMAGINATION

The Shadow Imagination network has twenty-nine thematic clusters. Only three of those themes account for 5% or more of the overall conversation—Parking (7.0%), Lack of Resources (6.1%), and Student Housing & Food (5.0%)—indicating that the conversation and range of future concerns were diverse and widespread. Clusters that are more central in the network, and therefore more central to the overall Shadow Imagination conversation, include Safety & Security, Interpersonal Communication, Technology Infrastructure, Job Placement, Social Media & Social Safety Nets, and Navigating Change.

More niche or ancillary clusters that were large yet more discrete topics of conversation include Value of the Liberal Arts, Parking, Mental Health, Student Housing & Food, Student Success & Graduation Rates, and Environmental Issues. Similar to the Positive Imagination network, the Shadow Imagination network contains a strong technology thread—both Technology Infrastructure and Technology’s Impact on Learning clusters are quite central to the network. A financial thread very evidently ties many of these themes together. Financial Strain (4.5%) and Tuition Costs (1.9%) show that many are concerned about the financial future of CSULB students. Adjacent to these themes are clusters categorizing future opportunities and job placement, meaning concerns exist related to both the financial strain of students and their potentially tenuous financial outcomes after graduation.



Responding to 2030 Challenges

ANALYSIS

Before the live event, Imagine BEACH 2030 published a [schedule of challenges](#) that would run during specific time slots over the two days. Each challenge was created to encourage participants to focus on a particular topic, like the future of student success or the future of transportation, for an hour or two of concentrated collaboration. The response was massive, with 5,543 cards submitted across the twenty-three challenges.

The following pages contain summaries of each challenge (in alphabetical order) and participant suggestions, with three associated possibilities for 2030 representing concentrated areas of conversation within the challenge responses. Three actual verbatim participant submissions are included under each possibility to illustrate the range of ideas supporting that possibility.

On the Imagine BEACH 2030 platform there were three types of 280 character or less “cards” that participants could submit. The colored stripes above the content in this section indicate the card type, with yellow indicating positive imagination, blue for shadow, and black for reply. The number at the end of each participant submission is the unique card ID.

CARD KEY

POSITIVE IMAGINATION

Positive imagination cards responded to the question “What excites you about our future? What would you like to be able to do in the year 2030 at CSULB? How will it be different from today?”

SHADOW IMAGINATION

Shadow imagination cards responded to “What concerns you when you think about our future? What obstacles do you think we will face at CSULB in the year 2030?”

REPLY

Reply cards allowed you to build on any idea that had already been submitted on the platform.

ACADEMIC SUPPORT

If there were no barriers, what types of academic support would be available by 2030? With large and increasing numbers of students from diverse backgrounds and with varying levels of preparation, there is greater need to provide academic support to ensure that all students will be successful in their degree programs. Participants suggested that moving toward 2030, CSULB can proactively provide the necessary support through new modes of tutoring and advising, peer-to-peer connections, and integration of the latest pedagogical advances.

POSSIBILITIES FOR 2030

Develop and offer **intentional peer-supported learning**, with training, class credit, and a culture of learning from each other.

We create stacked peer mentoring programs where MS students mentor Juniors & Seniors who mentor Freshmen/Sophomores and LBCC students who mentor HS students
#CNSM #InclusiveExcellence #PeerMentoring #AcademicSupport [333](#)

Utilize experienced students as Peer Advisors to help balance out Advising loads. Offer the Peer Advisor course credit in exchange for their commitment to advise for at least one year. #AcademicSupport #es2030 #advising [22691](#)

I'm excited for "open-source" education. It's important to create independent learners and develop the mindset that we can teach and learn from each other just as much as we can learn from a traditional classroom setting. #academicsupport #SI4CSULB [14846](#)

Deliver powerful and fulfilling **academic support experiences any time, anywhere** by integrating and leveraging the latest pedagogical advancements, technologies, and proven methodologies.

More professors adopting the flipped format class for classes like organic chemistry or calculus where you learn better by doing! #AcademicSupport #StudentSuccess [22645](#)

#academicsupport and learning assistance is a relatively new discipline that has its own pedagogies and methodologies. This will only continue to grow as this field becomes more professionalized and our support for students continues to evolve! [9765](#)

In 2030, #AcademicSupport will be virtual, 24/7 with clear paths presented to the student, custom tailored to their work/life schedules, and with indicators showing their progress and deficiencies for graduation. [13033](#)

Create **centralized, synchronized, and coordinated academic support services** that transcend departments and siloes.

I'd love to see a centralized location where any student can get any #academicsupport they need for a class/subject/discipline. [9373](#)

#AcademicSupport Let's enlarge the writing center. Sometimes it's difficult for students to get appointments there, and this support will become more and more important. [12927](#)

#AcademicSupport can happen in all areas when #NoBarriers exist between academic & student services. Will it happen here? Easy pedagogical interventions also proven to boost retention & completion rates, esp for underrepresented, 1stGen students [22723](#)

ALTERNATIVE CAMPUS FUNDING

If there were no barriers, what sources of funding for the university would you like to see in place by 2030? Participants were invited to pick a type of funding and imagine how it might work differently in the future for CSULB: donor giving, public funding, athletics revenue, public-private partnerships, tuition and fees. They took up the challenge and imagined revamping the university's relevance and presence in the region to inspire more local investment, creating new ways for alumni and community members to engage with CSULB, and partnering with industry to fund specific programs.

POSSIBILITIES FOR 2030

More intentionally and broadly **share and distribute the value of CSULB regionally** so as to maintain the support of taxpayers and be able to sell expertise.

#FundCSULB I think our campus will need to maintain relevance for taxpayers beyond the traditional college age to preserve access to state \$. Hosting events, maintaining a digital archive of lectures, & robust public knowledge campaigns methods that may help people see our value. [18036](#)

Compared to many other CSUs, CSULB has the advantage of a large, bustling, and recognizable city it calls home. We could generate new funds by providing our expert faculty with opportunities to consult with local government and organizations at a discounted rate #FundCSULB [18082](#)

As #news outlets consolidate and continue to cut staff, there will be fewer opportunities for the university to tell its story/demonstrate value to the public & illustrate why funding is needed. The university will develop a direct connection with voters/taxpayers. #fundCSULB [15336](#)

Develop **new forms of alumni and donor engagement** such as tiered alumni memberships and community member subscriptions in exchange for benefits.

I think you can encourage more alumni funding through alumni memberships with possible tiers or add ons to help find jobs, other workshops, on campus wifi, .edu email, and alumni discounts around long beach. #CSULBalumnidiscountcard #FundCSULB [13400](#)

Kind of like Netflix or Amazon Prime, you subscribe to the Beach and you get certain benefits, like colloquia, seminars, access to discussions with faculty, and access to cured online content. #CNSM #physics #FundCSULB [23449](#)

Given our campus community and alumni base who might not be as wealthy and classify as "big donors" where would we find these people to partner with? I like the idea of UC's and CSU's combining to produce a mass campaign, what would the operation of that look like? #fundCsulb [18800](#)

Pursue **industry engagement** in public-private partnerships to strategically fund, build, and expand specific endeavors.

The biggest area of potential growth seems to be from public/private partnerships. How can we garner support from industry and computer partners to support students' educations while still maintaining oversight for curriculum? #Curriculum #FundCSULB #ced [17992](#)

Possibly encouraging businesses to become sponsors of the university. But also providing services to that particular business to make it a worthwhile partnership. #FundCSULB [18055](#)

The project should showcase smart building technologies. To fund, seek corporate partnerships with the companies whose technologies would be on display. #technologycampus #fundcsulb #Planon #smartbuilding [14086](#)

CAMPUS CULTURE

If there were no barriers, what would campus culture be like by 2030? Fun is a huge part of life at the Beach. Participants were invited to imagine new activities, traditions, and practices that could help everyone enjoy working and learning at CSULB and that could contribute powerfully to campus morale. They came up with numerous suggestions to make the university more than a commuter campus—a place where people feel drawn to spend time, where diverse voices are heard, and where arts and culture bring people in from the wider community.

POSSIBILITIES FOR 2030

Transform from a place to commute to and from, to **a place where you want to be and spend time**, a place you're proud to be a part of.

#CampusCulture Many students view CSULB as a commuter campus—so do faculty and staff. What if there was an array of amenities and we could meet our daily as well as higher levels needs? Meet colleague for dinner/ drinks, post office, dry cleaning? We have some...how about more? [7843](#)

I would love to see more green spaces and gathering places on campus. Imagine if the whole campus could look like the Japanese garden. I would love a campus that students came to just for fun, as a destination to spend time socially. #CampusCulture [6755](#)

I definitely agree with you, having more campus pride will raise student morale and make us all more excited to be a part of this campus. #CSULBTRiO #CampusCulture [3844](#)

Create **an environment of growth and exploration of new ideas**, where diverse voices are able to be heard and learning is encouraged on all levels.

Let's get rid of the word tutoring everywhere on campus. Instead, use words like studying, students, learners, success, etc. #CampusCulture #InclusiveExcellence [13783](#)

As a white student, in the year 2030 I would like to be able to see more instructors of color on campus. Students of color and those who seek non-normative viewpoints would highly benefit from greater faculty diversity. #CampusCulture #CED #golead [7944](#)

Lack of meaningful noise—voices unheard, squandered, belittled and/ or pushed out—start by having guest speakers throughout political spectrums and let them be heard. If it's meant to be shutdown, create positive discourse, not silencing them. #CampusCulture [6581](#)

Support **arts and culture** to create an inviting and vibrant gathering place for the campus and the wider community.

#CampusCulture Music brings people together. A large outdoor music venue will serve students as well as the larger Long Beach community. Concerts, festivals, rallies, etc. [6622](#)

#CampusCulture I agree with everyone else who would like to see a music festival on campus. Music and cultural events can be a bridge between campus community and broader Long Beach area, perhaps giving local taxpayers reason to see the campus as more relevant to their own lives [6835](#)

Cultural events open to the community beyond members. It is great that we have cultural festivals for the members and those should continue. However, we should have other events where the students & public could engage with a small fee. #GrowGarden #CampusCulture #CampusCulture [16172](#)

CAMPUS' ROLE IN CREATING A SUSTAINABLE WORLD

If there were no barriers, what sustainability goals should CSULB develop for 2030? Clean air and water, sustainable food systems, renewable power sources, climate change mitigation—all are part of the long-term sustainability of the planet and the health of its inhabitants. Everyone has a role to play, and participants imagined a variety of ways to step up, including cultivating a view of the campus as an ecosystem, educating for a sustainability mindset, and amplifying CSULB as a regional hub for incubating innovations.

POSSIBILITIES FOR 2030

Build a culture of sustainability by viewing **the campus as an ecosystem** where everything—transportation, housing, CO2 emissions, student success—is connected and change can start anywhere.

CSULB will have a strong culture of sustainability, ranging from more sustainability in the curriculum to resources on campus to help students live a sustainable lifestyle. #LB4sustainability [1415](#)

Creating an inclusive campus culture through creating affordable campus housing options can reduce campus emissions and create a newly defined sense of place for the CSULB community. Think global, act local. #LB4Sustainability #Transportation #StudentSuccess [2423](#)

#LB4Sustainability I think if faculty, staff, and students were able to visualize the amount of waste the campus produces from all sources in one day it would impact their focus on sustainability. #DAF [3533](#)

Cultivate a **sustainability mindset** by integrating sustainability into curriculum, coursework, and degree programs as well as all aspects of campus operations.

In 2030, climate change science and climate literacy are infused throughout the university curriculum. Students #learnbydoing to become experts and leaders in climate adaptation and resilience #InclusiveExcellence #LB4Sustainability #ResilientLB #ESP #CLA #GeoBeach [685](#)

I would love to see a degree program focused on Environmental Justice issues that would include applied research/service learning in the communities most impacted by environmental degradation. #LB4Sustainability #resilientLB #socialjustice #ResearchScholarshipCreativity [10143](#)

In 2030, sustainability will be a required GE course. #LB4Sustainability [1603](#)

Become a **higher education hub for regional innovation** by bringing sustainability research and entrepreneurial mindsets together to create sustainability-focused enterprises and innovations.

#LB4Sustainability CSULB becomes a regional innovation hub for developing and implementing large sustainability projects in our neighboring communities. [3123](#)

#LB4Sustainability What are the possibilities of building upon the Innovation Challenge to establish an incubator for sustainability-focused enterprises? [2859](#)

The campus should play a part in helping students become contributors to the world in a sustainable way. Education isn't limited to book smarts...it's also about how to be a better person and a better community member. Campuses need to stimulate innovation! #LB4Sustainability [2490](#)

FACULTY SUPPORT AND DEVELOPMENT

If there were no barriers, how would the university attract, retain, and support its faculty by 2030? The primary role of faculty is closely tied to the success of students, so it's important for the Beach to provide working conditions and professional growth opportunities that draw top-notch professors. Participants recognized ways to ensure faculty quality by providing them with resources to hone their craft and develop professionally, to ensure diversity and inclusion in hiring and training of faculty to better serve a diverse student body, and to reimagine faculty incentives and roles.

POSSIBILITIES FOR 2030

Help connect faculty with **the right resources**—be they human or otherwise—to continually expand and improve upon themselves and their craft.

Faculty are trained to be experts in our disciplines, but we don't always receive training in effective mentoring, inclusive pedagogy, student career guidance, etc. We need effective, efficient, incentivized training to hone practical skills #BeachMentor #DestinationForFaculty [9084](#)

Staying at the cutting edge of innovation will ensure our campus is a destination for talented faculty. More professional development opportunities to retain talent. Increased learn-by-doing classes may attract more subject matter experts. #DestinationForFaculty #ES2030 [9694](#)

Interdisciplinary committees and more faculty community exchanges might be one of the ways to help keep faculty connected across disciplines and colleges. The silo effect helps no one. #DestinationforFaculty #Governance [12917](#)

Help create **an environment that fully supports CSULB's diverse population**, providing the resources needed to become even more inclusive.

Yes, great idea! Faculty should serve as teachers and mentors, with the training, background and experience in working with students of color. #StudentSuccess #InclusiveExcellence #Latinx #LFSA #DestinationForFaculty [22616](#)

We need to make CSULB a #DestinationForFaculty from diverse backgrounds and show students what they could become - serve as role models for scholars of the future #InclusiveExcellence #FundCSULB #CNSM #BIO [21177](#)

INCOGNITO: #DestinationForFaculty Offer diverse students at CSULB going to graduate school a forgivable loan program to return to CSULB, one specific to CSULB. AND offer funds to support down payment for a home. [9153](#)

Reimagine **faculty incentives and roles**, giving faculty members alternative tenure tracks and supporting wider dissemination of research results.

Changing the rewards and promotion structure for tenure track faculty in order to facilitate dissemination of knowledge beyond academic journals in order to inform the general public. #ResearchScholarshipCreative #DestinationForFaculty #LBcrim [16074](#)

#DestinationForFaculty CSULB could create alternative paths to faculty including a focus on student learning rather than traditional research [9209](#)

#DestinationForFaculty One way to improve working conditions and attract faculty would be to give faculty more control over the fruits of their labor by drafting a clear IP policy about who controls what intellectual work and what is 'for hire'. #IntellectualPropertyBeach2030 [8962](#)

FUTURE OF YOUR DISCIPLINE

How can CSULB ensure its curriculum remains relevant in 2030? With changing technology and greater emphasis in interdisciplinary fields, the value and relevance of traditional degree programs are being challenged. Participants ventured ideas about how traditional majors might be redesigned so that intellectual integrity is maintained but at the same time the skills and knowledge imparted remain relevant and cutting edge.

POSSIBILITIES FOR 2030

Teach students in any major **the basics of effective professional communication** so they can competently share the knowledge and skills they gained at CSULB with a broader audience.

Change the way we assess what students learn. Adopt new ways for students to communicate what they have learned, videos, story boards, web pages, etc. #Curriculum [18911](#)

When will we start to embed basic interpersonal skills in our curriculum and teach students how to communicate professionally instead of assuming they learned it elsewhere? #Curriculum [15042](#)

There will be a mandatory R programming course required for all STEM majors. Being able to properly present data is necessary to any type of research #Curriculum#GraduateEducation #StudentSuccess#PromoteResearch#BIOL696A [11156](#)

Experiment with **different forms of instruction and engagement** that go beyond traditional classroom methods and content.

As challenging as this would be, I #Curriculum has to include different modes of instruction and being realistic about how many units can be completed in a 4–5 year timeline for undergraduates. [14900](#)

I know the medical field trains doctors to interact with patients using actors—I am really confused why social services doesn't use this. I want professors and peers to be able to observe me interacting with a client and give real time feedback. #Curriculum [14417](#)

#Curriculum It would be exciting for the Beach to launch Content Innovation Lab as part of an R&D designed specifically to create an exciting, interesting and fun content. [1676](#)

Engage with **industry and community partners** to design curriculum that teaches students skills to solve real-world problems and be valuable employees.

In 2030, #Curriculum will be created in collaboration with professionals in the workforce (alumni) to make a CSULB graduate better prepared for long-term career success. #careerservices can be the conduit to bridge this gap that currently exists. [15636](#)

In 2030, CHHS can work closely with its community partners to design curriculum and courses that employers see as valuable. CHHS students will be the top applicant in any pool. #CHHS2030. #regionandbeyond. #curriculum. [24124](#)

#CNSM employs active learning specialists who work with faculty to design and implement inquiry-based courses or course modules. The result is engaged and empowered students who develop skills to solve real world problems. #LearningByDoing #Curriculum #DestinationforFaculty [13145](#)

GENERAL EDUCATION

If there were no barriers, what would General Education look like in 2030? In a constantly changing world, curriculum and programs must adapt. Taking the broad view, many participants explored and debated the purpose of a college education—is it to provide people with a liberal arts foundation, to help them become more responsible citizens, or to prepare them for the workforce and world ahead? Others took a different tack, proposing specific reforms to the format, offerings, and means of imparting a general education.

POSSIBILITIES FOR 2030

Revamp **the core of General Education** to include critical thinking and communication, cultural literacy, climate change literacy, and practical life skills, among others.

#GeneralEducation Fundamental courses for all students in 2030 will include culturally informed courses such as cross-cultural psychology and true, nuanced history of Native Americans/African Americans, etc... #InclusiveExcellence #Diversity #CEEE [3873](#)

Critical 21st century skills - ability to question, analyze, and COMMUNICATE. Digital, print, media, and quantitative literacy in the context of communicating, teaching, and learning about ideas to broad populations of listeners/viewers. #technologycampus #ced #generaleducation [5007](#)

A new required class for ALL freshman will include topics such as personal finances, growing your own food and how to stay healthy both physical and mental. #GeneralEducation [2173](#)

Explore **novel approaches to earning GE credits** to ensure that completion of GE requirements doesn't hold up a student's graduation.

CSUs should get out of General Education and partner with the Community College system to handle this. This would free up resources and space. Also lower the cost for students. #GeneralEducation #DegreesNotDebt [1451](#)

Challenge departments to collaborate with other depts. to make GE's more available to meet more than one requirement and work on creating curriculum that meets the needs of current job market. #OnlineCSULB #FreeCSULB #RebootEDU #ActiveClassroom #DigitalEquity #GeneralEducation [3904](#)

Tasting menu for potential majors fresh. year (3) 1 unit courses, 5 weeks each - featuring "best of" intro to possible majors to help students find the right path. Changing majors can be daunting, difficult & expensive.. students need a way to find the right fit #GeneralEducation [6961](#)

Make General Education **an applied and a lifelong endeavor**—something that shows in how you live and work and that doesn't end after you receive a degree.

#GeneralEducation may necessarily be a lifelong process, with new foundational competencies required to keep pace with technology. Students and #alumni will benefit from an institution that can anticipate these needs and provide resources accordingly. [3710](#)

In 2030, every student graduates with professional experience to develop soft skills and professional dispositions - experiences should serve the local LB community #ced #generaleducation #communityengagement [4473](#)

In the future, we must focus on outcomes not courses. General Education outcomes are the key, but if we conflate the outcomes with the bean counting of courses, we miss the point. #GEacrossTheCurriculum #GeneralEducation #CNSM [12618](#)

GLOBAL ENGAGEMENT

If there were no barriers, how would CSULB expand its global presence by 2030? CSULB students are preparing to become citizens of the world. There will be new global work opportunities, new ways to connect and communicate with people everywhere, and planetary-scale problems to solve together. Participants imagined leveraging new technologies, new global partnerships, and innovative educational models and exchanges to remake the Beach in a global lens.

POSSIBILITIES FOR 2030

Strengthen **partnerships with other institutions** in networks of exchange to expand global reach, enhance research, and broaden opportunities.

Implement more international exchanges between universities by having students perform some of their research abroad in the lab of their mentors' collaborators #GlobalBeach #ResearchScholarshipCreative #CNSM [11728](#)

Imagine CSULB as a hub of interlinked campuses around the world, allowing students to attend classes on multiple continents - in person or through technology-linked classrooms. #GlobalBeach [19878](#)

By creating an international study abroad/exchange program structured similarly to the "California Promise" program students could transfer to colleges within the network all over the world and it could expand CSULB's global presence tremendously. #GlobalBeach #PACTT12 [11657](#)

Expand global connections by **leveraging new technologies** such as hybrid classrooms, web conferencing, and holographic lectures.

#GlobalBeach hybrid classrooms with open enrollment so that classes can be co-taught across campuses and countries, with student audiences accessing and paying local tuition. [14059](#)

One direction is to model integrating technologies into instruction to support global communication, such as using web conferencing to engage CSULB students with students or guest speakers from other countries. #technologycampus #ced #globalbeach [23322](#)

Concerts have holograms, Tokyo is preparing global/local stadiums with holograms, could CSULB help pioneer the hologram lecture and make reaching students wherever they may be? #GlobalBeach [23688](#)

Give students more **options for research collaborations and for applying their learning** in novel locations in other countries.

#GlobalBeach Urban Coast is multidisciplinary research on environmental and social issues affecting urban coastal areas around the world. Let's partner with Urban Coast areas around the world giving students rich and meaningful study abroad opportunities #CNSM [11950](#)

Leverage online science classes to allow CNSM students to study abroad and apply their science in novel locations? #CNSM #GlobalBeach #TechnologyCampus #LearningByDoing [6532](#)

Nursing students will have the option to do a clinical rotation in another country and receive full credit for that semester. #GlobalBeach #nursing2030 [23526](#)

GRADUATE EDUCATION

If there were no barriers, what would CSULB's graduate offerings look like in 2030? For CSULB to remain a destination for graduate degrees in the region and the state, graduate education must adapt to changing workforce needs and stay relevant and vibrant. Participants suggested making shifts to current programming to ensure that graduate students who teach are properly compensated, that underrepresented graduate communities are supported, and that courses and programs better reflect the interdisciplinary nature of the world at large.

POSSIBILITIES FOR 2030

Reward the hard work done by graduate students who teach or assist with academic instruction by giving them **tuition waivers or other forms of compensation**.

I would like to see more assistantships for grad students and I would love to see tuition waivers. This seems necessary to compete for the best and the brightest #GraduateEducation [11518](#)

Agreed with tuition waivers for GAs and TAs. Some departments cannot compete with R1 universities with tuition waivers. #GraduateEducation [11382](#)

Yes! We need tuition waivers for our GAs and TAs. Six other CSU offer these! Let's figure out how to be the seventh! #CNSM #GraduateEducation #TuitionWaivers [18566](#)

Provide services, programs, and financial **support for underrepresented graduate student communities** such as students of color and first-generation graduate students.

Continue to make graduate degrees accessible and provide financial aid for those pursuing higher education. Diversity in research and #GraduateEducation is important and CSULB should continue to support underrepresented minorities in this field. #CNSM #BIOL696A [11202](#)

CSULB should offer services and supports designed for first generation graduate students specifically. #GraduateEducation #StudentSuccess #ced [11318](#)

As an underrepresented student, programs like RISE have made CSULB an amazing place to continue my education. CSULB should continue to promote these types of programs in order to provide underrepresented groups pathways to higher education. #GraduateEducation #BIOL696A [11240](#)

Design more **interdisciplinary graduate courses and programs** that are applied and hands-on to prepare students to solve real-world problems.

We currently do not have many dual degree programs. Could there be some hybrid-interdisciplinary dual degree programs which could be added to the curriculum? I would like to see depts working together to create innovative programs campus wide #graduateeducation #interdisciplinary [13415](#)

The traditional belief in graduate education is to educate our students in functional silos but this will not prepare them for the changes and the uncertainty that they will face as technology has a greater impact on our jobs, day-to-day lives. #GraduateEducation [6814](#)

#GraduateEducation #CHHS I would like to see the School of Social Work collaborate with CSULB Athletics to assist in the development of a curriculum that seeks to educate and train youth sports coaches on family assessment and accessing community resources. [1250](#)

INCLUSIVE EXCELLENCE

If there were no barriers, what would inclusive excellence look like in 2030? Inclusive excellence means valuing and engaging all forms of diversity to enhance the educational experience. Participants imagined next steps to build on the Beach's strong basis in diversity to create curriculum and practices that are truly inclusive and to make CSULB a destination for diverse faculty and students. These include flipping the model, viewing a diverse faculty and staff as an asset, and establishing ways to measure inclusive excellence.

POSSIBILITIES FOR 2030

Flip the model **from exclusivity to inclusivity** and integrate ties to academic excellence, bringing the two together with evidence.

We look forward to a time when Inclusive Excellence completely replaces the outdated, harmful practice of 'exclusive excellence' within academia. Much progress has been made, but more can be done.
#InclusiveExcellence [323](#)

In 2030, student success is measured by critical thinking & problem solving skills, life long learning capacity, curiosity, & encouragement to cultivate and expand knowledge and practical skills, NOT by 4 year graduation rates #InclusiveExcellence #CLA #GrowthLearningMindset [490](#)

There is no such thing as excellence which is not inclusive. Let's figure out a way to communicate across divisions about what we are doing to support students. What innovations has Student Affairs developed?
#InclusiveExcellence [500](#)

View **a diverse faculty and staff** as an asset that will attract and inspire excellence in students who see themselves represented in their instructors and campus community.

Attract a more diverse faculty and staff body; students are more attracted, invested, and successful when they see themselves in their instructors and campus community.
#InclusiveExcellence #CED [1722](#)

More women faculty in Sciences. Lets make it happen here, change perceptions in Society. #InclusiveExcellence#StudentSuccess#CampusCulture [596](#)

What campus resources should be made available to students, faculty and staff to support a variety of learning styles based on ability, culture, and other indicators of individuality?
#InclusiveExcellence #ced [520](#)

Establish **goals and metrics** so it will be apparent when inclusive excellence has been achieved, and be transparent in sharing the metrics.

How do we know when we have achieved inclusive excellence? How do we measure that? #InclusiveExcellence #ced [1667](#)

The University actively promotes an environment where faculty, staff, and students' bodies are representative of the population and no one is channeled into specific tasks or roles. In particular in the sciences and physics.
#InclusiveExcellence #CNSM #physics [636](#)

Will the President's Commission on Inclusive Excellence report on its work over the past two years? What has been the commission's impact? #InclusiveExcellence #strongerwithliberalarts [469](#)

INTERDISCIPLINARY LEARNING

If there were no barriers, what new collaborations would you like to see by 2030? Imagine a future where new multi- and interdisciplinary departments and programs take advantage of the best of traditional teaching methods in new, breakthrough ways. Participants suggested ways to break down barriers to interdisciplinary learning and collaboration, link interdisciplinary thinking to solving big societal challenges, and expand interdisciplinary General Education.

POSSIBILITIES FOR 2030

Break down silos by acknowledging the limitations of single disciplines, offering more interdisciplinary majors, and encouraging team-based research.

Encouraging faculty to examine the limitations of their own subjects in addressing current issues can provide deeper connections between disciplines and help break down these silos [#interdisciplinary 16132](#)

More majors that mix the arts/ liberal arts with science. I love my major Geography because I can mix my passion of studying the urban environment with my interest in Geographic Information Science. [#Interdisciplinary #LearnEverywhere #LearningByDoing #GeoBeach 22949](#)

More collaborative and [#Interdisciplinary](#) approaches to increase research and research funding. Studies show that more research is being conducted by teams, team-based research has greater impact, higher funding and more pubs. Teams must self-assemble but can be fostered [#CNSM 15866](#)

Leverage interdisciplinary thinking to solve societal challenges by offering **interdisciplinary classes and programs focused on big problems**.

[#Interdisciplinary](#) classes are vital to solving big problems. Faculty need a pathway and support for developing interdisciplinary classes, co-teaching, and collaborating across departments and colleges. [#ESP #ECON #Curriculum 14821](#)

Yes. Interdisciplinary efforts broaden our knowledge and understanding of how the world works beyond our own discipline. Very important for well-rounded graduates to come up with viable solutions to see more fully to solve today's problems. [#RegionandBeyond #StudentSuccess 17630](#)

Let's create Coll. of Interdisc. Studies. Each year faculty choose a challenge topic. Students from across disciplines take classes and participate in research about the topic. The culmination is a campus symposium of how we might address the challenge. [#Interdisciplinary #CNSM 16581](#)

Expand **interdisciplinary General Education** and link it to student success and job readiness in a complex and unpredictable future.

[#Interdisciplinary](#) To handle the complexity of the globalized workplaces, we need to develop customized degree programs that combines course work from multiple disciplines for the next generation of learners. [13451](#)

I want to see a more Interdisciplinary General Education for all students. My point: You can't pursue a career that you didn't know existed. Plus, this will help students think outside of the box and create their own fields and industries. [#GeneralEducation #Interdisciplinary 18531](#)

what are the natural [#GE](#) mashups that could kickstart entirely new (and relevant) fields for 2030? [18684](#)

LEARNING AND DOING

What types of applied learning and work experiences will the university support by the year 2030? There are so many ways to connect learning with doing: internships, applied learning, work, entrepreneurship, clinical practice. Participants envisioned a bit of it all—wanting hands-on learning in meaningful contexts, civic engagement through service learning and community-based research, and internship and work opportunities with local businesses.

POSSIBILITIES FOR 2030

Extend the classroom experience into **meaningful contexts** and scale campus programs and opportunities for more **hands-on learning**.

Undergraduate research opportunities are so important! I feel like I'm going to be better prepared for graduate school because I've participated in #BUILD, and I hope that more programs can become available in the future that fund hands-on learning this way!
 #LearningByDoing [21899](#)

We need to take more classes that partner with businesses so we get real life experience and connections during class time. Many students can't do internships because they work to pay for rent and school. #LearningByDoing [4687](#)

Give students opportunities through classes and faculty-supervised research to go into the field and experience our amazing California biodiversity in person. #CNSM #BIO #ResearchScholarshipCreativity #LearningByDoing [4374](#)

Amplify **service learning, community-based research, and interdisciplinary approaches** and connect them to the CSULB mission of civic engagement.

By 2030 every major will include civic engagement specific to the skills gained by that respective major (i.e. Business startup advice for local businesses or local art programs serving youth of under-served populations) #LearningByDoing #CommunityInvolvement [4026](#)

Put a human face to issues we study. As an institution, promote engaged scholarship/learning through service learning, community-based research, & multi-disciplinary approaches to local issues. #CSULBEngageTheCommunity #CSULB ServiceLearning #CSULBActionResearch #LearningByDoing [4902](#)

Short (5weeks??) crossdisciplinary projects based on community needs... #learningbydoing #alwayslearning [12759](#)

Enlist local business and industries in creating **student internship and work opportunities** that connect hands-on learning to job readiness and career pathways.

#LearningByDoing -Partner further with local industries to provide hands-on progressive educational training that brings student closest to entering into higher positions upon graduation. #Hospitality #HospitalityManagement [12959](#)

Internships, clinical practice, and general hands-on training is so critical to networking and having a better understanding of one's career choice. I agree that having these opportunities early on in one's educational career can make all the difference. #LearningByDoing #ced [8426](#)

Funding faculty to oversee 'BeachWork' centers in which students are coached through actual work-related tasks outsourced to us by Long Beach businesses #LearningByDoing [13134](#)

LIFELONG LEARNING

How can CSULB help students continue to learn and prepare as the world of work changes? Imagine a future for Beach 2030 where a four-year degree isn't the end of a student's relationship with the university. Participants identified proactive steps CSULB could take to imbue students with the skills for lifelong learning, to become a lifelong partner to alumni, and to open the campus, courses, and offerings to new constituencies.

POSSIBILITIES FOR 2030

Foster a CSULB **culture of lifelong learning** among students, in the region, and beyond.

CSULB partners with Long Beach Public Libraries to create a city-wide lifelong learning initiative. [#AlwaysLearning #ES2030 23164](#)

The University was created as the place where you acquire tools to become a lifelong learner. Many new jobs are invented by University graduates and faculty. Support their work; they will tell you what to prepare for! [#AlwaysLearning #ResearchScholarshipCreativity #CNSM #physics 11025](#)

[#AlwaysLearning](#) CSULB could host a "community open house" to promote engagement, university connection and lifelong learning. <https://www.pdx.edu/insidepsu/welcome-to-psu-week> [22994](#)

Develop **new opportunities and offerings for alumni** to continue to expand their relationship with the university over time so that CSULB is a lifelong partner.

Offering online courses and micro-degrees to continually enhance graduate's skill sets would foster life-long learning. It would also promote more interdisciplinary learning which could help in tackling some of the most difficult world issues. [#AlwaysLearning #CNSM #BIOL696A 11011](#)

Creating a network for alumni to continue learning and being able to attend online and on campus classes. Something outside of open enrollment that is specific for alumni [#AlwaysLearning 10984](#)

[#AlwaysLearning](#) Staff taking classes keeps us engaged with students learning and student experiences [#CNSM #DualStatus 10793](#)

Expand the audience of learners by creating **an open, inviting, and accessible learning environment** with supportive infrastructure, night and weekend programs, and an orientation toward returning/older students.

Seniors in the community could have free bus passes so they can come audit classes. Parking issues keep my neighbors from doing this. [#AlwaysLearning 23344](#)

[#AlwaysLearning](#) To encourage life-long learning, we need to make CSULB welcoming to returning/older students (e.g., extra academic support, accessible classrooms, training for faculty about learning styles of older students). [#AgingCSULB 23005](#)

[#AlwaysLearning](#) "2nd-Shift" programs; night and weekend programs for working professionals looking to level-up skills; seeking professional development that will advance their career [#CNSM #StudentSuccess 15586](#)

PARTNERSHIP IN THE REGION AND BEYOND

In what new ways should CSULB serve the local community and the public good? Beach 2030 is a place to engage, innovate, and make a positive impact in the region—from the city of Long Beach to LA County, Orange County, and the state of California. Participants uncovered new ideas for the university to be a good neighbor in the future, seeing CSULB as a hub for innovation and expertise, a partner with local businesses in upskilling workers, and a source of volunteer service for the region.

POSSIBILITIES FOR 2030

Bring the region into focus and leverage CSULB as a **hub for art, research, innovation, and social entrepreneurship**.

Creating integrated urban space (homes and community) with people of all ages and backgrounds with collaborative spaces where all can create, learn, meet, collaborate, inspire & develop together would help to provoke #LifeLongLearning #Sustainability for the #RegionandBeyond [17458](#)

By 2030, I imagine The Beach has gained global accolades for fostering faculty experts who are accessible to news media & fearless about sharing their knowledge—further showcasing how we help solve critical social challenges. #RegionandBeyond [13582](#)

#RegionandBeyond Our campus has the benefit of being in a city with pop cultural cachet. We can promote our faculty experts in the arts as experts on several topics: concert and pop music; animation; visual art; theater and film; etc ... [16811](#)

Develop a **community mindset** by opening classes to all, partnering with local companies to enhance worker skills, and allowing cross-enrollment across the CSUs.

CSULB can offer day classes or summits to share knowledge with the community, i.e. starting small businesses, supporting families wellness concerns#RegionandBeyond [17419](#)

#RegionandBeyond Create a pathway for local businesses to help workers enhance skills by allowing employers to pay for refresher and enrichment courses on a class-by-class basis, and/or partner with local companies to develop in-demand microdegrees [17241](#)

#RegionandBeyond Allow or promote regional learning by allowing cross-enrollment across the CSUs - especially San Diego State and San Francisco State - Monterey Bay for water and ocean #research #LFSA [17183](#)

Reimagine **the region as the classroom** and integrate regional challenges and projects into the learning experience so students develop a service mindset.

#RegionandBeyond The CSULB colleges can partner with the City of LB to have student groups (i.e., College of Business) to write case studies that help solve local city challenges. Can be an entire course for credit. [17640](#)

If there were no barriers, I would like to see CSULB partnering with Senior Centers, Retirement Homes, and other places and organizations to help older adults stay connected and be less isolated. Social interaction is beneficial for everyone #agingCSULB #RegionandBeyond [17282](#)

We lose water through not having Gray Water available for irrigation. Courses in design of systems and teaching communities to build and retrofit water systems to incorporate. #CNSM #RegionandBeyond #TechnologyCampus #LB4Sustainability [3714](#)

PHYSICAL CAMPUS IN A VIRTUAL WORLD

If there were no barriers to the kinds of spaces you could access or create, physical or virtual, what would CSULB need to build by 2030? There will be more opportunities to learn online and work in virtual spaces in 2030, but physical spaces will still serve an important role in education, research, art, and athletics. Participants imagined endless ways to break out of the classroom and into the world around them, including on-campus spaces and learning embedded in the city and regional landscape.

POSSIBILITIES FOR 2030

Leverage technology to enhance the learning experience through **multiple channels of education**—synchronous, asynchronous, and virtual.

Virtual labs throughout campus that will expose students to experiences we can't access (underwater exploration, caving, space exploration, anatomy, etc) Show us what it is really like!
#LearnEverywhere [18827](#)

Thinking outside the box on how to encourage and support diversity and inclusion through multiple channels of education - synchronous, asynchronous, f2f?? Technology is the key! #TechnologyCampus #LearnEverywhere #AlwaysLearning #GraduateEducation [13864](#)

A new generation of millennial professors will emerge that are more comfortable and excited to use technology to improve their student's learning experience. #studentwellbeing #learneverwhere #technologycampus [2576](#)

Support **hybrid and flipped classes** so that students direct their own learning of lecture material online and visit the physical classroom for interactive learning and collaboration.

Open the doors to overseas students for distance learning. Hybrid classrooms that would enable anybody to attend a class without location restrictions. Collaborative software exists for this to happen.
#LearnEverywhere [18996](#)

I imagine new format of classrooms. Everything changed but classrooms are the same as 200 years ago. I imagine classes being more practical than theoretical. It's time to say NO TO BORING LECTURES!
#newclassrooms #LearningByDoing #DestinationForFaculty #LearnEverywhere [16614](#)

In 2030, most classes will be offered in flipped classroom format with major portion online or taught by robots equipped with Artificial Intelligence. #TechnologyCampus #LearnEverywhere #StudentSuccess #GlobalBeach [12683](#)

Create CSULB **distributed learning spaces** that support and value in-person human interaction, across campus, the city of Long Beach, and the larger region.

#Facultyinnovationspace space for faculty to develop interdisciplinary research projects and recruit students to create, build, and participate for \$ or credit. #Generaleducation #learneverwhere #learnbydoing [4304](#)

CSULB will have a physical presence in downtown Long Beach with both classrooms and housing.
#LearnEverywhere [3708](#)

#LearnEverywhere design campus spaces specifically to promote #peer learning [18923](#)

SAFETY AND SECURITY ON CAMPUS

If there were no barriers, how could the campus be a safer place for everyone by 2030? The CSULB community will face a range of risks in the future involving personal safety and data security as well as things like extreme weather, wildfires, and earthquakes. Many participants expressed concern about the possibility of an active shooter situation or other mass disasters. Some possibilities floated for mitigating and preventing such situations included leveraging technology and campus data to anticipate security risks, upgrading security infrastructure, and promoting self-defense and an informed community response to threats.

POSSIBILITIES FOR 2030

Build out a **secure campus and digital foundation** while also maintaining an open campus environment that respects the needs and privacy of individuals.

An open and transparent campus climate survey can provide the university with data and information to make our campus more #Security and welcoming for all, including faculty, staff and students of color #StudentSuccess #InclusiveExcellence #latinx #LFSA [22713](#)

#Security for data or privacy issues. It is always a battle between the data protectors vs hackers. [13938](#)

In 2030, we will look forward to a day free from cameras and unconstitutional searches, because CSULB will develop and instill a moral, ethical, and honest framework for our future leaders that shows them there is a better way to trust people. #Security [13903](#)

Upgrade **security infrastructure** to include more security personnel and better lighting in the evening as well as smart technologies to control access to buildings and classrooms.

I am concerned about night classes. It gets pretty dark in lower campus. I think there should be more lights installed and more security. #HCA410BF #CHHS2018 #Security #Nightclass [10293](#)

Although all students deserve and need housing, if a student is staying in their vehicle, a safe, patrolled place to park at night, on-campus, seems essential. #Security [12038](#)

Upgrade CSULB infrastructure to prepare for disasters or active shooter situations, i.e. facial recognition to enter buildings, locked smart classrooms, secure & efficient parking lots. #security #resilientCSULB #CHHS2018 [22359](#)

Provide **education on mental health and personal safety** and enroll **community volunteers** to respond efficiently and effectively in moments of crisis.

Mental health education is critical in any situation. Educating students, faculty, and staff on how to assist those in need is key to campus safety. #Security [13778](#)

#Security Maybe a community/CSULB database can be built in which community people sign up as volunteers for various disaster threats and when needed, individuals can call upon their help [13849](#)

#Security I like the suggestion of having self-defense classes for the campus community (students & staff) and the neighborhoods; to add to that, having on campus safety socials with safety professionals do presentations would be fun. [14741](#)

SHARED GOVERNANCE

If there were no barriers, what would inclusive leadership look like in 2030? Shared governance and inclusive leadership are important goals and values for the university to uphold. The CSULB community made its voices heard in suggesting more inclusive ways for the university to make decisions, create policies, and set agendas. Participants envisioned a governance system that folds in new voices, removes layers of bureaucracy so that decisions can be made more efficiently but still deliberately, and includes regular campus-wide temperature taking.

POSSIBILITIES FOR 2030

Include a **diverse set of voices that represent all members of the community** in governance processes and decision making.

How can we discuss the concept of 'inclusive leadership' when there are very few admin of color? Representation matters, as it pertains to students and even staff in the lower ends of the CSU hierarchy. #Governance [8042](#)

When it comes to shared governance we also must consider representation in key decision making and advocacy. When we are making decisions that affect underrepresented communities, is someone from that exact community represented in the discussion process? #Governance [8100](#)

#Governance Shared governance would include ALL members of the CSULB community and those served by CSULB. Older adults must be part of the governance for our university to be truly inclusive #AgingCSULB [8122](#)

Streamline **governance processes and bureaucracy**, removing layers so that operations and decision making are more efficient.

Less structure to get course curriculum changed. Leave this to the College level to approve. With the transparency in our growing culture, students will speak up if something is wrong. We need to be able to adapt to what is going on in real life to the classroom #Governance #HRM [7994](#)

Make money fungible again. Why so many separate pots of \$\$ for same end goals? Reduce micromanagement, return resources to the foot soldiers (Faculty!) #Governance #CNSM [3042](#)

The CSU system has 400K+ students. Why aren't there more #EconomyOfScale solutions? We should look at all the 3rd party vendors used throughout the CSU and seek opportunities for efficiency, even developing some tools in-house. #Governance [4879](#)

Develop a **drumbeat of temperature taking**—ask everyone on campus to weigh in on big decisions and gauge where they stand on a more regular basis.

Imagine what type of data and information we would have if conducted a campus climate survey for faculty, staff and students to complete! #latinx #LFSA #CampusCulture #Governance [19363](#)

Physical polling place on campus (including online) to vote for policies and officials every semester. #Governance [8741](#)

Have more events like this to help decide or set decisions, policies, and agendas. #Governance [8057](#)

STAFF SUPPORT AND DEVELOPMENT

If there were no barriers, how would the university attract, retain, and support its staff by 2030? The primary role of staff is closely tied to the vision of the institution, and staff members play an essential part in helping the university and its students reach their goals. To ensure long-term retention as well as an engaged workforce, participants proposed providing more support for staff development and professional mobility, broadening position descriptions, leveraging the deep expertise held by staff members, and providing family-friendly flexibility.

POSSIBILITIES FOR 2030

Provide resources, structures, and incentives for **staff development and professional mobility** both at CSULB and within the state university system.

Avg tenure for workers age 25-34 is 2.8 years... 4.2 years overall for all ages. Institutional/historical knowledge can be quite beneficial here- Increased opportunities for upward mobility, education, cross-training and prof. dev. could keep staff on board
#DestinationforStaff [6687](#)

Create a program within the CSUs to shadow similar departments at the various CSUs. Expand learning styles and perspectives. #LearnEverywhere
#DestinationforStaff [6479](#)

Broaden Position Descriptions and allow more job exploration and solutions-based involvement. Create an exciting cross functional dynamic that allows the use of multiple skill sets and knowledge. Let staff contribute, explore & find new ways to grow.
#DestinationForStaff [6371](#)

Celebrate and respect the deep expertise of staff members, giving them **opportunities to share their knowledge** with students outside of typical roles.

Opportunities for staff to engage with faculty, graduate, and doctoral students on research and publishing opportunities related to student well-being, student success, and additional outcomes related to higher ed
#researchscholarshipcreative
#studentsuccess #destinationforstaff
[10463](#)

#DestinationforStaff can only happen with the respect and support that comes from treating staff professionals as equal contributors to the educational process. That is not the current culture. Salary steps, professional development, voice in governance is required
[5165](#)

Staff-led panels and seminars on writing, communication, etc. have been great experiences for students! More opportunities for staff to utilize their talents outside of their regular office work would make CSULB a
#DestinationForStaff and be a boon to
#GeneralEducation [11917](#)

Provide a **flexible work environment** that allows for reduced commuting and better work-life balance, with affordable child care and telecommuting options.

Looking forward to telecommuting opportunities and alternative schedules for staff. Lets reduce the number of vehicles commuting to our campus in 2030. #DestinationForStaff
#LB4Sustainability [19644](#)

I envision a Beach where every single employee has access to affordable, high-quality child care on campus. Employee productivity & work life-balance are enhanced, with shorter commutes & less stress from child care concerns. #DestinationForStaff
#DestinationForFaculty #ChildCare
[1095](#)

To attract staff, we need to have a workplace that embraces staff as parents, community members, and students. We need flexible childcare benefits, flexible work hrs., and promotion/reviews based on value creation. #DAF #childcare
#DestinationForStaff [8473](#)

STUDENT SERVICES

If there were no barriers, what types of student well-being support would be available by 2030 at CSULB? As the next decade unfolds, there will be new sources of stress and anxiety, new physical health concerns, and new obstacles to financial and food security. Participants imagined the university distributing wellness hubs across campus, building student awareness around mental health and when to get help, and helping students address basic needs for food and housing.

POSSIBILITIES FOR 2030

Create **wellness hubs distributed across campus** where students can learn to make good choices and practice self-care to help cope with challenges to health.

I'd like to see Student Wellness hubs across campus staffed with a diverse population of therapists, councilors, advisers, nap pods, and study zones. If students have access to services where they are comfortable they are more likely to use them. #StudentWellbeing [8571](#)

#StudentWellBeing Regulated "check in" or class that is mandatory intro class that teaches the importance of self care, mental health, and understanding underlying educational stress and anxiety. #EDLD #EDD #PACTT12 [12593](#)

Agreed, the school has begun to implement more wellness programs (ex. Yoga, Workshops, Koru Mindfulness, etc.), but more needs to be offered #studentwellbeing [4633](#)

Highlight **mental health** and encourage use of amplified resources and services, especially at **critical stress points** during the academic year.

Student health services are really important, but resources are limited. Let's explore telemedicine and telepsychiatry as a way to deliver more health and wellness services to more students without ever needing a trip to the student health center #StudentWellBeing #CED #EDD #EDLD [12464](#)

A more robust counseling department with varied support groups and less wait time during critical stress points of the semester. Students shouldn't have to wait to prioritize their mental health esp. for students who don't have access to outside services. #StudentWellbeing [10705](#)

Mental health is a growing problem among college students, yet many may not realize they need professional help. How will CSULB help students recognize when to seek resources and support? #MentalHealth #StudentWellbeing #HCA410BF [10124](#)

Focus on **the basic needs of students** and address the financial, housing, and food insecurity that is impacting student success.

Too many of our students are facing homelessness and food insecurity. We need a more permanent and on-going funding source for our Beach Pantry that gets 300 visits per day. We could also use more emergency housing dorms. Students' basic needs matter. #StudentWellbeing [8217](#)

If we can't have more student housing and housing near campus is so expensive, more students will be commuting in. They need places to relax, take a nap, and get healthy food (not fast food) #studentwellbeing [3906](#)

Students might not be able to afford to FINISH college. We need more financial support—it is taking toll on student's mental and physical health! #StudentSuccess #StudentWellbeing [1136](#)

STUDENT SUCCESS

How could the university better support student success by 2030 and measure success beyond graduation rates? Student success is a key pillar for CSULB. Moving toward the future, participants suggested CSULB might take a more holistic view of student success, support the totality of the student with infrastructure and tools that provide a foundation for success, and prepare students with the skills that make them employable and ready to contribute to the world.

POSSIBILITIES FOR 2030

Embrace a **variety of “student success” definitions**—interpersonal, intrapersonal, and academic—and take a more holistic view of students beyond GPA and degree completion.

What about evolving how we measure #studentsuccess during their time on campus? Saw an interesting discussion on #TeachingtoMastery. No more grades and defined timelines. Learn at your own pace until you master subject. Then you have an A, until then, your studies are incomplete. [10281](#)

Yes, it's time we stop shaming students that don't complete their degrees “on time”. Students need more access, tools, and knowledge so that they can become adequately equipped for the job market/real world #StudentSuccess #GeneralEducation [18313](#)

Using measures outside grades, but rather involvement, innovation, ideas, giving back to measure success and how happy students are #StudentSuccess [12030](#)

Support **the totality of the student** and provide the academic, social, and financial infrastructure and tools that are the foundation of student success from the start.

We need an entire first year experience. Students need to be taught how to be successful at a four year institution. It is so different then high school. We need to give students the tools to be successful. #firstyear #freshman #firstgeneration #studentsuccess [8310](#)

More #adulting courses! Financial literacy, information literacy and cultural literacy to engage in lifelong learning and be a productive member of society! #Curriculum #GeneralEducation #StudentWellBeing #StudentSuccess [15832](#)

Providing a network of resources for transfer students new to CSULB community who could help direct and support students. Based on a simple intake given at SOAR, students could network prior to starting classes and get connected to their areas of interest/needs #StudentSuccess [5064](#)

Prepare students to succeed in any field by ensuring that graduates have **the skills employers are looking for** and that enable them to make **meaningful contributions**.

What if by 2030, CSULB graduates were known for being purple squirrels—a term used by employers to designate someone who has a rare combination of skills—languages, technical know-how, policy savvy, etc.—for example? #studentsuccess #puplesquirrel [3421](#)

Each college would have guided degree to career pathways so that students can succeed in any field. Students should have a meaningful and explorative educational experience but also deserve marketable skills and educational assets upon completing any degree. #StudentSuccess [6580](#)

We should adopt a long term initiative around career readiness that results in student prep for jobs or further education (not one or the other). Every class or activity would culminate with one more piece of prep (ex. resume update, community connection, research)#Studentsuccess [18804](#)

TECHNOLOGY-ENHANCED CAMPUS

If there were no barriers, what technology would you adopt, and what would it make possible by 2030? Technology will create endless possibilities for education and the campus in the next decade while at the same time posing new challenges. Participants envisioned ways to emphasize ethical use of new tech tools, harness technology to build community, and enhance the university experience while reducing barriers for all.

POSSIBILITIES FOR 2030

Develop a **culture of responsible use of technology**—acknowledge, prepare for, and mitigate potential unintended consequences.

#TechnologyCampus

#InclusiveExcellence If we don't train the future generation properly, we could create more social imbalances as a result of digitalization [8897](#)

CSULB will be recognized as a leader in including a consideration of ethical use of inventions and discoveries. Moral and ethical use of existing and upcoming technology and discoveries will be emphasized across the country. #StudentSuccess #Curriculum #TechnologyCampus [17204](#)

The more time spent using technology that divulges identifying information—in the workspace or classroom—will lead to an increased loss of privacy. #TechnologyCampus [1094](#)

Deploy technology that is centered on building **human-to-human interaction and community**.

In 2030, CSULB and the World is doing a better job of developing and utilizing technology to support us and not to compete with us. Tech should not dehumanize but rather allow us to emphasize and focus on the beauty of humanity -good and bad. #TechnologyCampus [4809](#)

CSULB partnering with platform developers similar to MeetUp, to embed these types of platforms in the curricula for students to meet with classmates to study, hang out, etc. so as to not lose the social aspect of learning while taking online courses #TechnologyCampus #CED [896](#)

We shouldn't try to out-compete other schools in the online space. We should focus on making CSULB about community and learning. If technology helps that, great. But we should value in-person human interaction. #LearnEverywhere-withCaveats #TechnologyCampus-withCaveats [1929](#)

Use technology to remove barriers and enhance **the campus experience** for faculty, staff, and students.

Have all parking spaces tracked by a central database and lighting system; very much like at mall or hotel parking structures where you know how many spaces are left in a particular lot. #Parking #TechnologyCampus [6481](#)

#TechnologyCampus By 2030, I would like to see a more integrated technology environment for new students, from finding course catalog and descriptions to finding faculty mentors, seeking academic and career advising, and selecting and registering courses. [7441](#)

Good idea! I believe a paperless travel request/ approval process is on the horizon. I would love to see more and more manual processes move online. While converting to the online environment, we should also take the time to improve the process itself. #TechnologyCampus #ced [2573](#)

TRANSPORTATION, MOBILITY, AND PARKING ON CAMPUS

If there were no barriers, what changes to the physical campus should take place to adapt to new kinds of mobility and transportation by 2030? Self-driving cars, sustainably-fueled buses, and alternative personal vehicles may eliminate the need to own a car altogether. Participants called for optimizing integration of campus transport with city and regional transport, leveraging data and research to solve identified transportation bottlenecks, and expanding virtual and digital educational offerings to reduce transportation needs.

POSSIBILITIES FOR 2030

Optimize the **integration and coordination** of CSULB mobility and transportation systems with city and regional transportation networks and platform services.

I look forward to CSULB being a transportation node of a major mass transit network for Orange, LA, and San Bernardino counties so I can leave my car at home. #LB4sustainability #transportation [3029](#)

We need a better carpool matching service. Zimride isn't great. We need a tool that has some cool factor so that more people will use it and make carpooling a viable option. #LB4Sustainability #transportation [7993](#)

What if the university had it's own "Lift" or "Uber" service. It would help students get on-campus jobs, help those who need rides and allow students to participate in the 'gig' economy #Transportation #careerservices [14638](#)

Bring the **available data, research, and talent** together with regional resources to collaborate and solve real-world transportation problems.

#LB4Sustainability Let's invest in transportation research! LBSU's Center for International Trade and Transportation is in a unique position on campus to investigate & address issues of sustainability when it comes to the movement of goods and people #Transportation #CITT [2560](#)

We need more data to find the best solutions to the problems we face. As an example: what are all the effects an apparent lack of parking have? Are accidents increased during the rush to find parking? Are classes delayed or canceled? Do students face extra stress? #Transportation [6034](#)

One of the challenges with parking is the lack of affordable housing for students (and faculty/staff) in walking or other close distance. The two issues go hand in hand. #Transportation #ced [14225](#)

Ease strain on transportation and parking infrastructure by expanding **CSULB's portfolio of virtual and digital** learning, teaching, and work platforms.

Students should be able to attend physical classrooms virtually. This includes participation (e.g. asking questions). This would help remove the barrier of physical classroom size as well as reduce commuting to campus. #TechnologyCampus #Transportation [2356](#)

Maybe we'll be redefining the week vs weekend in the future. Technology is making the world more connected and creating a more 24 hr cycle. Less 9-5 M-F schedules and more flexing can increase effective productivity if done thoughtfully. #worklifebalance #transportation [15031](#)

I imagine that virtual and augmented reality technologies will become so advanced that remote meetings or online classrooms will feel like we are actually all in the same room. #TechnologyCampus #Transportation #LearnEverywhere [14109](#)

UNIVERSITY RESEARCH

If there were no barriers, what would research, scholarship, and creative activity look like at CSULB by 2030? Imagine a future for Beach 2030 where creating new knowledge and insight is a driving force to positively shape the future. Participants responded by imagining increased support for research activities and interdisciplinary collaborations, encouragement for transformative undergraduate and graduate research, and anticipation of new areas of research related to grand challenges and social issues.

POSSIBILITIES FOR 2030

Invest in **technology and spaces** to support research activities, and develop **interdisciplinary research collaborations** with multiple institutions and universities.

#ResearchScholarshipCreativity- We have to have more multi-institutional, multi-university partnerships. As research universities, we all strive to be the best at everything, but we are not going to be able to do it competing against each other. Collaboration is key [10657](#)

#ResearchScholarshipCreativity If we have fewer faculty and students coming to a physical campus in 2030, we will need to find new ways to support research activities. Virtual labs? AI research? #DAF [9773](#)

Let's create spaces for faculty to share research ideas "Professors Want Intellectual Community. If Only They Had the Time." <https://www.chronicle.com/article/Professors-Want-Intellectual/242860> #ResearchScholarshipCreativity [1294](#)

Facilitate **undergraduate and graduate research, scholarship, and creative activity** that makes a contribution and amplifies CSULB's regional, national, and international profile.

Undergraduate and graduate research is an impactful process that is transformative for our students. Reducing our focus on research would prevent students from gaining these critical real world skills. #student success #CNSM #researchscholarshipcreativity #research [2448](#)

Increased faculty research mentoring of undergraduate students would improve graduate school acceptance rates and contribute to a research culture on campus. #ResearchScholarshipCreativity #ced [2888](#)

Faculty with active research agendas attract graduate students to our campus and contribute to the institutions regional, national, and international profile. #ResearchScholarshipCreativity #GraduateEducation [10578](#)

Systematically anticipate **new areas of research related to grand challenges and social issues** that could position CSULB as a research hub and leader.

#ResearchScholarshipCreativity Research by institutions such as CSULB will help solve critical social, health, engineering, and environmental problems #COEFuture [10450](#)

I would love to see a degree program focused on Environmental Justice issues that would include applied research/service learning in the communities most impacted by environmental degradation. #LB4Sustainability #resilientLB #socialjustice #ResearchScholarshipCreativity [10143](#)

Large scale environmental challenges will only be solved with #interdisciplinary research. CSULB can serve as a research hub #researchscholarshipcreativity [3413](#)

Emerging Themes For 2030

ANALYSIS

The ideas shared by the CSULB community over the course of the Imagine BEACH 2030 event were highly diverse and idiosyncratic. Building on the themes identified in real time and the challenge responses, IFTF and CSULB uncovered a set of “emerging themes” that begin to paint a picture of what CSULB could be in 2030. The following descriptions of these emerging themes are meant to inspire optimism about CSULB’s future and catalyze the visioning process for BEACH 2030. Each one includes provocative questions exploring ways CSULB could act in the next decade.

REFRAME STUDENT SUCCESS

All universities are invested in student success, but what that actually means can often go unexamined. CSULB has the opportunity over the next decade to explicitly redefine what student success means and continuously update and refresh it. Participants pointed to the importance of considering areas such as student mental health and well-being, progress toward stated goals, capacity to meet basic living needs, and ability to articulate and apply learnings.

- What if the university expanded its efforts to ensure that students know not only how to communicate what they learn but also how to put it to use in the job market and beyond?
- What if CSULB included lifelong learning in its definition of student success and fostered ongoing relationships with alumni as return students, mentors, and stakeholders in university decisions?
- What if CSULB took the initiative to track student outcomes after graduation beyond just job placement and career trajectory, and looked for evidence of student success in citizenship, impact on the larger world, and promotion of the “no barriers” mindset?

CONNECT LEARNING TO IMPACT

CSULB students want more than just a degree from their university experience. They want their learning connected to real-world challenges so they can participate in creating solutions that have a positive impact in the world. By offering learning experiences in meaningful contexts outside the classroom over the next decade, CSULB can help students connect theory to practice and map job and career pathways beyond their university experience.

- What if a good part of CSULB learning happened off campus?
- What if every course had an applied component, helping learners convert theory into practice while building out their personal portfolios and resumes?
- What if a service-learning mindset allowed CSULB to scale its impact on real-world challenges like climate change, housing insecurity, and transportation needs?
- What if CSULB partnered with businesses and nonprofits in the wider community to create learning opportunities outside campus through satellite classrooms, pop-ups, and course instruction at real job sites?

PROMOTE INTERDISCIPLINARY LEARNING

In a world where everything is connected, where innovations emerge at the intersection of disciplines and domains, silos and siloed thinking just don't make sense. Specialization in academia remains essential for the production of knowledge, but educators are recognizing that interdisciplinary thinking is essential to the learning experience. CSULB has an opportunity over the next ten years to help students become the collaborative and adaptive interdisciplinary thinkers employers are seeking to solve real-world or market challenges.

- What if the university offered students mentorship across different departments?
- What if CSULB pursued cluster hiring to approach interdisciplinary areas of excellence?
- What if the university revised its general education to offer interdisciplinary pathways that aim to empower students?

PIONEER FUTURE-READY, NO-BARRIERS EDUCATION

CSULB already holds as core values inclusive excellence and accessible higher education for all. It is also leading the way in incorporating futures thinking into its planning and strategy as well as its curriculum and student experience. Over the next decade, the university could build on this success to pioneer a model of “no barriers” education that puts people and future-readiness at its core.

- What if CSULB saw as its mission not only serving students (former, current, and future) but also creating a new model of higher education that is flexible enough to adapt to changing social, technological, economic, and political challenges?
- What if faculty and staff were empowered to innovate in making the future today?
- What if additional resources could be leveraged to set goals and measure progress toward inclusive excellence and other defining characteristics of a CSULB “no barriers” education?
- What if CSULB became a leader in adopting a human-first technology policy, proactively pioneering the most responsible ways to integrate cutting-edge tech into school administration and the learning experience?

OPEN THE UNIVERSITY—AMPLIFY ANYTIME, ANYPLACE LEARNING

Enhancing the classroom experience with technology and creating opportunities across the spectrum of anytime and anyplace learning could allow CSULB to expand the group of learners it serves, amplify its relevance in the region, and possibly ameliorate its transportation challenges. Over the next decade, CSULB could move toward a more distributed model by expanding its online and blended course offerings, and designing new experiences for lifelong engagement. In this way it could meet emerging needs and serve the larger community of learners in the city of Long Beach, the region, and even the world.

- What if CSULB offered classes across a wide range of communication and learning media?
- What if CSULB were an open and distributed university that allowed learners to attend classes near the city center, from work, or wherever they happened to be that day?
- What if CSULB gave credit for learning experiences that happen outside of the classroom and academic structure?
- What if CSULB learners connected with people in different parts of the world on a daily basis?
- What if CSULB students became learners for life, with ample lifelong opportunities for growth, engagement, and continued learning?

BUILD INTENTIONAL COMMUNITY

CSULB is known to many as a commuter school—a place where people go to take classes but not necessarily to participate in community. In the next decade, CSULB will have the opportunity to prioritize building a stronger, more intentional identity and community that starts at the physical campus and emanates throughout the region and the alumni network.

- What if CSULB brought more of the larger community onto campus through events and other engagements?
- What if CSULB designed its physical spaces specifically with community building and collective experiences in mind?
- What if the university created both more long-term housing on campus and new short-term offerings in the form of temporary, on-demand places to sleep for as few as one or two nights?
- What if the “no barriers” campaign evolved into the characteristic spirit of the CSULB community and shaped a new ethos of openness and inclusivity that allowed it to enlist its community of stakeholders in reaching its 2030 vision?

DEVELOP A REGIONAL HUB FOR CREATIVITY AND INNOVATION

CSULB sits at the center of a vibrant city and region and has the opportunity to amplify its regional presence and reach as a nexus for creative and applied research, scholarship, and knowledge creation. Its commitment to creativity and the arts expands its possibilities for becoming a hub for creative expression. Over the next decade, CSULB can bring focus to the social issues and market opportunities that need breakthrough thinking and collaboration.

- What if CSULB could bring together the research, talent, and collaborative environment needed to generate innovations and in the process amplify the university as a hub for research and social innovation?
- What if CSULB could bring a service mindset and entrepreneurship together and graduate the next generation of innovation leaders?

BREAK DOWN BARRIERS IN UNIVERSITY OPERATIONS

While the need for real and active partnerships among the various functions within the university organization is usually acknowledged, the reality is often less than ideal. The ideal partnership is strengthened by open and frank communications, well-defined expectations on the part of all participants, and a set of common beliefs and goals aligned with student, faculty, and staff success. Over the next decade, CSULB could prioritize breaking down barriers not just between disciplines but also between departments and staff so that the best thinking and skills can be applied wherever they are needed.

- What if CSULB promoted staff rotation and shadowing between roles and departments?
- What if the university centralized certain functions across different departments?
- What if CSULB aligned incentives and budgeting policies in ways that allow faculty and staff to collaborate across departments?

Summary and Conclusion

Imagine BEACH 2030 succeeded in provoking a lively communitywide conversation about the future of CSULB. In just two days, more than 3,600 participants—representing students, faculty, staff, alumni, leadership, regional partners, and members of the broader community—contributed more than 24,000 ideas to the conversation. This report has summarized the main findings from the event for anyone who wants to know about the results of the project.

First, a review of real-time blog posts revealed conversation hot spots, including how to support student well-being and mental health, ways to make a Beach education lifelong and global, what the impacts of new technologies might be, and how CSULB might become a leader in diversity and sustainability. The report also presented visual representations of the Positive Imagination and Shadow Imagination cards submitted by participants in Imagine BEACH 2030. These highlight thematic clusters and show that the topics of technology innovation, curriculum and general education, campus infrastructure, parking, and inclusive excellence and diversity were most central to the conversation on the positive side, and parking, lack of resources, and student housing and food on the shadow side.

The largest section of the report was dedicated to an analysis of participant responses to twenty-three specific challenge areas posed to participants during the event. This section ultimately uncovered nearly seventy possibilities for 2030 representing concentrated areas of conversation within the challenge responses. These include more intentionally and broadly sharing and distributing the value of CSULB regionally; integrating sustainability into curriculum, coursework, and degree programs as well as all aspects of campus operations; helping connect faculty and staff with the right resources to continually expand and improve upon themselves and their craft; supporting the totality of the student and providing the academic, social, and financial infrastructure and tools that are the foundation of student success from the start; and deploying technology that is centered on building human-to-human interaction and community.

The report culminated with a synthesis of the online conversation, naming these eight emerging themes for the future:

- **Reframe Student Success.** CSULB has the opportunity over the next decade to explicitly redefine what student success means and continuously update and refresh it, looking to include areas such as student mental health and well-being, progress toward stated goals, capacity to meet basic living needs, and ability to articulate and apply learnings.
- **Connect Learning to Impact.** By offering learning experiences in meaningful contexts outside the classroom, CSULB could help students connect theory to practice and map job and career pathways beyond their university experience.

- **Promote Interdisciplinary Learning.** The university could promote interdisciplinary thinking as essential to the learning experience and student success as more employers are seeking collaborative and adaptive interdisciplinary thinkers to solve real-world or market challenges.
- **Pioneer Future-Ready, No-Barriers Education.** Over the next decade, the university could build on its core values of inclusive excellence and accessible higher education for all to pioneer a model of “no barriers” education that puts people and future readiness at its core.
- **Open the University—Amplify Anytime, Anyplace Learning.** Over the next decade, CSULB could move toward a more distributed model by expanding its online and blended course offerings, and designing new experiences for lifelong engagement. In this way it could meet emerging needs and serve the larger community of learners in the city of Long Beach, the region, and even the world.
- **Build Intentional Community.** CSULB could prioritize building a stronger, more intentional identity and community that starts at the physical campus and emanates throughout the region and the alumni network.
- **Develop a Regional Hub for Creativity and Innovation.** CSULB has the opportunity to amplify its regional presence and reach as a nexus for creative and applied research, scholarship, and knowledge creation as it focuses attention on social issues and market opportunities that need breakthrough thinking and collaboration.
- **Break Down Barriers in University Operations.** CSULB could prioritize breaking down barriers not just between disciplines but also between departments and staff so that the best thinking and skills can be applied wherever they are needed.

If you would like to take a deeper dive and learn more about the massive idea exchange that took place, we would recommend spending some time on the archived website. You can explore the topics and areas that are important to you or learn more about topics you don't know much about through conversations that introduce you to new points of view. The event archive is available to view and search at imaginebeach2030.org. The full .csv of the data is available on request by emailing beach2030@csulb.edu.

Though the Imagine BEACH 2030 event finished on November 15, 2018, that day marks a beginning as much as it does an ending. During the Spring 2019, CSULB will be using the analysis of the Imagine BEACH 2030 event to help guide the rest of its strategic planning process. A series of workshops will be held to turn these ideas into a concrete plan, using futures thinking methodologies and foresight drawn from ongoing work with the Institute for the Future. A visually compelling, shareable map will synthesize the collective CSULB foresight, insight, and action steps, serving as an ongoing call to action for both the leadership and the community at large, ensuring that everyone feels like they can understand and are included in the vision of CSULB's future.

If you want to know more about the BEACH 2030 process and get involved yourself, head to csulb.edu/beach-2030. The site contains information on upcoming trainings, workshops, and other events, as well as further information on the Imagine BEACH 2030 event.

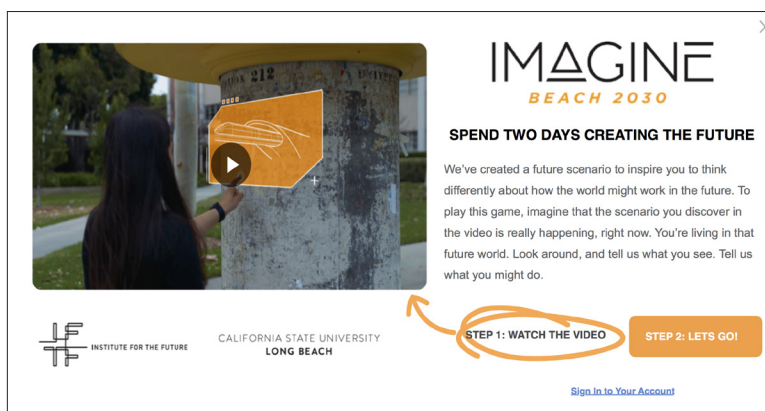
Appendix

HOW IMAGINE BEACH 2030 WORKED

The Foresight Engine platform uses game mechanics to engage thousands of participants simultaneously in collaboratively creating a vision of the future. An event hosted on this platform is not a competition to see who has the best idea but rather a collaboration to see how vividly and creatively participants can imagine the future together.

Here’s how the online Imagine BEACH 2030 event worked:

- **Sign up:** Participants signed up via the Imagine BEACH 2030 website. Registration was open to anyone, although this project actively recruited and targeted CSULB stakeholders—in particular, faculty, staff, students, alumni, and community members.
- **Watch the scenario:** Participants watched an immersive video of a future scenario that introduced them to the central challenge of the event and set up the call to action. The short video provided a peek into possible futures for CSULB. It was designed to provoke curiosity and creative thinking about what will be possible in the year 2030 and beyond. Further, it was intended to help participants consider how the world is changing and how those changes might alter our personal and professional opportunities, the choices our community will need to make, and the very nature of our most important social institutions.



- **Play cards:** Participants could choose to create Positive Imagination cards and/or Shadow Imagination cards. A Positive Imagination card answered the questions: What excites you about our future? What would you like to be able to do in the year 2030 at CSULB? How will it be different from today? A Shadow Imagination card answered the questions: What concerns you when you think about our future? What obstacles do you think we will face at CSULB in the year 2030? Each card had a 280-character limit. Participants earned points for each of the cards they produced.
- **Collaborate:** Participants built on each others' Positive Imagination and Shadow Imagination cards with Build cards. A Build card answered the questions: What might happen next in this future? What do you wish would happen instead? Participants tried to extend and develop each others' ideas into chains as long as five, ten, twenty, or even fifty "builds." (The largest build in the event was more than 250 cards!) Players earned the most points when they built on someone else's idea or when someone else built on theirs. As cards stacked up, they represented thousands of different points of view on the future.
- **Track event play:** A dashboard let participants search and find cards on topics they cared about most. A notification feed alerted participants every time someone else built on their future and whenever they earned points.
- **Read real-time analysis:** Imagine BEACH 2030 guides analyzed cards in real time to evaluate ideas and detect themes as they emerged. Guides published their analysis of themes in a live blog while the event was going on.
- **Solve challenges:** Before the live event, a schedule of challenges was published. Each challenge was created to encourage participants to focus on a particular future topic, like the future of housing or the future of food, for an hour or two of concentrated collaboration. Guides issued awards for ideas that addressed the challenge in an interesting or creative way throughout the event to focus energy on important topics and issues.

IMAGINE BEACH 2030 BY THE NUMBERS

Imagine BEACH 2030, Participation

Imagine BEACH 2030 had a total of 3,665 participants contributing nearly 25,000 individual ideas on the future of CSULB. The single largest conversation had 293 unique participants with 366 cards.



3,665 Participants



24,387 Cards played



13,299 Reactions



Largest conversation thread had **293** unique participants and **366** cards

Imagine BEACH 2030, Sessions

Participants on the platform were highly engaged. The average session lasted for nearly 18 minutes. Overall, there were more than 16,000 sessions with an average of 21 pages viewed per session. The average participant engaged in 2 sessions for a total of nearly 35 minutes.



7,816 Total unique visitors over the 40 hours of the event (that means that even if they weren't all adding ideas, LOTS of people were paying attention!)

2.09

Average number of sessions per user (People who visited came back for more!)



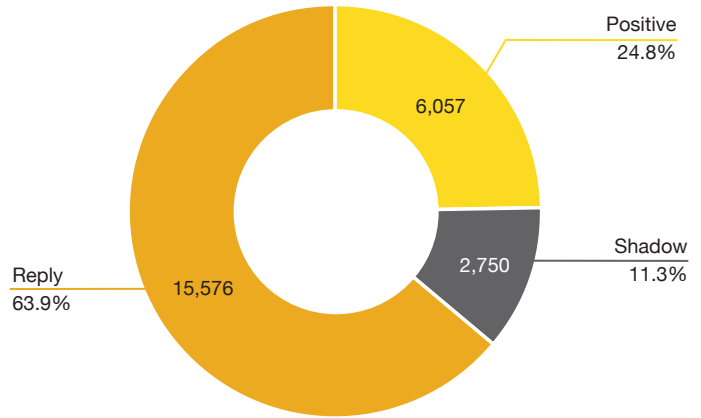
21.04 Average number of pages visited per session (People looked at lots of pages and ideas)



17:27 min Average session length (They stayed on the website for a really long time—if you multiply that by their average of 2 sessions that means around 35 minutes on average per visitor)

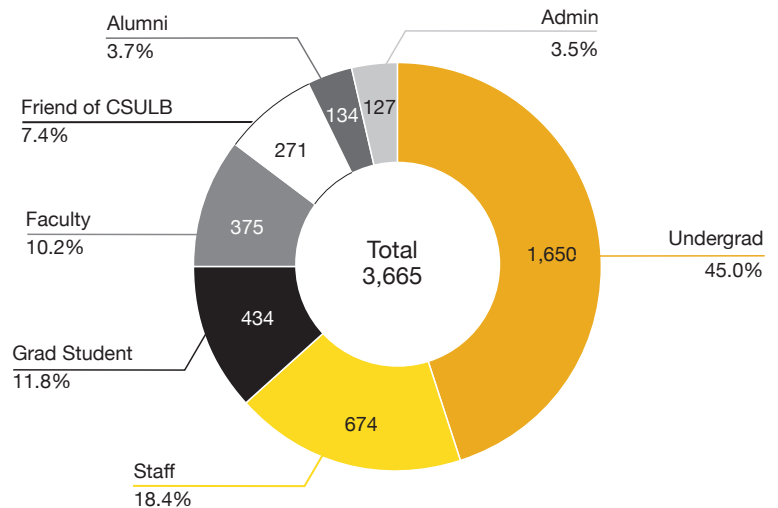
Imagine BEACH 2030, Cards by Type

Participants could choose to create Positive Imagination cards and/or Shadow Imagination cards. Participants could also build on each other’s ideas by replying to other cards. Overall, more than twice as many Positive Imagination cards as Shadow Imagination cards were submitted. However, the vast majority of ideas were replies to either Positive or Shadow Imagination cards, indicating a highly conversational event.



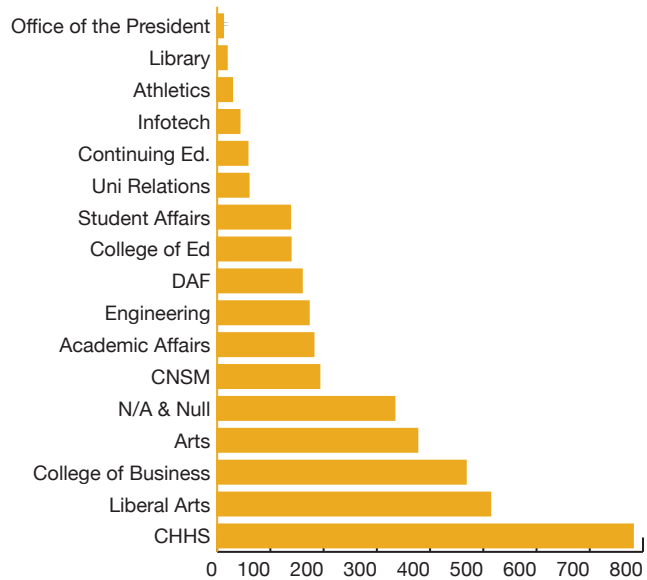
Imagine BEACH 2030, Participants by Role

Participants came from across the community of CSULB stakeholders and included students, staff, faculty, alumni, and other community members. The top three participant groups by number were undergraduate students (45%), staff (18%), and graduate students (12%).



**Imagine BEACH 2030,
Participants by Campus Affiliation**

Participants came from a variety of departments and divisions across campus. The departments and divisions accounting for the most participants were the College of Health and Human Services (CHHS), Liberal Arts, the College of Business, the College of Natural Sciences and Mathematics (CNSM), and Academic Affairs.



**Imagine BEACH 2030,
Top-Scoring Participants**

Participants were rewarded with points capturing their level of engagement and also the threaded conversation they generated or participated in. Participants were also rewarded by having their contributions elevated to “super-interesting.” Top-scoring participants included three staff members, two undergraduate students, and one graduate student.



JACOB INGRAM
Brilliant Foresight
265772 Points
470 Played Cards

Staff
Academic Affairs



ADAM MITCHELL
Expert Foresight
217945 Points
326 Played Cards

Staff
Academic Affairs



MELISSA
Expert Foresight
195175 Points
297 Played Cards

Undergrad
Liberal Arts



TASHFINA RAHMAN
Expert Foresight
190823 Points
119 Played Cards

Undergrad
Liberal Arts



RORY PAPWORTH
Expert Foresight
187429 Points
171 Played Cards

Grad Student
College of Ed.

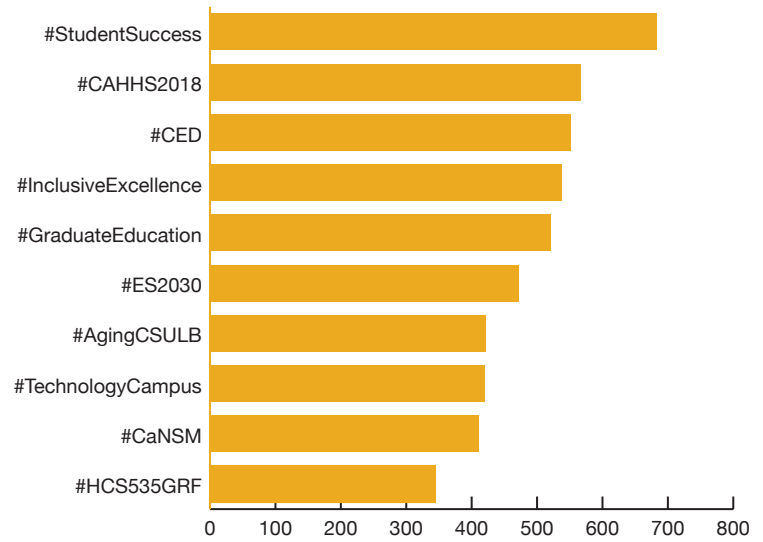


JENNIFER HM
Expert Foresight
184828 Points
117 Played Cards

Staff
Academic Affairs

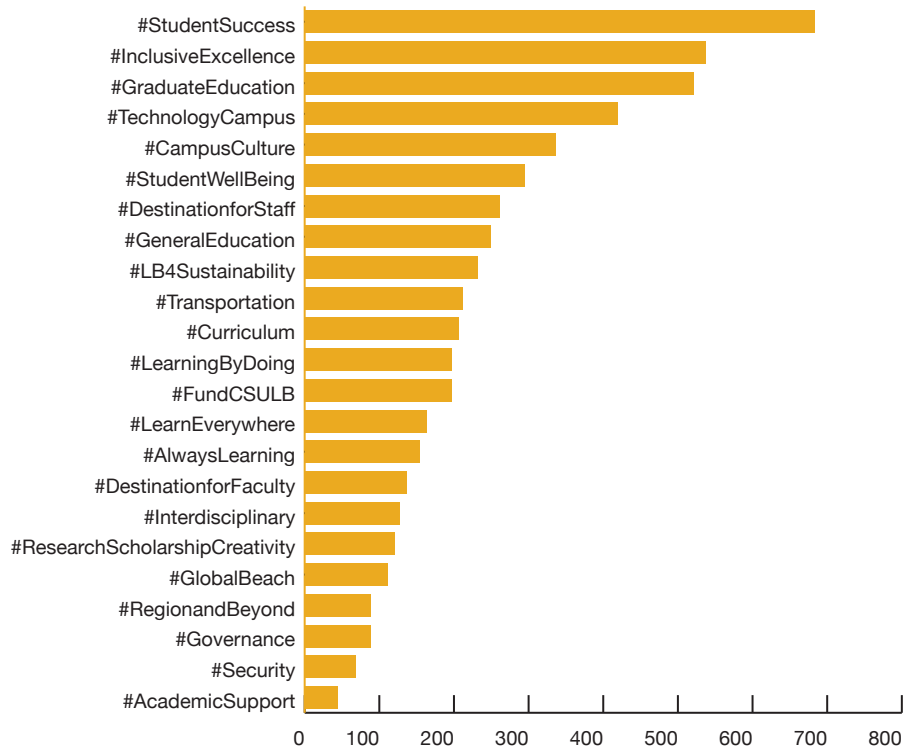
Imagine BEACH 2030, Top #hashtags

Participants had the opportunity to tag their contributions with #hashtags representing the set of challenges that shaped scheduled conversations during the online event. Participants were also able to create their own #hashtags to identify communities of participants and the ideas that mattered to them. The top three #hashtags were #studentsuccess, #CHHS2018, and #CED.



Imagine BEACH 2030, Top Challenges by Number of Submissions

Imagine BEACH 2030 focused participation across 23 challenges, including such diverse topics as #studentwellbeing, #transportation, and #security. Participants generated 5,453 cards across the challenges, with the top 5 being #studentsuccess, #inclusiveexcellence, #graduateeducation, #technologycampus, and #campusculture.



SELECT SOCIAL MEDIA

Long Beach Chamber @TheLBChamber · Nov 15
We are on it and honored to be part of the process! #GoBeach! #Beach2030

Brian Jersky @provost_jersky
@TheLBChamber Have you heard of what's happening @csulb? We are having a two-day online event for those to #Imagine the future of #csulb. We invite you to log on and post your #futurist ideas for #Beach2030! We would love to hear your voice at imaginebeach2030.org

Brian Jersky @provost_jersky · Nov 15
Thank you @RobertGarciaLB for joining in on #beach2030 @CSULB! We appreciate our community partners!

Robert Garcia @RobertGarciaLB
If you love @CSULB - join this effort to vision the future [twitter.com/provost_jersky...](https://twitter.com/provost_jersky)

Casey Kear @caseyKEAR · Nov 14
Thankful to be apart of a university that is looking ahead and focused on creating a better future for our student-athletes! Love that we don't settle for the status quo but instead let our imaginations build a better reality! #Beach2030 #LBNation2030 #GoBeach

Angelica Gonzalez @AngieGonzalezLB · Nov 14
Emerson first graders help "Imagine" the @CSULB of their future! #Beach2030 #classof2030



0:02 288 views

Emely Lopez @ItsEmely · Nov 15
Imagining the future of our College of Education! I enjoyed moderating our student panel as we discussed what we will need to be the best equipped teachers for our future students. Jump online and join the conversation! @CSULB @CSULBCED #Beach2030 #ced #InclusiveExcellence



5

Jane Close Conoley @PresConoley
Students Andrea and Luis are helping @CSULB shape the future. Join them in the conversation! #ImagineBeach2030 #Beach2030 #GoBeach



11:51 AM - 15 Nov 2018
CSULB ASI

