

“Access to Excellence” in the California State University  
Cal State East Bay Conversation  
March 1, 2007  
1:00-5:00 pm  
Valley Business and Technology Center on the Hayward Campus

The California State University is currently holding a series of campus conversations across the system as the first step in developing a new CSU strategic plan. The Board of Trustees expects the new document, "Access to Excellence," that will eventually emerge from the process begun by these conversations to guide the CSU system for the next 10 years and beyond. CSUEB welcomes all members of the campus community as well as our friends in the broader community to join us in this conversation by attending all or parts of the event on March 1.

CSUEB will connect the CSU "Access to Excellence" discussion with our campus strategic planning process, initiated with President Qayoumi's convocation and town hall meetings last fall, and with our forthcoming accreditation review. Accordingly, the CSUEB campus conversation will focus on three main themes: (1) student access; (2) student success and academic quality; and (3) stewardship and accountability. The attached diagram illustrates how the CSU "Access to Excellence" domains align with our campus strategic planning mandates and accreditation review.

The CSU has suggested that we ask the following questions as we discuss each issue at the meeting. *What are the strengths of CSUEB and the CSU system in this area? What would we like to be doing better in the future? What changes need to occur at each level to do what we should be doing? How could technology help to achieve our goals and/or improve our processes?* We will have experienced facilitators to guide us through each topic and to ensure that everyone who wishes to express a view can be heard, as well as recorders to document the discussion for CSUEB's continued strategic planning and for the CSU as a whole.

Here is some additional detail about each issue.

1. Student Access

How can the CSU as a whole, and CSUEB in particular, best plan to assure that students can gain access to a college degree? Topics we can discuss include (but are not limited to): encouraging improvement in K-12 students' academic preparation; eliminating achievement gaps among different groups of potential students; encouraging K-12 students to go to college; addressing the needs of special learners; facilitating effective transfer from the community colleges; seeking and securing value from partnerships with K-12 and community colleges; and providing alternative

modes of instruction and other strategies to offset constraints on transportation to the Hayward and Concord campuses.

## 2. Student Success and Academic Quality

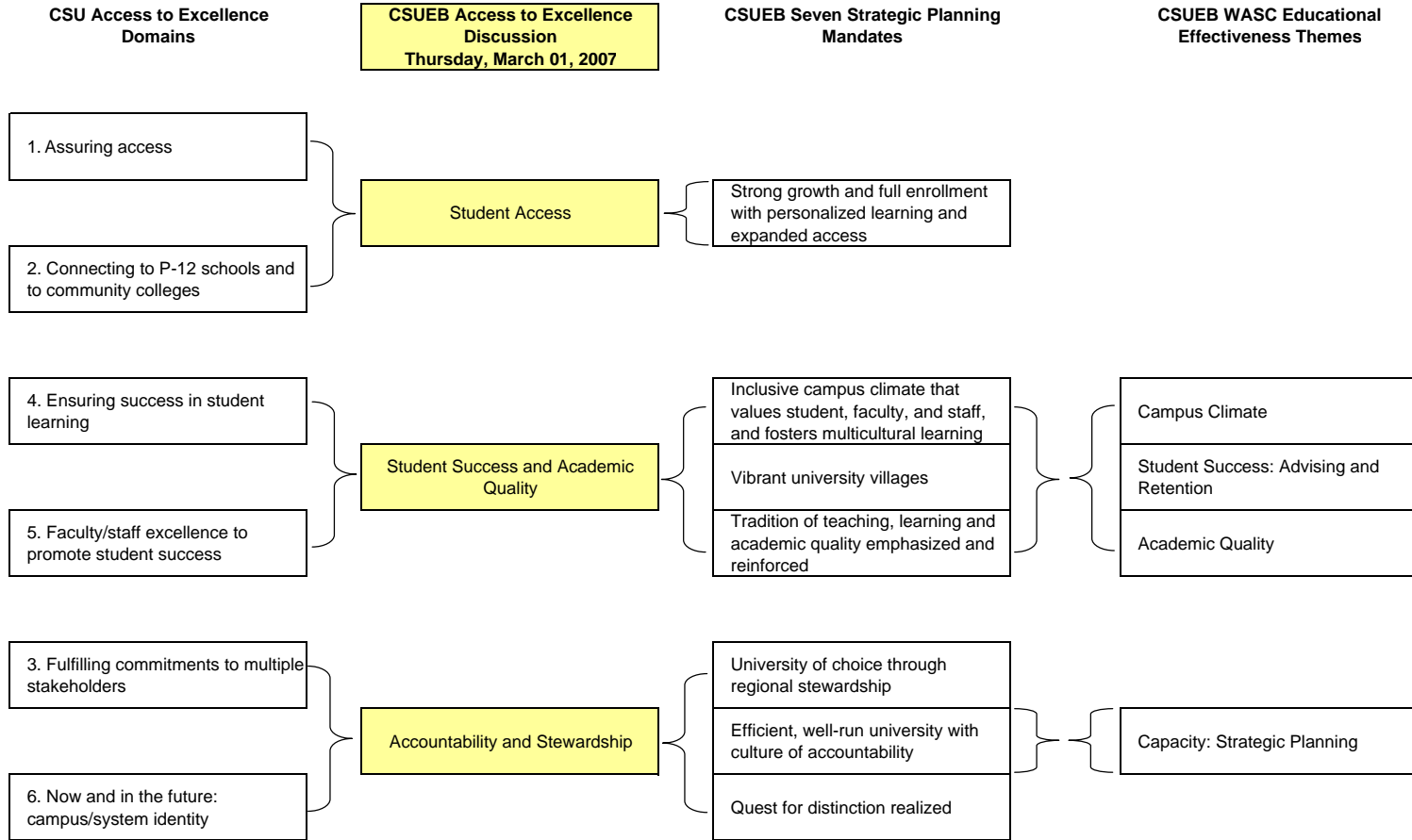
How can the CSU as a whole, and CSUEB in particular, best plan to assure that our students succeed and that the academic quality of our programs remains high?

Possible topics include: demonstrating outcomes-based competencies; assuring that comprehensive advising is effective at all levels; measuring and improving transfer student success; supporting student participation in the research and scholarly and creative activities of faculty; preparing students with a global perspective, language abilities, cross-cultural competencies, and technological capabilities. In this area we should also discuss how to ensure faculty and staff excellence. Possible topics here include: demonstrating and valuing faculty and staff quality; recruiting and retaining high-quality and diverse faculty, staff, and administrators; supporting high performance by faculty, staff, and administrators.

## 3. Stewardship and Accountability

How can the CSU, and CSUEB in particular, plan to fulfill its commitment to community, state, and national stakeholders, and hold itself and its leaders accountable? Possible topics include: identifying, maintaining and strengthening connections with internal and external stakeholders; alumni involvement; publicity and marketing; identifying community, national, and international priorities that should become part of CSU's and/or CSUEB's core identity; affirming and assuring the vitality of shared governance; engaging key state and national leaders in dialogue about the CSU's future; addressing the issue of affordability; developing a plan to obtain the resources necessary to fulfill the goals of "Access to Excellence."

**Alignment between CSU Access to Excellence Domains and CSUEB Strategic Planning Mandates and WASC Themes**





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Please use this form to submit comments in writing and leave with one of the facilitators, or submit via campus mail to: Ronna Taylor, Office of University Advancement by Friday, March 9, 2007.

*We welcome comments regarding the strengths of CSUEB and the CSU system for each topic; what we should be doing in the future; what changes need to occur at the campus and system levels to improve what we are doing; and how technology could help to achieve our goals and/or improve our processes.*

Student Access: How can the CSU as a whole, and CSUEB in particular, best plan to assure that students are prepared for college and can gain access to a college degree?

Student Success and Academic Quality: How can the CSU as a whole, and CSUEB in particular, best plan to assure that our students succeed and that the academic quality of our programs remains high?

Stewardship and Accountability: How can the CSU, and CSUEB in particular, plan to fulfill its commitment to community, state, and national stakeholders, and hold itself and its leaders accountable?

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### **Summary and Findings**

Cal State East Bay held its campus conversation regarding “Access to Excellence” in the California State University in the context of its current strategic planning process, forthcoming accreditation visit by the Western Association of Schools and Colleges, and celebration of the university’s first fifty years.

Representatives from the California State University included Trustee Lou Monville, Gary Reichard, Executive Vice Chancellor and Chief Academic Officer, and Bill Wilson, Assistant Vice Chancellor for Teacher Education, Evaluation and Assurance. A diverse range of students, faculty, staff, and administrators from Cal State East Bay participated, along with a few guests from the community.

President Mo Qayoumi, ASI President Chantel Johnson and CSU Executive Vice Chancellor Gary Reichard welcomed the participants. Academic Senate Chair Henry Reichman (who is on the CSU Access to Excellence steering committee) provided background and an overview of the session to follow. The discussion was organized around three major themes encompassing the: (1) student access, (2) student success and academic excellence, and (3) stewardship and accountability. Cal State East Bay used a plenary format to bring the campus community together in one session because the campus had completed a number of separate small “town hall” meetings during the Fall.

Campus recorders took notes during the discussion and supplemented them with written comments received later. The appended notes provide more detail regarding the campus conversation. Most of the participants raised concerns in their remarks, and some also highlighted campus or system strengths. Further, while most participants spoke in the context of Cal State East Bay (the source of their experience), many implied the kinds of changes that the CSU as a whole needs to consider as we plan for the future.

This summary focuses on broader implications for the CSU. In addition, the campus administration will be adding the ideas from the Access to Excellence discussion to the record of campus issues being addressed through Cal State East Bay’s strategic planning and WASC processes. We have organized the summary and findings using the six domains established by the CSU Access to Excellence steering committee.

## **Domain 1. Assuring Access**

Cal State East Bay participants expressed concern that outreach programs, which are a prime source for contacting potential students from historically under-served populations, have not been funded consistently. They urged more recruitment locally as well as attention to students with disabilities, students who need to complete a bachelor's degree and to emerging populations.

East Bay students and staff advocated for more support services (such as financial aid and advising) to increase access. Further, most students expressed deep concern about fee increases as adding to the total cost of attending school. They suggested that more support, including more jobs on campus, would allow them to participate more fully in campus life.

## **Domain 2. Connecting to P-12 Schools and to Community Colleges**

Faculty, staff and guests lauded the CSU Early Assessment Program and efforts to articulate community college courses with East Bay courses. They called for more attention to a systemic approach to make smoother connections between P-12 education, community colleges and the CSU.

## **Domain 3. Fulfilling Commitments to Multiple Stakeholders**

Participants would like to see more active engagement with the community and suggested that service-learning programs are very helpful to coordinate these efforts. They also urged investment in alumni relations as a means to this end.

## **Domain 4. Ensuring Success in Student Learning**

Students and staff argued that opportunities for learning go well beyond the classroom. They asked for a holistic approach to campus life, including child care, healthy food choices, and integrated services, which would enable students to worry less about these needs and focus more effectively on their studies. Students specifically sought more use of on-line instruction, in part because of the flexibility this delivery mode offers. At the same time, some faculty urged caution and careful review rather than wholesale conversion of courses.

## **Domain 5. Faculty/Staff Excellence to Promote Student Success**

Faculty and students talked about many aspects of a quality education, including the value of general education programs (including East Bay's acclaimed first year experience involving learning communities for entering freshmen), the importance of second language fluency, and the collaboration between students and faculty on scholarly projects. They recognized the importance of the library to provide not just information resources but an appropriate "sense of place" for learning.

Faculty and students emphasized that the quality and diversity of the faculty and staff are central to student success because it takes dedicated people to offer the instruction and provide the services that students need to learn effectively. They specifically called for the system and the State to address faculty workload, compensation and the composition of the faculty (the latter through implementation of ACR 73 which calls for a higher proportion of full-time tenure-track and tenured faculty relative to lecturers).

## **Domain 6. Now and in the Future: Campus/System Identity**

East Bay participants felt that the CSU administration and Board of Trustees should be more accountable. They called for CSU leadership to be more effective advocates with the legislature regarding the value of higher education and the less visible risks to the State of not investing in the CSU. Some also suggested that the campus and the system could demonstrate environmental stewardship through linking educational programs and institutional practices and programs.

### **Summary**

While participants commented on a wide range of topics, four received repeated attention: student fees, outreach and other activities to increase access, student services on campus such as advising, and faculty workload and compensation. These and the other issues raised in the Access to Excellence discussion are consonant with the ideas that Cal State East Bay faculty, staff and students expressed at the campus town hall meetings during the Fall. In particular, Access to Excellence comments will contribute significantly to implementation of the following four of the seven Cal State East Bay mandates that emerged from the town hall meetings in the fall:

- Strong growth and full enrollment with personalized learning and expanded access
- Inclusive campus climate that values faculty, staff and students, and fosters multicultural learning experiences
- Tradition of teaching, learning and academic quality emphasized and reinforced
- Efficient, well-run university with culture of accountability

### Attachments

- Final Program
- Recorded Notes

Links to CSUEB websites:

[http://www.csueastbay.edu/access\\_to\\_excellence/](http://www.csueastbay.edu/access_to_excellence/)

<http://www.csueastbay.edu/framework/>

For additional information: Linda C. Dalton, PhD, Vice President for Planning and Enrollment Management ([Linda.Dalton@csueastbay.edu](mailto:Linda.Dalton@csueastbay.edu))

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### Recorded Notes

#### DOMAIN ONE: ASSURING ACCESS

##### The Student Perspective on Access

1. Evening Students
  - a. Evening students need services commensurate with day students.
  - b. Need key services available during extended hours.
  
2. Financial Aid, Advising, and Other Support Services
  - a. Students want easy access to advising and financial aid. – ‘Challenge us academically but pamper us with advising and financial aid’.
  - b. With increased access there will be increased number of students with increased need for support services like mentoring, advising, tutoring, counseling and mentoring.
  - c. Retention and graduation are directly related to the level of support services.
  - d. Increased enrollment should automatically trigger an increase in resources for support services.
  - e. Advising is critical. Every student’s nightmare is taking a wrong class and having to pay extra fees.
  
3. The High Cost of Rising Student Fees
  - a. Students are dropping out because of rising fees.
  - b. When faculty numbers dwindle, there are fewer classes being offered, which means the time to degree is extended, which in turn adds a financial burden to the students. Please help!
  - c. When the administration can’t find funding they pass the cost on to the students – which means fees increase, which forces students to stop out in order to earn the extra money.
  - d. Students with heavy course loads have to choose between being apart of the campus activities or getting a job – With the higher cost of education more students need more work hours. It would really help if there were more on-

d.e. campus jobs, which would keep students on campus and meet their financial needs.

e.f. Students' financial aid needs to be adjusted adequately to meet the raising fees.

f.g. It is unfair that the Chancellor, the Presidents, and the administrators get pay raises when students' fees are being increased.

g.h. Increasing student fees while decreasing student services is ridiculous.

h.i. Need to help students understand that CSU fees are far below national standards.

#### 4. Enrollment Services

- a. Efficient enrollment services – especially when it comes to admissions.
- b. Treat applicants as precious.
- c. Desire to be proud of our services.
- d. Quarter system is crazy.
- e. All CSU's need to be on semester system.
- f. Get as many applications as possible.
- g. Students at risk of not going to college take two to three times more handholding and out-reach to get their applications.
- h. We need to put a focus on keeping students here. Increase services to do so.
- i. When things and processes break down, fix them in a timely and effective way.
- j. Consider allowing students to complete on-line courses at their own pace as in 5-12 weeks.
- k. Consider a CSU degree where students take courses from any CSU (on-line) or locally.

### **Technology**

1. Deliver Resources: Need to use technology to deliver resources to students (e.g. advising online, courses, contact with faculty).
2. Invest
  - a. Please invest in new technologies that increase access.
  - b. Technology costs complex and often underestimated. Deliberate in-depth analysis of all technology costs is recommended. E.g. when a class is offered online, the costs for providing resources is much more expensive on a number of fronts. An e-book is more expensive than a printed book. A DVD or CD is expensive, but streaming audio or video, assuming a content-owner is willing to permit this (often not), is incredibly expensive. While we may rent an e-book for a year or more, we pay hundreds of dollars to stream a video for one class.
  - c. Invest in the necessary technology and resources to make student processes streamline i.e. "one card" initiative.
3. Single Sign-On
  - a. Consider a single sign-on initiative between all the technology for students and faculty to use, from the application process, registration, enrolling in classes, copy cards, purchasing food, etc.
  - b. Consider a single sign-on between all the technologies on campus.

## Equity

1. Adhere to Policy: Need to enforce with consistency our equity especially as they relate to underserved populations.
2. 100% Accessibility: Need to make CSU entirely accessible to people with disabilities.

## Student Recruitment

1. Recruit Locally
  - a. We need to recruit from our neighboring communities - especially the three high schools in our own Hayward area.
  - b. We need to recruit to build strong relationships and bridges with the community, with the high schools, and community colleges. We need recruiters to become mentors and to teach the youth why and how to go to college.
  - c. We need increased efforts to reach out to the local community high schools and community colleges to ensure that the students will be potentially better prepared.
2. Identify New Populations and Recruit Beyond Local Communities
  - a. Identify new population of potential students, e.g. finish degree program.
  - b. We need to reach out beyond our local communities. How can we push the research being done by our faculty to attract not only collegial faculty but also students with those types of intellectual interests?
3. Create Happy Students/Alumni
  - a. There is a consensus that a vital campus life makes for better retention during our student's educational years and greater identification by them as alumni.
  - b. If we want happy generous alumni we need to create the container for students to have a great experience here – which in turn will make it easier to recruit new students.
4. Outreach Programs
  - a. Need to do whatever possible to reinstate the funds for CSU outreach programs, without which historically underrepresented students from low-income backgrounds will be denied access.
  - b. Every year outreach programs are cut and then the CO and the campuses wonder why CSU has become less diverse.
  - c. Fewer cuts to outreach programs
  - d. Support outreach programs
  - e. We need to preserve access programs (e.g. Presidential Scholars, Foster Students)
  - f. Fund more K-9 outreach programs

## DOMAIN TWO: CONNECTING TO P-12 SCHOOLS AND TO COMMUNITY COLLEGES

### Partnerships with Community Colleges and High Schools

1. Community Colleges
  - a. While transfer and articulation agreements are important, it is critical for the Community Colleges that CSUEB be committed to partnerships, and be willing to sustain the partnerships in good times as well as bad.
  - b. Partnering with community colleges is HIGHLY important.
2. High Schools: The Early Assessment Program provides high school students with an assessment of their preparation for college. This program involves proactive strategies that we can propagate, e.g. becoming part of the community by participating in their activities and getting to know the families of high school students. These relationships will increase access to College and CSUEB in particular.
3. Systems Perspective: The whole educational system in California needs to be evaluated so that CSU, CC, P-12 can work together efficiently and effectively, which can begin with identifying needless redundancy.

## DOMAIN THREE: FULFILLING COMMITMENTS TO MULTIPLE STAKEHOLDERS

**CSUEB Community Relations – Summary:** more active engagement with the community and utilize Service Learning to help coordinate these efforts; improve our involvement with alumni which requires resources.

1. Increased pressure for campus to raise funds since state won't provide more; need talk about the successes and tell stories of success
2. Affordability of this campus has sharply declined; it has increased the stress and burden on students and GPA's are suffering.
3. Service Learning Program should be included in any campus wide planning for coordination or assessment of regional stewardship or community outreach.
4. Need more resources and need to utilize untapped funding resources in the community, such as corporations.
5. Need more active involvement in the community and need to do more to get community up the hill to be involved on campus.
6. Need to increase alumni involvement; not effective stewards; need to build on a based a more satisfied, involved students; requires additional resources if we value it.
7. Partner with school districts for "special admission" consideration.
8. Emphasize the university as an open, quality institution that is still affordable.

## Academic Programs and Curriculum

1. Continuing Education
  - a. The CE Division supplements access and excellence by offering courses that aren't available through general funds.
  - b. Continue to work with the CE to provide programs to bring highly qualified international students to CSUEB, working with the American Language Program to ensure that these students are well prepared linguistically, culturally, and academically for under graduate or graduate study.
2. Although the university is increasing its outreach to communities such as the African American community by means of initiatives such as Super Sunday, which bring many new visitors and guest to the campus, we need to be thoughtful and careful about the impression we make. Although academic freedom and freedom of speech are valued at CSUEB, there is no room for inflammatory or hate speech, such as "an anti-Christian movie" (allegedly) shown on campus, recently. We must show respect for all visitors and belief systems, including religious.
3. We should take greater advantage of the existing and potential "synergy" between extended education and other units by encouraging the sharing of quality material produced by extended education across campus and providing more financial support.
4. We should "connect" our students with students in other states and nations to provide research and other opportunities that "broaden horizons".
5. We lose many students each year due to language barriers. We are failing our students by not encouraging second language fluency as strength in a global world.
6. We should take advantage of northern California's many grant and non-profit partnering opportunities to underwrite key programs.

## DOMAIN FOUR: ENSURING SUCCESS IN STUDENT LEARNING

### Student Support Services

1. Special Programs: Programs such as EXCEL, EOP, Summer Bridge, Renaissance Scholars, Katrina Scholars, provide the extra caring and "human" support services that work, in terms of retention and graduation.
2. Mentorship and Hands-on Experience
  - a. Provide students with mentorship and hands on experience working on real problems in a collaborative environment with faculty and other students.
  - b. With resources students can have access to truly excellent research experiences—experiences where the undergraduate students are the driving forces behind the projects.
3. We need to be cognizant and supportive of the role of key support services in student success, such as Center for Academic Achievement, which provides a wide range of tutoring services and is heavily patronized.

4. As we increase enrollment at CSUEB, we need to be ready to fund key support services, especially as our student body may grow younger. That means investing in facilities, support services, and campus life.
5. We must recognize the importance of student support services, such as EOP, in ensuring retention and successful graduation.
6. Resources are required to offer "genuine access." This includes key services as advising.
7. Cost of books is a "primary student concern". We need to be "creative" about providing alternative access to books and instructional media. We should see ourselves as a "family" and "home", where students see we are all committed to their success.
8. "Staying in college is harder for (many of our) students than getting into college". Non-traditional students have "special needs", such as finding daycare and dealing with unreliable. There also are students with disabilities. How do we provide "holistic wrap about services"? By "integrating and consolidating" services, "partnering with the community", and "using technology".
9. We have "a plethora of student support services", but we need to maintain them, even in the face of (budget) cuts. They are essential to student success.
10. Campus food service with "healthy, affordable, diverse choices" is important for campus life and functioning.
11. As we increase the enrollment, not only does the enrollment number grow, but the average age and economic background of the new students decreases. Both reduced age and coming from reduced circumstances increases the need for support services like advising, tutoring, counseling and mentoring, all of which impact persistence and retention. We should therefore investigate the possibility of a "**capitation rate**" for support services.
12. In the tight budget years, we dropped the mentoring program due to lack of funds. I believe some students need mentoring. We should learn from our successes and have more such services available for those who do not happen to meet the Federal requirements for EXCEL or the EOP threshold, but never the less need our help to survive the college experience.
13. CSUEB tries really hard to recruit students to come here, however we need to put a focus on keeping students here. We need to increase services offered.
14. A vital campus life makes for better retention during our student's educational years and greater identification by them as alumni thereafter. The university should match the student share of the rental costs for activities scheduled on campus-by-campus recognized student organizations.
15. Library resources in media reserves; recreation services, janitorial services; wireless internet; services in older buildings; more food services/options will help ensure student success.

### **Academic Programs and Curriculum**

1. Developmental Courses: While we have courses in over half of the high schools to prepare students for college, we will never eliminate the need for developmental courses, nor should we want to. In fact students who take developmental courses have higher

graduation rate. Yes these courses cost more but pay for themselves in higher graduation rates.

2. G.E. Freshman Cluster Program: CSUEB's G.E. program also increases retention and graduation and is a national model.
3. Impacted Programs: We need to open impacted programs e.g. nursing.
4. We are "losing sight of the importance of general education, as a nation". This is the foundation of active engaged citizenship. At CSUEB, we have a unique freshmen learning communities (GE) program that sets the foundation for our students' long-term academic success. This program is earning international recognition. Yet we can't sustain it because of faculty workload issues. It's critically important to focus on the quality of our students' first year experience.
5. The importance of preparing our student for professional success in a global economy should be part of the CSU's "ongoing discussion".
6. We should (also) be cautious about online learning. It's "not a panacea", not accessible to all students, and warrants "further study" before it's broadly adopted.
7. The best way to prepare students with a global perspective and cross-cultural competencies is to ensure that students can interact with international students, students from other cultures and cultural/linguistic backgrounds, either on the CSUEB Campus or through a study abroad experience.
8. Continue to encourage and facilitate external/private support to assure academic quality; support and prepare students with the competence needed for academic, civic (e.g., freshman learning experience) and career success.
9. The best way to prepare our students for careers in industry or for graduate school is to provide them mentorship and "hands on" experience working on open-ended problems in a collaborative environment with faculty and other students.

## **DOMAIN FIVE: FACULTY/STAFF EXCELLENCE TO PROMOTE STUDENT SUCCESS**

### **Faculty Compensation, Composition and Quality**

1. The Loss of Faculty: When we lose our faculty, we lose our excellence. The average salary of CSU professor is less than that of a community college professor.
2. Need More Excellence: We have paid more attention to access than excellence. If we have high quality programs students will come – we need to put resources into the faculty and the programs in order to create and sustain excellence.
3. Faculty Salary isn't equitable.
4. Appropriately compensated, full-time, dedicated faculty members are necessary for student success. Thus, we have concerns about increasing proportion of part-time instructors versus full-time tenured faculty. The CSU needs to press the state for the funding required to meet these objectives. The "ACR73 plan" should be a strategic plan priority.
5. Faculty members feel "overworked and overburdened", which makes it difficult for them to engage in new initiatives. The CSU represents a "last chance to level the socio-

economic playing field" for students of all backgrounds. We know that retention programs can yield important results. We know how to do it. We have had expert advice. We just need to invest and do it. An academic standards report produced for the academic senate points to the need for more resources to support retention, as well as the library, and advising. We must also make a commitment to improve working conditions.

6. Professors and staff who are charged with student success must be adequately compensated. Students are "standing behind" the faculty.
7. Quality faculty, fairly treated is "more important than new buildings". How can we ensure access if student fees are rising and we are unable to retain quality faculty? Students will boycott classes if faculty members strike. There needs to be "more openness and fair play" by the CSU in these dealings.
8. Students have "been told they have no business getting involved in contract talks". Actually, this represents "a great learning experience for students". They should be encouraged to engage in all aspects of university activities and considerations.
9. Our location, just south of Oakland, "the cultural capital of Black California", gives us "special responsibilities" (to this community), yet our faculty "does not reflect this diversity". Faculty members overall do not have facilities, equipment, and treatment "equivalent" to that of administrators.
10. Invest resources to provide enough faculty to be advisors – need to make sure students know we care about their academic success. Invest in more student advising resources.
11. It is imperative that faculty members be fairly compensated so that they want to teach here and want to stay teaching here. With low salaries, qualified professors will not want to teach in the CSU. Compounded with the high cost of living in the Bay Area, academic quality will suffer.

### **Academic Resources**

1. There is an "unquestionable need" to fund the library adequately. We need to be cognizant of all the library offers. For example, the library is increasingly involved in GE instruction, wherein tenured library faculty are teaching freshmen, thus placing "a great burden" on a small group of faculty. The library infrastructure has not received adequate support over past years, although President Qayoumi is working to change this by securing and providing additional facilities support and funding across campus. This is important because the library offers our students "a sense of place". The library is also "reaching out" to local high schools and community colleges, offering their students library card access to the CSUEB library.
2. We have "great opportunities" to involve students in scholarly research, thus bringing "vibrancy" to the classroom and also supporting our accreditation efforts, but more support needs to be provided.
3. Ensure faculty excellence, recruit and retain high-quality faculty, and support high performance by faculty (e.g., endowed chairs, teaching/research funds, faculty professional development.) These are themes our donors will respond to so we need to invest resources to make the case effectively.
4. The CSU system, if given the proper resources, can provide access for many students to have truly excellent research experiences. Expanding our support of undergraduate

research programs would also enhance the prestige and profile of the CSU system; attract new students; help retention efforts; make our students better qualified for graduate school and employment; help retain young faculty; and make the CSU system stronger and better able to provide the access to excellence that we are striving for.

## **DOMAIN SIX: NOW AND IN THE FUTURE: CAMPUS/SYSTEM IDENTITY**

**CSU Accountability – Summary:** fee increases, no faculty contract, executive perks, failure to work effectively with legislature to obtain necessary resources.

1. Need to increase accountability with the Board of Trustees and the Chancellor's office. Severe problems due to increase of student fees, no contract for the faculty, but pay increases for Board of Trustees.
2. Questions were raised about the quality of leadership of the CSU System; inappropriate raises for Board of Trustees as well as paying the salary for President Rees.
3. Chancellor's Office seems hypocritical to student group who is lobbying the legislature to lower tuition fees. The Chancellor's Office is not asking for more money and the students feel as if they are not on the same team with the Chancellor's Office.
4. Demand for the rolling back of student fees, approving the faculty contract and removing executive perks. Community not receiving enough information; is the Board of Trustees going to take responsibility and oppose the 10% fee increase?
5. CSU System needs to do a broad environmental study to provide the legislature with the data which demonstrates the value of investing higher education and the substantial and often hidden costs of not supporting the system.
6. Accountability starts at the top! When the Board of Trustees and other upper level administrators do a good job the retirement plans and executive perks are justifiable. However, who is accountable when someone is doing a bad job? System-wide everyone gets demoralized when there is no accountability for poor job performance with no penalties.
7. Pessimism expressed about Access of Excellence process; heavy costs for students who are working adults and faculty; need more resources; need to lobby legislature to address these costs
8. Need system-wide awareness of early childhood education and its lifelong impact.
9. Transparent budgeting. Work with legislature in obtaining/justifying the price for an "excellent" CSU/education.
10. If we collectively aspire to excellence then we must conspire (all of us) to rebuilding our faculty, one characterized by its quality and diversity.
11. Thanks and appreciation was expressed to President Qayoumi for his effective leadership and bringing a sense of optimism back to the campus.

Notes recorded during the session were supplemented by written materials submitted the following week, summarized and grouped by Deborah Baker, Jay Colombatto, and Gale Young.