

*A Campus Conversation
Access to Excellence*

**California State University, Los Angeles
Harriet and Charles Luckman Fine Arts Complex Theatre**

President Rosser: Uh, good afternoon. I would encourage those who are moving in to please take their seats as quickly as possible. We would like to try to get back on schedule and stay on schedule through the afternoon. This is an important conversation that is occurring throughout the CSU system. Some of you may recall Cornerstones, which was a major effort that was undertaken probably about ten years ago. That really laid the groundwork for direction within the CSU. And it provided an orientation for campuses to begin to do strategic planning that was consistent with the strategic directions and the vision of the trustees and the chancellor for this system. And it's been something that in terms of Cornerstones that I believe have served the CSU well. This is an effort to give birth again to a strategic plan for the CSU that hopefully will guide our continuing process and progress over these next few years. A lead person with respect to this clearly is the Chair of our Board of Trustees who is here today primarily as an observer. Along with the James Blackman who is the associate director for enrollment management for the CSU system. I would also like to say that I am a member of an umbrella committee that is representative of the CSU and alumni. That's advisory to the board through the chancellor and staff Gary W. Reichard who's our executive vice chancellor for academic affairs with respect to this planning effort and endeavor. It is our hope by virtue of the domains that have been established that we can collect input from the 23 campuses and those who are in attendance at these meetings that will further enable that planning group to essentially shape a document for further discourse and discussion that ultimately leads to a definitive plan and title access to excellence that will guide the direction of the CSU probably beginning in the year 2008 uh and forward. And so with that, it gives me a great deal of pleasure to introduce the Chair of the Board of Trustees and by the way, she was the chair of the Ed Policy committee of the board when the trustees graduation initiatives were launched so Trustee Actenburg has been an active participant and efforts within the CSU to focus on access quality and success for our students and also to focus on the issue of trying to ensure that the CSU continues to be an affordable institution and also to try to ensure that we're able to attract and retain the highest quality faculty and staff of any public university system in this country. So it gives me a great deal of pleasure to just acknowledge Trustee Roberta Actenburg.

(Clapping sounds) Jim Blackburn is here today. He works very closely with Alice & Jones. They're the architects in large measure for a great many of those activities that occur with from the early assessment program to financial aid to trying to assist us as we attempt to grow a larger cadre of students who are more college ready to attend the CSU and take advantage of the opportunities that are afforded through a college education. They've been major players as we've attempted to try to begin to tailor our efforts from an outreach and

an enrollment management perspective such that each of the CSU campuses has an opportunity to grow to its campus capacity and to some level of maturity. If Jim is here I'd just like to acknowledge him as well.

(Clapping)

We've a very good cadre of vice presidents at this institution and I will just briefly introduce them. Most of you certainly know who they are. Dr. Herman Luhan who is the Provost and Vice President for Academic Affairs, Dr. Tony Ross who is the Vice President of Student Affairs, Mr. Peter Kwon who is the Vice President and Chief Technology Officer and Mr. Kyle Button who is the Vice President for Institutional Advancement; and it's been Kyle who has been working very closely with Kevin Baaske, the Academic Senate and the ASI as we've attempted to try to structure what we hope will be a very progressive and fruitful discussion today. And with that I would like to now introduce the Chair of the Academic Senate of California State University of Los Angeles, a professor in the comp studies department, Dr. Kevin Baaske.

(Clapping sounds)

Dr. Baaske:

Thank you President Rosser. As soon as this campus learned that uh, the Board of Trustees wanted to have a conversation about the strategic plan, Dr Rosser contacted the Executive Committee of the Academic Senate and said and as well as the President of ASI and said let's work together on trying to figure out how best to hold this conversation. This is not a senate function. Um, and it did not necessarily have to include all of the faculty that it does but um, I want to thank President Rosser for um, making sure that we, our voice was heard and organizing this event and in nominating faculty to participate. I also want to thank Roberta Actenburg from the Board of Trustees. She met with the chairs of the academic senates across the CSU at a meeting I attended uh, this fall and we had a chance to comment on the strategic plan at that uh occasion. Um, so has the statewide senate. The document that you'll be seeing, the draft, the initial um, thoughts were created by faculty staff um, faculty students and um the Board of Trustees, perhaps staff as well. I'm sorry I don't know. Um, and she assured us that the intent of having these conversations at this point in the process was to try to get input from each of the campuses um, before a document was created so that it is more of a bottom up kind of process rather than top down kind of process and I certainly want to thank the Board of Trustees for that approach. Inviting people to come and talk for three hours about strategic planning is not the most exciting way to spend your time um, and I understand that; but as President Rosser said, this conversation and the document that will come eventually from the CSU to guide the CSU is an important process and today we hope that you will participate in that process. So I want to thank you for your attendance. I said at the fall faculty day that there would be times this year that I would ask you to participate and this is one of those. There have been other things happening on campus where very many faculty members have been involved and I thank them for their efforts both in standing committees and in special groups like the Access to Technology Initiative. The way that this is going to work today is there are six domains or themes that um, in the initial draft document each of those will have, we will spend

approximately thirty minutes on and we're behind so we might shave a couple of minutes on each one. Um, each domain will begin with a short ____ a short, short presentation so that we can have a lot of time for comment and conversation about the goals. I would ask that you keep in mind a few things when it comes to this conversation; first, while we will create a transcript of the conversation that occurs today there will be no identification of who says what. And that is intentional because we wish there to be a free and unfettered conversation about the direction of the CSU for the next ten years. I would ask secondly that you think about in each of these domains, what is not there that should be. Or what is suggested as a priority that should not be a priority. That's the kind of input I think we are soliciting today for your contributions about what the priorities in each of these areas should be. Since our time on any of these domains is limited to less than thirty minutes I would ask thirdly that if you can try not to repeat those comments already made by colleagues and peers. Um, finally I would say this although we do have a member of the Board of Trustees here to observe this is not really the venue for contract deliberations. And my goal for this event is to look farther down the road. I hope and pray that soon we will have a contract. And hopefully for the next ten years, while this strategic plan is in operation labor and management will get along great and so that we don't have to visit those issues. That doesn't mean that within the contract the negotiations that are occurring they're not talking about priorities because clearly they are. But rather than try to negotiate a contract in this venue I think its best if frame our contributions as to look down the road in a strategic plan for ten years. With that said and I'm sure I've probably said more than I should um, let me know introduce the convener of the first domain, Dr. Arlie Stops.

Dr. Stops:

Welcome everyone. Being first isn't all that it's cracked up to be but I want to welcome you here and uh this is an exciting moment for us because we're saying okay, this came to us just not too long ago and uh as a group, we, some of us just met for the first time, uh, especially with me being the semi-new kid here. Um, but let me introduce who we have here today. Uh, we have David Rattray; he's a Vice President of Education with the LA Chamber and also the President and the Executive Director of Unite LA. Maria Casillas, the President and Founder of Families in School was on the committee and participated in that but was no able to come today and in her place, she sent a representative Catalina Hernandez who is the Parent Education Specialist College Prep Program Families in School and from the Campus, David Linnevers, our re-coordinator College Engineering Computer Science and Technology. And Dr. Kimberly Persani-Becker, Faculty Division of Curriculum and Instruction Charter School of Education. And as we mentioned to you earlier, my name is Arlie Stops S-T-O-P-S, real easy to remember it. Uh, if I can help you at any time, please let me know. Thank you.

Today, as we begin, many elements of our conversation today in Domain One can be found in our Campus Strategies and Planning Documents. What you see on the screen now show where all of our discussion today intersect. And I believe I'm not sure if you have copies or copies will be given out later, but you'll see with the X's where our areas in Enrollment

and Resource Management and in an assuring access intersect with what is going on here today. Delivering results is one of the things that I am one of the Chairs of. Um, the University Strategic Planning Document and as well earlier you had the twenty-two initiative from the Chancellor's office um, as well as the WASC uh, proposal. Today we have six bullets that we want to introduce to you today from our first Domain, which is Assuring Access. I'll be covering the first one. Develop pathways or contracts to CSULA that will be introduced and used by freshman and sophomores in high school that will guarantee admission to CSULA. Develop pathways and contracts between the community college student and CSULA guaranteeing admission and transfer of specific courses toward a Bachelor's Degree. Now I might point out to you that for every hundred high school freshman in the last couple of years, every one hundred high school freshman only sixty-six graduate. Three hundred of six hundred graduates from Alhambra High School went to a community college. Interesting points. Thank you.

David Linnevers: Good afternoon. I feel like I should dance up here for you or something. Uh, I'm David Linnevers from the College of Engineering Computer Science and Technology and one of the things that Arlie had mentioned is community colleges. If three hundred of the six hundred graduates from Alhambra High School go on to community college, that means that we have to do an excellent job on our yield to community college students in improving with experience of a community college student who applies here and insuring access. So one of the things that we had come up with was the potential and position called a Transfer Advocate. As a person to serve as an independent agent on campus to help with any and all procedural issues that may, um, they may run into. And I know many of us here have run into these issues and we really want to help these students succeed these, because they make up the majority of our student population. So as I mentioned, increase yield, um, build a bridge between community colleges and us, continue to develop that and I know our outreach office and many of us have bridges but to bring those together to make a big difference and improve that experience and also using many of the internet based technology tools that exist out there today. So that's one area that we had thought of within our group. Thank you.

Dr. Persani-Becker: Hi, I'm Dr. Kimberly Persani-Becker from Charter College of Education Curriculum Instruction. Um, seeing as Domain One is dedicated to accessibility and as our university moves forward in being a more inclusive environment for all learners it's a perfect time to be and thinking about how we can tap into the students and parents of the um, middle school and high school level as they start considering higher education as a reality for their children. And rather than parents of students who have special needs seeking local universities who will meet their needs, we want to offer our campus as a choice because we meet the needs of all students with disabilities. And looking up here, um, we need to publicize of any services that CSULA provides to and for students with disabilities. And this should begin at the middle schools and target the students and parents. Um, we need to meet with and recruit students with disabilities. Also, CSULA recognizes that students with disabilities and their family's work hard to

secure support in order to achieve academic success and that support system should not stop at the high school graduation.

David Linnevers: One of the points I ended up was regarding technology. If as many of you are aware or not aware the age groups that we're targeting primarily read everything on the Internet. We're talking about everything. Ages 16 to 34, 85% of people read things on the internet and use that technology to communicate so we believe it's in our best interest and the university's best interest to make assist.org the one stop shop for students to go. Students who come here, our own resources as well as the community college counselors and faculty to build that bridge and develop that, clearly outlining articulation, removing the guessing because this isn't a mystery. Its course work that we want them to know than can transfer um, Explore by the Majors, which is a nice option Assist has. And also truly empower the student so the student can use this as a resource so when they go to their fifteen-minute counseling appointment at the community college they already know what their, what's ahead of them and get that secure signature or whatever it is that they're going in for and move themselves forward. So technology as we all know is very important and influential especially in the younger generation that's coming into college.

David Rattray: Good afternoon and thank you for inviting me to participate today. Um, the point that I'm to share is the importance of partnering with school districts and with intermediaries or non-profits in programs that build bridges between our K-12 partners and um, the university. Um, some of you know these programs we just listed a smattering of them just to exemplify what could be. Um, as most of you know partnering directly with a high school or a school district is not always easy. They're focused on their world and their activities and you're focused on yours. What's important is that there are so many non-profits. Many of which this says develop partnerships as if it would be new but of course, you, the university already has a lot of these partnerships but the idea would be to scale these up strategically so develop the ones that exist and expand that. And develop new ones as well. Um, there are a tremendous number of intermediaries out there that can bridge between the high schools and the middle schools and the university as well as bridge programs and then uh, some of the separate points in here to elaborate briefly are the middle school piece, how strategic that is. Um, one example being simply making sure that middle school kids and their parents come on to campus early and often. Um, the colleges making it happen; that CSUN has been pretty successful at. You've done the same kind of events here. Something like that at huge scale to make sure these young people see themselves as kids that could come here, that should come here. And that it can happen for them. And then also, part of this is that sort of movement around the P-16 councils that having leaders from all of the segments working together oftentimes you really using data across systems so a data-driven view that looks at kids from pre-k all the way through university and really owns the challenge of seeing what's happening to these young people and facing up to some of the challenges or having around dropout rates and some of the slippage and lossage that we see all through the system.

Catalina Hernandez: For those of you who are in classrooms the students here at Cal State LA when you ask questions like so how are you in the get-system getting along and you bring up things like how well do you navigate the CSULA website and more importantly um, what's going on in the financial aid office...these are questions that our students often see as barriers or what we call the "run-around". Um, and it's our effort, our hope that the campus and system efforts will work hand-in-hand to serve our students. Um and to do, to not do so is to negate excellent efforts and practice. Meaning that department should review procedures that require students to go to additional offices for a resolution. Um and the run-around that CSULA sees as a barrier can often cause great frustration on the part of our students and can even result in them leaving us for another campus, another university. Um, with that in mind we're hoping to develop the personal touch for the electronics systems in terms of financial aid, navigating the get-system, communicating, uh, keeping our homepage student friendly, um tuition payment options um such as being able to use a credit card at the cashier's office. Um, and we're not sure quite how that's going to happen but perhaps workshops on um, navigation and advisement and just simply holding a hand or two and walking them through the process.

Dr. Stops: Thank you. These were our bullets for today and we hope that at this point now we can move into some questions from you. If you'll please step up to the mic and if you have any questions for the committee or myself that we can respond to any of the bullets or any of the things that we've talked about so far today. We still have a few minutes left on that. I want to note for you that this committee has worked very hard on this project and coming together especially our community members and they actually educated us considerably on uh so many areas that are out there that CSULA is an institution we've yet to even touch. And so we're hoping that uh through discussions like this today we're going to be able to move forward and maybe get some additional partnerships happening today. Are there any questions? You know the one area that, that before we leave today that I would like to ask to be uh, maybe addressed just a little bit further has to do with the relationship between all of these intermediaries that are out there and CSULA. And so I, in a moment I'm going to ask David Rattray to come up and speak on that but yes?

Speaker: Hi, Lillian _____ Department of History uh, Cal State LA and I am struck by how I'm sure all of these things will help facilitate access but I guess I do feel a little like there's a couple of elephants in the room and please tell me if these elephants will be addressed elsewhere and I will step back to my seat. Um, I guess what I miss most of all is an assessment of the impact of many, many years now of student fee increases. And the sense that I get that we are relying on the hope and the prayer that financial aid uh, will suffice and that it won't really scare students off and drive them away. So that's one thing is really some, some real concrete sense, some concrete research on the impact of student fees so that's one thing. Um, then the other thing that I've noticed as I talk to students is that another barrier for them is not being able to get the right classes in order to graduate in a timely way. I just ran into a student over the weekend who was taking some classes at community college and some classes in at CSU

which ___ talk about a freeway flier. Uh, so I wonder if there is discussion somewhere in here about the impact of those two things and how we really can address those to facilitate access and movement through the system.

Dr. Stops:

Thank you. I'd like to just react a little bit to the financial aid question and the overall affordability question. Um, one thing I didn't expand on a little bit is Cash for College, which is a program that we do and you do with us. And ___ you have other, other outreach programs. I'd like to just separate it into two issues; one being um, assuming there is no immediate change in the cost or the affordability or availability financial aid. Um, some of you might know that uh the Tomás Rivera Policy Institute's done some great work and there's many other research that, that shows that the kids that need the help the most um, in terms of financial aid and resources to attend university tend to greatly overestimate the cost of college and greatly underestimate the availability of financial aid. So one of the big things that a lot of us are attacking through things like Cash for College and many other activities is to make sure that they do truly know what it is, what it does cost to go to college. And um and then make sure that they know the availability of Cal-Grants and Pell Grants and federal financial aid, state financial aid and other private sources. Um, the fact is, hundreds of millions of dollars go unclaimed every year of Cal Grant money and federal financial aid by the very students that need it the most because they can't fill out their FAFSA. They don't file on time, they don't know it's out there, they assume that college is so unaffordable they don't even try to access the aid that's out there. So that's one issue. The second issue is the broader question I think you raised about the actual cost of the institution, institutional fees and I would say the much greater issue is just the fact that the country has not invested in financial aid like it needs to. The federal Pell Grants have not increased and Cal Grants have not stayed pace in some of the other financial aid programs and that's not something that CSU can solve individually but we have to and I think its right to call it out collectively insist and demand. Um some of you know of course with the change of control in congress we are going to see an increase in financial aid at a congressional or a federal level and we'll see an improvement and a decrease of um, in student loan rates. Um, in California we need to see also that a bigger commitment toward financial aid so I think there's, it's right to call it out. And I would encourage us to call out the questions both in terms of making sure that we look at a rational fee policy. We look at a better financial aid policy as well as right now we do a better job of making sure that the young people that qualify get the money and help them get that money. I can't really address the whole course question. I'll leave that to others.

David Rattray:

Thank you. I do know that they are working on a uh, a one year schedule of classes. They are working on a two-year schedule of classes. I've been here six months and I've been hearing that ever since I walked through the door. You may have also. But I do know that the one-year is definitely right around the corner. As far as continuing to work on those communications, in particular, with students and the twenty-two initiatives our of the Chancellor's office they talk about graduation. Coming in and going out and we need to look at bridging that so that there's additional

access for students to get that information. And what do I have left to do to graduate and what are my options? What are my options if as you put the classes are not offered and I want to graduate? So, a very good question and I'm sorry we don't have answers for all of those for you but I think through some of these other domains you're going to find that uh, it will be addressed also. Are there any other questions?

Speaker:

Um, one thing I've noticed and a lot of my colleagues have noticed with transfer students and we are getting a lot more of them as they come in our offices and our classes and we don't have the information in the system of them. They're here before their information is here and I think that must add a lot of time to their graduation. Um, is this an issue being addressed or what can we do to do that I guess to speed the uh, to ensure that when they're here, we have the information so that we can give them the best advice when they're in our classes and offices?

David Rattray:

I like that question, only because I have an answer for that question. One of the things that I noticed when I first arrived here is that we do not evaluate transcripts for transfer students until they enroll...until they enroll. We could be receiving them today for Follow Seven and we will not evaluate them until they enroll. That is changing. I've worked with the uh, associate director of admissions uh, with the registrar and director of admissions Joan Woosley with Carolyn _____ with all of the evaluators. And we've sat down and we've talked and we have come up with a plan where we are going to change that and that is being placed into effect almost as we speak. Where for instance with this summer students that are transferring that have all the transcripts in to CSULA, all of the transcripts in, we will have that evaluation done by the time they have their transfer orientation in which time they'll be looking for you. That is a major thing that we haven't done here. We're committed to doing that. The admissions office is committed to that. We will have them done and that's something that hasn't been done. We take months to complete an evaluation. We're looking at changing that. We only do X number of evaluations per day per week and we're having a nice time admissions talking about how can we up that number to move that along quickly. But I can tell you right now that transfer students that you will be advising...that have all of their records in that are complete, the evaluation will move to being done right away and it will not be sitting there waiting for the student to enroll first and then ask what are you accepting in transfer. So yes, very good question. Thank you. Are there any other questions? Thank you very much and I want to thank the committee as well for their participation. They've done a great bit of work here and I thank you for your time today.

Next I would like to introduce Dr. Alfredo Gonzalez, the Dean of Undergraduate Studies. Thank you.

Dr. Gonzalez:

From here down it looked like there were three people here. You know I think if there was a way that people could come on down towards the front, I know it's kind of awkward at this point, it might be, but I think it would, it would help facilitate the conversation and that's what we'd like to have.

Um, let me begin by uh; first of all, introducing my colleagues, most of whom you probably all know. Um, Marshall Cates, who's the former almost everything on this campus but among other things, it was the Department Chair of Math and Computer Science and Chair of the Academic Senate, now is working with the Chancellor's office doing some very important things relative to the topic that we're talking about. Uh, Dr. Desdemona Cardoza who's the uh, Dean of the College of Natural and Social Science and uh David Godoy who is the Assistant Vice President of Student Affairs, uh, Student Services. Our topic is or domain is *Connecting P-12 Schools and Community Colleges*.

I want to begin each of these domain discussions/presentations with uh a reflection on the kinds of things that are already going on the campus uh, with regards to each one of the domains in this case the connecting P-12 Schools and Community Colleges. In the first two slides depict by the X's in the columns what's going on in terms of the articulation between the board of trustees twenty-two initiatives to facilitate graduation. The WASC proposal that had been submitted to WASC and after considerable campus discussion and input. Uh the delivery and _____ document which is an ADHOC Committee and it was created in the Winter Quarter to look at how we could improve our services to students and increase the number of students that come to Cal State Los Angeles. And then the university's strategic plan.

What we did essentially in our group relative to this domain was have a conversation. And I'm going to walk through the points very quickly and then I'll ask my colleagues to add any other comments or observations they may have about the points that uh, are reflected in our bullets. Um, and again, one of the things I want to stress is that we try to have a conversation about this domain and then when we're finished we'd like to engage you in this conversation.

And the first question that we asked ourselves was why is this area important? And there's a lot of information that would be self-evident as to why it's important. But with that it was significant for us to have at least some preliminary discussion on that. And uh, in some respects, the bullets that we put up tried to encapsulate in many respects various aspects of what's reflected up there in the bullets. And the first one is that we need to recognize and I don't think we do it as much as we should that P-16 is in fact a continuum. The products that begin pre-school are eventually the products that we will get at the university and will be our throughput so we need to recognize that while are segmented, we are in fact and continually need to work at recognizing and understanding that and uh working in that context. That P-12 and P-14 is the pipeline to both CSU and CSULA. About three-quarters of our students come from community colleges. And we are aware of it at one level but sometimes functionally operationally we are not so cognizant of that. We have to recognize that. The CSU produces approximately 60% of those who teach in pre-school through community college in California. So we are creating those that go to those segments to prepare the students that we eventually get and that relates to the last bullet. That in fact the products of pre-school through community

college are in fact byproduct _____ and byproducts of the individuals that we the CSULA and the CSU have created. And so we need to be aware of that. So these are some of the reasons and again there's many sub-aspects to this and _____ that we did not identify as bullets that are reasons why this area is important. So given that, what are the goals that CSU and CSULA should strive for in this domain? Well, the first and perhaps most important is to produce competent teachers at all levels of pre-school through community college. The second is for greater curriculum alignment. Uh, and I think we're probably most aware that with regards to community colleges in ourselves uh, to a great extent uh, than some of the other areas for high school in ourselves. But there's also factors within those P-8 that are factors that influence us that uh, we need to strive for. Better and more consistent dialogue with the pre-14 uh, segments of higher education uh in California. And we use the word dialogue very consciously. It's not us talking down to or talking to but talking with, having a conversation with so we really do mean better, more consistent dialogue.

To be and to be recognized as a resource for all levels of the P-14 pipeline um, probably on every campus there are individual faculty who are and are recognized as resources. There are departments. Uh, in some cases there are colleges but what we feel we need to strive for is to have Cal State Los Angeles and the CSU generally but Cal State Los Angeles to be and to be recognized as a resource of the P-14 pipeline.

Our last bullet is to play uh a role in helping segments of the pipeline which is preschool, elementary, middle school and the high school interact more effectively. And with regards to this bullet I want to stress two things. It's not to take the lead, not to be uh, the ones who make it happen, but rather to play a role in uh more effective communication interaction uh among the segments in the pre-14 pipeline. The communications sometimes between us and those levels is not particularly good and can be improved. But many of us who work in the schools also recognize that the communication and the interaction within the segments uh at that level are also uh significantly wanting. So given these goals or things that we feel that we should strive for both as a campus and as a CSU how could the CSU and the CSULA support achieving these goals? The first is to promote and support greater understanding. The importance of the relationship between CSU and CSULA and the P-12/14 pipeline, uh, again, many of us are aware of that at some level but it doesn't become operational in terms of what we do in our own work. And in terms of what we do in departments and what we do in terms of colleges and to some extent not what we do as a university and again there are segments of the university, individuals within the university but as a totality, uh we need to support a greater understanding of the importance in the relationship. The second bullet uh is to develop a coordinated plan, a coordinated plan at the CSU and CSULA level with clear objectives and priorities in terms of our work uh with the pipeline. And again there are many of you sitting in this audience, many people on the campus, uh many units on the campus whom are doing excellent work but again it's not necessarily well coordinated. We don't have a definitive plan, there are not clear objectives uh and goals

and it's not institution-wide. And in the last bullet is to review and eliminate policies that create or serve as obstacles to working with the P-14 pipeline.

One of the aspects of the domain was to consider the possible contribution of technology to making a difference in each of our respective domains and with regards to ours and it was eluded to earlier but it's to develop a universe of technological capability of students at any high school or community college to align completed coursework with admission or graduation requirements as appropriate. So any student at any high school or community college much like assist allows uh students to do cold find out how they align with what it takes to gain admission to the CSU, CSULA specifically or in cases of community colleges how they are progressing towards meeting graduation requirements. To strive for a more common look, features and functionality among technological systems at the community colleges and the CSU's that students use to conduct university business. Um the systems vary tremendously and uh in order to try to insure a greater comfort level with the students uh the effectiveness of use of the systems for their needs and to uh, encourage them to use it most effectively. We feel that this is something that we should at least have as something that we strive for if not ultimately can achieve at the level we would uh all perhaps imagine that we would like it to occur. Uh, something that we have done on our campuses related to this last bullet and we think it should be expanded uh both for our campus in relationship to other community colleges but also in the CSU and that's to expand the use of electronic data interface between community colleges and the CSU's and then again, specifically Cal State Los Angeles for the transmission of transcripts and other related kinds of information. Uh, some of you may know that as a result of a pilot program we now have in operation uh, an electronic data interface with uh Pasadena City College, East Los Angeles Community College, Los Angeles City College and that will be expanded to all the community colleges within the community college, Los Angeles Community College district that will allow students to have their transcripts sent to us uh, electronically. Its' currently going on with the three campuses that I uh initially named. It allows them to send their transcripts to us electronically and they're automatically updated. So the issue of they didn't receive my transcripts, you didn't send my transcripts is being eliminated with those campuses and hopefully others and that facilitates evaluation which uh, Dr. Stops earlier referred to.

So again, how we proceeded was essentially to have this conversation about why is this area important. What kinds of things should we be striving for? What kind of goals should we have? What kinds of things might we do uh at the CSU and the campus level to make this happen and then lastly the contributions of technology? So before uh I open it up for your questions, comments, observations I'd like to allow my colleagues to make some comments themselves.

Marshall Cates:

I'd like to expand a little bit on the notion that we should be a resource to our uh, public school uh colleagues. When you grow up in a small town with only one university within a hundred or two hundred miles of you it's natural to know where to go to to ask questions. We have so many resources here that I think teachers do not believe that they have access to those questions. I would like to see every chemistry high school chemistry teacher, every math teacher, every physics teacher, every history teacher know the name and phone number of one of our faculty members and their discipline. Not only somebody who they could call but someone they've actually talked to before so that as the year goes if issues come up they can have a contact and know that they have got an authoritative source to answer these questions, I would like to have that extend further. I would like to have every middle school teacher and every elementary teacher also have a contact. I think if we could build those kinds of bridges with our public school teachers they would not only feel that we care but we would also have an influence on them to make sure that issues are dealt with the way we are hoping that they're dealt with. And that in this way we will be in their minds in terms of talking to their students, in terms of knowing that we're here. And so I hope that we will build those kinds of bridges.

Desdemona Cardoza: This is supposed to be a conversation and I can't see any of you. That's not the most conducive environment for a conversation. Having said that, thank you. Having said that, I would like to elaborate a little bit on what Marshall talked about in terms of the relationship that we have with P-12, P-14 and really go back to the emphasis on our role of preparing the teachers for the K-12 system. Particularly in our main theater schools, Los Angeles Unified and the desperate need that we have for qualified math and science teachers. Being the Dean of the College of Natural and Social Sciences that's obviously something that I'm very concerned with because we in essence receive the products of K-12. But it's also our responsibility to ensure that we are producing the teachers that produce our products so to speak. So I think that we really need to continue to partner and increase the number of partnerships we have with the community. I also think that we need to ensure that we bring the children from our community to the LA Campus. I've visited several elementary schools City Terrace, East Los Angeles where the kids really don't know who we are. They know that we're that thing sort of over there across the freeway but they really don't have any connection to us and I think there's a lot of ways we can do that. And one of them we're hoping is with the new science building that we're building. In Wing B there'll be a planetarium. And part of our vision for that planetarium is to, on a consistent basis, bring kids from our community to the campus to introduce them to Cal State LA and introduce them to science. Because as you know that's a desperate need that we have in the state of California in terms of preparing our work for us. So those are some of the kinds of the relationships that I think we need to continue to have, continue to develop but I also think as an institution, when we develop programs partnering which generally are funded with external resources sometimes private, usually federal, I think we need to be thinking in our planning process about how do we institutionalize those when the federal dollars go away, which often times they do. And rather than say oh that looks like a neat opportunity, let's go after it, the money's gone the

program disappears. If it's something that integral to our mission as a university I think we really need to be thinking about institutionalizing that and make it a part of the Cal State LA life. So having said that I will turn it over to my colleague David.

David Godoy:

Thank you Desdemona. _____ I don't even think I'll need a mic. But um, you know, I'm following up what she has just stated. I was going to try to put some emphasis on, on this whole notion of grantsmanship and we do some great things uh, within the CSU and specifically I know for a fact within Cal State LA in terms of the, all the faculty and grants that we bring in as well as staff grants. And it really, with us, it starts you know as young as let's say our epic program in doing America Reads, America Counts out in the elementary schools and trying to follow those kids and uh the middle schools they go to the whole pipeline nation from the middle school to the high school and having grants that follow those students throughout their life span and being able to evaluate that and the involvement we have with teachers as well as faculty on campus in terms of looking at the positive things and we do. And I think what we knew put greater emphasis in trying to evaluate those and uh I think Desdemona stated very clearly those things that we are doing that are really are integral, an integral part to the institution somehow finding a way of institutionalizing those very early on even as we're getting grants. Uh so that is it's really a true continuum and we have personnel that's willing to stay and, and help us though this whole lengthy process. So there's a lot of great opportunities in there, I you know, would like to emphasize a couple of other things but really for the sake I think they'll wanting to have that dialogue and having folks come up and ask us questions. We, I think in our better _____ try to respond to some of those questions some of you may have of us so with that you know, thank you.

Alfredo Gonzalez:

I want to modify David's statement just slightly at the end. I don't know that we're in a position to answer any of your questions. What I think we'd like to do is to have you raise the questions in terms of the kinds of things that we want to ensure are reflected in this domain in the final product that's created. Um, or what kinds of things are emphasized. With regards to this particular domain it's a little bit unique than some of the others because all of us except for one of you, one or two of you eapsters, uh, have gone through the pipeline and have transitioned to higher education. So uh, you've, we've all had experience in this and so uh many of you are working in helping students transition so we all in many respects are more involved in this area than some of the others... at least with personal experience. So, we'd like to now open it up for your comments, observations, uh, it can be on the things that uh, we had discussions about or things that we haven't had discussions about.

That looks like Robert Land.

Robert Land:

It is he.

Alfredo Gonzalez:

Hi, how are you? I'm great.

Robert Land: Uh, I just wanted to make sure because I was looking at the bullet points and there was a lot of talk about the pipeline and the contents of the pipeline but apparently if your figures are correct, 60% of the pipeline operators, that is the teachers uh come from the CSU's and there's no explicit bullet point although uh it was discussed of addressing the issue of making use of that resource...of pipeline operators. That is continuing making strong ongoing relationships. Not just bringing them to us but maybe holding them accountable for ongoing relationships with us after they leave. So we're just hoping that there's an opportunity to pop another bullet point in there.

Alfredo Gonzalez: Excellent point, thank you.

Speaker: I want to let someone else have a piece of the conversation. Um, let me start out by saying the notion of P-16 I think is wonderfully exciting; that we should never ever talk about public education without talking through about P-16. I don't, I think K-12 and all of that we have to really expand our understanding of what higher, of what public education includes. Um, having said that I have a couple of questions. One of which is on the second bullet point there, striving for a common look features and functionality I'm wondering, pardon my ignorance, I just don't quite understand what that means. Do, we're not looking at a CMS people-soft kind of project where we tie everything together or is it just, just the look?

Desdemona Cadoza: That was actually my comment because I ran a series of focus groups with out students when we were putting together the delivery results document and one of the things that they said to me very consistently and this was particularly for those students who transferred from the community colleges is that it was much easier for them to navigate the schedule of classes the online catalogue from PCC, Santa Monica, El Camino, the various places they came from than it was for them to navigate the products that we were producing for them here. And so it became very clear to me that I think we really need to look and see what are the students used to when they're coming to us and I actually went out to a number of those um, the websites that these institutions and lo and behold, they were much easier to navigate. So that was actually my bullet that I asked to put in there and I think that will facilitate the transfer process because there's less of, we're putting up fewer obstacles for our students.

Speaker: One other question that I have for all of the domains, um, all of these look actually quite exciting and interesting and I guess what I was wondering from the committees and I'm not sure exactly where this would happen but at what point to we sort of figure out what that means for what we do? Um, how much work will this mean for us on a day to day basis to implement uh, the vision and to implement these things and I'm wondering if each of the domains had an opportunity to think about once these have wafted their way through the various 23 campuses when we'll be sitting down to think about what work is actually involved in making this real?

Alfredo Gonzalez: I certainly, I certainly don't have a definitive answer but let me make uh, a comment about, some general conversation we had as well as the purpose

of the initial slides to uh to the discussions of one of these domains is that there is substantial work currently going on that address both the domains and many of the specific areas that we are suggesting within the context of the domains. So I think there is already a lot of work going on and in some cases where it comes together in process that are already in existence and have been for some time and will continue because they're a part of how we plan and organize and move our direction forward is for example in the campus strategic plan uh, in the WASC proposal, to the great extent the twenty-two initiative so again, it's not a definitive answer but I'd to suggest that there is already a lot of work going on with regards to this and I think that the strategic plan at the CSU level would ultimately feed into the ongoing work of what we currently do on the campus.

Uh, Looks like Kevin Baaske.

Kevin Baaske:

It is. Um, I've not seen these uh; the specific bullet points or anything like that just the broad domains. And I want to thank you all, each of the groups for working on this. Um but uh, I might as well take advantage of the opportunity to say something about them as well. Um, and I have just two quick comments on this specific thing. One is the, one of the efforts that we've engaged in, in the past, to facilitate transfers and thus, uh from community colleges and thus increase access so it kind of ties in the first two domains, are things like the lower division transfer package program. Um, to facilitate a more of a two plus two kind of idea. And I just wanted to reiterate if we are heading in that direction at all in the strategic plan for the CSU that the model that says that reinforces that faculty be involved in that and control curriculum is important to keep in mind and that I would hope that the final documents, uh whatever form they come in um, would solidify or reinforce the notion that it's the faculty who should be making decisions about what transfers and what's equivalent and things of that nature. I'm sure there's wide spread agreement in this audience on that point. And the second is a lot of these suggestions and I think Lil touched on this um, involve faculty and Marshall's point about faculty as a resource for the community uh colleges and the high schools and the middle schools and the elementary schools, I think is an excellent idea. Um, I also know and I'm sure that people in this room can speak this more eloquently than I can that the best kind of recruitment that takes place is when faculty have contact with students before they come and encourage their transfer or admission and support them when they make the decisions to come to a specific campus um that we have to compete for those students with other CSU's and with the private sector as well. Um, those things do require faculty time and resources and I just want to make sure that in planning a strategic, strategically for the coming ten years that we recognize that in order for faculty, full time faculty to be engaged in that kind of process we need to build the faculty and I know that there's a lot of, another domain that addresses this more explicitly but it seems pertinent at this point to reinforce that it's the faculty who make a significant difference when it comes to connecting to the P-14 and that as numbers have not increased it makes it even more and more difficult for faculty to engage in that process.

Unknown:

I'd like to respond. Bringing up the lower division transfer project and the issues that it comes up with does highlight some of the problems, some of the counter-forces that we're ____ working with uh, public systems. In the lower division transfer project we have streamlined the expectations from the community college students to their degree expectations on this campus, on, in the CSU. To such an extent that they are able to uh be assured that at least three quarters, forty-five units of their work is transferable to any CSU in the last fifteen are transferable if they choose, if they know which campus they are going to. The downside of this is that we have sort of run pretty heavy roughshod over the community college issues. We have said this is our degree, this is our course, and these courses are going to count toward our degree so we have to be the final word in saying that they meet the requirement or saying that they meet a definition or even in writing the definitions. And this has caused a great deal of concern with the community colleges because they say well there are courses, we're teaching them to our students on our campuses, how come you get the final say? The point being is that the whole process needs to be thought about very carefully and when we can we need to give the community colleges, um their rightful say in what they are doing also while keeping, making sure that the standards are met, we need to look at it from the slight different point of view. So it's not just a matter of, of setting the proper standards and getting enough information out. There are regional expectations and institutional expectations, which are not always being met.

Alfredo Gonzalez:

And if my timing is correct I think we're just about done with out thirty minutes. Uh so I'd like to thank you for attending and I'd like to thank my colleagues for their participation and I'd like to now introduce uh, the group for Domain 3 which is uh, was convened initially by Nancy Miron who is not feeling well today so it will be facilitated by Gay Yuen. Thank you.

Gay Yuen:

Good afternoon, my name's Gay Yuen and I'm Professor of Education at the Charter College of Education.

For those of you who know Nancy Miron and me both um, you'll know that we look a lot alike so I don't want you mistaking us one for the other so I just want to make sure that you know it's me up here.

I'd like to introduce the other members of my group. Um, we have Jennifer Celaya-Davis who's the Director for the Center of Student Development and Programs. That's Jennifer. We also have Barry Gordon who is a past chair of our alumni association. We have my colleague Dr. Ali Modarres who is a faculty member and also the Deputy Director of the Pat Brown Institute.

What you have up there are all the relevant points from our strategic plan and also other university documents that relate to uh the domain that we'll be addressing today which is Domain 3, fulfilling Commitments to Multiple Stakeholders.

What I'd like to do is very quickly go over the bullets and then leave enough time for each of my colleagues up here to come up and speak specifically to some of the real activities. Real, like real life reality TV. Some of the real efforts that they are making on behalf of working with various sectors of our multiple stakeholders. When we, when we, we're looking at who our stakeholders are, some are very obvious and others are more far-reaching in terms of trying to identify who they are and our connectivity to them. Our stakeholders obviously involve students, faculty, staff, volunteers, our alumni, our Ameritite, and then outside there are elected officials in government, media, prospective students, donors, foundations, other funding sources and so forth and so on. In looking at these myriad of um, groups of stakeholders we ask how are we going to fulfill our commitment to them and what do we do in terms of working with them? And we, the group thought that we need to learn and understand and appreciate what the various stakeholders or stakeholder groups need or want from the university. We need to look at the ways in which we are fulfilling their needs and to integrate these needs into what we do um, in terms of what we are as a university. We also need to build internal stakeholders pride in the sense of community so that all this will radiate to our external stakeholders.

Some of the key message points that we'd like to, to um, focus on are those that we hopefully would be meaningful to all our stakeholders. And the message we want to send them is that Cal State LA has transformational power. That means that what we do as a university and what we do with our various stakeholders be it internal or external can really make dynamic change for the better whether it's to the university or change in our communities.

We also want them to know that learning in a diverse environment enriches an education and gives graduates an edge in leading the way with an education, with an educated humane and just future workforce. And also the university is a powerful resource with a reach that invigorates the lifeblood of the city, its region, the university and its surrounding communities. And that we are all a source of strength.

I'm going to stop temporarily right here and introduce Jennifer who will talk to us about the work she's doing with our students here on campus as Director of Student Development. I'd also like after her, for Barry to come up and share with us the work he's doing with connecting our graduates through the alumni association. And then I'll Ali Modarres (who) works very, very much um, out in the community with legislators, community members and elected officials and government officials in terms of the work that he does both from a research level and an application level. And so Jennifer would you like to start?

Jennifer Celaya-Davis: Good afternoon. My name is Jennifer Celaya-Davis and I'm Director of the Center for Student Development and Programs here at Cal State LA. We're a part of the university student union. And forgive me, this is as Dr. Cardoza said, the strangest way of having a dialogue so if my nerves get the best of me, understand I'm more used to battling the fraternity

members over the ins and outs of how to have alcohol on campus than sharing the dialogue in this forum.

In the Center for Student Development and Programs we produce a campus activities, we provide leadership development education, we work with over a hundred different student organizations as well as fraternity and sorority members.

When I was thinking um and speaking with students about their priorities as internal stakeholders a few thoughts came to mind and were voiced to me. Our students are looking for connection. Aren't we all? But in a different way than maybe we've focused on so far. Technology is extremely important. We need to adapt our website and be able for them to access our services almost 24 hours a day to adapt to the needs of our students. We do need to improve our website resources and make sure the information's out there when they need it. However, we need to strike a balance as we try to do this. We need to enable them to have more personal contact as well. One example I'll share with you about how this was really um, hammered home to me this year is a partnership that fits the facility services initiated with the university student union earlier this year. Facilities approached us about putting together student information booths during the first week of each quarter. And of course we were ready to help out. When we got out there on the front lines we realized just how little we knew about all the other areas of the campus because there is so much going on here and we studied our notes and came up with a frequently asked questions list, that sort of thing, but when we came together at the end of both quarters to talk about the project what we realized most what we were seeing from students is once they saw the eye contact and your willingness to assist them, their questions came rapid-fire. And it wasn't so much the information we shared with them or looking up a departments phone number to further direct them to the better expert who could help them; it was that we made that connection and that we took the time to speak with them. They may not remember exactly what we said to them but they'll remember how each person made them feel during that exchange so even if we did have to say you're looking for King Hall and you're actually in front of Salazar, let me try to help you get there and deliver a little bit of bad news along the way, it was the way we presented the information, the connection, the willingness to help that was so important. And the more opportunities that we can create to do that will benefit not only the students but I'd like to think the staff members as well. For instance, one more example related to that, I was extremely impressed with the support that the facilities team gave to this endeavor and getting to meet people across the campus who are looking for that connection. You saw a person who's a painter by day coming and taking care of our infrastructure getting out there and speaking to students and getting to see the people that he serves behind the scenes each day. And then also listening to this persons observations about how we could do our jobs better. I know I was taking a lot of notes in my conversation with him. And I'd like to think that he was maybe feeling a little more renewed and rejuvenated after these connections he made with students and maybe he'll do his job with a little bit more of a snap in his step each day. Although with him I'm sure he doesn't need much more um encouragement.

Students want to feel valued going back to that connection. They want to be celebrated. They worked so hard to get to Cal State LA and we don't want them to forget that we appreciate them and value the fact that they're here. We want to give them reminders of that throughout the hardest times of the quarter. If we can come out and let them know we're listening and that we value them we can do thins like next week during homecoming,

ASI is going to have a student appreciation day giving out lunches, things like that. That's wonderful. If we can build more things like that into our daily lives and reaching out to students, all the better. They need the little perks along the way. In addition to the touchy-feely stuff, we need to provide answers. We need to develop systems of communication that allow more areas to provide answers to basic questions. So even though I don't work within the registrar's office maybe we can develop something like a CSULA Basics 101 sheet. Where we can have basic information for people who work on the front lines and are out there engaging with students no matter whether they're working with Golden Eagle Hospitality or part of the student union. And students come to you because they feel you are approachable. Hopefully we can have some basic information on well how do you drop a class? Where do I go for advisement? What services are available at getting a better understanding and doing some homework ourselves on what is available in terms of counseling and other health support services. Really an FAQ for serving students; something we can have and be training our own staff members with so we can better serve them. If they reach out to us, it's our shared responsibility to help them so that we can help them persist and get to graduation.

Couple more points. They want to be heard. They need to know who to speak to when they have concerns. They need to know. They need to see that their student representatives are doing all, what they're doing on their behalf and see it publicly promoted; either in the UT or some other publication. They need to have more opportunities to interact with campus leadership. The administrators and the faculty so they can learn about the future plans for Cal State LA and get some questions and answers related to every day situations they face. Even if it was something as simple as putting "we're listening" booth on the walkway a few times a quarter and having it staffed by different professionals who could be out there just to hear what's going on with students. Asking questions, getting feedback, researching ways to better serve them. Last, they need to see the value of their degree from Cal State LA prior to graduation. We need to make them realize before they leave just how special this institution is. And there are some areas including most especially the alumni association who in my humble opinion already do this. They, we need to find more ways to connect current students with the accomplishments of our alumni and find ways to introduce more alumni contact into their experience. I know when I sit in this auditorium and get to see the wonderful accomplishments of the alumni at the fall program the alumni association puts on each fall I'm in awe. And I want to find other ways to and let the students know outside of that forum this is what Cal State LA students are doing out in the community, out in the world. And you will achieve great things as well. This will not only help to motivate our current students and help top develop more pride and campus spirit among them, it will help us recruit more fine students to the institution. Thank you.

Barry Gordon:

Hi. As Gay said, my name is Barry Gordon and I'm the uh Past President of the Alumni Association here at Cal State LA. We kind of have a very big domain here as you could tell from the list. Uh, because we're supposed to fulfill the needs of multiple stakeholders. And uh, where does that stop? Um, because virtually anyone that we touch, anyone that we connect to is a stakeholder; certainly the students, certainly the faculty and staff...certainly the alumni but then there are donors, there are foundations. There's the international community. There are community leaders. There are legislative leaders. Uh, so it's very hard to put a limit to a discussion of multiple stakeholders and there should probably fifty people here all talking about their own little niche but there aren't so I'm going to focus primarily on the alums because that's what I know best. And it, I guess I know that best in a strange way because of my experience here as a student. Because when I was a student here I had wonderful professors, I had wonderful classes, I thoroughly enjoyed my experience and if I hadn't it probably wouldn't have been easy to bring me back in and get involved with the alumni association. And yet, as Jennifer was kind of referring to I didn't have a great feeling of connectedness to anything else. I didn't have a great feeling of connectedness even to other students because I was in my mid 30's and uh came back to school after a hiatus of 15 years. And that's, we have to understand that this is an incredibly unique campus. And I think we all know that. And its uniqueness is what is exciting about us but our uniqueness also presents definite challenges when it comes to reaching out to stakeholders such as alumni. Because I mean I'll state the obvious. You know we don't have a football team. We are uh not as, we are on a socio- economic scale, our student body is on a socio-economic scale that uh certainly is much more diversified than other schools. Um we have to be very, very active in reaching out. We're a commuter campus and people kind of come here and then they leave here. What we have to do is to provide a sense of connectedness and I think that the alumni association particularly through its executive director Randy Moore and the incredible staff of the association have really managed to do that. They've really overcome the challenges and met the challenges and have gone far beyond where a lot of people thought that they would be able to go when Randy Moore first came here some years ago. It is a very well developed alumni association. We have chapters in individual subject matters and occupations. We have great programs, great, great benefits which we are particularly pleased to have been able to reactivate after a period in which there were some issues, legislative issues that we had to work out in terms of what are called the Affinity Programs of which are our life blood because those affinity programs allow us to provide benefits to our alums and for a while there were some issues regarding those affinity programs. They've been worked out. They were worked out in a legislature and I'm very pleased that CSU is back in the affinity business. Because we need that desperately if we're going to hold our alums. We've explored other ways of connecting with our alums and having our alums just as importantly connect with our students. So we've had networking programs between students and alums. We've had mentoring programs between students and alums. We've just kind of begun that and I think we need to do a lot more of it. We also of course as Jennifer referred to, we honor our alums. And that has probably been one of the greatest ways in which to

tell our alumni how much we care. And also to be perfectly candid to connect with high profile alumni. Because you know we have a lot of high profile alumni and when we, when we do that montage at the beginning of every awards program every year and show the people from Billy Jean King to Diane Watson to gosh, people in music, James Newton for example you know, people in politics Joseph Wambaugh great author. I mean we have a whole list of people and what I think we need to do fundamentally and that's why you'll see on these bullet points develop key messages and points that are meaningful to all shareholders. The message becomes absolutely crucial to connecting with stakeholders who are outside of this campus. And we have a series of messages that we can convey that will excite the imagination and the energies of other stakeholders and of particularly of our alumni. And the first one, which is, I think the key is the incredible transformational power of this university. Because this university enables people who might never have thought that they could go and get a first class four-year university education, we enable that. We enable that by keeping our costs low. We enable that because we value and cherish the multi-culturalism, the diversity of this campus not only in terms of ethnicity but also in terms of age. In terms of socio-economic background. That makes us key in the Los Angeles area. We can afford; we can give people an opportunity that other institutions frankly are not as prepared to give. And I had that opportunity. I never thought I was going to go back to school in my mid-30's but I did. And I got such a better education than I did when I was back at that school in Westwood frankly. I got a much better education here. And was much more stimulated by my professors here. So we have the message, we just have to deliver it. I know that someone asked the question earlier is it going to take work and is it going to take time. Yeah. It's going to take work and it's going to take time. But the results I believe are going to be not only important but immeasurable in terms of the future that this campus can have.

Ali Modarres:

Good afternoon I have been told I have three minutes now to say whatever I need to say so here it goes. Within three minutes it will be difficult to describe the entirety of what the institute does. The Pat Brown Institute is a multi-faceted, multi-tasking kind of an organization. So I thought probably the way I should talk about this issue is to begin by a very simple fact that if about two-third of our students come within ten miles of our campus part of our stakeholders are the communities, the parents, the organizations that are within these sets of geographies and how do we deal with the entirety of urban issues that we have to deal with and the institute tries to be a part of the urban mission of this university. And in fact, the way we define our stakeholders may be kind of interesting to you. We define the stakeholders into five categories; the education group, which includes us, that's one category and it includes the K-12 as well. We, in addition to that work with four other groups. Non-profits, organized labor, policy makers, both local and national, and also corporations of the private sector; that includes the funders as well.

I think the approach we have taken which is kind of unique maybe but important to think about is that universities have this unique opportunity to create and empower networks and one of the ways we have function is to create those sense of networks and the way we have designed the programs that we functions around that. We have a series of programs called Public Policy Education Program. We have a series of programs called Community Programs and then we have an internship program and let me kind of put all that into perspective for you, how that works out. The Public Policy Education Program is a series of lectures that we are among the very few I believe maybe the only public university to receive money from the Irvine Foundation to deliver that kind of service. And for that we deliver about eight lectures a year. And these lectures include invitations and members of all these stakeholders that I mentioned. And these lectures begins, beginning point of a network of organization and individuals working together. However, this is just the beginning. It's kind of enticing moment, what we follow with that one is that we have created a series of networks between the cumulative groups and that of the legislators. Therefore we host what we call a Policy of Round Tables for the legislators, their staff and also selective member of committee groups are invited to meet. One of the unique opportunities we felt we had and that we were asked to do by non-profit organization was to kind of introduce them to the policy makers and become the medium for that connection. And interestingly enough one of the success stories that I can talk about is that fact that now around the region PBI is known as a networking organization. We have that unique ability to connect the university and all the other sector together in single spaces of discussion. We have actually a program that falls under our community programs called Health Policy Outreach Program. We do not do health in the traditional sense however, we network health providers and health care groups and committee groups to talk about issues of health within the twenty or so zip codes that surround our campus. In other words we stay still within the regions of our influence as a university but also in terms of networking. The internship program that we have allows we, every year small number of students we place with legislators and policy maker's offices and that allows us to have kind of a continued relationship with the folks we typically want to have a relationship with. One of the lessons learned in this process that even policy makers have the need for networking. And one of the unique opportunities that we can provide for them is that if they need to talk to the stakeholders we can provide that environment. This is nothing new. It's about 100 year model that was talked about during the progressive era that universities and campuses and school all levels are the best community spaces for people to get together. And as such, we may be an important asset, an important sight for that coming together. Does that mean that it's an easy thing to do? It's not. It is constant fund-raising. And the way I would describe it is remaining relevant, research that's relevant, research that's translatable, many of the community groups we work with want that kind of research...the kind of research that you can use. So it's relevance. It's persistence. Being there all the time. Not just showing up for when the funds are available but maintaining that relationship despite with or without the funding structure and finally to be consistent. To remain in the process and be a part of the community's thinking. Think with them.

Work with them. We have a number of programs at schools that deal with at risk youth. We have maintained that. We have community policing programs that's over a decade old. We have maintained that as well. So in some ways is this consistency and remaining relevant and being a part of the larger network where the universities fall into. That to us so far has translated to a kind of a success for me now. So far so good. It's been fun. Thank you very much.

Gay Yuen:

I'm going to wrap up with the last bullet which is "High visibility and involvement of campus leadership strengthens internal and external stakeholders' recognition and appreciation for our scope of service". And I think the three presenters today have given you a taste of the leadership that they've taken on in terms of working with various constituencies and stakeholders that are highly visible and highly involved. For an institution like ours who values collaboration and partnership whose identify collaboration and partnership as part of our core values. I think Barry is very correct in saying that our stakeholders are anyone and everyone out there who touches us or whom we touch and so I would like us to continue with the efforts that we have been doing and are doing in terms of maintaining and straightening our relationship with our stakeholders on local, regional, state, national, and international levels. And also to look at developing new relationships with new stakeholders. I'm going to open up the questions at this point.

Speaker:

I don't know if this is a question or a comment but there's a question buried in it and maybe you can answer it but looking at a bigger domain and fulfilling our commitment looking at it at the total CSU I'm always struck with the idea of what does it mean to fulfill this commitment. Do we produce a product that is value? Certainly the business world says we do. They certainly say they want people with a BA degree. More and more occupations are requiring the higher degrees. So it seems to be rather obvious that we are providing a valuable product. Our students think we do. They invest in us. They give us their time. They give us their money. They give us their energy. And so I think our students think we provide a product so who isn't convinced? Yet we are told by the legislature that they'd like us to prove that we do something. Let's give a pre-test and a post-test to see if the student has learned one more fact. I don't understand myself how this nature or this idea that we have to prove we're doing something when it is so obvious that we're doing something is allowed to continue to spread and of course the _____ agencies want us to keep more assessment tools and so forth. The whole idea of assessment sounds good if it's used for improvement it's great. But the truth of the matter is the world wants us to do what we're doing. The students want us to do what we're doing. And we're doing it well. So why the nitpicking?

Gay Yuen: Thank you Marshall. Yes ____?

Speaker: I'm Beatrice Yorker, Dean of Health and Human Services and I'm inspired. It's wonderful to have the examples of ways that we connect with the community. And I appreciate the references to the kinds of service and volunteerism that particularly in our college we value. Um, we do have the youth agency and administration certificate and we're aware that our students not only work and raise families and go to school but many of them also volunteer to our immediate constituencies. And our faculty are doing applied research which does provide service to the community and one example of the programs that we have is the OSHER Lifelong Institute where we call on some of our best faculty experts to provide college level learning to people 50 and older in our immediate surrounding communities. And we're going to continue to ask faculty and alumni and students because it takes a volunteer effort on our part to provide these kinds of programs. So we're very engaged and I'm glad that the alumni association and Pat Brown and the Forensic Science Institute and so on are engaged in connecting with our constituents.

Gay Yuen: Thank you Bea, and I'd like to add also that I know of many, many staff members from CSULA that are volunteering in the community, sitting on various community boards, volunteering for women's groups and so I think we're all out there working not only on behalf of what our commitments are but having the visibility connectiveness to Cal State LA. Yes?

Speaker: Hi. Um certainly all the uh, all the connections that we're making are positive for the institution but maybe it's because of the kind of work I've been doing lately that I keep coming back to the faculty. Because I think we would all recognize that key to connectedness is mentoring, is having the ability to spend time with individual students and in truth I bet I could look around this room and that's one of the best parts of the game. Is that you get to do that. Except in fact we don't get to do that the way we did once. Uh, there were fewer of us to do it, we're having a hard time hanging on to the ones who were here and bringing new ones here and so with all due respect to Kevin, in the end all of this does come down to our ability to give our faculty the resources and the time to do these things that are really at the core of all this conversation and I really do hope that when these things are implemented that we think about it as can the faculty handle more work with the few bodies that are available to us? Can we take on one more initiative when we're drowning under the initiatives that we have? So I really, these conversations such as they are no doubt are important but I really urge us not to lose track of the fact that in the end, we have to do the work and there's just simply not enough of us. And the ones that are here are pretty demoralized.

Gay Yuen: And I think that also speaks to the institutionalization of efforts too that was referred a while back. Any other comments or questions? Yes?

Speaker: Yeah, speaking of uh, connectiveness, connectivity with stakeholders I think one of the largest groups who have not really been acknowledged either today or ever generally is the part time faculty, so-called part time faculty on this campus. Many of whom of course are alums and uh, unfortunately remain invisible in many ways institutionally and practically. And uh, are uh, demoralized for the same reasons that Lil was talking about but it goes really deeper than that. And that's an issue that I think doesn't get addressed anywhere near frequently enough. Thank you.

Gay Yuen: Thank you and we only have time for one more short comment if I can have you...?

Speaker: Yeah, I just wanted to acknowledge the point that is really positive about indicators that uh show that we value the internal stakeholder and I was at a teambuilding workshop that human resources did last week and they showed a really showing film about teamwork and how it falls apart when the team doesn't work together and I think it motivated a lot of the staff who were there. One of the comments I heard was I wish our bosses were here or I wish the management was here and they were able to see that too so I think the staff really wants to work and move forward and but they need to feel valued so.

Gay Yuen: Thank you and I'm sorry we are out of time so I want to thank the rest of the committee members.

Speaker: Can I just make a quick comment? Um, I'm sorry I forgot your name, the sir? Yes. What's your name?

Gay Yuen: Barry Gordon.

Speaker: Oh hi. Um, you said that our, the tuition or the cost for our school is low. Well, I'm sorry to disagree with you but that's not true. And it's just a quick comment. Um, since 2002 our fees are going up and we're already paying right now over \$1,100 and there's a proposed 10% fee increase and um, I know a lot of friends of mine that have dropped because of fee increases so I just want to, wanted to emphasize that our fees are not low.

Barry Gordon: Now you're a 100% right. What I should have added the word "relatively". Um, they're relatively low compared to other, you know, four year institutions but certainly they're going up. It's becoming more and more difficult for uh, for students to come here financially. We all know that. And we're all you know, trying to do I know alumni are working hard you know, going up to the legislature and lobbying and talking to the chancellor and you know trying and the trustees and trying to make sure that uh, that certainly they don't go up and I would like to see tuitions go down so.

Gay Yuen: Okay, thank you Barry, Ali, and Jennifer. And now I'd like to introduce Dr. Ethan Lipton, AVP for Academic Affairs and Planning and

Resources and Dean of Educational Support Services. I have to ask him for his card because his title is so long.

Dr. Lipton:

Can't leave now, the fun's just about to begin. Lock the doors. I'd like to first introduce the members of our team here. We've got Dr. Karin Elliott-Brown who's the Director of the school's Social Work and the College of Health and Human Services and Catherine Haras who is a faculty member in the library with expertise among other things on information literacy. Confidence right? We'll work on the jargon still. I think its very important to note that I was sitting back here and thinking that so far we've seen three groups now, we're number four and there will be two more who all had a similar task with similar parameters given them and we've all seemed to approach this slightly differently. And I decided that that's how people that work at universities do things. So we're going to frame our part of the presentation in a way to set the table for the discussion. Less to have the discussion for you but to lay some parameters and background that will lead to hopefully more people from the group wanting to share in this discussion. As with the other groups we've indicated where the topic, the domain that we have ensuring success in student learning is really intersecting or overlaying with initiatives that are already happening on this campus. And I think that's a very important thing that these domains are not isolated from what we do everyday when we come to work whether we're staff; students, faculty, administrators or what have you. So up here on the screen you see we have the Board of Trustees 22 Initiatives as the other group has; take a second and please look where things that we're talking about in this domain are already part of this important set of initiatives. The same thing with the WASC Proposal; again you can see, those things are already there. There not something additional. Delivering results we've talked about. You'll see that every one of these main points in delivering results is tangential or part of our topic. And the initial draft of the strategic plan weighs heavily on the things that we're going to talk about.

Now I don't think you received the document that we received at the start of this process. And we want to go back one. Back...thank you. Otherwise you're spoiling the excitement we're building to. Thank you. Sorry. You can edit that out. So we were each given, each of the domain conveners in the groups were given a list of numbered items under the domain that indicated where our starting point was. And I'm going to hit these very briefly. I'm going to summarize them because I think they form the context for where we're going from here; where we're all going to be going from here now and in the future.

So under...what does it mean in sharing success and student outcomes? If I passed out a piece of paper to each of you you'd all write down something different and you might all be right so let's just indicate what the parameters were.

Demonstrating the achievement of outcomes base compancies among students and communicating these outcomes in ways which are clear and accessible to students, parents, and the public.

Rewarding credit for degrees using rigorous learning experiences both inside and outside the classroom using traditional and non-traditional pedagogy.

Assuring the comprehensive student advise and continues through to graduation from the CSU.

Tracking students' success beyond the traditional six year graduation rate, something that can be very important here at Cal State LA.

Measuring and improving transfer student success.

Assessing the success of campus internship programs and similar experiences.

Ensuring start to finish support for students with deficiencies in academic preparation from the time they're accepted to university and maybe the answer is from before that time.

Ensuring the campus and system pollys work in support of student's processes and success and supporting student participation in the research and scholarly creative activities of the faculty.

And lastly preparing students with a global perspective language abilities cross-cultural compancies and technological capabilities that will lead to successful lives and lifetime learning skills.

If you look at those you'll say well gee, those overlap with some of the topics that have already been covered and you'll say that as we go further. So it was really hard for us to say well we can't really treat this in isolation. So what the group thought was that, that these uh, points really could be broken down into six sub-areas. So for the purposes of our discussion today, the group chose to identify the six following areas; they'll be listed later.

1. Student learning outcomes
2. Advisement
3. Retention
4. Student preparation
5. Student participation & research scholarly and creative activity
6. Support for Students

Now who can repeat all those back to us? Okay, then we'll have to keep going. I'd like to now have the members of our team here give you some brief background. Now what we've done is we have not sought to

answer the questions what are we doing now? What we sought to do was to say let's identify some of the things that we are currently and have been doing that addresses these issues so we can reflect from that base forward onto the discussion of where we go from here. Now you can go to the next slide.

Catherine Haras: Okay, so the first thing that we decided really was the synthesis of some of those other items that Ethan talked about were student learning outcome. So what's a student learning outcome? It's demonstrating that you know what it is you want your students to know when they're finished with a class or a degree program. And today and again, these are just things that we have listed that are being done already or have been done and I want to open it up and know and ask you what you think should be done because student learning outcomes are unfortunately very important to WASC. So it's not going to go away. To date we've had assessment activities that are stimulated through these mini-grant competitions for programs workshops on program level assessment. Um, there have been some meetings with dean's department chairs and faculty. Some degree programs have actually created learning outcomes for their disciplines. And provision of technical assistance to those academic units who are developing the SLO's. And then importantly through the campus program review process major degree programs now need to provide evidence of assessment. I think the question that this group had was, we actually had more questions than we have answers and we're really hoping people will step up to those mics. I guess the question is how do we provide support to faculty when you're talking about creation of these student learning outcomes or assessments? There's already a lot of assessment that's being done on campus in discreet ways. But wouldn't it be good if there was something that was more institutionalized or embedded? And then also how do we communicate these learning outcomes to students especially some of our students who we know are generation 1.5 or first generation learners. They really need to know without academic preparation they need to know what they're going to learn through these programs and classes.

Karin Elliott-Brown: The next area we looked at is academic advisement. Clearly academic advisement is important to consider as we're supporting student learning outcomes. And we looked at what we are already doing on campus. Thank you Catherine, I need my notes. And we want to acknowledge that as a system we've done several things to support academic advisement. We have the degree roadmaps. We have created college advisement centers. We have mandatory orientations. We have the introduction to higher learning courses. We've also expanded the administrative office hours to extend to be more accessible to evening students. However, we know there are still some challenges and advisement. And talking about advisement with faculty across campus, people different views of what advisement should be. Some people believe we need to spend the time to focus with student about career development. What are their wishes, how do they want to translate their academic career education into careers? And others, and so therefore when we spend so much focusing on grad checks and core substitutions

and readmission applications it's hard to negotiate between administrative tasks that support the maturation of the student and professional development tasks. So I hope we have some discussion today about how we can create an advisement strategy that will make the students needs and reflect what the faculty feel advisement should include.

Catherine Haras: The next bullet is retention. We know that retention has been alluded to often through this um, through the presentations this afternoon and I'm just going to talk about what we decided have been done very formally today. We know that there's a lot more, many more opportunities. Um, we've got this delivering results document. Some of you may be familiar with redirecting efforts to assure timely communication with students. Also we have a creation of many learning communities. If you're familiar at all with _____ and retention most students who stay, stay because of their prolonged or sustained activity with professors outside of their classroom. And also with many student support programs we have a bundle on campus including the Trio Programs, student support, um, many mentor programs, and tutorial and writing centers, all those come to mind. Those actually aid your classes and they are part of your learning community system. And then last student access through information technology we know technology mediation is a really big issue and with the new "get" website that's coming there's a I'm assuming a single sign-on environment which should make that a lot easier for students. So, but there's still some outstanding questions and again we're hoping people will come up and give us some discreet suggestions, comments, um, my questions are how do we guarantee transfer student success given that we have a different population of user um, do campus and system policies, are those in sync with regard to technology? And should we be tracking our students beyond graduation?

Karin Elliott-Brown: So student preparation is our next area that we focused on to promote student um, success. And the task was so large we decided to narrow the focus on preparation in terms of technology. And we wanted to acknowledge things that are already going on that support student learning in the area of technology and that includes the um the expansion of ITS, the expansion of computer labs for students, the computer literacy workshops that focus on software knowledge expanding a knowledge of the use of software training and software. And also acknowledging that up to date at least this year the library-sponsored trainings have been 843. Though _____ make sure we acknowledge the role that the library plays in facilitating um, student preparation. We want to also recognize the importance and the challenges our student's face in the area of writing. Success in communication has to be demonstrated through written and oral communication and many of our students are challenging the era of writing. So while we have a writing center we recognize that each school and each department had to address the unique writing needs and skill development that has to occur within their area of specialization. And so we believe that when you have a dialogue that expands services that promote a student's capacity to write and communicate effectively.

Catherine Haras: Our next student participation and research scholarly and creative activity that's something that I think this campus does really well. Um again, literature and retention tells us students who have those sustained contact outside of the classroom with faculty and the mentor and mentee situation are really likely to stay. I'm thinking here of Project WAR and Seacrest and um the Nassau URC. I know that there are more that um, Karin will talk about with regard to student support trio.

Karin Elliott-Brown: When we talked about student mentorship we thought about in terms of a continuum. Of some students who may have deficits and may need some remedial support education to those who are ready for an advanced mentorship to advanced, their um, scholarship and research and exploration. So when we talk about support services we're including those um, academic preparation programs such as Summer Bridges, EOP, Mesa, PALS, that help to facilitate—create a learning environment, a learning community that facilitates academic success for students. We also know that currently the campus is going through a process of evaluating how we would implement universal access. How we will make our instruction material available to everyone not just in response to those who I have identified special needs or disabilities. And that while that is a very um, necessary and important task the cost involved, the culture shift involved really needs to be discussed as a community how we will translate this universal access in a way that in the classrooms regardless of students special needs or abilities everyone will be able to acquire the instructional material each quarter by the first day of class. So those are the six domains we covered and we want the last line kind of highlights those areas because we hope that we really focused on creating the dialogue. So we wanted to shape and frame the discussion but then invite hopefully to join the mics to discuss those areas.

Dr. Lipton: Okay so how many of you now can name those six? _____ I guess they're not too awake to still. Anyway we've chosen and we've shown you where we've taken the leap from the ten points that were given us to us by the chancellor's office to these six areas that we sought to filter some discussion around. I'm happy to say or maybe you'll be disappointed. We have no ability to answer your questions. We only have the ability to entertain a discussion. So you discovered in the last domain that there are two microphones and that you can line up behind them so everyone can be part of this discussion and we'd like to continue that now. So please identify who you are. It is a little hard to see who you are, identify yourself and please--?

Speaker: Yeah, I'm Steve Dechene; I direct the students support program. I'd like to ask people to grab the draft strategic goals document in your handout because I'm going to be referring to some of the goals. Um I think especially in terms of the first three goals I really want to commend the body that has developed all this. The first three um to be talking about a goal in a culture of excellence in an institution serves a lot of hiree students is counter-intuitive to some people. But I think you know people worked here for a while know that's what we do and I want to

commend all the bodies involved for talking excellence, not shrinking from that. Number two transparency, three transformation of underserved students and that being a pathway for national leadership for this institution. We are sometimes ___just gonna best and the brightest that is lifted from this idea of transforming high skilled bright people or low skilled bright people to become high skilled bright people. And I think that number three goal really deserves a looking at. I want to suggest three terms that could strengthen uh, these goals and in particular in this domain. They're not mentioned anywhere and I think fleeing from some of these terms causes problems. I think the recent uh, UCLA debacle talking about bringing in more highly skilled people sans discussions of high potential and ____ served has led to some equity problems so I want to raise three terms and go into them and cross-reference numbers and some of the goals. Remediation disenrollment/dropout immigrant students. You'll notice if you look at 1.3 and 5.1, the only things we talked about expanding for here are highly um, qualified students. There seems to be if you look at object 1.3 expand academic programs for highly qualified students. Um, 5.1 recruit and retain more highly qualified students. I think it might just be an omission that but we might be sending that UCLA signal, let's flee from certain kind of folks and embrace other kind of folks. I think this in part is a big part of our enrollment crisis because we've learned the enrollment crisis for those who don't know, it's not that we did not generate the numbers of first year people so much as we lost a lot of people. So retention is in fact an enrollment issue and when we're talking about who we're trying to expand services to I think we have to be a little more explicit. Um if we look at this remediation thing or, lets look here at the fact sheet. You can look through and you'll see gender diversity, ethnic diversity. The one thing that isn't mentioned at all is the most common descriptor for our first year students whereas at Cal State systems about 55% remedial in its first class or 85% and most of our faculty and staff don't know it. So in the spirit of transparency goal too I think we have to start talking about remedial folks. We have to start talking about what they need. And that would lead then to some action steps about using that expand word from 1.3 and 5.1. I think we need to expand resources to help faculty and um, programs along the way your panelists talked about. It's not enough to think remediation just happens in the English remedial courses or math remedial courses. If you're teaching history or sociology in student's first year who's remedial, you're helping remediate them. But where is the training you give them? Where is the unit time, especially for new hires to do that? How often when um, at the new hire um, new faculty hiring raise your hand if the, these remediation numbers were presented at your first orientation? See, that's part of the problem I'm talking about in terms of transparency. Secondly, disenrollment dropout...uh, if we look at goals 2.1, 2.3 we need to embark on an effort to find out who are these people. For example how many of our people drop out because they lost financial aid because of certain policies around financial aid which maybe we want to reexamine. Maybe we're shooting ourselves in the foot with some of the financial aid policies. We might want to reexamine that. The CSU tells us people disenrolled for 6-6-5 failure remediate only a quarter of them

came back three years later. So one of the things we might want to look at in this section is it time to think about a link? The document is full of links to community colleges but I noticed no one talks about the link to community college to get back our disenrollees. And since we have one of the highest numbers of disenrollees in the system percentage-wise, we might want to look at that. Third, immigrant um, undocumented students. Our presidential scholars this year, Dr. Snow, uh, Dean _____, they have brought information to the campus about our language diversity issues. There was a two-day symposium about a decade ago. We need to address language diversity. The Asian area students come in have particular language needs and we have done precious little to discriminate and identify the kinds of language needs that would help remediation. Help GE success. There's nothing to document about undocumented students and their lack of eligibility for financial aid. Some of us had to go out and obtain other funds. We're lucky to get a million dollars to do that but a million dollars only allowed scholarships for five students so I would like to see the documents speak in this fourth dimension about some of that dynamic because no matter what kind of faculty assistance you get if you just plain don't get financial aid you're in a hell of a problem and so far the goals don't speak to that as a priority for the campus.

Dr. Lipton:

I think, I think that's---thank you very much. We're having a conversation. It's taken a little while to get there. Uh, that's the exact reason we want. We're having this kind of conversations because none of the documents you've seen are meant to be complete or exhaustive. I can share with you because I'm one of the members among many people working on the new strategic plan that this is an initial draft of the goals, objectives, that hasn't even been seen outside of this first meeting and so this kind of input is essential for us to go forward. We have someone ever there and I can't even see in the glare if I—I think I know who it is.

Speaker:

Laura Whitcomb, department of management.

Dr. Lipton:

Oh, I do. Hi Laura.

Speaker:

Probably my first issue you're familiar with already. I'm hoping the CSU will very clearly define what they mean by student success in their plan. I think it's really important to have a clear definition. Clearly it doesn't mean we hope students will take as many classes as possible and get lots of _____ much time, clearly we're defining success as focus early on and getting through as efficiently as possible and I think we need to state that up front. What we mean by success. Most of these also do not seem to measure career success. Is that something we want to measure? I think that's something that's CSU has an impact state-wide. And I don't see mentioned here. My second issue has to do with measurement of learning outcomes and I think sometimes we get, as faculty, sometimes get disillusioned. I think when administrators are put under a lot of pressure to show that we're doing assessment you do the quickest and dirtiest stuff which is the pre-test, post-test stuff which in some cases can be a waste of student time and a waste of tax payer

dollars and I'm hoping we will find ways of doing meaningful outcomes assessment which takes...it can't be done quickly because the accreditation folks are coming in next week. It takes consistent attention over time. We have to think of things that faculty think are meaningful to students and to our own understanding.

Dr. Lipton: Thank you very much.

Speaker: Hello, my name is Joaquin Nabarrete

Dr. Lipton: Hello Joaquin.

Speaker: Hi. We've been advised against being repetitive so I'll just try to be brief. Um, I just want to once again sort of emphasize who we serve here at Cal State LA. There are three CSU's that serve their local communities more than any other CSU's in the system. Those are ourselves, Cal State Los Angeles, um, Cal State Dominguez Hills, and East Bay, Cal State East Bay, wasn't, yeah East Bay I think they call themselves Hayward now but. Those are the three communities that serve their local communities and these local communities are in large part low income communities. We serve more students of color than any other CSU's and I'm uh, we don't have this kind of data in the fact sheet as Steve was saying. You know and I think that is some important data that we have to know as an institution. You know, I know that in 2005 for first time freshman 38% indicated that they were from family incomes of less than \$20,000. 30% less than \$20,000. We know that our top six _____ high schools are performing underneath, significantly underneath the uh, academic performance index set by the state. And I haven't seen any data but I meet so many students who are first generation students so we do see in the uh, strategic goals recruit more college ready students. But I think we do need to keep an emphasis on the students that we serve which is the local community. A lot of the students who have deficiencies in academic preparedness who come from low income communities who are first generation and serve them better.

Dr. Lipton: Thank you very much Joaquin. There's still time. Oh, a new face. And you are?

Kevin Baaske: No, it's not a new face. Um I just want to emphasize as the CSU looks forward it asks us to examine our own strategic plans on a campus by campus basis. I'd like the CSU as a system to examine a couple of things as well. And one of those deals with how we are funded. Um, you've just heard from the president of ASI talking about the unique kind of students that we have at this campus as well as East Bay and Dominguez Hills...three campuses that have been significantly affected by the student fee increases recently. But I want to emphasize something slightly different. And that is the type of student that we get costs us more to educate than I think than some of the students that are on some of our sister campuses. When we have more part time students that means we have to provide services for two students while another

campus may provide services for one. When students are the first in their generation to go to college that means you have to spend more time mentoring and directing and guiding than my daughter needs for example because she has me to talk to. Um, things of that nature...and so to supplement the existing fee and schedule so that the uh, I mean right now it's all based on enrollment than the universities that have a larger enrollment who are over enrolling even exceeding their FTES targets. They get more money. And we're becoming a system of campuses that have resources for these kinds of things and campuses that do not have resources for these kinds of things. So I think it's important for the CSU to think about how it funds its campuses and maybe grab some off the top that they can return to those campuses that have greater needs than some of the others.

Dr. Lipton: Thank you Kevin. I want to—is there one more there?

Speaker: Yes there is.

Dr. Lipton: Oh, okay. One more. Must mean Nancy Hunt.

Speaker: Must be. Um, I want to thank this group for your work. This is an area of course that really resonates for faculty and you've communicated your information very succinctly. Um I just want to link back to something you said and that's the focus on student writing. And this is an area that frustrates lots of us a great deal because we have a lot of talent on our campus. People who know about teaching, writing and have expertise in it across disciplines but we haven't ever had really a focused um, emphasis on student writing and I think we could do better...with a focus and with perhaps some faculty professional development. And with a little intellectual energy expended on the topic and commitment shared by faculty, students, staff and administrators. So I'd love to see us spearhead an effort like that. That would be challenging to all of us to improve our practice and results for our students.

Dr. Lipton: Thank you Nancy. I want to thank Karin and Catherine. You can see, you can't see but I can feel how much fun it was to put this together for even for this brief presentation and I think that they've done an excellent job of being able to stimulate a conversation where we've had a range of constituencies and I know we all hope this conversation is just starting today and will continue in the future so I'd like to thank my team and I'd like it---

I'd like to introduce the Domain 5 Team headed by Susan Cash, Associate Vice President for Academic Affairs.

Susan Cash: Thank you Ethan. While our team gets settled we are responsible for having a discussion and hopefully we will. We believe we're in a room full of experts regarding this domain. So hopefully it will be a lively discussion.

First let me introduce our team. This is Phil LaPolt. He's well known on the campus...uh, a very active member of the academic senate and a long time member of our faculty policy committee, and also the Chair of Biological Sciences. Next is Anne Hafner. Anne Hafner is a professor in the Charter College of Education and she has been serving in the role of the University Faculty Assessment Coordinator. And our third member is Lisa Sanchez who is the Director of Human Resources Management.

So, to Domain 5—as you can see, we have alignment in Domain 5 with other documents again and other processes we're working on, on our campus. So, let's take a look.

For the 22 initiatives, there are some areas in Domain 5 that align and certainly in our WASC Proposal. Certainly faculty and staff are paramount in those initiatives. And we will be working through our accreditation process looking at those things for WASC. Then we look at the delivering results document and University Strategic Planning so we can see in some sense, there are maybe some areas that we need to look at.

Now we thought we'd do this a little differently than we've done earlier today and hopefully we'll break up the rhythm of the afternoon. And again, because we thought we were in a room full of experts, we decided that we were going to show you the domain and we're going to leave the domain up there. So you can reflect on that while we're having our discussion.

In our case, what we thought we would do is that again, we're an institution of inquiry. We would pose a question, and we have developed five questions. These questions are to you but also we've had a sneak peek of those questions and so we're going to use our members of our group to start stimulating the discussion on the questions. Because we have five questions, we're going to spend about five minutes on each question. So while we're starting our discussion if you wish to speak get right to that microphone and we'll again include you in this conversation.

So here we are. Okay...our first question. How can we demonstrate that faculty quality and the teacher scholar model are key components to student's success? So we're going to let Anne Hafner start that.

Anne Hafner:

First of all, I'd like to make a suggestion to follow up on I think Laura Whitcomb's suggestion that the CSU when they reconvene, if they could define student success and define excellence and access because I find myself having to define it in order to discuss it so that would be nice if they could maybe define it in the document. I think when we talk about student success we were thinking about it broadly envisioned in terms of learning, achievement, satisfaction, and persistence. Kind of a broad definition and um, we just wanted to get people's feedback. We do know that there's evidence on this campus that we have high faculty quality. The students tell us, the faculty tell us, practically all the data

that we have seen shows that our students think that our instruction and the quality of the faculty are topnotch so I think everybody accepts that. Um, a lot of people, a lot of programs have the teacher scholar model. Not every program, but many do. And everybody, there's kind of acceptance that it's a good thing to do but what we'd like is feedback from your ideas. Um, what is the link? We're trying to show um, how the quality of the faculty and how the teacher scholar model link to or relate to student success. Can we do case studies? I mean we know that there are certain programs that are funded by the feds and you know there are some case studies and some success stories that I've heard from some of these programs. But how can we do it on a larger, larger bubble without doing experimental studies, which we can't really do. Does anybody have any ideas about how we can um, gather evidence on that? Do we have somebody down there?

Speaker:

Yes, I actually don't have ideas about gathering evidence because I think we spend way too much gathering evidence and not enough time doing something about some of the problems we're facing. Um, one idea that I think we should be addressing in the system and particularly on this campus is recognizing teacher scholars and we have very few ways of doing that because we have no merit pay etceteras but over and over again in RTP decisions we send the wrong message to faculty on this campus and some of it is us doing it to each other but sometimes it's the administration. I serve as a faculty rights advocate for the CFA and so I get a lot of calls about this and I have seen overly stingy decisions on promotion and tenure on this campus; particularly early promotion and tenure. We bring in excellent people and we're stingy in terms of tenuring them and giving them promotions. And I think we need to change that. And also when I speak to certain administrators on this campus about this problem I'm told over and over again we're not a research institution. We have absolutely no way to fund research yet we're asked every year in RTP to show that we're researchers and I think you're sending a mixed message to faculty and it's completely demoralizing. And I think we could fix it if we wanted to.

Phil LaPolt:

I think those are excellent points and I was pleased as part of this process to come across a document on the chancellor's website that was suggested for this steering committee to read and I hope they've read it. It's called the short title, On the Role of Scholarly Research and Creative Activities in the CSU. Any of you that want this copy can have it. I'll email it to you. I'll bring it to your office. And it outlines the problem that we have in that in fact it is recognized by the CSU and you've already heard in terms of student success the relationship between faculty as mentors, the importance of faculty and scholarly success. You know, to paraphrase from the document the teacher scholar model provides venues for student research and practical training of California's research. It draws external funding which helps modernize laboratory facilities, funds travel, fellowships for faculty scholars and students. Enhances student support services. Grows new academic programs. The research is based, is the basis for scientific technical, social, educational and cultural advances and stimulate the California economy. It helps

maintain faculty currency improving the curriculum. It aids recruitment and retention of excellent faculty. It makes possible new programs such as the Doctorate of Education which requires that the students and presumably the core faculty are pursuing rigorous research. The problem is that there's no direct allocation of time in the faculty work assignment for faculty to pursue this research. There's none. And we're all aware of this. On other campuses because of the way the CSU is funded other campuses like Sand Diego, they are able to give back _____ essentially release time to pursue research. On a campus such as our because of the problems that Kevin pointed out and how this campus is funded, we cant do that. So how do we demonstrate that this is important? I think the answer is to support the idea that the teacher scholar model contributes to student success. I don't think there is a question that it does; I think that this report put together by the directors of research and I think Jose Galbon had a big part in drafting this document. I think that makes a pretty good case. Cornerstones One says a commitment to encourage student _____ in scholarship research and great activity is important because these activities are central to the teaching _____ of a comprehensive university. And Cornerstones One said that there was a commitment to support research scholarly and creative activities as a central element of a rich learning environment. But it's not backed up by anything in directly how we are funded to do our jobs. There has to be a system wide discussion, not just this campus but system wide discussion about the reality of what faculty do in the CSU and to assign us work accordingly and give us the opportunity to pursue that.

Speaker:

I just wanted to shift gears back to the student success. I would really like to caution us against having a uniform definition of student success. I think particularly for a campus like our that might be devastating. One of the things that we're proud of Joaquin talked a little in his remarks about the, our students come from our community a fifteen mile radius. They also go back to our community and work and our community is an area where we really need these workers. And to me, that's a definition of student success. So I think that if we ask the CSU to define it for us we're asking for something that I'm not sure we really want so be careful what we ask for.

Speaker:

Ah.

Speaker:

I just want to comment on Phil's last comment. We're the only public university in the country that defines faculty workload even though we say we are here to the teacher scholar model as twelve ways to teaching units. And three units of assigned time for curriculum development committee work and advisement. That has to change. If we say we believe in the teacher scholar model than they need to fund the faculty based on the teacher scholar model. Research scholar and creative activities, research scholar and creative activities dollars that come as separately funded resources to us are important. But we have to start first with defining what a faculty members responsibilities are and funding that.

Susan Cash: Any other comments to this question because we have a next one? Okay. How could faculty and staff professional development activities support student success?

Phil LaPolt: Well, I'll handle I guess the faculty part of that and I think you've already heard the importance of faculty development in terms of student success in the sense of things like being able—training faculty to develop assessment programs. Don't just say go out and do assessment but take the time, take the resources to actually train faculty. The CSU faculty again if you look at documents on the chancellor's website we're recognized as doing more for students in terms of innovative instruction, finding new ways to help students achieve success than any other university system. But we also have to commit to training in other areas besides pedagogy. We have to make sure that faculty get adequate faculty development that is, training and guidance in terms of the things like advisement, how to use the get advisement system, the people soft-based advisement system. I'm not convinced that the training the trainer model that's what we've been relying on is that successful or at least as successful as our students deserve. We've already heard about the importance of research scholarship creative activity. We do have programs, faculty development programs that support that. To some extent we do get travel money but unfortunately it's limited to travel money. Can we find ways to make that more flexible so it does better meet the needs of the faculty? The key to all this though is you know, you've already heard; faculty don't have a lot of time to pursue these development opportunities and it's a chore for the campus to develop if you will development programs and it occurred to me that perhaps instead of saying that on this campus we're going to reinvent each wheel or we're going to provide development for each specific thing that faculty and staff need training on would it be possible to have more collaboration with other CSU campuses where they already have excellent development programs in whatever. Um, is it possible for our faculty and our staff to take advantage of those?

Speaker: Well, I certainly think, ooh, am I loud? Gee that came out. I'll lower my voice. I really think that we have to make training and development a priority and it's certainly a focus for human resources management this year. Our efforts started last year with rolling out customer service training. And Roaul and my office has been doing an excellent job in developing our training and development program. I was so happy to hear that someone went to the team building seminar and had a positive feedback from that. We have to roll out training programs for all employees. I know it's hard sometimes to come away from our areas but if we are to grow our skills and help the students in their success here we really should commit an hour or two hours to the training and development programs that we will be rolling out in human resources so like I said we're going to be developing this for 2007 and beyond. We're going to be adding a training and development webpage so that you'll have a catalogue of programs to choose from. You will be able to enroll online so we're really excited about this.

Speaker: Anyone want to offer an answer?

David Linnevers: I'm David Linnevers. I was up here before. Um, one quick comment is I've been here for five years now and one of the things I continually come back to as a staff member is wanting to see a structure in place to take staff who are devoted to this institution develop them and promote them in a fashion that gives them an ability to enhance their skills and influence what goes on amongst the campus. Because I know the talent. When I helped put together the VIP Welcome Day last year with Ethan _____ I saw the talent on this place. And the staff is incredible. And I hear a lot of talk about faculty. We wouldn't be an institution without the students and faculty and my job is to support that and I'm very passionate about that. But I'd love to see something develop for our campus and other campuses emphasize that staff is extremely valuable and wouldn't be able to do any of our jobs without that support as well.

Speaker: Any further comments? Anne did you want? Okay, we'll go to our third question. How can we engage the entire campus in supporting student success and becoming a teaching and learning community?

Speaker: So I was sharing this with someone and they suggested that we tell people what we meant by a teaching and learning community. Because some people might not know what we mean. Um, I worked this past year on developing the WASC Proposal and I hope this won't be the first time you've heard this but our main WASC theme is Becoming a Teaching and Learning Community by Supporting Student Success. That's our main theme for the WASC process over the next four or five years. So we've had to learn quite a lot about this. Characteristics of a teaching and learning community our first learning centered organization, the whole organization, staff, faculty administration, everyone is focused on learning. The institution including the faculty and staff and administrators all share responsibility for student learning. And this may come as a surprise to some people who think staff don't really have responsibility for this. And their students are in the service area. But everybody really should share responsibility. Another characteristic is the evidence of use of data to improve student learning. So um, this will be part of our WASC process and so it lines up very well. Our WASC proposal lines up very well with the Access to Excellence CSU document so we're very happy about that. What we'd like to ask you is how do we engage the campus? We have spoken to the senate a couple times at senate meetings. We have spoken with some staff but we know that it's important to have dialogue and discussion and town hall meetings and we would like to have departments and programs carrying it, you know, have discussions of this. And we'd like to ask you how can we engage staff in this process in becoming a teaching and learning community? And what can faculty do in classrooms to improve the learning process and in engaging students, engaging faculty and staff? So I'd just like to throw it out there and ask if anybody has ideas about engagement?

Speaker: Nancy _____?

- Nancy:** You know, this is a little frustrating to me because its hard for me to differentiate what we're already doing from what you have in mind because I know I'm not just speaking for myself but I spend all my time trying to engage students. I spend all my time trying to develop a learning community in my classroom and so what about it isn't enough? I mean I know we're not perfect and I know we have a lot of problems and I know we could coordinate better and I know we could talk to each other about it but it's what we're already doing. So exactly what do you mean?
- Speaker:** And Nancy I think there...that as you can see indicated there are many others who join you in that kind of engagement but generally that's _____ engagement that we talk about in the teaching and learning process between faculty and students. And so if we were going to extend that out that when make decisions for the campus, when we uh, when staff as well as faculty, as well as administrators make decision its with that in mind that it's the core value of the institution. So it is to extend out and probably deepen within the organization that core value. So that's what we're really looking at because it's not to deny that in fact we have these things in place but they are happening in segments of the institution instead of at the institution as the whole. Or what we're looking for as to the core of its being.
- Speaker:** Hi, I just wanted to make one quick comment about engaging staff. One of the ways that staff might be engaged is to have a staff member on this team.
- Speaker:** Um, I'm going to try to be very brief here. My only comment about engagement is physical space. And as a member of a department that has been begging for something other than a closet in which to meet with students it would be nice to see every program on this campus valued in the way that our students are begging to meet with us and we're standing around in a hallway around garbage when we meet with them because no one will give us any physical space that is dedicated to building a community.
- Susan Cash:** More comments? Okay, we'll go to our fourth question. How should campus support services, help students reach their academic goals?
- Speaker:** Again, I think that customer service is the key in this area. I think that the more knowledge we have about the services that are provided to students the more able we are better assist them so training and customer service and knowledge of our student services.
- Speaker:** And I think a lot of times when we think of these support services we think of you know of course things...every stage of which the student encounters a university—from application, financial aid, enrollment, advisement, submission of transcripts for the next phase-in and I think we'd all agree that we haven't been our best at this in the past but as you've heard today I think that there are a lot of pro-active things that are going on to improve these services and they are recognized I hope as

important. But we also have to think about other aspects I think of student life and this came up in a faculty meeting of ours. Our students don't have very good health insurance. And correspondingly they don't have very good access to health care. We do have a student health center. There is supplemental health insurance but that I understand maxes out at \$500 which is about the first hour or so in the emergency room. Students should have somehow this right to basic health care and they shouldn't have to decide between getting health care and being able to afford to enroll in the university. I don't know the numbers but I imagine there are students who have had to drop out of Cal State LA and other institutions because health things, health problems came up and that was the end of their college career so I think we have to expand the idea about support services. And the physical plant came up. I think that that's very important. We have to you know, address issues, room temperature control, cleanliness of facilities, uh, broken seats in classrooms, falling ceiling tiles, um, this is a short list and not a conclusive list that one of the committees in my department put together. I just got back student evaluations from fall and many students commented on how cold it was in that classroom. And you know it will be 60 degrees literally, 60 degrees one week, 90 degrees the next. And the temperature outside doesn't fluctuate. Um, I know our faculty support office gets inundated with these calls. I know facilities is trying to deal with them. But there's got to be an answer. Students should have an adequate facility in which they can pursue and concentrate on their education. So I think these are some of the things that are maybe outside the normal realm of support services that as we expand our definition of, or the recognition that all phases of the university affect student success; these also have to be brought to bear.

Speaker: Do I see any other answers? Okay, we'll go to our last question. What characteristic should faculty of the future possess? And how should we improve faculty recruitment and retention?

Speaker: So to start I think it's important to recognize that the faculty of the future are our current faculty that we're able to retain obviously and then the faculty that we're able to recruit. Um, if you go backwards and compare today's CSU faculty to those of five years ago there's a smaller percentage of core professors, now a larger percentage of younger assistant and associate professors. What effect does that have on what we're trying to do and if you go back even further, fifteen years ago I think it's already been pointed out that the percentage of tenure, tenure track faculty has dropped from 71% to 63%. We have a much higher percentage now of so-called part-time or temporary electors. So we need to understand the consequences of this, this phenomenon, this trend and recognize that the decisions and the policies that are adopted today are really going to affect what our faculty look like down the road. In terms of what the characteristics would be you know personally I hope that the faculty of the future are very similar to the faculty we have now in the sense that they're excellent instructors in the classroom but they're also student centered mentors of students in research scholarship and creative activity. Again, we need the support to do that. I think there is always

going to be though, variation and there has to be room for emphasis that some faculty are going to be more classroom oriented. Some faculty are going to be more research oriented. Some may be more service oriented. I think we do a fairly good job perhaps of accommodating that in our key procedure with the independent professional plans although they're not utilized to a great extent. In terms of recruitment I think the key is first to meet _____, _____, needs. We have to provide adequate salary and resources; both startup funds required but also release time from teaching. And here there's a big disparity between campuses. Again the way we are funded, Colleagues and Fullerton can give a much higher percentage of release time to new faculty than we can. And in our last search, we've actually lost some faculty to neighboring CSU's. So we also have to I think emphasize the unique role that the CSU offers to new faculty as part of the recruitment. We have to make sure we make a good fit between what we are and what we value and the faculty coming in to the university. The key to retaining faculty I think the bottom line is job satisfaction. The university faculty policy committee's looking at this right now. Um, they're looking at models in the literature. Ultimately I think you'll see that there's going to be a survey studying this issue on this campus. Um and we want to look at the impact on faculty satisfaction with not only things like our pay and our benefits but also perspectives of our workload, role-conflict, are we supposed to be doing teaching, or are we supposed to be doing research, equity, issues of open communication, organizational culture, autonomy and infrastructure; how do these things impact on faculty job satisfaction and the intent on whether they're going to leave this university or they would like to leave this university. We can't just leave these things faculty recruitment and retention to chance. We have to understand what the issues are and then address those issues. And I think also we need to be worrying not only about the faculty that do physically leave this university but that due to dissatisfaction they give up. They're still with us; they're doing the minimum that they feel they should do because of their dissatisfaction and marking time until retirement. I think we can't just look at the retention numbers. We also have to find out how faculty feel about these issues.

Speaker:

One point I'd like to make is on the recruitment part of that equation is to give some and I think at the system level they need to give some really, we need to give some really hard thought to um, faculty housing. Particularly in urban areas in California or in coastal areas in California. It puts it, us at a competitive disadvantage when we uh, go to recruit tenure track faculty if we can't offer them some hedge against the economy or the cost of living in the area in which we operate. And I think that there may need to be some public private partnerships or some entrepreneurial programs to be able to offer that kind of transitional housing particularly to tenure faculties they're recruiting.

Speaker:

Real quickly, I think one of the missing components perhaps of the consideration here for this domain is that the CSU's perhaps need to enter into a conversation with the R-1's that produce the faculty and talk about the perhaps the special and particular needs that we have for

faculty. If we're dealing with an organization where all faculty are produced by research professors and where the privileges at the R-1 universities go to those people who are engaged in research primarily and not teaching, then we're dealing with a bad fit between the pipeline to continue that metaphor of faculty that we have and the institution that we have and I think the CSU's ought to make it known perhaps to our UC sisters that we would like a little bit more attention paid to the quality of educators that they produce for us to employ.

Susan Cash: Well we'd like to thank you for your input. I'd like to thank the panel. Um, and we will complete now Domain number 5.

I'd like now to introduce Dean Mustafa Dhada in Domain number 6.

Dean Dhada: Hi, good afternoon to you. By my sundial I believe I have got twelve and a half minutes in which to accomplish a discourse or discussion. Perhaps unravel the tablets that we've just received for Domain 6, which apparently is now and in the future campus systems and identity.

Let me therefore begin by introducing the, my think tank ___ or members of my think tank. And they were far superior and far more sort of worthy of sharing this than I but let me begin by finding these, unruffle these papers and see what I can get this in. By my age I'm sort of blind as a bat without your...let me just begin by saying Professor Robert Desharnais who is a Professor of Biology in the Natural and Social Sciences College. Beside him but one is Sean Kearns who is in the Public Affairs office. And then Alan Muchlinski who is the Associates Dean for All Graduate Studies. All three were absolutely critical in providing us with some thinking points concerning now and in the future of campus system identity.

I'm going to ignore the tablet entirely. Instead I want to do something in fundamentally radical and different as an institution that fundamentally serves the under prepared, the docile well-cared and not so well privileged and I should know since I was one. Let me ask you to possibly understand the parameters under which we operated. This particular domain 6 asked us to do three things; one is to what I would call visualize the now and the future, the second section about reality check or wake up and smell _____ checklist and the third one was about questions of balance. So, let me ask you to do the first one first. By all means, do me a favor? Close your eyes completely and try to visualize the following. Who are we? As an institution, feel inside. The scholarship is not a matter of intellect; it's a matter of passion that drives that intellect into transformative action. Who are we?

The second asked question that I want you to visualize is what do we do to remove barriers to be who we are and what we do?

Three; how easy do we make others to access us? Then, how well do we balance our commitments to our capacity? Then, where are we in the virtual learning space? Then finally, how do we communicate the need

in why the system for the balance that must be achieved by the system between appropriate growth and capacity? And then finally how we must provide the necessary input for the CSU system as a whole to balance itself so that as part of the larger whole we become constructively engaged?

Now, let me go back to the first question. Who are we? I am sure that everyone in this room, rather this audience will actually know who we are. We fundamentally are defined by people not structures. By the care and the passion that we provide to the broader community as well as to our clutter of learners. Predominately, we are here as a collective academy to help transform the under served, the under prepared students into exemplary scholars. Now we may not well achieve a common definition of what that exemplary scholar is but we certainly dynamize that concept into action when they go into the immediate community and outside. Our team actually reflected very carefully on how we _____ and _____ issue of strength and essential identity do we do things. And one of the things that we do is that at Cal State Los Angeles is critical identity is that it has a very large and a very vital virtual vital in a graduate component and programs and that we are a university that has over 20% of its components in our inter-graduate studies and education. Seven more minutes to go. We then by the way, we went through a tremendous degree of angst in trying to find I know trying to find what is wrong with this place. And by the way, there is not a shortage of individuals and well as inputs in that area. And we have seen several souls ache both on fire and ice as they provided input in this, in this particular discourse. But what we actually have a shortage of is perhaps an overt and celebratory engagement of what we have done or constructively tried to do despite our lack of capacity and occasionally tired will to address issues that fundamentally remove barriers. We have identified several of those. They may well not be perfect. But they are there as a clear cultural of evidence in manifestation that the institution has a collective will to remain true dynamically to pursue its mission statement to serve the under-served. We have policies that have assessed our shortcomings and addressed those through the delivering results. We have got issues of quality service committee that also engages very vigorously in analyzing and examining and reviewing the quality of our service. Yes, I know, we are far short there but we still are engaged.

The WASC cell study crystallizes effectively to the outer world what we do and how we do and what best that is here with us, in us and along side us.

And finally the nescient university of strategic plan which has not in— which you have had a glimpse of but now which will now engage the community in one hopes in a dynamic discourse later on. Indeed, our distinctive mission of California State University Los Angeles is fundamentally to serve the under-prepared students and it is advanced in every single college.

I'm going to ask Robert here to interject and perhaps provide us with some input on that.

Robert Desharnais: Well, one thing we might ask ourselves is how do we serve those students? And I think a real key has already been brought up by several of the people talking in the other domains and that is the mentoring. Mentoring plays a major role in the development of our students producing them into success scholars. I can speak personally for the sciences. I'm in the Department of Biological Sciences and I know in my lab I have four master students and one under-graduate student and a good part of my week is spent sitting with them one at a time or in groups giving them encouragement, mentoring. I'm helping to supervise their research and so forth and I think it's also been brought up that you know as uh, our institution Cal State LA doesn't really recognize that workload that's part of what the faculty do here. So I think that's something that needs to be considered. But considering the resources we get I think we do an amazing job taking students who come to Cal State LA and producing excellent scholars. And I think that's one core feature of our identity.

Dean Dhada: Thank you Mr. Desharnais. The next question that I think we completely were stumped and we therefore did not address in all honesty was the engaging key state and national policy makers in dialogue about CSU's future. So I'm going to skip that. But I have a comment to make at the end that perhaps might dislodge some thinking there.

Question number four which had to do with the addressing of affordability and mark my words, affordability within the context of access. Excellence campus mission and state individual family responsibilities. Fundamentally what kind of things we do to make ourselves easily accessible. And I believe Sean Kearns has got some critical thinking applied to this.

Sean Kearns: Thank you Dean Dhada. And also let me preface it, this was a rather confusing domain to address for somebody coming from a public affairs marketing public relations communications realm and its ____ identity because it was in the subcategories didn't really go into that realm. And I think identity we needed to determine it, clarify what it was to see how we are distinguished from others, look at the commitment we have to it and then its, communicating it. And we have a sense of who we are. Part of identity is uh, what others think we are. And um, so I, the communications aspect of it I think we need to look at ways that uh, well it's quite um, what I needed to do is remind myself that what I tell other people about public affairs, public relations and marketing it's not the goal. It's not the product. The product is that stuff that makes us our identity that transforming under-served students providing access and providing excellence to those people who have that access. And the community—that's the payload. The communication is just the jet fuel to try and give it some thrust, some amplitude and some direction and get it out there. Um, as far as addressing affordability within the context of access and this campus has historically, it's programs and policies have

fostered access through its outreach efforts, through its financial aid efforts that I think are stronger than many of its sister campuses because of the recognition of the community. And coming from another California State University campus, Humboldt State where I worked for 18 years and what I have seen on an array of other college campuses the thing that I see as an identifier somewhat unique, not completely unique of these students is that given that access they are not here by default. You go to other college campuses there is a good chunk of the enrollment that is there because they weren't sure what else to do after high school except maybe go to college. I get the sense here at Cal State LA as an outsider again, partly the identity of understanding who we are and partly coming in from an outsider and seeing what I think of Cal State LA after nine months, the students here are here because of desire and dedication. And I think part of that identity is the recognition that the faculty and staff understand that.

Secondly Cal State LA broadens access to higher education through early intervention in schools communities and families. For example, the university preparatory program which works with several high schools and the parent, the new parent institute for quality and education which is a CSU initiative to engage parents more in taking an active role in their children's education in the junior high and high school level with the notion of pushing them, guiding them towards being ready for the CSU.

In the interest of time I will—

Dean Dhada:

Yeah, and I was reminded by Kyle Bottom that—um, Sean, reminded by Kyle Bottom some time ago that I had seven minutes and so...let me go on to five which I think you know again, should provide cores of both pleasure, concern, angst and most certainly input from you. At what extent do we actually assure that we have a balance between demand and capacity or commitment and capacity in the appropriate ways? There is no doubt really that we were indeed to challenge and we still are but at the same time I think really that we have made a considerable degree of effort in strengthening the way in which our enrollment branding imaging and marketing has been done in several ways. Dean Galvan's spear-heading of the Hobson's initiative is a classical example as is the, as are the multi-faceted initiatives that we have placed for international and national, and regional recruitments and I'm sure that Ali Stops would be to provide us with some additional depth there. Uh, is it perfect? No but I think that it has actually shown some ___ considerable results given you know, where we are today. And I think we should be celebrating at least that act of constructive engagement that underpins general funding and that ensures that you and I can be here having this morsel of a discussion albeit within seven minutes. Um, sorry. I'm accustomed to long drawn out and ___ with a glass of wine. Okay and God forbid as an ex-monk I think that's proclivity. But at the same time, Dhada, wake up, smell the homeless. Um, at the same time I'm going to skip number sic of course since that you know, we failed to engage but I have some thoughts in the end for it. And I do want to have at least

soliciting one or two vigorous comments from the audience as you sort of lounge in that soft chair and go off to sleep.

Lets actually go down to number seven which I think it also critical. To what extent are we actually responding in a pro-active strategic manner in the virtual learning space? And I think that you know Dean Lipton had suggested that you know we are and I think that Professor Robert Desharnais has some comments to make on that.

Robert Desharnais: Well I know during my time here at Cal State LA which is now eighteen years I've seen a lot of improvements certainly in technolies and technology and availability and technology on campus; the most recent one being for example wireless access for students. I think that's a great thing. I guess I would like to speak about use of technology as a faculty member for things like academic advising. And I'll say it—GET. I've spent a lot of time using GET for advising students and there is a huge wealth of information in GET. One of the problems is that it's sometimes like cracking the Da Vinci Code to get at that information. It seems a shame that we have this wonderful resource available in terms of a database for student advising that has such a very poor interface on it for getting out that information so I would, I know as a faculty member I would like to see some changes made to improve our ability to advise students through the use of technology. We do have on campus a lot of what we call smart classrooms and I think for our future, we need to increase those numbers. I think, I hear faculty all the time complaining about not being able to use of a smart classroom because they're overbooked so clearly our faculty and moving in the direction of using technology more in instruction uh, but we need to make sure that the infrastructure is up to handling that.

Dean Dhada: That basically concludes the presentation. Notice that it is a lacuna on the item number three and five and both of them really asks the campus to provide some kind of thinking for this CSU system as a whole to balance the appropriate growth and capacity. And those other two, the questions on how we communicated that to the CSU as you know, as a system. I, as I was sitting there it just occurred to me that when Mr. _____ made the interjection that we are one of the three campuses that has a singularly organically grown strong identity to serve the under-served, the not so well cared and the not so well prepared, that perhaps this is a time in which the system as a whole need to begin looking at the role and the mission that we play at the appropriate resources that that particular commitment must be considered and reconsidered in terms you know, of system resources. And that is something that perhaps you know, we could care to discuss.

I will open up to questions of course and you have precisely a minute and a half in which to sprint, sprint to the microphone. So, your name and the ache?

Speaker: I'm Marshall Cates and my age is....

Dean Dhada: (Laughter) Sorry, I couldn't resist, you know. It's teatime.

Speaker: I'm older than you.

Dean Dhada: Oh gosh, may you I see.

Speaker: Now, the whole purpose of today's meeting and the series of meetings across the CSU is to basically give some advice to the trustees through a large steering committee about what we're, what should be doing strategically the next ten years for the CSU. And so I guess my question given that purpose, what's your group's advice? What do you want to tell the trustees that they ought to be looking at?

Dean Dhada: Um, I don't have a time to confer or elicit a collegial consensus input but that is for Associate Dean Alan Muchlinski.

Alan Muchlinski: Well I think a number of things have been brought up already and if we look at our campus and again from the perspective of graduate programs one in every five students out there on our campus is a degree seeking graduate student. One in every four students is classified as a graduate student. So we have faculty who are involved with those students on a research and scholarship basis. We have faculty who are involved on that basis with under-graduates and pre-college students also. So some of the things that have been brought up especially by President Rosser very eloquently, we need to look at a way to put that type of activity into the workload of faculty members. So for future direction I think that's something that our group has talked about. We need to look at recruitment of faculty but not only recruitment also retention of faculty and support of those faculty so that they can succeed at this campus and any CSU campus. So those are a couple of things that we've talked about.

Dean Dhada: You know it just occurred to me if I were and as part of a member I would have, I would ask for three things: one is very specifically that we have assumed not entirely by design but by virtue of a mantle of the people that we serve, the learners, to be really an university that serves the under-served and the not so well prepared and transforms them and that we should be recognized as a distinctionally university in that very realm. And that should translate into very specific you know, a _____ resource so that we can fulfill that aspect of the motion for the CSU that trains a very specific segment of California's workforce. You know, using the Cornerstone lingo. That's a first one.

Two that we are singularly a predominantly urban institution and that as such it has got certain key characteristics that are singular to us.

Three, that we have a very, we have, we are in a unique city in a unique environment. We actually have a large multi-cultural you know, learner center based you know, um, student demography. And as such really we should be you know, there are certain key things that the state system itself could use us to you know have some innovative experimental ____

programs that we have spear-headed here but that could be used for replications elsewhere in communities that serve a similar demography.

And those three things I think immediately struck to me as fairly distinctive for us. And those need to be translated into resources.

Ma'am, I, hi Rose.

Speaker:

If I have to give my age I'm not going to speak. I'll be very brief. I'd like to make a personal statement and then make a recommendation. In terms of my statement, my parents were subject to deportation when after we were released from the World War II interment camps. When I was in high school I was told that I should become a secretary because my people made good secretaries. When I said I wanted to go to college I was told that we cannot go to college. When I entered law school I was a part of a legal educational opportunities program and people looked at us as people that weren't going to make the cut. Twenty years later my picture is in the hallway at Loyola Law School as a distinguished alumni. The comment I want to make is we keep referring to the unprepared students and I think its very important that we need to distinguish that word in an innate ability, I know that everyone here understands that and works very hard so that a student can succeed and reach their potential. The recommendation I have is one and it reads identifying those national and international priorities that should become part of the CSU core _____. My suggestion is that you insert and should policies that should not such as anti-immigration policies that are reflected in laws such as denying students tuition assistance if their parents are undocumented. That is something when we talk about policies that affect our students, our future students our enrollment the CSU system ought to be fighting aggressively to change those policies.

Dean Dhada:

Thank you so very much Rose. Peter?

Peter:

In reference to the arrival of the digital age before we start looking at how we are going to meet what's coming I just want to remind the CSU in terms of what it's previous promises have been. Over a decade ago the integrated technology strategy was developed and approved by the trustees. The promise was that information technology will be accessible anytime anywhere. Key to that integrated technology strategy was the provisioning of the baseline and most of us that have been here will remember the famous pyramid. At the base of the pyramid we promised a baseline in terms of access, training and support. The access piece is inclusive of hardware, software, as well as the network access. Training obviously is quite obvious and support is inclusive within the context of the twenty-four by seven. Anytime, anywhere access. CSU have not fulfilled this promise of what was promised under the integrate technology strategy and as we look in terms of the future there are additional unfunded mandates that are on it's way or already upon us which is inclusive of the information security assurance as well as the accessible technology initiative. I think it's important that we go back

and take a look and revisit that old plan in trying to fill the promise that was made then.

Dean Dhada:

Thank you Peter. On that note allow me to conclude with the presidential _____ and leave the podium for President Rosser to provide his concluding remarks. Thank you.

President Rosser:

I would like to extend my appreciation for your being here today and participating in this conversation. It might seem somewhat innocuous to you in terms of perhaps the importance of this but in the scheme of things although Trustee Actenburg could not be here the entire time she was listening intently. She was taking notes. I think she leaves here today with a better understanding and appreciation for this institution and how it fits into this confederation that we call the CSU. And how we are unique and many respects. But we also have a great many things in common. And we aren't funded adequately for the common things and therefore we cannot obviously respond to the unique things in a meaningful way. And I would just like to encourage you to continue to be apprised of what's going on with this process. We will continue to try to share information with you whether it's online or otherwise but you must participate in this conversation. This conversation over ten years ago got us to where we are today and while we may not exactly like

(Tape ends)