

CSULB Campus Conversation: Access to Excellence

February 23, 2007

Members of the CSULB campus community, including students, faculty, staff, administrators, alumni, and community members met Friday, February 23 to engage in a campus conversation to envision our future, with a focus on seven areas:

- Student success
- Academics
- Growth
- Research
- New Interfaces
- Connections
- Social Responsibility

The day began with introductory remarks by President F. King Alexander, who set the stage for the day's discussions. A panel presentation moderated by Faculty Trustee Craig Smith followed in which the speakers discussed challenges for the future of CSULB and the CSU in each of the seven areas. Vice President Doug Robinson discussed issues of student success, while Professor Ken Curtis, Executive Director for International Programs, spoke to the value of international education and global perspectives. Professor Jose Moreno, Chicano and Latino Studies, shared his perspective on access and diversity. Professor Zed Mason, Biological Sciences, described the value of research to the university, including the important role of student engagement in research. Professor Julie Van Camp, Philosophy, provided a faculty perspective on using technology to enhance student learning, and Professor Kathleen Lacey, Associate Director of the Ukleja Center for Ethical Leadership, described the university's role as an agent of social responsibility.

Following the panel presentation, participants moved on to assigned breakout sessions devoted to each of the seven areas. Each breakout consisted of facilitated discussion on one of the topics. Each group was asked to consider the question of where the campus should be ten years from now, and how we might get there. The groups developed priorities for each area. Each group's priorities are reported below. For complete notes from each session, see the Appendices.

After the breakouts, participants returned for lunch. A reporter or team of reporters from each group presented the top priorities to emerge. The day concluded with remarks by Trustee Lou Monville and reflections from Provost Karen Gould.

PRIORITIES FROM BREAKOUT DISCUSSIONS

Student Success: Graduation rates, retention, time-to-degree, advising, support, co-curricular activities, student life and development, helping and meeting the needs of transfer students, helping prospective students become college ready, reward systems for student success

Overarching Goal: Provide a student-centered culture/environment that will do no harm, provide in-your-face advising, and emphasize what each person can do to foster student success.

Priorities:

- Increase faculty and student engagement
- Maintain and enhance quality of curriculum and instruction
- Place an emphasis on the first two years on campus

Academics: Course offerings, student learning, assessment, internationalization, globalization, graduate education, service learning

Priorities:

- Global learning. *Objective:* by 2017, elevate status of global knowledge skills to equivalent level of other skills considered integral to a university education.
- Framed for change. *Objectives:* At the CSU level, remove roadblocks that cause delays to changes that would allow programs to respond to student and societal needs. (Allow campuses some autonomy in establishing priorities.) Develop a culture that encourages and rewards cooperation & collaboration and change. Maintain commitment to ensure we deliver on our commitments.
- Develop appropriate professional & applied doctoral programs; renegotiate Master Plan. *Objectives:* Build consensus on campus among faculty, staff & administration. Educate Legislature about cost-effectiveness & feasibility of offering these programs.

Growth: Access; enrollment; diversity in student body and faculty; recruiting and retaining high-quality faculty, staff, and administrators

Priorities

- Partnerships and capacity building and resources within the campus enrollment goals
- Solve inversion/salary problems that cause CSU to lose its investment in faculty and irreplaceable (more) senior faculty
- Recruit and mentor students with undergraduate research collaborative opportunities by building programs that target and attract high quality diverse students (increase the pipeline)

Research: Applied research, graduate research, undergraduate research, extramural funding

Priorities:

- Workload re-allocation (use workload flexibility to move faculty toward 9 unit teaching load; account for workload in RTP process)
- Infrastructure & sustained faculty support (examine current policies and seek out ways to provide the necessary infrastructure to support research. The CSU may need to revisit the Master Plan)
- Promote and seek external funding for undergraduate and graduate student research
- Internal & external communication & collaboration (increase interdisciplinary collaboration, use communication tools to better effectiveness)

New Interfaces: Technology, classroom facilities, delivery systems, distance education, different approaches to instruction, approaches to the mission

Some brainstorming results:

- Need for leadership and sponsorship for coordinated adoption of technology
- Develop multiple delivery modes and methods to accommodate differences in learning styles
- Geographically distributed teaching, learning, and research, probably beginning with the CSU (distribute our education throughout the state and maybe even the world)
- Coordinated adoption of new technology (i.e., implementing a plan for consistent use of high impact, low risk technologies, for delivery of our system)
- More effective use of our brick and mortar resources

Connections: relationships with all internal and external stakeholders, relationships with the local community and the broader region, ties to the business community, partnerships with P-12 schools and community colleges, alumni relations, inter-university partnerships, statewide connections

Goals:

- Integrate alumni and community relationships in the leadership of CSULB
- Foster greater town/gown collaborative relationships
- Promote global connections with business partners to provide interface between curriculum and the workplace
- Reach new audiences through alternative means
- Increase and strengthen relationships with elected officials

Social Responsibility: Citizenship, ethics, value systems, values that help prepare a responsible workforce and an informed citizenry, the university as a change agent

Overarching goals:

- CSULB will be recognized for fostering leadership in social engagement, social responsibility, and social change.
- CSULB will be a university that practices social responsibility and hold itself accountable for its own practices.

Priorities:

- Ethics across the curriculum
- Offer out of classroom experiences with defined learning outcomes
- Environmental awareness and commitment to being a “green” university
- A CSU-wide requirement for community service (alternately, strong encouragement of community service)
- Funding and resources in support of these initiatives

Appendix 1. Agenda for Campus Conversation

Campus Conversation

Access to Excellence

February 23, 2007

The Pointe and the College of Business Administration

8:00 to 8:30 a.m. Registration and Continental Breakfast

8:30 to 9:30 a.m. Opening Program

Remarks and Introductions, President F. King Alexander

Opening Panel: Challenges for the Future

Craig Smith, Moderator

Ken Curtis, Kathleen Lacey, Zed Mason, Jose Moreno,

Doug Robinson, Julie van Camp, Panelists

Questions from floor

Directions to Breakout Discussions

9:45 a.m. to noon Breakout Discussions

- **CBA 112 Student Success:** graduation rates, retention, time-to-degree, advising, support, co-curricular activities, student life and development, helping and meeting the needs of transfer students, helping prospective students become college ready, reward systems for student success
- **CBA 113 Academics:** course offerings, student learning, assessment, internationalization, globalization, graduate education, service learning
- **CBA 114 Growth:** access; enrollment; diversity in student body and faculty; recruiting and retaining high-quality faculty, staff, and administrators
- **CBA 110 Research:** applied research, graduate research, undergraduate research, extramural funding
- **CBA 122 New Interfaces:** technology, classroom facilities, delivery systems, distance education, different approaches to instruction, approaches to the mission
- **CBA 124 Connections:** relationships with all internal and external stakeholders, relationships with the local community and the broader region, ties to the business community, partnerships with P-12 schools and community colleges, alumni relations, inter-university partnerships, statewide connections
- **CBA 125 Social Responsibility:** citizenship, ethics, value systems, values that help prepare a responsible workforce and an informed citizenry, the university as a change agent
- Groups will take a short break midway through the session. Coffee will be available during the break in CBA 139.

12:00 to 12:45 p.m. Lunch

12:45 to 1:15 p.m. Reports from Breakouts

1:15 to 1:45 p.m. Remarks, Provost Karen Gould

Questions from floor

1:45 p.m. Closing President Alexander

Thanks to the Planning Team: Emma Daugherty, Keith Freeseaman, Praveen Soni, Maria Viera, David Hood, Cecile Lindsay, Margaret Merryfield, and the Arrangements Team: Deanna Bennett, Lupe Swartz, the Office Academic Affairs and the Office of the President

Appendix 2. Breakout Notes: Student Success

CALIFORNIA STATE UNIVERSITY, LONG BEACH
Campus Conversation: Access to Excellence
Student Success

Graduation rates, retention, time-to-degree, advising, support, co-curricular activities, student life and development, helping and meeting the needs of transfer students, helping prospective students become college ready, reward systems for student success

February 23, 2007 9:45-11:45 a.m. CBA 112
Facilitator: Dr. David Dowell; Note-taker: Dr. Sue Stanley

I. Pressing issues that impact student success

A. Students

1. Angela: Transfer student education; need for outreach to transfer students; students are pretty much on their own to get information about campus activities, etc.; transfer students do not fit into the freshman and sophomore activities.
2. Brandy: South Orange County high school college preparatory student; turned down a UC Berkeley scholarship to come here as a Presidents Scholar; made the right choice; need to make sure students get involved in extra-curricular activities.
3. Lindsay: need to focus on commuter school issues; make sure commuter students know about campus activities; students shouldn't just come to class and leave or just participate in the job faire or week of welcome; provide campus activity information that is geared to the commuter student through the classroom.
4. Don: campus energy; provide activities that keep students on campus; this will get commuters involved.
5. Ryan: get involved; you learn stuff through extra-curricular activities that you do not learn in class; encourage students to study abroad.
6. Hironao: need a meaningful general education curriculum, one that provides a broad perspective, minimal skill set; students appreciate general education after they graduate.
7. Lucy: students need to get involved, it is preparation for life.

B. Advisors

1. Susan: remove bureaucratic obstacles that cause students to leave; we admit 2 students and graduate 1 student; connect student to resources; help students understand the rules; remove obstacles.
2. Dawn: Implement UNIV 300 for transfer students and include study abroad and focus on career preparation classes; students are here, then at work, then at home without any interactions on campus.
3. Gayle: student engagement in and out of class (engagement is a partnership); intrusive advising. Currently, there is only one mandatory advising session; at a minimum we need a second advising session at 75 units.
4. Rick: more training programs for faculty, especially at the department level; more faculty engagement.

5. Peter: faculty are commuters too, therefore they need to lead by example and stay on campus for activities; sophomore support is critical as this group has the highest rate of college suicides.
6. Manuel: build a campus community that is student centered so that decisions at all levels are based on “is this good for students?”; engage students in conversations, process, and decisions; we have lots of independent agencies but we need cohesion.
7. Dana: believing that we will someday no longer need remediation is an ideal, but may never happen; 25 percent of the pre-baccalaureate students are not college ready at the end of their first year; get pre-baccalaureate students engaged as they need motivation to attend school.
8. Mark: need structured process to mentor lower division students as they are pretty much on their own; UNIV 300 is a good idea – then hand students off to their major department; coordinate first year efforts.
9. Robert: pre-baccalaureate students need more early support such as a summer transition program; there is a lack of faculty involvement in SOAR; there needs to be an increased representation of academics at SOAR; seniors should have priority enrollment; in-your-face advising as students need assistance to choose realistic schedules and need guidance to avoid disastrous choices.

C. Alumni, Administrators and Others

1. Pres. Of Alumni Council: sometimes students drop out because they can't find places to live on or near campus; important to get students involved because it is a big campus; students need to forge an identity with CSULB; students need to identify with their major; relationships and campus experiences are important.
2. Jack: get rid of “Brotman Hall Blues;” Enrollment Services implements policies, therefore there needs to be a strong partnership between academic affairs, the senate and enrollment services; simplify general education; focus on getting rid of lines in Brotman Hall.
3. Mo: strengthen support services; increase faculty advisement; categorize students based on need for services (target student services).
4. Marilyn: need better campus communication among groups; need to share best practices; need to make sure students new to the college have opportunities to explore and make the most of their college experience; we lose students because they do not get bonded to the campus, college or major.
5. Henry: need pre-baccalaureate programs in the summer; need to assist students in seeing the connection between majors and careers; need to meet the needs of graduate students as they have different needs than undergraduate students.
6. Ted: as a state agency, we are dependent on the governor and the legislature, therefore we need to increase our fundraising to be more independent
7. Fred: more interaction among people who are fostering student success.
8. Tracy: need scheduling that meets student needs
9. Bill: need an early alert system that lets us know when a student is struggling; need to remember that students drop out for issues that are not academically related.
10. Bill: student advising is very significant; Long Beach is an international city – students should be able to get passports on campus.

II. Additional Comments

- A. Maintain Quality of Instruction. Quality of instruction is critical for success. The challenge is retaining effective teachers and rewarding them. Research is important, but so is teaching.
- B. Tunnel Vision. Some students and parents are not flexible. Students won't change majors because it would cost too much; students won't explore because they do not have time; parents demand specific majors of study. Students need early exploration to ensure that they are on the right path.
- C. Long Beach as a campus city. City/campus partnerships are important so that students do not feel disconnected.
- D. Travel. We need a travel agency on campus to encourage travel.
- E. Power Pointless. CSULB needs teachers who engage students in learning. Reading a PowerPoint presentation that is a summary of the reading assignment and posting it on BeachBoard does not engage students. Classes with a 1/30 ratio where the teacher actively participates in a conversation with students and gives real-world examples is an example of student expectations. Using PowerPoint as a tool to convey material is OK, it should not be a substitute for active learning. What faculty need to do to get students to come to class is 1) be interesting, 2) engage the class; 3) have a great class, 4) show interest, 5) be passionate about the discipline, 6) use a discussion-based model to engage students, and 7) keep the size to 30.
- F. Reward Teaching Excellence. Lots of part-time faculty teach lower division courses, therefore, students may not be getting the mentoring they need to succeed. In addition, students compete with research projects for faculty time. We need to be specific about work we want faculty to do and reward excellence. We need to make student involvement a priority.
- G. Coordinate Advising Among Faculty and Staff. First, do no harm. Advising is an important part of nurturing and is important for a timely graduation.
- H. New Paradigm. We need to redefine the role of faculty.
- I. Targeted Advising. What are the average units to graduation? Use data to inform advising.
- J. Student Evaluations of Faculty. Some of the students were under the impression that student evaluations were just something they did and the results were ignored; they felt they should carry more weight in determining quality of instruction. Evaluations are one component of the quality of instruction measurement. Evaluations should allow for discipline differences.
- K. Student/Faculty Interactions. Students need to get to know faculty so that they are not afraid of them.
- L. Miscellaneous. Please remove the logistical problems that hinder progress toward a degree. Add financial management to UNIV 100. Many first generation students have no support system. We need more meetings like this. We need more community and family engagement to foster student success.
- M. Get and Keep Male Students. Comments are listed below.
 - 1. Make sports programs (formal and informal) easily available
 - 2. Men are more interested in making money than attending college; some men feel they are too smart for college.
 - 3. Men tend to want to pursue a career quickly.

4. Men may need to support a family.
5. There are lots of men at the community colleges.
6. Campuses heavily recruited men, then women, now no one.
7. Do we do enough at the high school level to make coming to college a part of the male culture?
8. Many men go into the military so that they can get a college education; as veterans they have financial assistance for college. Are we recruiting military personnel as they exit the service?
9. Some students are forced to go to college by their parents; they flunk out on purpose to get out of something they do not want to do.

III. Overarching Goal: Provide a student-centered culture/environment that will do no harm, provide in-your-face advising, and emphasize what each person can do to foster student success.

A. Increase faculty and student engagement

1. Student centered campus
2. Meet transfer student needs
3. Encourage engagement in campus activities and study abroad
4. Develop and maintain a student synergy across campus
5. In-your-face advising
6. Strong mentoring programs for the whole student
7. Simplify bureaucracy
8. Student engagement in and out of class
9. Faculty involvement in SOAR and graduation
10. Priority registration for students
11. Campus offices and agencies work in unison for student success
12. Emphasize the connection between majors and careers

B. Maintain and enhance quality of curriculum and instruction

1. Use PowerPoint as a tool not a substitute for active learning
2. Provide a simplified, meaningful general education curriculum
3. Develop and implement UNIV 300 for transfer students
4. Hire and keep energetic, passionate teachers who focus on student learning
5. Redefine the role of faculty and the teaching/research balance.

C. Place an emphasis on the first two years on campus

1. Support students for their entire college experience
2. Make sure there are enough services for pre-baccalaureate students
3. Review faculty assignments for courses taken by students in their first two years

Appendix 3. Breakout Notes: Academics

Academics Breakout.

Facilitator: Dr. KJ James; Note-taker: Dr. Beth Eldon

We're already doing a lot on this campus. Can we consider this a continuation discussion?

Question: How will we describe the academics at this institution in 2017? Where will be in 10 years?

The participants & their interests.

- K.J. James, facilitator for discussion.
- John Regnier Facilities
- Beth Eldon, Biological Sciences, scribe
- Dot Goldish Chemistry & Biochemistry, curriculum, special associate to Provost.
- Holly Harbinger graduate studies college of arts. Concern about quality -- not just numbers.
- Guy Heston LB Transit, Alumni Association president. Critical thinking / analytical thinking skills
- Lucy Huckabay Nursing. \$12M nursing building. Global/internationalization. Need doctorate by 2015 or lose accreditation.
- Richard Rakis International Studies. New faculty member. Accomplishments of this university brought him here. Globalization, internationalization of curriculum an interest.
- Lindy Griffin. Chair of Women's studies. Certificate in Grad studies
- Sandy Cynar, BS, MS from CSULB; Interim Dean Engineering "renaissance students" interest in programs that resonate with students.
- Ortwin Ohtmer Mechanical Engineering. Main concern up-to-date teaching. Joint PhD programs? Need to change master plan & provide up-to-date education. If not lose more jobs in science & engineering.
- Carlos Piar, Chair of religious studies.
- Senior Student in Art Department
- Dana Siegelman Communications studies, president of ?
- Bron Pellisier, Advising LA students, Learning Alliance. Interested in integrated first year curriculum/services with goal of 90% graduation rates, and strong alumni allegiance to campus who could serve as mentors & contributors.
- George ?. Senator at large. Learning Alliance; Increase prestige of university, better networking, outreach to alumni.
- Ken Curtis, Executive Director International Programs
- Sheila Thomas. UCES, commissioner on Status of Women. Community outreach, ALI, International Singapore, Thailand, Bahrain; Distance education. Self-support options...
- Gladys Garcia. Lecturer in Chicano Studies. Choices in curriculum.
- Beatriz Meyers. Student in Communication Studies. Encourage & mentor students for applying to grad schools.
- Bipasha Baruah, geography & center for India studies. Development Geography. International Studies. Like to develop broader global perspectives.
- Marsha Hirano-Hakanachi Academic research & resources. Chancellor's office.

- Julie Rivera, University 100 writing in Chicano studies. Concern about writing. Diversity issues. Outreach to marginalized students -- culture shock.

KJ's charge: Break into Groups. Need to hear all voices.

Address the question: Where will we be 10 years from now academically?

Brainstorm a few ideas in some detail.

Suggest: Eschew "one-size fits all" mentality. Make goals "as appropriate." How remove barriers to achieving goals? Writing competence & the ability to think critically are universal goals. Others may not apply to all students.

Question: What level of response is going to be heard?

A report of this meeting will be assembled for the president, provost, and academic affairs.

Here: Our goal is to identify a vision and to develop a strategic plan for how get there within the limited time available.

Break into four discussions.

1. Graduate curriculum
2. Globalization
3. Creating identity & -- first year, on to alum
4. Content programs that resonate with students

Reconvene.

Vote on priorities. 3 dots per person. The choices:

Content (Pink)

1. MODES of Instruction to meet student needs appropriate to subject. Alleviate Facilities & Transportation issues
2. BASIC Skills (foundation, GE) Magic bullet not work. Need better integration throughout curriculum. Built into new program development.
3. OUTCOMES Assessment

Graduate Study (Orange)

1. Advising & mentoring UGs
2. New grad programs & flexibility
3. Faculty development -- keep faculty current.
4. Master plan renegotiation to allow professional & applied doctoral degrees.

Global Learning (Yellow)

Students need to understand global nature of their work.

1. Get more students to study abroad
2. Link opportunities with real life (e.g. through internships with international companies).
3. Integrate global concerns across curriculum, even for those who don't study abroad.

Create Identity (Green)

1. Innovative relevant curriculum to engage students (intern / mentor / study abroad)
2. Self-discovery - integrate identity with professional goals.
3. Faculty development - integrate & prepared to help students
4. Recognition of value & excellence of CSULB.
5. Framed for change -- responsive to changing needs. Institutional response.

Discussion: Pool together common ideas.

- Graduate Study & Create Identity both identified the need for flexibility in responding to changing needs.
- Graduate Study & Create Identity both identified faculty development. Faculty must be current in their fields to teach current courses, carry out research, and provide appropriate training for students.
- Graduate Study & Content both identified recognizing value & excellence, which requires vigorous assessment and continuous improvement.
- Global Learning goals combined into a single statement on global learning & experience.

Top three after balloting.

- **Global learning.**
- **Framed for change.**
- **Develop appropriate professional & applied doctoral programs. Renegotiate Master Plan, if necessary.**

Need Context & Strategic Plan.

Academics: Graduate studies

- Master Plan defines who we are (mandate & identity). Currently constrains us / restricts our ability to offer graduate degrees.
- We need to be able to offer independent professional and applied doctoral degrees that are needed & that fill demand not currently being met elsewhere among state institutions.
- Faculty have capability & students have need/desire to earn these degrees.
- The research necessary to offer quality degrees has implications for faculty workload & resource allocation unmet by current Master Plan.

Plan

1. Build consensus on campus among faculty, staff & administration.
2. Educate Legislature about cost-effectiveness & feasibility of offering these programs.

Global Learning

Objective by 2017 elevate status of global knowledge skills to equivalent level of other skills considered integral to a university education. Options include (no one-size fits-all)

A. Students who can avail themselves of international opportunities

- scale up opportunities that exist
- making international careers more visible
- needs to be part of faculty culture

B. Students who cannot go abroad.

- infusing global curricula into courses.
- using AV technology to fill in gaps.

Framed for change

- CSU - Remove Roadblocks that cause delays to changes that would allow programs to respond to student and societal needs. (Allow campuses some autonomy in establishing priorities.)
- Develop a culture that encourages and rewards cooperation & collaboration and change.
- Maintain commitment to ensure we deliver on our commitments.

Appendix 4. Breakout Notes: Growth

Campus Conversation: Access to Excellence Growth

Moderator: Simon Kim

Note Taker: Maridith Janssen

Focus on:

- Access
- Enrollment
- Diversity in student body and faculty
- Recruiting and retaining high-quality faculty, staff and administrators

Group Introductions and individual statements related to topic

- There need to be policies that represent the uniqueness of this campus
- How do we understand access and enrollment?
- How do we assure our promise to students for a quality education and still fit within the master plan?
- Taking a look at diversity in both faculty and students
- Looking at the diversity in student in extension education
- What can we do as a university to educate K-12 to higher education
- How can we be culturally sensitive to our students and faculty?
- What can the Academic Senate do to help with policies, etc...
- How do we assure access and quality?
- How are we presenting ourselves to our external audiences?
- Increased number of retirements in faculty and do we see the next generation of faculty coming in to the university in diversity and numbers?
- How do we deliver quality when we are exceeding facility capacity?
- Difficulty in hiring new faculty based on job related requirements (RTP) and low salaries and high cost of living
- Do we provide access for the underserved students?
- Low rates of faculty of color
- How do we build new models that assure success in our students?
- Are we addressing issues related to Black/Latino males and the decreasing numbers in Higher Ed.?
- Are we really as diverse as a faculty as we say we are?
- There is a need to put more resources into the faculty for pay, research, teaching, service, etc.

Reports from each small discussion group:

Access

Partnerships and Capacity Building and Resources

- K-12 Partnerships
 - o Academic Prep focus
 - o Help with ‘remediation’ rates
- Two dimension campus
 - o CSULB
 - o CSULB UCES
- K-12 schools – not conducive to values or appeal to minority males
- Community college as an access point?
- Community/Parental partnerships

Policies that support/impede access

- Selection criteria – legal context
- Is Pell Grant good indicator for access?
- Admissions Policies
- Affirmative Action

Research/analysis

- Need to examine who applies? Who is admitted? What are motivations?
- Under-represented minorities, especially as males
- \$ Development and campaign for financial aid
- Implication of \$150.00 deposit

Enrollment

- Define clearly what enrollment goals are
 - o Diversity
 - o Gender
 - o Size of classes
 - o Academic preparedness
- Be pro-active in planning for enrollment growth
- Re-vamp admissions procedures to allow for earlier notification of admitted students
- Improve data mining and sharing of data

Diversity of Students/Faculty

- K-12
 - o Male issues – feeling “out of place”
 - o Few role models, fewer minority role models (K-12 and CSULB)
 - o CSULB – minority dropout
- Faculty recruitment – instill a motivation (reward) to seek Ph.D. and retain goals
- Needed dialogues with:
 - o K-12
 - o CSULB Ed. Dept

- CSULB male minority targeted at dropping out
- Next step?
- Minority faculty hiring also begins at K-12
 - Salary compression
 - Salary issues
- What is diversity?
 - Define

Recruitment and Retaining high quality faculty and staff

- Faculty relationships/maintain ties with students shadowing professors/bonds/forgivable loans
- Developing diverse leadership from within faculty, staff and administration. Professional development, 2nd and 3rd career faculty
- Solve inversion/salary problems that cause CSU to lose investment in new faculty. Lose irreplaceable more senior faculty
- Promote research as a strength

Top Priorities

1. Partnerships and Capacity Building and Resources within the campus enrollment goals
 - Formal K-12 Partnerships
 - Academic Prep focus
 - Help with ‘remediation’ rates
 - Two dimension campus
 - CSULB
 - CSULB UCES
 - K-12 schools
 - Community college as an access point?
 - Community/Parental partnerships
 - Define clearly what enrollment goals are
 - Diversity
 - Gender balance
 - Needed dialogues with:
 - K-12
 - CSULB Ed. Dept
 - CSULB male minority at risk of dropping out
 - Next step?
 - Size of classes
 - Academic preparedness
2. Solve inversion/salary problems that cause CSU to lose investment in faculty and irreplaceable more senior faculty
 - All faculty achieve parity with CPEC 20
3. Recruit and mentor with undergraduate research collaborative opportunities by building programs that target and attract high quality diverse students (pipeline)
 - Creating a pipeline for diverse faculty

Appendix 5. Breakout Notes: Research

Research: Applied research, graduate research, undergraduate research, extramural funding

Facilitator: Dr. Terre Allen; Note-taker: Dr. Tulin Mangir

Overarching Goal: Foster an environment, provide infrastructure, and appropriate resources to do state-of-the art applied research, involving students in shared discovery and creation of knowledge, changing the nature of learning; valuing the creative and scholarly contributions of faculty and students, valuing knowledge.

Priorities:

- **Workload Re- Allocation:** By limiting WTU to 9 and allocating time for research and proposal development and by the RTP process.
- **Infrastructure & Sustained Faculty Support:**
 - Cultural change on all fronts: Change the CSU role in the Master Plan so research resources can be budgeted- use industry workforce needs as leverage for legislative lobbying for change. Use professional/industry supported projects for increasing resources and “real world” understanding;
 - Research is necessary for good teaching/learning, research and discovery need to be integrated into curriculum; resource allocation and success needs to be moved away from numbers to quality of the educational experience.
 - Required resources and support must be available at all levels: Change resource allocation policies, budget for support personnel for laboratories, budget for maintenance and renewal of resources, licenses, and equipment;
 - Ongoing rewards/support required: Develop mechanism to continue supporting faculty after the initial period. Provide funds for laboratory development, research project development, research support on an ongoing basis.
 - Develop funding mechanisms such as consortiums and (UC Discovery type) matching grants.
 - Develop IP rights, licensing, patents process and knowledge base, as well as personnel to help PIs and faculty. Encourage invention disclosures.
- **Internal & External Communication & Collaboration**
 - Increase Interdisciplinary/Multidisciplinary Collaborations: Change mind set to enable collaboration,
 - a) on campus,
 - b) among institutions,
 - c) with the outside community and industry
 - Use Web to inform of opportunities/expertise for communication with constituents
 - e.g. REU (Research Experiences for Undergraduates), research projects, consortiums/collaboration w/industry, other universities, and community projects.
 - Use research to develop transferable skills, networking skills, developing contacts for future, building relationships and bridges for:
 - Community Service,
 - Collaborative research
 - Student Success

Appendix 6. Breakout notes: New Interfaces

Access to Excellence: Campus Conversation
New Interfaces

New Interfaces: technology, classroom facilities, delivery systems, distance education, different approaches to instruction, approaches to the mission.

Facilitator: Al Colburn; Note-taker: Linda Sarbo

Objectives for Next Decade:

- Focus on high impact, low risk technology
- Enable the evolution of our teaching and learning
- Work together to increase power and flexibility of these elements
- Articulate clear values and goals for the appropriate mix of technologies to navigate the politics of winners and losers
- Develop a standards-based structure to navigate this evolution to minimize the “noise”
- Provide geographically distributed teaching, learning, and research, probably beginning with the CSU to deliver our programs throughout the state and maybe even the world)
- Achieve more effective use of our brick and mortar resources
- Focus on stable, effective communication technologies as our backbone
- Plan for implement coordinated adoption of new technology (i.e., implementing a plan for consistent use of high impact, low risk technologies for delivery of our system)
- Develop multiple delivery modes and methods to accommodate differences in learning styles
- Look to experienced faculty, community college partners, CSUs, and UCs for expertise
- Increase our emphasis of pedagogical innovation with technology and beyond technology
- Enhance our technology interface with alumni, in particular
- Place a high priority on technology in classrooms
- Provide up-to-date technology and support for staff
- Demonstrate strong leadership and sponsorship for coordinated adoption of technology

Appendix 7. Breakout Notes: Connections

Access to Excellence: Campus Conversation Connections

Connections breakout group Facilitator, Valerie Bordeaux Recorder, Deborah Hamm
Participants: James Allen student, Alan Safer, Math, Marnos Lelasi, Alum, Michael Losquadro, AVP Development, Clorinda Donato, CSULB, John Ayala, Dean Emeritus Fullerton College and Compton, Ron Jackson, CSULB Director of Publications, Chuhee Kwon, CSULB, Physics, Matt Kaplan, UCES, Pat Rozee, CSULB Director of Community Engagement, Phil Sedano, Student ASI, Regina Columbo, Corp Ed., Peter Craison, CSULB, Professional Studies, Eileen Klink, English

Combined goals/action items

1. Integrate alumni and community relationships in the leadership of CSULB
 - Create a board of directors
 - Establish college-based leadership board
 - Create a culture of philanthropy
 - Educate elected officials
2. Foster greater town/gown collaborative relationships
 - Establish office of Arts and Lecturer to facilitate and market lectures, performances etc.
 - Better utilize university and community experts thru media
 - Incentives for building relationship activities (RTP, internships)
 - Promote more internships opportunities
 - Surveying our strengths
 - Promote global connections with the greater community
 - Enhance business and community outreach efforts
 - Increase involvement with trade organizations
 - Examine current policies/ procedures
 - Exploring alternative delivery
 - Promote pride in the university/community within the community and university-
 - Create an on-line master events calendar
3. Promote global connections with business partners to provide interface between curriculum and the workplace
 - Recruit executive from international firms to our boards
 - Invite international business execs to be guest lecturers
 - Promote international internships, study abroad and summer internships
4. Reach New Audiences through alternative means
 - Distance learning
 - Off site learning
 - On line learning
 - Creation of a satellite campus
 - Video/ film presentations and other media/venues/formats.

Appendix 8. Breakout Notes: Social Responsibility

Access to Excellence: Campus Conversation Social Responsibility

Facilitator: Margaret Merryfield; Note-taker: Rene Castro

Part 1. Brainstorming: What should the university be doing (goals) in 10 years in terms of Social Responsibility?

- Shift from focus on workforce ethics to citizenship (preparing students to contribute to society)
- Mandatory community service – CSU wide
- Encourage community service and help others
- University should serve as a resource for the community
- Reputation for training leaders
- Teach ethics across the curriculum and provide incentives to faculty to develop courses
- Offer experiences that foster social responsibility
- Curricular and co-curricular connections
- Create intentional opportunities to create change
- Become a green university (environmental consciousness); become a smoke-free campus
- Required ethics course or every student in general education
- Fund a commitment to social responsibility
- Uphold our values/code of ethics (consider this in screening and hiring faculty and staff)
- Safe place for students to go to discuss ethical concerns – publicize/increase awareness of existing services (such as ombuds)
- Discussion group for faculty
- Reduce plagiarism – create and enforce honor code
- Reward student commitment for social responsible work
- Create a center for the study of social change

Part 2. Developing a vision statement for CSULB in the area of social responsibility

CSULB will be recognized for fostering leadership in social engagement, social responsibility, and social change.

CSULB will be a university that practices social responsibility and hold itself accountable for its own practices.

Part 3. Ranking action items for possible implementation to achieve the vision.

Top Priorities for Implementation:

- Ethics across the curriculum
- Offer out of classroom experiences with defined learning outcomes
- Environmental awareness and commitment to being a “green” university
- A CSU-wide requirement for community service (alternately, strong encouragement of community service)
- Funding and resources in support of these initiatives

Complete list of action items proposed by group:

1. Require CSU wide community service
2. Strongly encourage community engagement and service
3. Create learning outcomes for out of classroom experiences
4. Build in ethics across the curriculum
5. Provide support to develop ethics in curriculum
6. Require ethics as GE course
7. Makes us a green campus – promote awareness
8. Provide adequate funding for student engagement on issues of social change
9. Values discussions connecting to global issues
10. Create ethical code for faculty
11. Sponsor ethical discussions among faculty and students
12. Focus on social responsibility when hiring faculty
13. Student honor code- reduce cheating plagiarism
14. Train students, faculty and staff in communication/ problem solving/ conflict resolution
15. Make sure students have open responsive place to go to with concerns
16. Create inclusive environment for all
17. Recognition for student commitment to social responsibility
18. Internal opportunities for experiences in social responsibility
19. Create Center for the Study of Social Change
20. Develop leadership minor