

Access to Excellence  
A Campus-Wide Conversation at California State University, Northridge  
February 2, 2007

Background

In her invitation to members of the campus community, President Jolene Koester summarized the purpose of the day: “During the next six months, the California State University will hold conversations across the system about the CSU’s strategic plan in order to update the 1996 *CSU Cornerstones* report. The new document, *Access to Excellence*, will guide the CSU system for the next 10 years and beyond.”

On February 2, 2007, over 170 CSUN faculty members, staff members, students and administrators participated in five Domain discussions from 9:15 a.m. to 11:15 a.m., and then came together in a plenary session from 11:30 a.m. to 1 p.m. At the plenary, representatives of each Domain shared summary reports with those who had attended other Domains, CSUN administrators, a member of the CSU Board of Trustees and representatives from the Office of the CSU Chancellor.

The first section of this report summarizes each Domain and elaborates on key points raised during each discussion. It is followed by a synopsis of themes and guiding questions for future discussion. Five appendices provide lengthier descriptions of comments made during each Domain session.

Part I - Summary

**Domain 1: Assuring Access**

The self-defined purpose of Domain 1 was to discuss the appropriate role of the CSU in creating the desire and capacity for members of its community to choose, and then succeed, in higher education.

Discussants recognized that Access has a life cycle that begins in 4<sup>th</sup> grade and Continues through the baccalaureate and graduate degrees and across the career span to the end of life. CSUN recognizes that success for its graduates in an interconnected and interdependent global economy requires more access to graduate and post-graduate education than ever before. Any meaningful Access discussion must therefore focus on the many different constituencies, each with distinctive needs that must be separately addressed. The CSU’s primary constituencies include: under-prepared students, transfer students, parents, both students facing academic challenges and those with extraordinary talent, international students, community leaders, midcareer professionals, educational leaders and regional employers. CSU has developed an avenue of access and different hubs of service to meet the needs of different constituencies. For example, services that target more traditional undergraduate groups must include: financial aid, tutoring, mentoring, student empowerment and campaigns to change cultural perceptions of higher education. CSUN provides targeted services for mid-career professionals and their employers through its Tseng College of Extended Learning, including special financial aid counseling for part-time students in nonstandard term programs; tailored application,

registration, and payment services; and focused guidance and support services. Looking ahead, CSUN believes all strategies and services must be better integrated and communicated through multi-media approaches.

Pilot programs for the more traditional undergraduate student that address these issues should be developed and evaluated for effectiveness. Suggested pilot projects include: flexible scheduling that reflects contemporary needs, hybrid classes, offsite instruction, modular courses and - Tuesday-Thursday and Monday-Wednesday course offerings. Flexible scheduling, however, must be implemented through mechanisms that do not adversely affect the availability of interpreters for deaf and hard-of-hearing students. In addition, assessment of any pilot program must include an examination of the implications of demanding more from full-time faculty versus adding more part-time faculty.

CSUN also plans to continue to evolve its hubs of service for mid-career professionals and their employers and for international students.

In order to move forward with Assuring Access, decision-makers at the University and system levels must establish priorities and make hard choices regarding who the CSU should serve and how to serve key constituencies using the full range of resource options open to CSUN (state-supported and self support as well as grant and contract dollars and contributed funding for CSUN supporters. The innovative use of resources must parallel the hierarchy of priorities.

Also discussed was the need to provide useful feedback to K-12 and the Community Colleges so that they could learn how to improve student preparation for the baccalaureate.

## **Domain 2: Connecting to Pre-K-12 Schools and Community Colleges**

Members of this Domain discussion proudly noted CSUN's role as a national leader in K-12 reform, while noting that P-14 activities are conducted because they should be and because they are part of the CSU mission. They concluded that the entire campus cares about P-14 connections and put forth ideas for improvements that would simultaneously benefit the University and the community.

Participants spent most of the session elaborating on an almost overwhelming number of activities being conducted by departments, Colleges, offices and programs throughout the University. They also noted the need for more effective communication across campus to encourage collaboration and avoid unnecessary duplication. They emphasized that P-14 connections should be a system-wide activity, but cautioned that success will depend on starting, supporting and sustaining programs that are not dependent on grants and philanthropic gifts. CSUN should also recognize the time-consuming nature of effective P-14 work and the lack of rewards for those who perform it. Improvements in recognition and rewards would result in more demonstrable results.

CSUN also has a significant role in preparing K-12 and community college leaders at the master's level. Further, CSUN is now developing a doctorate in educational leadership and policy studies focused on community college administration and leadership.

### **Domain 3: Fulfilling Commitments to Multiple Stakeholders, Internal and External**

This Domain discussion commenced with the recognition that CSUN has many stakeholders ranging from obvious populations such as past, present, and future students (both more traditional and mid-career professionals seeking graduate and post-graduate education) and employers. CSUN also provides an educational and cultural hub for a wider range of community, arts, ethnic, professional and educationally interested groups (such as senior citizens independent learners). From CSUN's local neighborhoods to constituencies throughout the globe, stakeholders interact with the University through a myriad of economic, cultural, political, social and intellectual connections.

Over the years, the campus has increasingly built seamless connections with its stakeholders. These interactions are consciously and unconsciously shaping the character of the campus and its future direction. As CSUN increasingly sends students out, it increasingly draws the community in. Yet, there is a need to create more of a "place" where all Valley residents see, value and use the University as their own cultural, economic and intellectual center. But CSUN must grow in its capacity to serve all its stakeholders, including the non-traditional ones, and those who may not identify with higher education as part of their culture. More effective fundraising and the elimination of existing barriers to success will be required to accomplish these goals.

CSUN undergraduate students interact with stakeholders through many successful curricular and co-curricular programs. From local neighbors to the international community, CSUN must grow its connections through innovative programs that range from service-learning to internships to joint degrees to international ventures. In doing so, CSUN must do a better job of assessing its results and of publicizing its successes.

CSUN's mid-career graduate and post-graduate students are themselves influential employers, practitioners, senior education and school leaders, public sector leaders, non-for-profit managers and community builders. There is an increasingly seamless link between CSUN's scholarship and post-baccalaureate education curriculum development and the teaching and the world of advance professional practice in the contest of the regional world of work in a global economy.

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

This Domain discussion began with an examination of the status of CSUN's current efforts to facilitate the success of its current undergraduate students. Key among these actions are extensive collaborations in Colleges, across Colleges, with the community and across divisions; and the common recognition of the value of experiential learning, student and faculty research and scholarship.

The group also discussed needed areas of improvement. It noted that faculty development should be more directly linked to student success and student learning, and that expectations should be defined more comprehensively across divisions and across the University.

CSUN has made significant headway in outcomes-based program design and assessment strategies integrated into the design of degree programs. The discussion recognized this success and the foundation it provides for taking a learner-centered course, that includes program and assessment design that lead to continuous improvement of CSUN programs.

The CSU can advance these efforts by providing more support across divisions, making it easier to work with other campuses and more clearly defining the role of the CSU. The group also advocated more recognition for the role of research due to the changing face of the University, its faculty and the increased value of research to teaching, learning and enterprise.

CSUN will also look at its current areas of greatest success and see if there are lessons and/or strategies that can be applied more broadly. Some CSUN upper-division baccalaureate degree-completion programs and graduate programs have on-time graduate rates ranging from 65% to over 90%.

#### **Domain 5: Faculty/Staff Excellence to Provide Student Success**

This session, which dealt with faculty and staff issues and how they can contribute to student success, had six defined themes: flexibility; research and scholarship support; time; roles, rewards and recognition; infrastructure support; and diversity.

Flexibility should be built into the RTP process. The burdensome rules regulating RTP should be examined for their relevance to the quality of the actual jobs that faculty perform. Pointed out, several times, was that since departments and colleges own the documents specifying RTP policies and requirements, reform can begin at that level, capitalizing on the recent practice of using MOUs and the precedent of recognizing alternatives to publication.

Faculty should determine long-term career goals and systems should be evaluated for adequacy in supporting these goals. Sabbaticals, for example, are still governed by rules determined in 1991 and do not match current needs for or expectations of research and scholarship. Staff and administrators, too, could benefit from sabbaticals.

Similarly, faculty and staff do not have enough time to meet the increased demands and expectations of their jobs. Rising expectations and finite time affect their ability to adequately address the needs of students. Still, faculty can affect and effect change. By streamlining policies we can reduce bureaucratic consumption of valuable faculty and staff time, and we can look to ways to re-arrange practices like seat-time, where and when appropriate, to use everyone's time more profitably.

There is also frustration with the current system of roles, rewards and recognition among faculty and staff. Needs include affordable housing, better communication tools and websites that carry

vital information. Faculty and staff want both monetary and psychic recognition for where they are, where they are going and what they are doing very well.

The campus' physical environment and infrastructure were addressed through agreement that all campus areas should have quality and well maintained facilities that create an environment where people are happy to go to work. Some improvements can be made internally; others must be provided on a system-wide basis. In order to accomplish this, the State of California must recognize the importance of higher education and come forth with adequate support.

Finally, faculty and staff excellence is dependent on their diversity. The campus must increase diversity when hiring faculty and must support its faculty of color in order to increase retention and their valuable role in student success.

In a separate report, an additional faculty issue was raised by the CSUN CFA President as follows:

“If we don't have a fair contract with competitive salaries and reasonable workload these strategic fantasies are just that. I have a problem with these initiatives when the fundamentals are in such a shambles. How can we entertain “Access to Excellence” when enrollment has grown by over one-third with virtually no increase in number of full-time faculty? Class sizes are up, our salaries are losing ground again vis-à-vis cost of living, and the CSU increasingly relies on graduates (and undergraduates) to teach our students. We need to repair and rebuild the foundation before we add another story.

“If the CSU administration were really dedicated to excellence the first thing I would do is begin implementation of ACR-73: reduce student/faculty ratio and increase the proportion of tenure-line faculty. Addressing these fundamental deficiencies would, by themselves, go a long way toward restoring access and quality.

“We need more faculty; we need equitable salaries. That is my strategic plan.”

## Part II: Synopsis and Guiding Questions

Many themes emerged from the various Domains discussions that engaged members of the campus community throughout their conversations regarding *Access to Excellence*. This summary lists recurrent themes and provides some guiding questions for future discussion.

### **Theme A: Pride and Passion**

Faculty and staff at Cal State Northridge are incredibly proud of what they do and passionate about the value of their efforts. Throughout the Domains, participants were anxious to share the programs, projects and results they have achieved.

### **Theme B: Domain Approval**

Each of the five Domains discussions garnered large audiences that filled each meeting room to overflowing. All Domains seemed to be equally understood and appreciated, and CSUN seems to support the CSU's recognition of the importance of each of the existing areas of concentration. Access, Pre-K-12, Commitment to Stakeholders, Student-Learning and Faculty-Staff Excellence all struck positive chords with the CSUN community in attendance.

### **Theme C: Better Communication and Sharing**

Most participants left individual Domain sessions and the concluding session with new respect for the work of their colleagues and a desire to come together more often in forums that would increase their knowledge of campus programs that address similar issues on which they have been working. People want to work across Colleges, disciplines and units and eliminate artificial structures that impose barriers to collaboration, experimentation and success. They should be free to do so without worrying about any adverse effects.

### **Theme D: Need for Priorities**

After a day of learning about programs and services, many participants voiced a frustration with the demands placed on the University to be all things to all people. So many outstanding ideas and successes were put forth, it becomes extremely difficult to measure the value of one's own contributions and anticipate how those contributions will be valued within the University's mission. There is a desire for more direction and clearer priorities along with more unambiguous definitions of expectations. Once priorities are established, they must be matched with appropriate resources.

### **Theme E: Sustainable Resources**

Contagious enthusiasm exists for programs that advance the goals of the five Domains. Participants, however, cautioned that innovation and results that are not sustainable would lead to frustration among all stakeholders. Most of the best programs are dependent on external resources and it is unfair to all audiences to begin positive, life-changing campaigns if they must end within the lifespan of any given grant.

## **Theme F: Better Use of Existing Resources**

Many groups emphasized the necessity of adapting to the contemporary needs of our students and community members who work, have families and must balance education with a myriad of other demands. The need to develop nimble and flexible systems for delivery of education is paramount. Alternatives to the traditional classroom, including online and distance learning, off-campus facilities, hybrid classrooms, Monday-Wednesday, Tuesday-Thursday, Friday, Saturday and evening offerings must be explored.

## **Theme G: Crucial Role of Technology**

Most of the sessions included discussion of the need to integrate technology into program design, implementation and evaluation. Many solutions to contemporary problems will be solved through achieving a partnership and proper balance between technological resources and the human resources provided by faculty and staff. Accessible and affordable technology will be important to both academic and student service areas to support programs and efforts such as student and parent outreach, the college-readiness of future students, teacher training, advisement, providing flexible and off-campus scheduling alternatives to traditional seat time and the tutoring of at-risk students.

CSUN has four masters and a graduate credit certificate program fully online with more in development. In addition to broad regional access, these programs have a very high student success rate and a national and international reach. This avenue of new access and educational capacity will play a growing role in the University's future.

## **Theme H: Improve Recognition of Who CSUN Students Are and What They Need**

Beginning in Pre-K and extending to members of our student body who attend CSUN for different reasons throughout their career spans and life spans, CSUN must identify the particular needs of each potential student group and determine what the current system can provide for them, especially in attaining basic educational skills such as writing, speaking, and critical thinking and competency in disciplines necessary for success. Of particular importance are relationships with middle schools and high schools, where a culture of understanding and planning for higher education must include parent outreach, conversations with high school personnel to increase college readiness, connections to future careers and program development with sensitivity to cultural barriers and financial impediments.

While CSUN, like much of the CSU, finds the challenges of unevenly prepared students and differently prepared students demanding, it must recognize that most CSUN students have exceptional promise and leave CSUN transformed in conceptual ability and capability. Many CSUN students have exceptional talent and make remarkable contributions to their communities and chosen fields upon completion of their studies. CSUN plans to learn from its successes and from its alumni to refine and expand its educational excellence.

CSUN's mid-career students are also a growing source of strength and community connection. They are another part of a foundation upon which CSUN can build a distinctive future.

### **Theme I: Becoming a Hub**

As the San Fernando Valley's primary intellectual, cultural and economic force, CSUN must foster a seamless connection to all demographic groups in its region. CSUN must begin conversations about how to effectively transform the campus into a "place" where all Valley residents are comfortable, welcome, valued and eager to be included. CSUN's own staff across the University should be encouraged to participate in the campus' academic life, and programs should be instituted to help staff members and their families become college ready if they are not already upon employment.

### **Theme J: Being Regional in a Contemporary Context**

CSUN is committed to serving the educational needs of individuals, communities and organizations in the wider region. CSUN is essential to the present and future of the economic, cultural and community life of the region.

CSUN prepares those it serves for a new world of work – one that is cross-cultural, globally interconnected and interdependent and one that demands advanced and versatile knowledge and conceptual abilities. The working, community and personal lives of those in the region reach across regional and national boundaries. The region and those organizations, communities and individuals it comprises both influence and are influenced by complex and ongoing interaction with the state, the nation and the larger world. CSUN is itself both regional and global. Its students, faculty and staff come together from all parts of the world. They create a diverse, reflective and creative community of scholarship, teaching and learning.

### **Theme K: Times Change**

Many of the rules, regulations and structures that govern University life, success, reward systems, roles and duties are based on somewhat archaic philosophies and statistics, (such as 30% of CSU faculty having doctoral degrees) that do not reflect the realities of who our faculty are at present. The quality, background, research and scholarship interests, individual talents and success strategies of faculty need to be factored into decision-making. There is continuing concern about the increasing demands placed on full-time faculty.

### **Theme L: Data, Evidence and Assessment**

The University cannot afford to make decisions without data, evidence and constant assessment of the efficacy of our programs and strategies.

### **Theme M: Encourage Collaboration**

In his concluding remarks, the Provost echoed many other voices from various Domain sessions about the need to cross-pollinate and arrive at integrated approaches to accomplishing the campus mission. Each group asked for additional opportunities to come together with colleagues across campus who share common interests and ideas. The campus should facilitate actual and virtual forums where members of the campus community can learn from one another and plan

joint projects with those who share similar interests. As CSUN clarifies its direction for the next decade, we must learn to collaborate and must combine resources and energy.

### **Theme N: Garnering Additional Support for Higher Education**

CSUN must do a better job of telling its story and helping the residents of the state, nation and international community understand its excellence and unique place in transforming the lives of so many who take advantage of the “people’s university.” Regardless of how effective its communication strategies are, however, no campus, not even the CSU as a whole, can bring about the statewide appreciation of public higher education that is necessary to meet the needs of California’s changing population. All efforts must go into re-educating policymakers so they will understand and appreciate the need to support the extraordinary accomplishments of the CSU and Cal State Northridge.

### **Theme O: Using all Resources Seamlessly**

CSUN recognizes that its financial future requires an innovative and effective approach to the full use of resources – state-supported, self-support, grants and contracts, partnership and in-kind resources and contributions – to achieve its educational goals and fulfill its mission for the future.

### **Theme P: Looking in Both Directions – The CSU’s Role in Post-Baccalaureate Education**

California’s future economy will be driven increasingly by those with sophisticated professional education at the master’s level across most fields and to the doctoral level in some fields of professional practice. CSUN sees serving these graduate and post-graduate professionals as an increasingly important part of its service to the region and the state.

## Part III: Appendices and Notes from each Domain

### **Domain 1: Assuring Access**

The group began with general recognition that providing access to members of several key communities is critical to CSUN's mission. Three primary communities, each with differing needs, were identified and several strategies were discussed for each. These communities were defined as (1) potential students from neighboring communities, (2) international students and (3) graduate students.

Discussions about potential students from the community identified several challenges and strategies for greater success. These included:

- The need for effective outreach to potential students who lack knowledge of their financial ability to pay for higher education. Half of CSUN's students receive Pell Grants.
- Use of multimedia, multilingual strategies that use websites and infomercials about the benefits and affordability of higher education must be employed, while paying attention to the affordability of computers and the questions of access and the digital divide.
- Strategies must be developed with community input on the need to change perceptions and mindsets among lower income community residents that college is not affordable and that education ends in Grade 12.
- Re-evaluate all programs to that they properly reflect how the University values cultural, ethnic and socioeconomic diversity. Understand the values of all cultures regarding higher education.
- Create strategies to increase parental involvement and discover ways to meet parents' (especially first-generation parents') needs for understanding what college is all about.
- Help parents learn technology so they can better help their children and gain more access to helpful resources.
- Provide financial literacy for parents and students. Provide help to college students to assist them in managing financial resources.
- Critical strategies are needed to improve the college-readiness of entering students including:
  - Discussions with K-12 about steering students toward college beginning in grades 6 or 7.
  - Planning ways to use Executive Order 665 as a positive wake-up call to middle schools and high schools that can lead to better programs and collaboration. Change perceptions of 665 - as an impetus to success rather than as an obstacle leading to failure.
  - Develop ways for CSUN staff, students and faculty to have face-to-face contact with middle and high school students to boost their self-esteem and perceptions that college is in their future.
  - Do a better job of promoting awareness among high school students of the need to prepare for college. Help K-12 develop tracking systems for youths with interest in college and potential for success.
  - Beginning in elementary school, educate students about the link between education and career choice.

- Create viable pilot projects toward these ends that are sustainable if they get results.
- Work with policymakers at State and Local levels to reverse the inequity of K-12 education that puts the least qualified and least experienced staff and the fewest resources in the poorest schools.

Thoughts regarding increasing effective outreach to international students identified several challenges and strategies for greater success. These included:

- Developing strategies to expedite the success of international students and their ability to earn degrees.

The final target needing systematic outreach activities are graduate students. The group identified several challenges and strategies for improving access to this group. These included:

- Broaden understanding of graduate school in the community
- Streamline access.

The group emphasized the need for all planning to understand that current facilities are inadequate for growth, and CSUN's present equipment must be updated in order to provide classroom excellence to new student populations. In this regard, CSUN needs:

- Smart rooms and equipment
- Many more labs

Next, participants provide numerous examples of successful, on-going programs that are working to provide access to CSUN's target populations. These include:

- Disadvantaged students
- Educational Opportunity Program (EOP) programs and procedures
- Mother/daughter programs beginning in 11<sup>th</sup> grade
- Summer Bridge
- University 100 (which boasts an 86% continuation rate)
- Small learning communities both in high schools and the University
- TEWS and other programs that provide institutional support for continuing students in academic trouble
- GEAR UP, providing help to identify and support talented community youth

Additional suggestions for improving access include:

- Development of model programs that spur faculty interest in program development
- Expanding Summer Bridge beyond summer
- Providing TEWS to students beyond developmental courses
- Create more cohorts to help students move through curriculum
- Providing more flexible scheduling that recognizes CSUN's contemporary population – working students, those with families, etc. These should include:
  - Hybrid courses
  - Off campus courses
  - Expansion of online courses

- M-W and T-Th scheduling
  - Redesign courses so they require less seat time
  - Improve the optimal use of existing facilities
- However, when making these changes, be particularly sensitive to how they may impact existing services such as the need to provide interpreters for deaf and hard-of-hearing students
- Putting mentoring programs, consisting of teams comprised of upper division students, advisors and faculty into University 100 classes
- Putting more emphasis on teacher preparation
- Unifying campus efforts to improve effectiveness by holding regular campus conversations
- In planning for additional access, carefully examining its impact on faculty turnover that places high demands on departments and compromises access and the need to balance full and part-time faculty

The Chancellor's Office can help achieve these goals by providing more support for the promotions of higher education among policymakers. Also, both the Chancellor's Office and CSUN should set priorities regarding which of the ideas put forth are more important, most cost effective and most likely to succeed.

## Domain 2: Connecting to Pre-K-12 Schools and Community Colleges

Domain 2 began with a conversation about what CSUN is currently doing to meet the campus commitment to Pre-K-14 schools. The lengthy list that was developed demonstrates the pride that is inherent in current efforts. It includes:

- Teachers for a New Era (TNE) Initiative
  - One of four institutions selected in 2002; seven institutions added to the project in 2003
  - A national initiative to re-envision teacher education based on three principles:
    - Evidence
    - Engagement of the Arts and Sciences
    - Clinical Practice
  - A university-wide activity based in the Provost's Office
- The campus also demonstrates significant interest through less well documented efforts including:
  - Glad to see preschool (P) as part of this domain
    - Many of our students go into early childhood settings
  - CSUN connects with the community in numerous ways – much is done both formally and informally “under the radar”
    - Local health clinics, Northridge Academy High School, agencies
  - What are all of the different types of undertakings?
    - We should catalog them.
    - We could then share resources
    - We could then make these more intentional
  - What facilitates that?
    - Communication across all boundaries
    - Silos are a problem and the website does not solve it
    - Need to bring people together; we don't do enough of this (e.g., technician from each college attended an ITR meeting)
- Teacher Education Council (TEC) is a good example of a university-wide committee; however, not all units are involved (e.g., ITR, Associated Students).
- TNE math collaboration meetings have been meaningful; they include methods and seminar instructors and field supervisors.
- The Integrated Teacher Education Program (ITEP) is a good example of collaboration:
  - Arts and Sciences, Education and K-6 faculty collaborated to build the curriculum
  - One of the first undergraduate integrated programs in the state
  - Obtained grants to support the development and enhancement of the program
  - Approximately 2,200 Liberal Studies majors have the opportunity to consider the ITEP option (earn BA degree and elementary or special education teaching credential concurrently)
  - Some classes are team-taught by Arts and Sciences and Education faculty

- Some ITEP faculty (both Arts and Sciences and Education) have made conference presentations and published articles about their work in the integrated program
- SCALE is another good example of collaboration.
- TNE Fellows (faculty in the Arts and Sciences who have teacher education as part of their job description):
  - Engage in professional development with K-12 teachers and clinical supervision
  - Should be institutionalized
  - Will the CSU fund this type of collaboration?
- Teachers in Residence (K-12 classroom teachers released from their teaching assignment for a year to join a department at CSUN):
  - Share expertise about teaching and learning in the K-12 environment with CSUN faculty
  - Teach university classes or team-teach with CSUN faculty
  - Engage in projects and activities with CSUN faculty
  - Has included several departments on campus
    - Educational Psychology and Counseling
    - Elementary Education
    - English
    - Geography
    - Math
    - Secondary Education
    - Special Education
  - Keck Foundation funding supported the Teachers in Residence in the Arts and Sciences
  - Cutting edge -- not common across the country to see Teachers in Residence in the Arts and Sciences
  - Should be institutionalized
- Much of what has occurred through funded activities has been institutionalized:
  - SCALE – national program sponsored by National Science Foundation (NSF); CSUN is collaborating with CSU Dominguez Hills and the Los Angeles Unified School District (LAUSD)
  - California Science Project – offer 4<sup>th</sup>-8<sup>th</sup> grade teachers strong content and pedagogy
  - Have grant money to develop a Four Year Integrated (FYI) undergraduate program in science (concurrently earn both a BS degree and a Single Subject teaching credential in science)
- Need models of good teaching:
  - Used to have Prairie Street School (now Parking Lot G3)
  - The Student Teaching and Internship Coordination Committee (STICC) in the College of Education is currently conducting a clinical sites study under the auspices of TNE

- Intensify efforts to work with nearby schools in teacher preparation
  - Proud of CSUN's teacher education program
    - Branching out would be nice
    - Once students become employed as teachers, what do we do to connect them to what we're doing on campus? (e.g., Associated Students)
- Technology potential – high school students plan out their study through college via My Academic Plan (MAP):
  - How much are we doing to inform people?
  - Student Outreach would probably do this.
- Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP):
  - Early intervention program at high schools to increase the percentage of students who are able to attend college
  - Currently working with Sylmar, San Fernando and North Hollywood High Schools
- SCORE:
  - A technology project in teaching English
  - Also there is SCORE for schools which offers online resources
- CSUN/LAUSD Joint Induction/Master's Program was implemented this year:
  - Program was collaboratively developed by Arts and Sciences, Education and LAUSD faculty along with representatives of United Teachers of Los Angeles (UTLA)
  - Beginning teachers concurrently earn their Professional Clear Credential (second credential) through LAUSD and their M.A. in Education through CSUN
- Early Assessment Program (EAP):
  - In junior year of high school, students are tested so they know how they are doing in Math and English, which allows them to use their senior year to strengthen their skills in these two areas
- Math/Science Initiative:
  - A CSU system-wide initiative to recruit more math and science teachers
- AmeriCorps:
  - Provides enrichment to 13 schools in the Valley
  - Brings parents and paraprofessionals together
- College of Engineering and Computer Science:
  - Involved in a variety of initiatives through which they offer classes to high school students
- Northridge Academy High School:
  - Students select one of three small learning communities:

- Arts, Media and Communication Academy (AMC)
- Health and Human Development Academy (HHD)
- Leadership and Learning Academy (COE)
  
- First Ed.D. program to be offered by CSUN:
  - In Educational Leadership
  - Has two strands
    - P-12
    - Community College
  
- Reading First Teacher Education Network (RFTEN):
  - One of 22 institutions initially selected to participate in this national initiative
  - To strengthen reading methods instruction in universities and thereby improve K-3 reading achievement
  
- Charter Schools:
  - Several years ago Community Charter School began its academic year in the Education Building because the construction of the Charter School was behind schedule 6 weeks
    - Impact on middle school students was significant.
    - As a result, annually, Community Charter School begins its academic year in the Education Building
  - CSUN has partnerships with several other charter schools, including Granada Hills Charter High School, CHIME Elementary, CHIME Middle, Vaughn and Fenton

Next the Domain discussion examined what else CSUN should we be doing to meet this commitment:

- CSUN needs to welcome people to the campus
  - Some high school students don't have the level of comfort needed to come to CSUN and therefore go to community colleges
  
- A 2003-04 report on CSUN outreach that included P-12 indicated the involvement of:
  - 32 major programs
  - 339 local schools
  - 26,790 P-12 students
  - 217 CSU faculty
  - 1,370 CSUN students
  - 37 sources of funding

This report does not include all of the service learning projects that occurred at CSUN in 2003-04.

- Some programs bring junior high and high school students to campus:
  - Student Outreach

- GEAR-UP
  - SOARS
  - National Center on Deafness (NCOD)
  - Matador Involvement Center
  - Student Organizations
- Retention of students being tracked to community colleges:
    - Significant attrition, especially minority students who transfer to 4 year institutions
    - An economic and social issue
    - Need to encourage students to transfer over
    - Started offering courses in the evening
    - Only need to finish GE to transfer over
    - Culture of community college seems to impede transfer
    - If students have direct contact with someone on our campus, retention is higher
- Need to make CSUN the School of 1<sup>st</sup> Choice or Equal Choice:
    - We would be if we were the best at our mission.
    - Glamour around UC campuses, not CSU or community college campuses
    - Hurtful to hear – “Well, I guess I’m going to CSUN.”
    - CSUN is a youthful institution – reputation that is dispelled as soon as people come on campus – “Wow, I didn’t know CSUN had...”
    - Commuter campus with no football team
- Need to recognize that CSUN has several student populations; they go to college for different reasons and many need evening classes:
    - First-time freshmen
    - Community college transfers
    - Those returning to the workforce
- Need greater exposure and closer connections:
    - Offer community college courses on CSUN campus
      - Give community college faculty respect
    - Bring AP course students to campus
    - Lab schools would build relationships between P-12 and CSUN.
- Tomorrow’s Scientists:
    - Middle school students come to campus
      - 7<sup>th</sup> graders represent the demography of the Valley
      - Hispanic, Asian, African American
      - They understand that the University will be part of their lives.
    - Many students of color – if involved in extracurricular academic activities, tend to go on to college
- Minority Engineering program is alive and well:
    - Robot program

- Race car program

Last, the Domain examined the role of the CSU in future efforts:

- Benefits to University to have relationship with P12 and community colleges? Benefits to them?
  - If everyone knew, it would spread.
  - Want to have good relations with our community
  - Feel lucky to work here
  - Good to hear about more than budget cuts
  - Flashing signs providing information are helpful
  - Need more positive energy
  - We would have more prepared students – wouldn't have to teach what a sentence is
  - We would get our fair share of good students
- Need to “package” ourselves:
  - Advertise our activities
  - Get recognized
  - Get donations and funding
  - Brag about ourselves – Brown Center is a world class facility.
- We are built in ways that other universities aren't:
  - We are the community
  - Can't tell where campus ends and community begins
- LAUSD works with several CSUs
- Let the community know about the partnerships we have:
  - Brown Center is an example.
    - Obesity Issue – working with elementary principal to bring children to campus
    - This facility is yours
    - We are partners in large social issues
- Campus looks in on itself:
  - Most people don't know we're a campus
  - Architecture turns in
  - Electric sign on Zelzah – it's at an exit, not an entrance
- Benefits of P14 partnerships:
  - Could save money
  - More college ready students
  - Workforce gets prepared people
  - Better schools
  - More motivated students

- Additional initiatives:
  - Saturday Academy
    - Junior high and high school students could come to college for skills development
  
- Our mission is different from that of other universities
  - No funding – much of what we do comes through grants
  - More focused funding needed
  - Support and service offices are different
  - We don't have big auditoriums to hold events and buses to bring P-12 students over to the campus
  - Could have presentations in a beautiful auditorium and show what teacher education does
  - Volunteerism is what many people do here
    - Serving on committees
    - What do we do to inspire people to serve?
  
- Change in culture on campus is needed:
  - Communication not going on
  - Few people doing much
  - Need to get support
  
- Relationships between P-14 and CSUN
  - Areas include:
    - faculty to faculty
    - student to student
    - faculty to student
  - Send CSUN students out to P14 as ambassadors
  
- SCALE:
  - Team teaching -- LAUSD teachers and 2 university professors, one from Arts and Sciences and one from Education
  - More aware of strengths -- when run out of NSF funding, can continue work in other ways
  - CSUN should be ongoing hub of activity – not a shot gun approach
  - This summer there will be 30 institutes in LAUSD in both math and science.
  
- Have too many initiatives going on that are not connected:
  - We can't be everything to all people.
  - So look for pockets of excellence and make them national models
  - Bring others along to be pockets of excellence
  - Take advantage of being in a system
  - Concerted efforts across all campuses in CSU system would be good
  
- Sustainability of initiatives is an issue:

- Go in and listen to partners; we're learning along the way.
- If project is out of an individual's hide, then it won't be sustained.
- Student success:
  - Much research on topic – need to make use of it
  - Why does CSUN have a stigma?
    - Minorities couldn't live here -- too expensive
    - Debates were around quality versus diversity – then they moved on to quality and diversity – now Access to Excellence, which is perfect for CSUN
  - Rewards are structured – excellence can include access
- Could advise CSU to build in partnerships – What would help to build and sustain them?
 

Where do they fit into the total picture?

  - Balance is needed or you burn yourself out
  - Bundle what we have and get more departments involved
  - Is your work valued by your own department when you work in teacher education?
  - Rewards need to be there for Arts and Sciences to impact P-12 along with Education faculty
  - Not just rewards are needed, but also time
  - How to define scholarship – broader definition is needed
  - Need management system to recognize work – show results of partnerships
  - Coordinator needed
  - How to integrate SCALE into pre-service as well
- Recommend developmental activities:
  - Between 3-5 p.m. children aren't accounted for – they could come to campus
- Importance of numeracy and literacy:
  - System needs to look at these
  - Lifelong learning
    - Should give more consideration to older students; they may donate and fund activities for younger students
    - Older students can also mentor younger students
- Programs that facilitate better understanding of P-14:
  - Faculty could spend time with students in P-12, conducting research that could give us a clearer picture
  - Need funds to allow faculty to go out and spend their time in P-12
- One or two primary thoughts that the CSU should hear:
  - Access to underrepresented students – need to attend to (they are the workforce)
    - CSUN is situated to work with underrepresented students
  - Bring more stakeholders to the table – parents, students, etc.
  - Increase visibility off campus

- Learn what is working well at other universities (not competing with them because different geography)
- P-14 Partnerships – need equal measure with all other domains
- Looking at value – students 10 years in future:
  - Partnerships need to look over longer period of time
  - Long-term relationships with P-14 are needed
  - Need to stop the “blame” game (must be high school, must be middle school, must be elementary school, etc.)
  - We will look only as good as the schools around us
- Elementary Education will be taking MA program to school site:
  - Addresses learning to teach continuum
  - Sustains wider path for opportunities for teachers
- Cohort model:
  - Could integrate a cross-taught program (CSUN and community colleges)
- Culture of evidence:
  - If established, allows us to study results of partnerships and sustain the successful ones by allocating or re-purposing funding

### **Domain 3: Fulfilling Commitments to Multiple Stakeholders, Internal and External**

Participants in Domain 3 began with the challenge of compiling a list of CSUN’s external stakeholders. They identified the following:

- Local industry
- Future employers throughout globe – international
- Neighbors – immediate neighborhood and beyond
- Everyone who lives in SFV and greater LA area, noting the importance of identifying cultural identities and needs of diverse populations and what can we teach them. Attention must be paid to how can we can be attentive to all the cultural, racial and ethnic identities.
- PK-12 and community colleges
- Alumni
- Non-graduate alums
- Cultural and religious institutions
- Local, state and federal political leaders, including elected officials and government officials
- Employers
- Disabilities community
- Social service agencies and their clients
- Philanthropic and charitable organizations

- Other charitable groups like Kiwanis
- Foundations and grantors
- Sports fans and supporters
- Environmental groups
- Long- and short-term visitors to campus
- Entertainment (interest groups)
- Patrons of the Tseng College of Extended Learning
- Donors and potential donors
- Volunteers
- Media
- Vendors
- Military (both recruiters and veterans)
- Medical community
- Professional associations
- Parents
- Rest of CSU system
- Rest of higher education in the state, nation and world

Participants then entered into a discussion of key issues that would help inform conversations about stakeholders. These were:

- Are we thinking broadly enough about who makes up our community? We have a responsibility to who makes up the Valley today but we are not actively involving all of its diverse cultural and religious institutions who will be our students and our potential donors.
- We are not communicating with the groups in our community so we cannot learn what they want nor offer them what they are expecting from us. CSUN must not do its work in isolation, but must find ways to collaborate.
- Currently, CSUN is not a gathering place for all the diverse communities in its region. CSUN has not created a sense of belonging. The majority of CSUN students, staff and faculty commute, do their jobs, and leave. This should be a place where people from a wide range of cultural, ethnic, age and other diverse backgrounds can “hang out.” This is not currently happening.

Given the nature of this institution (commuter campus; students needing to work to afford education; difficulty balancing work, school and family responsibilities) students can be prevented from having a sense of community. Virtual communities need to be part of campus planning. The campus is still trying to make students come here and be here. CSUN must expose them to faculty and staff in ways it is not doing now.

- CSUN needs to get people to come together to learn about each other in a safe place and break down ethnic and religious walls. The campus must define itself in that way and needs to understand itself more in those terms. The campus is moving ahead and can be a model for research institutions. In addition, has the campus examined whether they are

there marginal groups that the campus has not opened lines of communication, such as the homeless or illiterate adults?

- The campus does a lot for children, but its efforts could be expanded through collaboration with other community groups interested in children, such as the Kiwanis Clubs.
- CSUN sits on Tatavian (American Indian) land. It should reach out to gaming nations for donations.
- Campus/community collaborations are often dependent on external funds. As soon as the grant ends, the programs end. Collaboration must be deeper, with increased commitments toward sustainability and collaboration. For example, the Mayor's office is currently offering Requests for Proposals for summer programs to create pathways for at-risk youth. Cross-campus collaborations can take advantage of these opportunities that will continue if they are done well
- The campus needs to develop plans for succession planning. People leave and programs end, so the community can feel abandoned. Faculty and staff must be involved in the programs that they offer.
- The campus needs more cultural activities, but business practices show that such activities have to fill the house. The campus needs better outreach to inform the community about how we serve them and also pack the house.
- Plan 2035 moves the University toward creating a sense of belonging. The staff is also part of the process. The campus should explore ways to get them more involved such as doing some great things to tie in with 50<sup>th</sup> anniversary.
- Faculty need to commit to this community building and they can start by showing up at commencement.
- The campus might also want to examine, on its 50<sup>th</sup> anniversary, whether it is appropriately named. Should it again become San Fernando Valley State University to send the message that it is the Valley's own institute of higher education.
- There is a need to examine the core work of the University. The age of students is diverse. CSUN's relationship with students is not episodic, but reflective of a second or even third life for students. CSUN should examine how it conceives its curriculum in terms of across-the-career span, or in virtual reality. CSUN now has mid-career programs and services. People change careers five to seven times in a lifetime. The campus must have curriculum to help students move through while being conceptually challenged and taught to think differently. This work must be done across Colleges and across departments. How can CSUN foster the ability to think more differently?

- All these ideas demand much from the University. Many stakeholders want something from CSUN. It needs to evaluate these demands and figure out what it can realistically do. Traditionally, what stakeholders want from the University is an educated workforce of lifelong learners that do their work extremely well. Is this adequate?

The discussion next moved to areas where the CSU as a whole could increase the effectiveness of this Domain.

- The CSU can help us brand ourselves as those who connect to their local communities and recognize campuses that do so. It could convene meetings of all similar CSU departments to provide a forum of system-wide collaboration to address issues critical to our state, such as all Kinesiology Departments gathering in a forum to address childhood obesity on a statewide level.
- The CSU or CSUN could prioritize issues and give all campus units some direction on how they can collaborate or work individually to address priority issues.
- The system could also help establish closer relationships with industry and increase employment after graduation. It could strategize about ways to increase employment by improving ties to the employment community.
- The system should also improve fundraising by becoming more entrepreneurial since State support drying up. It should examine whether faculty could help raise resources by publishing an annual report on external funding that provides indicators on what faculty are doing to raise funds. The campus should examine whether to re-purpose to get faculty to do more to get support for their programs.
- The system must do more to meet the needs of students that are beyond students' control. For example, it must offer increased child care options and low cost family activities, perhaps based on an IKEA model. The system can't do much in terms of decreasing students' responsibilities outside, but can make it easier to reduce barriers.
- The campus doesn't do a good job of communicating with prospective or current students. The messages the campus is sending do not adequately welcome students. Students are admitted too late. Classes are already full. There is not enough space or staff. Students share only bad experiences. What can CSUN do to improve its commitment to students? The campus must ask and answer: what does it mean to be a CSUN student, and then who will you be?
- Multiple alternative models are needed. The University is moving toward these with programs such as PACE, and tracks within programs to mentor students in different ways. There are four M.A. programs fully online with different student service supports. How do we engage staff in our activities? Events are welcome to staff.
- The Oviatt Library is one of our cultural contributions to the community. All groups use it on weekends, but can we increase access and awareness?

- How are we defining commitment? How have we performed in the past regarding the attainment of our mission and values? For example, CSUN's Educational Leadership and Policy Department went to LAUSD and asked what it needs from higher education. They wanted cohorts throughout the system. These were established. But to replicate this successful example, we must ask whether we have the infrastructure to support that kind of outreach.
- We need to know the kind of relationship the community wants from CSUN. Has anyone conducted research in this area?
- What kind of characteristics does the University actually have to offer the community? Are we willing to engage the community in decision-making at the institution? Is it a reciprocal arrangement?
- What are we currently doing to meet cultural, economic and intellectual responsibilities?
  - Community-service learning is an outstanding pedagogy that benefits both campus and community. Must make community involvement a part of classroom experience. The campus needs to think of more ways to get students to build relationships with the community, which will make the classroom a better place. It is a great educational process to bring the community in to the classroom and into faculty and student research. It brings the university out to a broader community. But the community must be broader than the SFV.
  - However, the campus must recognize who our students are, and that students can treat education like a chore, like work.
  - How can we create students who are more active in the community?
  - Many model programs in 52 community programs (model centers)
  - Area studies programs? (PAS, Chicano Studies, Central American, Women's)
  - Public lectures open to community
  - Cultural programs open to community
  - Summer programs
  - College of Extended Learning
  - Train future teachers and administrators
  - Many partnerships with P-14
  - Partnerships with industry. Job placements with industry in the form of internships or part-time positions that lead to permanent, full-time jobs.
  - Theses, archive programs directly tied into community
  - Community-based research
  - CSUN is a hub for applied scholarship
  - Bring in international SCHOLARS
  - Expand our base to connect institutions outside state and country
  - Has advisory Boards across campus
  - Teaching online (creation of virtual communities around the world)
  - Hundreds of programs with alumni – alumni association is organized to support alums' own interests. 80% of alumni live within 15 miles.

- Alumni lives are impacted throughout their life spans.
- Development programs – bringing donors in directly impacts those things
- Innovative instructional strategies – field work, guest lecturers, commitment to link to community and social issues in teaching practice
- Communications have improved to outreach to community and political leaders
- Changed from responding to conducting proactive activities to bring people in
- Faculty and staff serve on boards; we are a reliable source of expertise to community. People come to us for expertise.
- Conduct outreach to specialized groups, including the disabled, NCOD, Hispanic groups
- CSUN opens its facilities to outside group for meeting space
- CSUN students are involved in managing community conflict through the Communicating Common Ground project at Grant High School, the Communication for Youth Institute that teaches debate and public speaking to high school students and other Communication Studies programs that use community as classroom
- CSUN has many specialized programs such as gerontology, specializing in persons with disabilities. The campus is a hub and community defines it as an accessible community.
- CSUN is on the list of preferred campuses for exiting military with disabilities.
- CSUN exists in an urban context, distinguished by fact that inside and outside are pretty seamless. This defines the campus and drives its design.

The CSUN community is plural. The University must recognize its stakeholders, research their needs, prioritize which ones are most important and develop individualized approaches and programs to communicate with, learn from and collaborate with each.

The next area of discussion centered on CSUN's internal stakeholders. A discussion of these groups and some of the existing or future programs and challenges included:

#### For students

- Students are called “alumni in residence.” CSUN must recognize their value to the institution while they are here.
- Internships should be encouraged as a way to link campus to community and to allow students to gain experience and interaction.
- Core instructional strategies impact external audiences.
- CSUN should define its students in terms of other stakeholders (including things like distance learning).
- CSUN's plant (facilities planning) hires students and staff from community. It has programs that ask student staff to show community staff how to become part of the academic arena of the University through a staff development program. This innovative approach can be extended to other large departments that hire student staff.
- CSUN students work in industry in the community and have to juggle schedules. CSUN needs to be responsive to the need for flexible and off-campus scheduling.

- The outside activities drive curriculum development. For example, students identified the need for MSW program. Is the University learning about community needs and responding with program development?
- Alumni families give money based on a need they want fulfilled.
- CSUN students do clinical rotations as part of their learning process. They are sent to medical facilities and into other professional areas.
- CSUN's Brown and Magaram Centers perform clinical service for stakeholders.
- Through interdisciplinary programs, such as those with the entertainment industry, throughout the College of Health and Human Development, community wellness and energy projects across campus, CSUN's internal programs are becoming external.
- Students attend professional conferences where they present research and provide information about current campus programs.
- The Spanish language journalism program and many others demonstrate CSUN's fundamental commitment to the region.
- Students are going out to community and learning from experiences there.

#### For faculty

- Many alumni work in Southern California industry. They have professional affiliations they bring to the classroom through guest lectures, projects with clubs and organizations and by becoming part-time faculty.
- Teachers for a New Era works extensively in the community.

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

The discussion in this Domain focused on three questions. Thus, the notes below are organized in terms of them. Appended to this general overview is a list of specific projects mentioned by different speakers during the course of the two-hour conversation.

### **Question #1 What Are We Doing Now to Foster Success in Student Learning at CSUN?**

During this first part of the discussion, most comments revolved around the recent productive emphasis on collaboration at all levels within the university and in partnership with the surrounding community. Within the university, these collaborative activities involve:

- Divisions (especially Academic Affairs and Student Affairs).
- Academic departments and Student Affairs offices (e.g., Health Center, Counseling Center, Center on Disabilities).
- Colleges (e.g., federally-funded biomedical research program).
- Departments in different fields (e.g., Social Work and Journalism; departments concerned with student writing; assessment of student learning outcomes).
- Different types of advisors (e.g., faculty and EOP advisors).

A number of collaborative partnerships between the University and various community agencies were also discussed (e.g., K-12 schools, social service agencies).

The virtues of collaboration are many: greater student success, thanks to the synergy provided by the diverse skills of instructors from different disciplines and educational settings; on-campus practical learning contexts for students; opportunities for experiential learning outside the classroom; and real-world demonstrations that learning is not confined to College/departmental silos.

During the course of this initial phase of the discussion, several key elements of student success were also enumerated:

- Student ownership of the educational process
- Outstanding academic programs
- Improvement in academic programs through effective assessment of student learning (“a culture of evidence”)
- Early identification of at-risk students
- An intensive summer program to address freshmen remediation needs prior to entry
- Availability of sufficient financial aid
- Readily available advising services and mentoring opportunities

### **Question #2: What Else Should We Be Doing to Foster Success in Student Learning at CSUN?**

The second phase of the discussion was more wide-ranging than the first, with less of a clear focus. In keeping with the initial phase, this second phase also involved attention to the need for

still greater collaboration between different offices and units in all parts of the University. Specific candidates for collaboration mentioned included the following:

- Greater faculty involvement in student advising
- Development of more Supplemental Instruction opportunities through collaboration between departments and the Learning Resource Center
- Provision of needed electronic learning resources through better collaboration between ITR and teaching faculty
- A better system of tracking alumni through collaboration between departments and Advancement

Some of the resistance to greater collaboration stems from lack of knowledge. This is particularly true in the area of advising, where many faculty do not know enough about university policies/procedures to be effective. Such knowledge gaps can be, and have been, addressed through informational programs in the Colleges. Faculty training is needed in other areas as well (e.g., teaching and evaluating writing, impact of millennial generation).

Another strand of conversation revolved around the need to do a better job of “closing the loop” (i.e., using assessment data to strengthen degree programs). This would be facilitated by greater sharing of best practices, in part via the Web; attention to the value CSUN adds to students’ educations; and effective means of assessing GE skills (e.g., rubrics for evaluating student writing). The focus on assessment and learning outcomes should not come as the expense of attention to student gains in mastery at various points in their college careers.

A third conversational strand was the need to find ways of overcoming the fragmentation and lack of commitment to campus life that results from the commuter-character of the campus. One manifestation of this is the small audiences for CSUN athletic and cultural events. Another is students’ uncertainty about what they should do at, or take away from, the University.

Other points raised during the course of the conversation included the following:

- The need for greater investment of resources in new elements of the curriculum (e.g., upper-division writing-intensive GE classes)
- The possible re-introduction of the writing-across-the-curriculum program to address faculty and student deficits in this area
- The need for a more consistent and rigorous grading policy as a means of fostering high expectations for student performance and achievement
- The importance of providing *both* experiential learning and a solid grounding in a discipline
- The need to make learning more enjoyable and rewarding for students

### **Question #3: What Should the CSU System Be Doing to Foster Success in Student Learning?**

This last phase of the discussion gave rise to four major recommendations: provide more support for inter- and intra-campus collaboration, give greater attention to the CSU’s research capacity, provide more recognition for the hard work of campus faculty and staff and adapt microfinance

techniques to creatively encourage degree completion. Each is discussed in a bit more detail below.

The new version of *Cornerstones* should give ***more attention to collaboration*** between units on a single campus and across campuses. In particular, there should be more central support and funding for cross-campus collaboration on important initiatives that the system wants to sustain (e.g., writing proficiency and assessment of student learning). Without such support by the system, faculty and staff are often unable to attend CSU gatherings in years when their home campuses are struggling to balance their budgets. As a result, campus momentum dissipates, especially when these key initiatives experience staff turnover.

There should be ***more support for and encouragement of the CSU's research function***, especially since so much of the ongoing work is grant-funded. Such research is important because it provides opportunities for students to experience real-world experimentation and scholarship. Given the increasing amount of research done on all CSU campuses, the Trustees should re-visit two issues: how research space is defined and allotted, and the Master Plan's outmoded conception that research is an exclusive preserve of the UC.

The system should strive to ***forge better partnerships with individual campuses and their employees***. In particular, the CSU should do more to reward faculty for their hard work and to convince the Legislature that such increased rewards are necessary to retain the excellent faculty the CSU currently has. Like the faculty, CSU staff members work very hard, but rarely receive much recognition. Nor does the system do much to address the chronic staff shortages on most campuses.

***Use the techniques successfully pioneered by the microfinance movement to give students incentives to graduate.*** For example, one might offer students a \$20 per-course refund upon graduation. Alternately, one might devise a refund policy for students who graduate in an unusually short period of time. At the same time, one should be careful not to disadvantage students whose progress is slowed by their family and work obligations.

In addition to the major recommendations outlined above, individuals suggested that the CSU should consider:

- Following the UC example and make health insurance mandatory for all students
- Providing more support for graduate programs
- Cracking down on grade inflation so that excellent students stand out more clearly than they currently do
- Addressing a double burden faced by CSU students: their need for remediation at entry and the artificial barriers that prevent them from transferring to the UC as readily as community college students can

#### **Appendix: Specific Campus Projects Mentioned During the Domain 4 Discussion**

***Development of University 100:*** because of the course's attention to student learning in all areas, its evolution has involved both Academic Affairs and Student Affairs staff in fruitful collaboration.

***Health Center Partnerships with Departments:*** Center has worked in partnership with several departments (e.g., Health Sciences) to provide training sites for students. These efforts have been evaluated and provide the basis for a broader Student Affairs initiative to identify areas of the division that can serve as “learning laboratories” for students.

***Training for Faculty Advisors:*** the College of Humanities has set up a training program for selected faculty in its departments. They are briefed on campus/College advising procedures and serve as resident experts in their departments.

***Assessment Liaison Committee:*** departmental assessment liaisons meet monthly meetings to exchange experiences and share information. Discussions focus on means of assessing student learning and how to use assessment data to modify curriculum.

***TEWS:*** EOP is piloting an early warning system that gives faculty the opportunity to electronically flag students who appear to be floundering in their classes. Advising staff then use the faculty-provided information to contact the students in question to see if they need assistance.

***Observation in Area Social Service Agencies:*** as part of a social work class, students undertake an observational study of a local social service agency. The students are paired with students in photo journalism, who visually document the observational site. Both the photos and final report are shared with the agency.

***Integrated Program for Engineering Majors*** has several phases: (1) bridge program in summer prior to formal entry empowers students by connecting them to the university and giving them access to mentors; (2) though participation in faculty research, students develop links to industry; (3) Honors Program and internships, beginning in sophomore year, build students’ engagement with their studies; (4) Capstone course provides publication opportunities for students; and (5) ongoing contacts with departmental alumni provides job opportunities for recent graduates.

***Federally-funded Biomedical Training Program:*** with the aid of NIH funding, three colleges are working together to provide preparation to students from traditionally under-represented groups who are interested in pursuing biomedical careers. Special features of the program include a summer program focusing on mathematics; writing workshops during students’ first term; experience in faculty members’ labs, which provides both practical experience and mentoring; constant advising; and financial aid for participating students.

***Teaching Language Arts:*** in response to findings that credential students were not well-prepared to teach Language Arts, the College of Education is re-designing its methods course to provide better training in this area. The College has also developed an English Language Symposium that brings in outside experts to discuss pedagogical advances in language arts instruction.

***Essential Pupil Knowledge:*** thanks to work related to the No Child Left Behind legislation, faculty in the College of Education developed an outline of essential pupil knowledge. This has served as the basis for professional development activities in area schools.

## **Domain 5: Faculty/Staff Excellence to Provide Student Success**

Six themes emerged from the conversation:

### 1. Need for Flexibility

- In the RTP Process: Recognize the changing needs of the institution, our disciplines with flexibility in publication/creative activity equivalencies, recognition for work in assessment, advisement, applied and pedagogical research, inclusion of students in research, K-12 connections, community service and other community connections, etc.
- Look at MOUs and development plans for faculty and staff and tie to the evaluation process
- In meeting FTES targets through innovative use of technology (online courses, distance learning)
- Do we really need all these rules, regulations that we have to “navigate” in order to do our jobs?

### 2. Support for Faculty and Staff to Be Current, Even Cutting Edge

- Provide development opportunities at the campus level, system wide and even more broadly in our disciplines
- Support for faculty research and scholarship, but beyond that, where do we want to go in our careers (important to all including staff and administrators)
- Need for support for faculty and staff through all stages of their careers.
- Mentorship for faculty, staff and administrators
- Need to look at best practices in developing our faculty and staff as well as identifying talent.
- Sabbaticals: Increase number for full time faculty (currently 42); also consider for other faculty, staff and administrators
- Development of learning communities to support faculty research, teaching.
- Work through professional organizations as well as campus programs such as “Project Next” in Mathematics to support junior faculty as they progress in their careers.
- Development efforts should be cross divisional (HR raining opportunities) as well as divisional (Provost’s Professional Development Series).
- For faculty, don’t forget that they want reinforcement for their research and scholarship as well as teaching. How do we retain the commitment to our disciplines? How do we maintain a culture that scholarship matters?
- Advisors note that they can advise about classes but need help from faculty when it comes to the particular discipline.
- Where is the investment from the CSU if only have one person in the area of development at the CO?
- How do we assure we are readying our students for the future?
- We need to be cutting edge to encourage staff and faculty who have been here awhile to continue to develop and learn about new ideas in their disciplines
- Provide opportunity for staff to be involved with professional organizations and conferences.

### 3. Time to Do Our Work Well

- We've seen increasing expectations for faculty and staff but also need time to adjust – time for the systems as well as for us to catch up to the new realities.
- Look at current staffing: Are we meeting the needs of the students? Could processes be simplified?
- We time to be able to participate in meaningful development opportunities.
- Need a system where we can find some balance – where we can make choices so we can do well in careers and not have it negatively impact the rest of our lives.
- We are doing more and expected to do even more. Shouldn't we therefore be paid more? We lose our staff if look for jobs in other areas so can get a raise.
- Greater expectations on faculty now as compared to past especially in research, assessment, contributions to the LCU – the time crunch is becoming greater.

### 4. Roles, Rewards, Recognition

- Positive comments about benefits package
- The reality of the region is that will need to adjust salaries and provide housing (McCarron reported on housing at North Campus)
- How can we more effectively provide recognition for those who go “above and beyond”?
- Staff need to understand their role in the University and be acknowledged for what they do.
- Staff recognition, awards, bonuses.
- Impact on morale if salary compression, if we are not rewarded for what do. It's not just salary and not just workload but a salary commensurate with workload.
- Addressing salary compression and inversion needs to be a priority both for faculty and staff.
- We are seeing “poaching” of our excellent faculty – some can make more at the community colleges.

### 5. Infrastructure Support

- Facilities: The campus is beautiful but some of our facilities still need to be brought up to standard (science labs) to meet needs of curriculum.
- Staff support and support for staff to do their work to support our programs and students.
- Devonshire Downs – housing development. But will it be enough to meet needs of our faculty ho have been here more than 3 or 4 years and have lesser priority.
- Need to increase number of full time faculty for a more stable departmental system, for example important to student training in sciences to have faculty students can work with in the labs.
- There are things we can do internally but we also need support from the system and from the state. What can we do so that people of state of California recognize the importance of higher education, including in our resource model; how important higher ed is to the economy as well as educating good citizens.

## 6. Diversity

- We celebrate the diversity of our student body; we have a diverse staff.
- What can we do to attract, retain, and throughout their careers, support a diverse faculty, staff, administrators?
- Are we placing fair and reasonable demands on our minority faculty?
- Mentoring should be rewarded in evaluation process.

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Respectfully Submitted by Maureen Rubin