

California State University, Stanislaus

**ACCESS TO EXCELLENCE**

Summary of Campus Discussions

California State University, Stanislaus participated in the planning processes for the CSU system strategic planning process, Access to Excellence, by hosting twelve open campus discussions throughout January and February, culminating in a campus forum and a campus/community forum on March 8, 2007.

The discussions were organized by each of the six domain topics and four questions:

1. What are the strengths of your campus and the CSU system now?
2. What would you like either campus or system (or both) to be doing better in the future?
3. What changes need to occur at the campus and system levels in order to do what each should be doing?
4. How could technology help to achieve goals and/or improve business processes in this area?

The following is a summary of the salient ideas for action as provided by faculty, students, staff, community members, participating trustees, and administration. We have not included some of the ideas that would likely be of most value exclusively to CSU Stanislaus and have framed all of the ideas below as action items.

**Domain 1. Assuring Access**

1. **College Preparatory** – increase system support for college preparatory initiatives, especially outreach to elementary schools
2. **Off-campus Centers** – increase system support for special needs of off campus centers (e.g., the Stockton Center) and their ability to increase student access
3. **E-learning** – increase student access through on-line courses without eroding quality, availability of the classroom experience, and personalized instruction
4. **Graduate Financial Aid** – increase scholarships and fellowships, graduate teaching and research assistantships, and fee waivers for master’s degree students as an investment in a diverse student body
5. **Instructional Space Allocation** – revise space usage formula used to justify instructional space as a means to increase student access
6. **Honors Programs** – increase support for baccalaureate honors programs and honors scholarships for attracting high achieving students to the CSU
7. **Tuition/Fee Structure** – consider charging students by the unit or class, to provide greater access to part-time students
8. **Outreach** – encourage and support outreach to high schools, middle schools, and elementary schools

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

9. **Community College Students** – establish formal connections/initiatives with community colleges to increase student transfer rates to the CSU
10. **Community College Faculty** –
  - a. increase formal programs between community colleges and CSU master's programs for future community college teachers and administrators
  - b. strengthen the articulation of university and community college curricula and standards
11. **Advising** – create and support common CSU systems for roadmaps, degree audit systems, and electronic transcripts to facilitate student access/transfer to the CSU
12. **Advisory Groups** – utilize Ed.D. community advisory groups to strengthen P-12 and community college relationships with the university
13. **Pre-college Programs** – increase the kind and number of pre-college initiatives, focusing on elementary, middle, and high school, and on parent orientation and involvement
14. **Counseling Support** – create more active relationships between the CSU campuses, and surrounding high school counselors, to provide counseling support that directs students to the University, and to help ensure the completion of a-g requirements

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

15. **Alumni** – improve systems for identifying and communicating with alumni and increasing their support of the CSU campuses
16. **Employers** – increase formal partnerships with employers to enhance industry support for baccalaureate and graduate paid internships
17. **Service Learning/Community Service** –
  - a. increase system support for sustaining service learning and increasing community service opportunities for students and faculty
  - b. distinguish between service learning and community service, clarifying that the former is embedded in the curriculum, whereas the latter may not be
18. **Regional Diversity** – continue and strengthen efforts to recognize and reflect the regional diversity that informs each CSU campus
19. **Senior Citizens** – continue and strengthen efforts to attract and engage the over-65 population, including emeritus and retired faculty and staff
20. **Military** – re-evaluate and enhance CSU services and access to both veterans of the armed forces and active military personnel
21. **Partnerships** – work with statewide and local business entities on workforce needs and expectations, and the development of effective career education
22. **Parents** – consider the benefits of parent organizations that provide advisory and fiscal support to the University

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

23. **Faculty Workload** - align faculty workload with comparable universities that are dedicated to exemplary teaching informed by scholarship, low faculty-student ratio, and personal attention to student needs
24. **Assessment of Student Learning** – initiate system support that allows campuses to sustain administration of direct assessment methods of student learning
25. **Institutional Research** – invest substantially in efficient analytical studies/institutional research systems in support of campus efforts to meet increasing demands for accountability

26. **Undergraduate Research** – promote and support undergraduate research and its relationship both to student success and faculty workload
27. **Scholarship of Teaching and Learning** – continue and strengthen efforts to develop, discuss, and disseminate research on best practices in teaching and learning
28. **Access to Exploratory Research** – encourage curricular initiatives and innovations that expose students to exploratory faculty research, aimed less at publication and funding than at building a community of creativity and innovation
29. **Student Disabilities** – provide adequate support for students with disabilities, including psychological and learning disabilities
30. **Service Learning** – envision service learning as a mode of both offering the community more access to the University and training our students in the dimensions of social justice, social interaction, and civic responsibility
31. **Life Skills** – delineate and support the University’s role in the development of life skills, especially with respect to technology, communication, critical thinking, literacy, and numeracy
32. **Student Work Responsibilities** – regard the work profile of our students as value-added to their education
33. **Global Learning** – support curriculum efforts for preparing students for a global world, including integration of global learning goals in general education

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

34. **Library** – increase substantial support for the library as the preeminent learning resource for faculty and students (traditional collections and digital resources)
35. **Instructional Technology** – increase technological support for instruction in the classroom and incentives for faculty training in pedagogical technologies
36. **Faculty Composition** – provide support to meet the system’s commitment to quality through a predominantly tenured/tenure-track faculty and higher faculty compensation
37. **New Faculty** – provide start-up costs for the first three years for new faculty (lower teaching load, graduate assistant, equipment, summer stipend for curriculum development, and professional travel)
38. **Promotion and Tenure** – increase value of exemplary teaching, advising, and service to students in the retention, promotion, and tenure process (decrease creep of publications as a more important criterion than teaching)
39. **Faculty Professional Development** – increase support for faculty development
40. **Faculty Research, Scholarship, and Creative Activity** - enhance support for sponsored research/extramural funding
41. **Faculty Housing** – initiate system support for faculty housing in order to attract and retain faculty
42. **Staff Development and Training**
  - a. increase number of and compensation for staff in their service to students
  - b. formally recognize and reward the contributions of non-faculty staff members to student success
43. **Space Allocation** – revise space allocation model to allow justification for research space
44. **Research and Graduate Education** – support recommended actions in the two reports on the Access to Excellence webpage: *The Place of Graduate Education in the CSU*, and *Role of Scholarly Research and Creative Activities in the CSU* (draft talking points)
45. **Workload** – encourage differential faculty workloads that recognize the range of faculty responsibilities and assign individual faculty in their areas of greatest strength
46. **Employer of Choice** – develop incentives to position the CSU as the “employer of choice” for high quality faculty and staff

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

47. **Diversity** – maintain and support diversity as a core strength and essential identity of the CSU, especially evidenced in the aggressive recruitment and retention of ethnically diverse faculty, staff, students, and administration
48. **Graduate Education** – promote greater prominence of graduate education into the CSU mission and system initiatives, particularly as a commitment to a diverse workforce preparation and the economic prosperity of California
49. **Master's and Doctoral Programs** – increase programs in applied fields with high workforce demand (nursing, allied health fields, social work)
50. **Distinctive Campus Missions** – sharpen each CSU campus identity with an educational vision that promotes signature programs while maintaining the core value of the liberal arts
51. **Faculty Distinction** – stress the importance of recruiting and maintaining a professorial faculty, over the reliance on temporary and part-time faculty
52. **Differential Disciplinary Funding** –
  - a. delineate more clearly and adequately the respective and distinctive resource needs of effective graduate education
  - b. consider a funding model that recognizes the respective costs of different disciplines: typically, science and engineering are more expensive than the humanities
53. **Year-round academic calendar** – implement fully a year-round academic calendar: more responsive to enrollment pressures, faculty research and preparation time, space constraints
54. **Business Community** – continue and strengthen ties to the statewide and local business communities
55. **Growth priorities** – consider the limitations of a funding model based on enrollment growth, especially in a coming era of flat or declining high school graduations