

# Academic Senate Retreat 2012

## Summary of Table Comments

### I. What matters most? Areas of Convergence

#### - Quality

- The whole package, the whole university is what matters most.
- Critical thinking skills
- Global perspectives
- Book-smarts, plus a need to develop a sense of purpose among our students
- Accountability to the public that we are offering quality programs
- University as a place for identity formation, civic engagement, and career and professional development
- The most successful schools are ones where everyone feels they are contributing, where everyone feels a kind of significance toward the school's academic mission.
- Student centered learning – focused on developing critical understanding
- Out of classroom learning- to help apply what is being learned in the classroom to real life. University education is much more than getting an “A” in classes.
- Importance of effective advisement for improving time to degree
- Getting involved changes their experience so much (adds to being holistic).
- Authentic faculty: student interaction—mentoring (rather than advising)

#### - Access

- Importance of the Long Beach Promise
- Academic and financial access are a gateway to the middle class
- Accessibility to community organizations
- Orientation regarding the various facets/offerings of the campus
- Maintaining diversity among faculty, students, and staff

#### - Affordability

- We must do all that we can to maintain our affordability

#### - Readiness

- More conversations with students to learn about the obstacles to their success – why did the student with the “at-risk” profile succeed?

- Work with school districts to better prepare students for college-level work

## II. What matters most? Areas of Concern

### - Mission

- Question: what does “highly valued degree” mean?
- Belief in the importance of students taking the time to develop their identity and explore career options v. pressure from external source for 120 unit degrees and quick graduation rates. Will HVDI imperil this?
- Discussion of whether time to graduation – outside of financial impact—should be the major focus of our energy, given our student profiles. For some, work, family and other responsibility (plus time spend in community college) extends graduation time but may also produce highly valued graduates who are mature, focused and have accumulated good experience working and going to university.
- Optimizing the balance between resources available and length of degree
- The need and importance of general education, the importance of depth vs. breadth and what students should know and be able to do before being allowed to come to a university, i.e., the place of remediation in the university setting.
- Master plan is "dead" and it is time for a new Master Plan. The crux to the original master plan is to provide students to give back to economics of the state.
- In these challenging financial times offer an opportunity to radically reprioritize our efforts and resources on those faculty and staff efforts that maximizing student learning and success. Challenge all old ways of doing things.
- Do the different parts of the university realize how much each part of the university does?

### - Resources

- Really worried about our abilities to sustain the good work that we are doing.
- Heavier workload, faculty morale, faculty support
- Supports for the faculty and staff who provide students with highly valuable, engaging, and meaningful degrees – are we appropriately resourcing student services, faculty RSCA, technology, physical infrastructure?
- Course availability

- Poor instructional technology funding; little faculty training; no student training.
- Will our student body be prepared and well served by online education?
- What effect will online education have on faculty participation with students?
- May need to have more centralization, give up some autonomy. Analogy of hospitals. Need more working together across units.
- Increase in faculty workload and decrease in faculty morale (due to no raises, reduced research support, increased workload) imperils ability to provide quality education.
- Cuts to staff result in increased workload for the remainders
- Importance of differentially resourcing credential and graduate programs that are entry points to specific careers – needs of these programs often differ from needs of UG students/programs

- **Policies**

- Concern Re: the impact of impaction and next year's enrollment
- How can we deliver education differently, better, cheaper? Model hasn't changed in 500 years. Need to adapt to modern times and student needs. Cross-the-board snips don't work; need leadership to fundamentally change things.
- Why not have service be optional?
- To get a valuable degree, faculty must push for research; there are pressures on faculty to be pushed elsewhere.
- The GE question: Various opinions ranging from "not necessary" to "essential."

**III. Making things happen**

- **Student Success**

- Engage in conversations/focus groups with students (not just statistics) to develop the right questions related to what helps them succeed, and the obstacles to their success at the University. The qualitative data helps supplement the quantitative data collected at the campus level.
- Take actions that address these issues that have been identified by students
- Identify the bottlenecks in the curriculum/schedule so that students get the classes they need for graduation and time to degree

- Programs that link the student experience to the community
- More investment in student research opportunities (McNair Scholars Program)
- **The Bureaucracy**
  - Streamlined administrative processes; not making administrative work a burden for faculty or an obstacle for students
  - De-centralize; allow each discipline and college to do what works for them.
  - Reduce paperwork and committee work
- **Professional Development**
  - Professional development for staff
  - Research development for faculty
  - Alumni mentoring program for students
  - Career preparation for students (how to interview, dress for success, etc.)
  - Without bringing back University 100, create modules for Freshman courses (perhaps transfers as well) that focus on success strategies
  - Working together for the vision of the holistic experience. Let's find a way for people who may not work with students directly feel more included, feel more connected to "the village". Recognizing everyone for the value of his or her work is important to this. We need to recognize areas in departments where we can be more accessible
- **Public Relations: Getting the word out about the CSU**
  - With politicians: Mobilize the campus community to better educate the legislature about what we do
  - With alumni: Explore avenues for private funding
  - With community: Long Beach Promise is a step in the right direction with a pathway for student success that assists students to be prepared to come to CSULB so that we can provide a highly valued degree with a highly valued experience where students graduate on time to get back into their communities to assist in the economic growth of our state.
  - Public education culture needs to change and needs to be more unified and collaborative in getting the message out there about the importance of public higher education.