Breakout Session I

**Student Preparation**
(the new “access”)
- Connection: High School & University
- Outreach: Community & Parents
- Resources & rewards
- Mix of qualified students

**Personal Connection/Quality Experience**
- Learning communities: FYE, FIR, Summit, SLP
- Student/Faculty connection: research, SFR
- ID w/campus for new & re-entry
- Student to student interaction—space, research

**Intellectual Engagement**
- Quality infrastructure—tutoring, etc.
- Graduation, time to degree
- Student support
- Research for students
- Learning communities-FIR, FYE, etc.

**Students: Quality, Diversity, Preparation**
Growth by 2010—
- Is welcomed but faces budget pressures
- “Quality” means experience not just quality of students
- Overcrowding decreases quality of experience
- Space shortages for evening classes—need “surge space”
- as well as permanent space
- Elimination of campus green space will decrease quality of experience
- Increase number of Learning Communities. Learning is more integrated and
- Personalized. Deeper learning.
- How to help new students. Bond with the university?
- More older students require new Learning Community Programs.
- Expansion of evening hours
- Expand summer services—Fiscal caps
- Create study areas in buildings. Students will use them - “hang-out
- areas”
- Current areas are already overcrowded

**Quality & Preparation of Incoming Students**
- 25% of High School graduates are CSU ready (A-G)
- Need more writing and deeper reading.
Much more reading of novels & technical reading—full novels, not just excerpts
Math & technology needs
Counseling must inform students of CSU requirements.
Students tend to over-estimate their level of academic preparation.
Need more purposeful parent outreach programs.

**Diversity**
- Students informed & encouraged to aim high while in high school.
- More outreach programs needed to students & parents
- Expand new student orientation -
  “First Yr. Experience”
  Study Skills classes?
- Professors meet regularly with high school teachers to share the kinds of knowledge & skills students must have to succeed in college
- Need a balance of students—better & less prepared—“a good mix” of new & transfers
- Remediation needs impact University offerings & student learning

**Quality of Service**
- Attention to class size—mix large & small
- Orientation
- Infrastructure: Physical Space, Academic Advisors, Tutors
- Co-curricular Student Leadership
- Research for undergraduates
Strategic Planning Workshop – Group 2 – FACULTY

April Hejka-Ekins

Breakout Session I

Faculty BrainStorming

Growth

a. Need for new faculty vs. maintaining student faculty ratio (SFR)
b. Need to maintain reasonable workload expectation to teach and publish – lack of physical resources
c. Lack of staff support
d. Lack of academic Tech. (IT) support Library support
e. High workload discourages recruitment
f. Quality of programs – we can’t be all things to all people
g. Be more selective
h. Quality reinvestment
i. Interdisciplinary faculty interaction
j. Recruiting diverse faculty
k. Diversity subject teaching
l. Outward-looking partnerships community involvement

Breakout Session II – THREE CRITICAL ISSUES

1. Creating more flexible options – workload (teaching, publishing, service) that still qualifies for tenure
2. Creating the resources & support so that faculty can remain competitive in their fields
3. Supporting faculty to remain academically focused

List of resources & supports

• Professional travel
• IT, reprographics
• Library
• Tutoring
• Advising * training
• Clerical
• Teaching Development *
• Lab support (technicians)
• With release time
FACILITIES & INFRASTRUCTURE

Breakout Session I

1. Need to support what we build
   a. Smart growth
      i. Consistent
   b. Planning based on trends
   c. Identify shortfalls
   d. Set priorities
2. We cant be everything to everyone
3. How is Stockton students counted
4. State mandated ratio FTE GSF
5. Instruction space/Faculty offices
6. No specialized standards for SP
7. Lag building space needs.
8. Amphitheater covered/moved
9. Library needs changing
10. Focus on our academic strengths as oppose to non-academic wants
11. Difficult to obtain needed revenue for parking
12. Match specialized needs and capacity
13. Lakes/landscape taking up space
14. Need to add space outside current property
15. Parking problems
   a. Long term vs. short term strategies
16. Flexibility to respond to changes in demand
17. Need to plan growth on limited land
18. May need to replace what we have to grow
19. Defend maintained funded arena for community
20. What support can we get for large capacity arena gathering area
21. Commencement by colleges?
22. Funding for people to maintain operate and teach in
   a. Now facilities
23. Difficulty to get outside support for public arena and non-academic
24. More residents on campus
25. Where to put additional housing parking
26. Increasing numbers of freshmen
27. Conflict transfer students remediation at CC
28. Summer program help with capacity
29. Night use in specialized area
30. Share facilities with
   a. Hospitals (nursing)
   b. Area employers
   c. Other schools
31. Innovative Scheduling

**Breakout Session II – THREE CRITICAL ISSUES**

- Instructional space flexibility technology impacts
  - Size of classes
  - Small vs. large
- Funding lag
  - Non-state
  - State
- Smart planning – tie in different disciplines
ADMINISTRATION & STAFFING/ORGANIZATIONAL EXCELLENCE

Breakout Session I

1. Do we know how we define management & Staff? (are there gray areas)
2. Balance of Budget cut? What impact does imbalance create on relationship over time?
3. Excellence involves embracing our past where we’ve come from and where are we going?
4. Need to build and sustain a collegial environment (at all level)
5. Need to build and provide social/cultural/positive climate issues
6. Eliminate reluctance to truly problem-solve rather than provide a “quick fix.”
7. Issues of ethical decision-making - are we passionate and compassionate. (rational)
8. Administration & Staffing
9. Professional Development opportunities
10. Incentives/rewards
11. Increased communication models
12. Utilization of our own resources internally w/rewards & incentives
13. Greater orientation to issues and trends – i.e. move out of our vacuum – need for awareness
14. Short term and long-term planning needs balance and fair distribution to avoid conflict in work units
15. Issues of diversity recruitment on all levels reflect out student population.
16. Find alternative revenues and scheduling requires levels & layers of support (i.e. staffing issues) and engagement of the broader community
17. Need for a combination of thought related to big issue of “what can I do for the You?”
   “What can the University do for me?”
18. How do we avoid influence of privatization?
19. Need to constantly keep up with what’s new.
   a. Staff
   b. Faculty
20. Create “model” that provides the infusion of continuous “experts” to inform the Univ. community
21. Required – on-going training
22. Clarity of the role expectations for all levels – valuing of all community members.
23. More competitive awareness within the CSU system
24. Not have or adopt a “start over” mentality (resources & issues)
25. Training of staff into organizational system (shared governance academic freedom, etc.) roles & responsibilities
26. Morale issues/cuts (devaluing of people)
27. Awareness of critical support infrastructure
28. Concern over cultural ignorance – our history, our practices
29. Challenge of the “voice” that guides the whole academic mission
30. Learning occurs in all areas of the Univ. community – needs for consistent message
31. Need for specialized training at all levels
32. Maintain the “open” budget process – how do we extend this to other areas where this process would be beneficial
33. Mentoring – clarity of purpose
34. Required “on-going” orientation and training
35. Knowing what it means to be a part of the system

Breakout Session II - THREE CRITICAL ISSUES

• There is a need to implement a communication (model) across the university/units that builds a collegial environment and supports a community of learners, problem solvers, and collaborators.

• There is a need for on-going campus community development opportunities in order to effectively & successfully navigate the university infrastructure and its many resources and roles.

• There is a need to articulate, record, and celebrate our university identity & history in order to advance our CSU niche and plan for the future.
ACADEMIC PROGRAMS: GENERALIST/NICHE GRADUATE/UNDERGRADUATE MIX

Breakout Session I

1. Strategic Issues
   a. Facilities (special program needs)
      i. Science Bldg retrofitted for health
      ii. Partnerships with area professionals sciences
   b. Faculty resources (growth priorities)
      i. Graduate programs enhance faculty recruiting
      ii. New programs (e.g. health sciences) to serve professional opportunities/needs
   c. Liberal arts focus needs preserving
      i. Articulate the value/sharpen focus
      ii. Partnerships with professional programs linking breadth training to professional skills
      iii. Sustainable/global awareness (valley context)
      iv. Partnerships with area education providers
      v. UC Merced?
      vi. UOP?
      vii. Community Colleges?

Breakout Session II

- COOPERATION – UC Merced – blending, div/labor, talent pools
- CHALLENGES – How to fund it
- CURRICULUM - GE
  o Valley issues global, sustainability
  o Preserve liberal arts (link creativity to professional programs)
  o Enhanced competencies, especially information technology, information management
- AREAS OF OPPORTUNITY -
  o Health professions (including Pharmacy)
  o Teacher Education
  o Joint Grad/Post Baccalaureate
ACADEMIC PROGRAMS: TURLOCK/STOCKTON

Breakout Session I

1. How can we teach students who are not physically present on Turlock campus?
   a. Stockton Center
   b. Merced
   c. Sonora
   d. Online/Distance

2. Critical Issues:
   a. Need to assess needs of off-site target populations (who are the students? What are their needs?)
   b. Need to create a mission/goal for each site
      i. e.g. redefine the role of Stockton campus
   c. Strategic use of technology to supplement courses/services available off site
      i. Serve place-bound students
   d. Use of technology to enhance enrollments
      i. Under-enrolled programs (e.g. Portuguese)
      ii. Online courses
      iii. Blackboard based courses
      iv. Better use of ITV/CODEC
   e. Redefine and enhance our relationship with community colleges
      i. Develop seamless relationships
      ii. Enhance working relations with Delta
   f. Need faculty committed to off-site programs/consistent course offerings
   g. Need departmental commitment
   h. Need to set a university-wide goal policies for online courses
      i. How online courses fit pedagogically
      ii. Philosophy of online courses
   i. Need faculty incentives and enhanced support for developing online courses
   j. Create niches to enhance external fundraising
   k. Create niche programs related to local needs
   l. Make use of the language & cultural expertise students bring to campus (48% learned another language at home)
   m. Programs with Resident Faculty succeed.

Breakout Session II

1. Strategic planning/Management
   a. Local community needs assessment
   b. A vision/purpose for each site
   c. Understanding of communities served (local aspirations linguistic/cultural resources)
   d. Long-term planning and policy (for online programs and satellite centers)
2. Resources
   a. Resident faculty/hiring priorities
   b. Fundraising for endowed professors and chairs @ satellites (& other needs)
   c. Technology Support:
      i. for on-line course development
      ii. enhanced technology support in general
   d. Resources that result in reliable class scheduling and long term commitment
to programs
   e. Staff support
3. Relationships and Partnerships
   a. Community colleges (seamless transfers to university and into the major)
   b. K-12
   c. Local enterprises
4. Satellite programs will succeed if they offer programs/majors that:
   a. Are reliable (time to degree, known scheduling)
   b. Are complete in program offerings
   c. Are supported over the long term.
1. Technology central to:
   a. Mission of university
   b. All communication
   c. Provides infrastructure (ability to get information)
   d. Playing an ever greater role in classroom instruction & library

2. Cost of Technology
   a. Physical machine minimal part of actual cost
   b. Support costs much more
   c. Drastic lag in people support
   d. Growth will continue to exacerbate problem

3. Technological & External
   a. changes (mandates) require us to be adaptable & ready for change

4. Retain Trained IT staff
EXTERNAL COMMUNITY

Breakout Session I

1. Recognizing the constituencies:
   a. Students
   b. Parents
   c. Business/industry
      i. Health care industry
      ii. Ag industry
   d. Community leaders
   e. Alumni
   f. Government officials
   g. Government agencies
   h. Faculty
   i. Education institutions
   j. Media
   k. Religious organizations
   l. Community organizations

2. Collaboration with K-12 and Community Colleges

3. Perception of community has improved

4. More interaction with community needed

5. External community input into areas of growth

6. Cultivating alumni

7. Multiple constituencies – who do we listen to?

8. Functions of external relations
   a. Fund raising
   b. Goodwill
   c. Good neighbors
   d. Joint activities
   e. Identification of community needs & provide support
   f. Recruiting students
   g. Developing college-enhancing skills in K-12

9. Grants & Contracts

10. Friend raising

11. Meeting Statewide Needs (master plan for higher education)

12. Who develops the relationships?
   a. Everyone does
   b. Is it coordinated?
      i. Need to be?
   c. Workload?

13. University as a community resource
   a. Faculty speakers
   b. Concerts/theatre/galleries
c. Athletics
d. A place to be

Breakout Session II – THREE CRITICAL ISSUES

• Connecting with each external constituency through a purposeful plan.

• Working with K-12 to develop the future diverse college-going population – increasing visibility with K-12 students.

• Developing the university as a community resource
ASSESSMENT/WASC

Breakout Session I

1. Assessment issues related to growth scenarios
   a. Increased emphasis on assessment regardless of growth rate of students
   b. Need to increase focus on definition and measurement of assessment
   c. Difficulty of conforming to new WASC standards
      i. Federal level pressures are critical
      ii. Increase sophistication and maturity expected; no longer sufficient to be in planning stage; must be implementing assessment and using results

2. What is purpose of assessment?
   a. Develop excellence & quality
   b. Conform to WASC standards
   c. Continuous improvement

3. WASC goal should be to reach the highest level of accreditation
   a. What organization structure is needed?
   b. Need to share best practices internally
   c. Responsibility for accreditation is university-wide

4. What constitutes “evidence”?
   a. Need university wide understanding and consensus
   b. Must be responsive to department needs with focus on student learning
   c. Role of Institutional Research is to show trends as well as hard numbers
   d. Evidence differs for academic programs vs. evidence for support units
   e. Need to engage the external community through foundation, advisory, and auxiliary boards.

5. What are Costs of Assessment and how will it be paid for?
   a. Resources needed in support of various methods for collecting, analyzing, and communicating results
   b. Some methods more effective by expertise external to campus and independent review

6. Need to align assessment with decision making
   a. Wrap into strategic planning
   b. Need to assess effectiveness of the assessment program

7. Need to Define “Learning Outcomes” from a university perspective
   a. How are student learning goals relate to and an integral part of strategic planning?

Breakout Session II – THREE CRITICAL ISSUES

- Clarify purpose, identify benefits & develop training.
  Involve all constituent groups
- Align with decision-making, strategic planning, and budgeting each element in support of program and quality improvement

- Develop a culture of evidence to reach the highest level of quality as defined internally and as validated externally