

Possibility Conversation Reports



Compiled by

Members of the Academic Plan Committee

January 2014

Creating Our Future Together:

<http://www.csuchico.edu/futurepossibilities/index.shtml>

ACKNOWLEDGMENTS

We want to acknowledge, first and foremost, Provost Belle W. Y. Wei for providing the type of leadership that brings members of the academic community together, that values the common good over fragmentation, that emphasizes dialogue and listening over debate, and that aspires to discern and create an alternate future for the Division of Academic Affairs and indeed for the California State University, Chico.

We also want to acknowledge the tremendous efforts expended by members of the Provost Office and members of the Council of Academic Deans and their respective staffs in convening, moderating, and reporting on sixty one (61) possibility conversations.

Finally, we want to express our sincerest appreciation to all members of the campus community who participated in the conversations. As the accompanying reports demonstrate, the conversations moved beyond concerns, problems and deficiencies, and shifted our focus to existing social capital, collective possibilities, and a willingness to speak into the future.

We have taken the first steps toward creating a more positive and connected future. We are poised to trade problems for possibilities. We are ready to move from the “if-only’s” to the “what-if’s” and then to the “why-not’s.” We look forward to your continued engagement in building a great community ... **together**.

The Academic Plan Committee:

Michelle Berglund-Smith
Taylor Herren
Robert Knight
William Loker
Nicole McAllister
Arno Rethans
Kathryn Silliman

Kenny Chan
Ben Juliano
Wenshu Lee
Jennifer Mays
Brian Oppy
Paula Selvester
Michael Spiess

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Possibility Conversations by Participant Group:

Chairs	15, 18, 25, 51, 53, 61
Faculty	02, 04, 10, 14, 16, 20, 23, 24, 28, 36, 37, 43, 50, 56, 58
Mixed	05, 06, 07, 12, 13, 17, 19, 21, 32, 35, 38, 40, 41, 42, 44, 48, 52, 54
Staff	03, 09, 22, 26, 27, 30, 33, 39, 55
Stakeholders (External)	49
Students	01, 08, 11, 29, 31, 34, 45, 46, 47, 57, 59, 60

PREFACE

In her September 20, 2013 memo to the Academic Affairs community, Provost Wei announced a series of fall conversations that would bring us together to explore possible future states in response to our ever-changing environment. The intention was to have us focus on the future through an engagement process that acknowledges our strengths, creates new possibilities, brings our gifts to the table, invests in the well-being of the whole, and reclaims that ‘special sense of place and community.’

Provost Wei invited us to shift from reacting to the past to opening up what might emerge in the future. The ‘possibility’ conversations were to become the means through which we would dissolve fragmentation and bring out people’s collective wisdom. To be effective, an attempt was made to focus the conversations on ways to shift context, build relatedness, and create space for more intentional possibilities. The desired shift was from ‘if-only’ to ‘what-if’ to ‘why-not.’ Each member of the Academic Affairs community was invited to help co-create its future.

The possibility conversations themselves were to be guided by big and bold questions that would have the power to transform our campus and inspire us all. Two questions were selected to stimulate each possibility conversation: *How do we prepare our students to thrive in the 21st century?* and *How do we shape our academic community—all of us—for it to thrive in 21st century?*

In this document we share the results of the sixty-one (61) possibility conversations that were conducted in the period of October 1 to December 16, 2013. The number of participants in the conversations was 661. Some participants partook in more than one possibility conversation.

AA Group	# of Groups	# of Participants
Chairs	6	45
Faculty	15	127
Staff	9	107
Stakeholders	1	4
Students	12	154
Mixed	18	227

For more information on the Renewing the Academic Plan Initiative, the convening of the possibility conversations, and the next phases in shaping the future of the academic community at Chico State, please visit our [Creating Our Future Together](#) website.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 01**

3 **Number of Participants:** 10

4 **Type of Participants:** Students

5

6 **The 'Big Questions' for this conversation were: "How do we prepare our**
7 **students to thrive in the 21st century?"**

8 **The major ideas / themes / declarations of possibility emerging from this**
9 **conversation are:**

10 **Technology**

- 11 • Important to be exposed to new technology, put on resume, translate technology into the
12 hands- on lab exercises (which is the best part of Chico State)
- 13 • Be technologically savvy, use Internet and other technology for teaching especially important for
14 ag teachers
- 15 • Bring in technology that companies are using as we are behind in that area due to budget
16 restraints. This is especially important for research.
- 17 • Make state-of-the-art equipment available so that students will be exposed to it and
18 understand its use in the workforce; they will be better prepared for professional work and is
19 helpful for students' resumes

20

21 **Communication**

- 22 • Help students learn how to think more independently, not rely on textbook information or
23 memorization skills. Be able to synthesize, use the Internet, more emphasis on how to use
24 information
- 25 • Provide communication skills we need to get a job
- 26 • Important for students to be able to write formally, maintain professional connections, learn
27 how to use social media for professional purposes and enhance professional communication
28 skills

29

30 **Curriculum**

- 31 • Hands-on experience is important, but the ag business program does not provide that as much
32 as some students would like, especially important for upper division students

- 33 • Reevaluate required courses for majors, evaluate how applicable they still are for a career, don't
- 34 take courses just because they have always been required; make sure courses are still relevant,
- 35 and **involve students in this process!** Professors don't see what students deal with so they may
- 36 not really understand the relevance of certain courses for students. (several students strongly
- 37 agreed with these points)
- 38 • Utilize the farm as much as possible, work it into all classes, especially in the Ag Business
- 39 Program; have faculty combine their efforts, use a cross-disciplinary approach for work at the
- 40 farm (e.g., cost analysis)
- 41 • Encourage more undergraduate research, especially for transfer students, increase that
- 42 opportunity in the first semester they're on campus. This could encourage students to go on to
- 43 grad school
- 44 • Encourage service project/or service aboard, to get the most of the college experience
- 45 • Learn how to use data, information, not just memorize since knowledge and access to
- 46 information is so 'dynamic'
- 47 • Chico State as a whole, should have more focus on core subjects such as math, science,
- 48 language -- basic things that students should know, get a solid foundation
- 49 • Should encourage people to take foreign language, especially in COA
- 50

51 Faculty/Student Relations

- 52 • Keep faculty connections, especially important as a FTF; faculty student relationships in the
- 53 College of Ag are unique
- 54 • Like the process of having students see the TT candidates; students appreciate it very much
- 55 • Establish academic goals for students in the first semester
- 56

57 Miscellaneous/Career/Professional Concerns

- 58
- 59 • Demonstrate the diversity of careers in agriculture; we have three majors but there are more
- 60 career options than these three majors
- 61 • Important to acknowledge/understand what the world will expect of graduating students and
- 62 be sure it is incorporated into the curriculum
- 63 • Appreciate the differences between larger and smaller ag business, find common ground.
- 64 • Have less bashing of traditional ag in courses; it is sometimes presented as a bad thing and this
- 65 is turning students off. Maintain *sustainability* focus but make it palatable for 'industrial ag' as
- 66 well as smaller operations. Companies such as Monsanto, J. G. Boswell, are used in a negative
- 67 light instead of companies that offer potential careers as economic development opportunities.
- 68 • Have more connections to all segments of agriculture, we are losing connections to larger
- 69 agricultural companies, and some of them may be going to other colleges of ag instead of Chico
- 70 State for employees.
- 71 • Do we focus too much on small farm operations vs. larger ag businesses?
- 72
- 73

74 **“How do we shape our academic community—all of us—for it to thrive in the**

75 **21st century?”**

- 76 • Community Service, do outreach, pick up trash, clean up downtown, improve the image of Chico
77 State students, students need to 'own' the image, be involved in "R Town", "Keep it Classy,
78 Chico!"
79 • Look to FTF and transfer students to help with above, focus on changing culture of student
80 mentality.
81 • Connect students w/ local business to help with this image
82 • Take advantage of the connections we do have, such as small or growing businesses, set up
83 meetings with them, seek internships, talk with those who have 'had to do it', only can learn so
84 much from textbooks.
85 • Have a class that focuses on industry visits, learn in face-to-face interactions, technology has
86 replaced the face to face nature of the curriculum
87 • Look for more opportunities for field trips to agricultural business that represent ag in California,
88 (not just lab field trips)
89 • Gain exposure to niche markets through field trips, this would help keep students interested in
90 their academic career
91 • Important for freshman and transfer students to be exposed to the ag community at large, not
92 just in the classroom as this will help define career options.
93 • Assistantships help with the above, but sometimes there are too many paths and it's difficult to
94 identify the correct assistantship
95 • Career awareness is missing in some programs
96 • Have more encouragement for graduate studies; we do not put enough emphasis on graduate
97 school as a potential path for students
98 • Institution needs to look at continuous improvement of technology but we recognize that we'll
99 still be behind; try to partner with companies to see what they are using and incorporate into
100 our programs.
101 • Make the connections to what we do have at the farm to the community/campus, to heighten
102 awareness of the importance of agriculture
103 • Continue our ag literacy outreach efforts
104 • Do more things to help understand farm operations better; e.g., conducting tours at the farm
105 makes the student learn about farm operations and this is another way of learning
106

107 **The doubts and reservations that were expressed include:**

108 Did not really experience any with our students.

109 **Additional moderator / reporter observations:**

110 Students were very interested in this process and appreciated the opportunity to provide input. They
111 expressed a sincere interest in being a part of Phase II. They also seemed to appreciate the fact that
112 they were going to be able to review these notes before becoming final.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 02

Number of Participants: 6

Type of Participants: Faculty

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

Question 1: How do we prepare our students to thrive in the 21st century?

The major ideas / themes / declarations of possibility emerging from this conversation are:

A. Focus on Engaged Learning and Future Employment

- New technology (beyond computers) that prepares students for what they will find in their careers
- Must continue to strengthen and offer labs in order to engage students and offer inquiry-based learning opportunities.
- Create more opportunities to reduce gap between classes and real world. Bring speakers into classes (and have some way to thank them – gift, lunch, etc.)
- Connect academics with real world scenarios (bridge gap between idealism and reality)
- Promote opportunities for students to explore their field and find their place.
- Co-curricular activities are some of best education
- Students need lab space, farm access, access to faculty who are passionate about what they do, industry participation, international and global perspective.
- Evaluate and minimize university policies that prevent students from thriving in real world (i.e. obstacles to internship opportunities, field trips, travel)
- Keep alumni as a part of the college; keep them engaged, bring them back to talk to students. Don't just ask them for money.

B. Teach Students How to Think, Not What to Think

- 30 • Critical thinking curriculum – develop next generation of thinkers, not just “regurgitators.”
- 31 Stop hand holding. The focus on increasing graduation rates does not promote academic
- 32 performance.
- 33 • Teaching students how to think critically and not be dependent on faculty to solve
- 34 problems.
- 35 • Provide inquiry-based learning opportunities to promote critical thinking in all majors.
- 36 • Teach students to be okay with failure, and to learn from it.
- 37 • Collaborative communication skills
- 38 • Applied math skills
- 39 • Flexibility and adaptability
- 40 • Provide infrastructure/space for student research where they can participate in inquiry-
- 41 based learning and experiential learning
- 42 • Teaching students to be active listeners
- 43 • Work ethic (can’t teach it, but need to reward, recognize, and encourage it. Provide culture
- 44 that rewards students who demonstrate work ethic.)
- 45 • Promote teamwork
- 46 • Motivate students to be passionate about goals.
- 47 • Prepare students to be advocates for their field and proud of their chosen career
- 48
- 49 C. Encourage diversity and global understanding
- 50 • Diversify student populations, recruit international students; encourage interaction
- 51 between domestic and international students. Give students broad understanding of world
- 52 outside their doors

53

54 **Question 2: How do we shape our academic community—all of us—for it to**
 55 **thrive in the 21st century?**

56 **The major ideas / themes / declarations of possibility emerging from this**
 57 **conversation are:**

- 58 A. Provide Resources to Feed Success
- 59 • More infrastructure: collaborative space, research space, revamped guidelines and policies
- 60 (travel, risk assessment, faculty contracts, time for research/advising/experiential learning)
- 61 to be more flexible.
- 62 • Space for faculty to meet, share ideas, collaborate.
- 63 • Allocate resources based on growth in majors, service load, and student success
- 64 • Build resources to allow for flexibility in teaching
- 65 • Recognize differences in program costs, demands, growth opportunities. (Embrace
- 66 strengths)

- 67
- Provide infrastructure that accommodates collaboration among faculty. (Infrastructure, technology, and flexibility) Current distribution of WTUs in team-taught courses is not equitable.
- 68
- Recognize and reward programs that are already doing things that become university priorities
- 69
- 70
- 71
- 72

73 B. Build Culture of Collaboration

- 74
- Promote faculty voice via collaboration with all members of the University.
- 75
- Encourage bottom-up rather than top-down. Listen to staff and students as well as faculty. Take a decentralized approach. Appreciate that we are one university, but don't have to approach everything the same way.
- 76
- Focus on collaborative approaches in teaching, research both within and among colleges and with other institutions
- 77
- 78
- 79
- 80

81 C. Reduce Drains on Faculty and Staff Morale

- 82
- Streamline policy and decision making process.
- 83
- Customer service model is good, recognizing that the customer (student) is not always right
- 84
- Address workload issues. AGR faculty have 3 units for research, service, advising, extracurricular advising. Not sustainable.
- 85
- Provide assigned time for "out of hide" responsibilities for faculty – like the University Farm and mandatory advising.
- 86
- Focus on low-hanging fruit:
- 87
- Drop reorganization of internship program
- 88
- Change risk assessment
- 89
- Allow deans to work with faculty and staff to allocate resources rather than administration dictating what happens with budgets.
- 90
- Streamline electronic travel policy with single form
- 91
- Disconnect between academic affairs and business and finance (vehicle policy on campus damages productivity and morale)
- 92
- Encourage service learning and civic engagement by reducing impediments and restrictions.
- 93
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99 **The doubts and reservations that were expressed include:**

- 100
- Skepticism in ability for strategic planning process to make real change in ways university operates.
- 101
- Some of the issues speak to larger disconnects than what can be addressed in an academic plan.
- 102
- Administration appears to be an impediment to question 2
- 103
- Resource distribution model is unclear (how funds are allocated, and justification for why)
- 104
- 105

106 • Decision-making model is unclear.

107

108

109 **Additional moderator / reporter observations:**

110 Moderator's comment:

111 • The faculty gathered for this conversation struck me as a group of highly dedicated educators
112 seeking a WIN-WIN for their students and CSUC employees of all levels.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 03

Number of Participants: 18

Type of Participants: College Staff

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

- *Career counseling within colleges with practical applications of content knowledge (HFA Internship Center?)*
- *Facilitate student learning by giving them the most up to date technology "tools" Establish FAQs for each unit to provide students with another source of information Be an active part of orientation to help students connect with campus*
- *Encourage student organizations within departments to increase connections*
- *Encourage students to broaden their approach to their education and take courses outside of their major or participate in activities in other departments (art students painting scenery for theatre productions, for example)*
- *Encourage global thinking by having a second language requirement*
- *Increase accountability and clarify who is responsible for what*
- *Increase Professional Development possibilities and have an ombudsman for staff*
- *Students need better advising, mapping of the curriculum, and workshops.*

25 **The doubts and reservations that were expressed include:**

- 26 • *Workloads are high and limit the interaction we can have with students*
- 27 • *Access to the classes students need is sometimes an issue*
- 28 • *Still a "silo" mentality that limits thinking across disciplines and Colleges*
- 29 • *Communications issues at all levels- is it open? consistent? timely?*
- 30 • *Need better communication with and consistent policies and procedures from the*
- 31 *Kendall Hall staff. The curriculum (GE) is so complex that it is difficult to understand and*
- 32 *teach.*

33 **Additional moderator / reporter observations:**

34 *Members in this group were all staff within a college and are often on the "front line" of student*

35 *interactions with the university. While they had the predictable amount of cynicism that*

36 *pervades this campus due to the budget cuts of recent years, once the introductory video was*

37 *shown they broke up into groups of 4-5 and worked very productively. What was abundantly*

38 *clear was that they are collectively working for student success. At the same time it is also clear*

39 *that they feel somewhat neglected and would like professional development to suit their unique*

40 *needs.*

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 04**

3 **Number of Participants:** 12

4 **Type of Participants:** Full and part-time faculty

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 *There were, initially, ideas that focused on the department rather than on the university at*
13 *large. Those ideas included using Pop music to help students connect to more historic pieces*
14 *and to move the course to GE. The next part of the conversation moved to*
15 *interdisciplinary/intercollege ways of thinking about curriculum.*

16 *The principal ideas for this section included:*

- 17 • *students should know and have experience with the collaborative process*
- 18 • *students should have the opportunity to develop leadership skills (internships,*
19 *opportunities at the College level and more)*
- 20 • *students should have exposure to experiences in their fields*

21 *The final part of the conversation focused on a variety of areas. Ideas presented during this*
22 *time were:*

- 23 • *forming a College student advisory board and making sure students in the College know*
24 *of all of the spaces and kinds of work being done in the College*
- 25 • *putting together a job fair for the College to show the opportunities for graduates*

- 26 • *making sure students have an opportunity to develop computer and social media skills*
27 *necessary for their first job*
- 28 • *work with other Colleges to have "collaboration lounges" that allow faculty to see the*
29 *ways they could work together*

30 **The doubts and reservations that were expressed include:**

31 *Some members were concerned about resources for new ventures given the restrictive budgets*
32 *of the past five years.*

33 **Additional moderator / reporter observations:**

34 *There was real enthusiasm to talk about this topic. For much of the first 10-15 minutes the*
35 *conversation centered on departmental possibilities. Only after prompting did the group move*
36 *beyond the department.*

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 05

Number of Participants: 11

Type of Participants: Chairs, Assoc Deans, office staff

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

- Determine where students go after graduating to inform what their education here should focus on
- Students should develop various social competencies, and the university should promote multicultural and civic engagement values
- University should find ways to encourage faculty to better meet student needs
 - RTP process is best place to 'reward' faculty; recognize their efforts as part of the RTP process
 - Should be consequences for faculty with poor record
 - Put 'teeth' in 5-year review
 - Find ways to make classroom observations more 'objective'
- University should reward meritorious work, especially those that promote campus initiatives
- University should invest in office staff development/well-being
- Discussion also included questions about what the role of the chair
- Redesign classroom spaces campus-wide for more pedagogically flexible use

29 **The doubts and reservations that were expressed include:**

30 No doubts per se were expressed. Everybody seemed to go along with the idea of
31 talking about what the university should do to address student and faculty growth and
32 well-being

33

34 **Additional moderator / reporter observations:**

35 Faculty at the meeting spoke at length about making the RTP process more flexible (e.g., that
36 RTP evaluation should focus on faculty strengths such that someone 'weak' in
37 publications/grants could be offset by being very strong in teaching, etc.). The discussion also
38 suggested that when it comes to recognizing faculty for their work, that the most important
39 place where such recognition can occur is in the RTP process. So, for instance, a faculty person
40 who decides to try something innovative in the classroom is not discouraged from doing so
41 because they might receive lower SETs, and thus be punished in the RTP process for taking the
42 chance at being innovative.

43 Most of the discussion involved ways to encourage and reward faculty, including ways to hold
44 unproductive faculty accountable, and most of that discussion involved a focus on the RTP
45 process as the most effective way to do this.

46 Overall, the participants took the meeting seriously and became quickly engaged in the
47 conversation. Everybody liked the video.

48

49

50

51 **Appendix: Detailed Meeting Notes**

52 **Keep the end in mind when preparing our students for graduation**

53 *Discussion:*

- 54 • Do our graduates have the knowledge, skills and disposition to go out into the
- 55 workforce?
- 56 • Survey our Chico State alumni and potential employers to determine if our curricula
- 57 prepare our graduates.
- 58 • Employability – Earn a living, enjoy a living.-
- 59 • What are our student’s plans following graduation? Grad school, Peace Corp, tire shop,
- 60 career within their major, etc.
- 61 • Inquiry from grad schools – as if grad school is the employer.
- 62 • Use advisory boards.
- 63 • Do our students have life skills – desire to be involved, informed citizens??
- 64 • Are our students adaptable, flexible, creative and able to engage in critical thinking?

65

66 **Do our students demonstrate social cultural competency?**

67 *Discussion:*

- 68 • What values help our students?
- 69 • Skill of civil discourse. How does the university foster this?
- 70 • Multiculturalism: Diversity is not race; diversity is appreciation for diverse perspectives
- 71 (socioeconomic backgrounds, age, abilities, educational levels, ethnicity, race, religion,
- 72 sexual orientation, gender identity)
- 73 • Enhance student/teacher connection, which would promote retention and student
- 74 success.

75

76 **How do we encourage our faculty to better meet the needs of students?**

77 *Discussion:*

- 78 • Reward faculty in ways that recognize individual efforts that forward student success,
- 79 program development, and support of university initiatives. Criteria must be must be
- 80 written into the RTP process to nurture engagement, not penalize it.
- 81 • RTP needs to be flexible to encourage and reward excellence.
- 82  Professors develop strengths in the academic career process and should have
- 83 the opportunity to be recognized for their exceptional talents.

- 84 ✚ Allow new faculty two to three years to develop primary area of focus (teaching,
85 research, grant writing, fund raising, service) then move to a tailored personal
86 plan with targets/objectives.
- 87 ✚ Cafeteria plan – Build individualized criteria into a binding document with
88 benchmarks for goals and performance.
- 89 ✚ A program with a mix of strengths (superior individual efforts in research,
90 teaching, grant writing, OR service) is a stronger program. Support individuals in
91 pursuing what they enjoy most and do best. For example, a superior instructor
92 should be rewarded in the RTP for teaching, curriculum development, and
93 advising, rather than punished for not focusing on research. (Acknowledged that
94 all faculty should engage in teaching, research, and service.)
- 95 • How to promote? Reward good players based on merit. Modeling. Merit pay. Faculty
96 write a proposal each year.
 - 97 • Consequences for poor university citizenship: Inadequate teaching, lack of research,
98 minimal service. Improve the due process at all levels, including post-tenure.
 - 99 • Tired of picking up slack with advising, teaching ,and service for faculty who fail to
100 evolve and adapt to changes in academia and technology.
 - 101 • Maybe put teeth into the 5th year review. No consequences following tenure.
 - 102 • Centralized / objective classroom observations / evaluations. Honest peer evaluations
103 are difficult because faculty must work together toward the success of a program.
 - 104 • Student shopper start report – students asked to provide teaching evaluations.

105

106 **How do we address meritorious work on our campus, aside from \$600 annual professional**
107 **development funds?**

108 *Discussion:*

- 109 • How much do we invest in the interdisciplinary service?
- 110 • Incentive for innovation university initiatives.
- 111 • Overall interdisciplinary grants.
- 112 • Course release for curriculum / new course development. Encourage faculty to innovate
113 and reward it.
- 114 • One-time funds or course release for scalable courses. Courses require justification to
115 determine tangible innovation.
 - 116 ○ Examples:
 - 117 ▪ [University Now](#)
- 118 • AWTU as a reward? There are AWTU release restrictions.
- 119 • Students benefit from the health and well-being of faculty.

120

121 **Staff development and support**

122 *Discussion:*

- 123 • Staff often are the first people students meet / connect with.
- 124 • Staff are the consistency in our institution. In many cases, staff are the college historians
125 on best practices, etc. Cross-training is important.
- 126 • Can't forget about staff health and well-being.
- 127 • Staff development opportunities have diminished.

128

129 **Role of chairs / peer model**

130 *Discussion:*

- 131 • Chair elections vs. chair hiring position.
- 132 • What role should a rotating chair have in reprimanding faculty? Should the chair be a
133 stick or should faculty affairs be the stick?

134

135 **Approaching classrooms in a different way**

136 *Discussion:*

- 137 • Change the classroom environment to facilitate teaching.
- 138 • Shortage of jumbo classrooms for large classes, particularly in GE.
- 139 • Space redesign for content.
- 140 • Build model curriculum paths.
- 141 • How do you measure the success of individual students overall? Foundation courses,
142 blended courses, or by major?
- 143 • This might help with the 4-year grad rate.
- 144 • Flexible ways to determine a major since we no longer have the flexibility to create a
145 major.
- 146 • [Tin Can API](#), a learning record store to record learning experiences such as papers, Peace
147 Corp, service, etc.

148

149

150 **Participant Notes Transcribed**

151 **How do we prepare our students to thrive in the 21st century?**

152 Tech writing, verbal communication, tech skills/abilities

153 Independence – no hand holding. Calendar management

154 Work ethic – internships – experience

155

156 **How do we shape our academic community for it to thrive in the 21st century?**

157 Eliminate tenure or institute merit pay.

158 Good faculty – student connections

159 More advising

160 Smaller upper division courses

161 Student or faculty mentors

162 More job connection, career choice education

163

164 **How do we prepare our students to thrive in the 21st century?**

165 Technology will drive education in the 21st century. We should prepare students, but also the entire
166 campus community, to succeed through innovation, teaching and training. Cloud?

167 Cultural/global education

168 Classes could include diversity component, campus community members could share experiences in
169 class – bring in outside visiting professors with unique experiences to offer alternative perspectives.

170 Invite the Chico (Butte County) community to participate.

171

172 **How do we shape our academic community for it to thrive in the 21st century?**

173 Staff courses – lunchtime or after work – interesting topic 4-6 weeks, meet 1-2 x week

174

175 **How do we prepare our students to thrive in the 21st century?**

176 Understanding of global cultures. All/most students should have semester abroad or other international
177 experience.

178 Better prep for workforce. All/.most students should have internships.
179 Understanding of student's role I society and importance of their contribution (no man is an island).
180 All/most students should participate in civic engagement.
181 Students need to see interconnectivity of disciplines, ideas, big picture and details. Problem-based
182 learning; critical thinking emphasis. Interdisciplinary studies.
183 "IEP"'s for all students. Bring back special majors. Why? Much of what will be needed in future jobs is
184 unknown and not based on current majors. If students structure their own major based on their skills,
185 better for future employment.
186 Better advising. Get students in exploration course early to examine all possibilities.

187

188 **How do we shape our academic community for it to thrive in the 21st century?**

189 Keep CSUC residential; it is our uniqueness.
190 Explore interdisciplinary courses, activities. Incentivize innovation in curriculum programming, etc.
191 Remove institutional barriers that preclude I-D work.
192 Teacher-scholar model ok, but need reasonable research requirements.
193 Improve facilities and large classroom space/availability.
194 Online only for disciplines that have computer based app.

195

196 **How do we prepare our students to thrive in the 21st century?**

197 They need to be prepared academically as well as culturally. They are entering an ever-changing
198 environment. They need to be able and willing to adapt to the changes. Technology is already playing a
199 large role in everyone's life and it will continue to do so. Students need to be educated on the way to
200 use advance technology.

201

202 **How do we shape our academic community for it to thrive in the 21st century?**

203 Chico State is now ruled and restricted so much by FTES and state funding. It would be easier to so what
204 is needed (more diverse faculty, offering more scholarships for those not traditionally able to afford
205 college, having the current technology) if the \$ weren't such an issue.

206

207 **How do we prepare our students to thrive in the 21st century?**

208 What does it mean to be a good Chico State student?

- 209 Media literacy (tech's effect on society)
- 210 Interest in life/democracy – building a good life, getting healthy
- 211 Body-mind
- 212 Critical thinking
- 213 Independence
- 214 Cultural competency – socioeconomic, ethnicity, race, age, gender identity, global cultures, other states.
- 215
- 216 **How do we shape our academic community for it to thrive in the 21st century?**
- 217 Student-centered focus (maintain and reward).
- 218 High-touch interaction with profs.
- 219 Recruitment and retention of diverse groups – multicultural (as above).
- 220 Less tolerance of faculty who fail to engage with /adapt to changes in technology and culture, and
- 221 incentivize teaching.
- 222 Reward teaching excellence and service that helps move university goals forward.
- 223 Nurturing / identification of goals for what Chico State culture looks like/should be.
- 224
- 225 **How do we shape our academic community for it to thrive in the 21st century?**
- 226 Integration of media into all aspects of campus life.
- 227 Cloud
- 228 Breaking down barriers between CSU campuses
- 229
- 230 **How do we prepare our students to thrive in the 21st century?**
- 231 Listen more closely, not more quickly
- 232 As an institution, reflect their outside belief
- 233 Focus less on technology contact, more on assessing and validating observable competencies.
- 234 Shop the competition and dept strategies proven successful elsewhere.
- 235 Mandatory advising

236 Concurrent enrollment

237

238

239 **How do we prepare our students to thrive in the 21st century?**

240 Students see themselves not only as consumers but producers of knowledge, of change.

241 For students to know history and pedigree of Chico State grads, to know of excellence of students who
242 come in and those who go out to the world.

243 Work with different backgrounds, multiple perspectives.

244

245 **How do we shape our academic community for it to thrive in the 21st century?**

246 People - my colleagues and most I interact with are spent, taxed and burnt out)

247 Teaching load and service expectations along with rigorous (or even just active) scholarship seems more
248 a spirit/culture of surviving as opposed to thriving.

249 Support for online instruction – we’re literally losing students to fully online programs.

250

251 **How do we prepare our students to thrive in the 21st century?**

252 Use of technology to advance in their field

253 Ability to engage/work with individuals from backgrounds different from self

254 Respect for different perspectives

255 Ability to synthesize information from different disciplines

256 Interdisciplinary projects

257 Evaluate, process information, i.e. what is reliable and what is not

258 Be able to problem solve/critical thinking

259 Be able to support opinions from research

260 Mindset to adapt

261 Producers of knowledge

262 Change agents

263

264 **How do we shape our academic community for it to thrive in the 21st century?**

265 Encourage/facilitate interdisciplinary work/projects

266 Create physical spaces where students and faculty can gather to discuss/learn and have access to
267 technology – something different from the traditional classroom where the structure is geared to the
268 “page on the stage” mode.

269

270 **How do we prepare our students to thrive in the 21st century?**

271 We need to start with the end goal in mind. What skills, knowledge, and dispositions should a SCUS grad
272 have? To determine this, we should consult with both alumni and the potential employers of CSUC
273 grads. To be honest, students, and even faculty to a lesser extent, don’t really know what skills,
274 knowledge and dispositions are required in today’s work place.

275 I personally think that 2 skills in particular need to be honed better at CSUC. 1.) A thorough command of
276 the written and spoken English language, and 2.) The ability to think critically and creatively. Neither of
277 these can be developed very well with online learning in my opinion so I think faculty need better
278 software and training in online instruction to be able to effectively teach more students with less money
279 in a shorter time.

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'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 06

Number of Participants: 10

Type of Participants: College Leadership Council (Chairs and Staff)

The 'Big Questions' for this conversation were: **“How do we prepare our students to thrive in the 21st century?”** and **“How do we shape our academic community—all of us—for it to thrive in the 21st century?”**

The major ideas / themes / declarations of possibility emerging from this conversation are:

Group Ideas

These are ideas developed as a group and edited by the moderator.

How do we shape our institution-all of us-to thrive in the new world of the 21st century?

- Look beyond old ways of doing things. Redefine inward looking “academy” to think more like a business focused on continually moving forward.
- Time Frame:
 - Changes needs to happen quickly.
 - We need to embrace risk taking vs. the years of planning taken to avoid risk.
- How do we facilitate change?
 - One inspired person (not a dictatorship) vs. Committees (slow).
 - Dialogue with stakeholders
- Interdisciplinary projects & curriculum need to be encouraged and supported.
- Silo culture: We need industry to help provide demand for collaboration between disciplines.
- We need to be industry driven.
- Industry Connections – Industry needs to BE part of university. Be integrated – they should have the ability to vote to keep them engaged.
- Business and Industry are not in it for philanthropy. Build relationships with industry.
- Need to be using a business model, not a philanthropy model with industry partners.

- 31 • Problems: Inertia, fear, structural silos.
- 32 • We need resources to back up bold ideas.

33 **How do we prepare our students to thrive in the new world of the 21st** 34 **century?**

- 35 • To be successful in life. Be good citizens. Develop problem solving skills.
- 36 • Employers want employees with broad skills.
- 37 • Engage students with industry (e.g.; internships).
- 38 • Provide faculty with Professional Development – keep them engaged, connected and current
- 39 with industry. (This helps in delivering curriculum.)
- 40
- 41 • Adapt to changing learning styles of current students (connected, mobile devices, etc.)
- 42 • Create strategies, proactively and strategically to integrate both methods – hands on & in
- 43 person + online lecture. Small economical labs.
- 44 • Keep future parents of students in mind (adapting to new/changing styles of learning).
- 45 • Strategically apply learning technology.
- 46
- 47 • Marketing: i.e. “the Chico Experience”explain what it is.
- 48 • Leverage online to enhance hands on experience..
- 49 • Preserve team environments, problem solving, residential formula.
- 50 • Keep residential. Don’t compromise who we are: use learning technology to enhance who we
- 51 are not change who we are.
- 52 • Recruit the best students (quality over quantity).
- 53 ○ Growth ability of colleges and departments is limited by resources
- 54 ○ There is higher demand than capacity.
- 55 ○ Need to grow better quality students rather than more students.
- 56 • Resources: qualified pool of faculty.
- 57 • Culture Change. (Come from top down)
- 58 • Need to recognize alumni accomplishments.

59 **Summary of Ideas:**

- 60 • Marketing: focus on areas of distinction and compare other areas against them.
- 61 • The University should be industry/job driven, not FTES driven.
- 62 • Develop industry partners (with financial support) when appropriate to disciplines.
- 63 • Disciplines with industry partners need more freedoms to make own decisions. Autonomy.
- 64 • Current structure (E.g.; ABC model) limits resources
- 65 • Develop endowed chairs (free up resources).

66 **Individual ideas**

67 Listed below are individual ideas (verbatim) collected by the moderator. The grouping was provided
68 by the moderator. These were used as the basis for the group discussion.

69 **How do we prepare our students to thrive in the new world of the 21st**
70 **century?**

71 **Skills:**

- 72 1. Teach problem solving-solving over simply skills
- 73 2. Engender problem solving skills.
- 74 3. Provide all skills so that students are responsible contributing adults to society.
- 75 4. Learn to adapt.
- 76 5. Educate them to be a successful citizen and to be prepared for a success. Job/career.
- 77 6. Provide industry connectedness early in academic careers to help them find their
- 78 passion early.
- 79 7. Instill confidence by hands on activities
- 80 8. Prepare our students for continuous education to keep themselves updated.
- 81 9. They need the opportunity (many times) to work in team environment. Collaboration is
- 82 how the real world works.
- 83 10. Provide education/ training in sustainability, modern technology and globalization for
- 84 students.
- 85 11. Make sure they are getting the latest skills in cloud computing, mobile, web, data
- 86 analytics.

87 **Curriculum and Resources:**

- 88 12. Provide students access to faculty that are cutting edge and innovative.
- 89 13. Provide students access to industry and meaningful real-world problem solving.
- 90 14. Eliminate General Ed and then define a useful version.
- 91 15. Encourage more international students-free waivers.

92 **Degree to Jobs:**

- 93 16. Do not provide limited staff resources to support degree paths that do not align with the
- 94 state's workforce needs.
- 95 17. Also see PSY. Major. Over 20,000 students in the degree path in the CSU and _____
- 96 _____ projects < 900 job openings.

97 **Learning Environment:**

- 98 18. Faculty need to adapt to learning modes of the students.
- 99 19. Continued balance of theory & appreciation (experiential learning)
- 100 20. Chico State is known for producing problem solvers & good team players-we need to
- 101 preserve those practices and values that uphold this tradition-it's what sets our alumni
- 102 apart.
- 103 21. BIG culture change-Accept students when they are READY to go to college & have the
- 104 ability to focus on their major and goals without restricting resources. ex.
- 105 Scholarships/Financial Aid
- 106 22. Promote all ultimate students goals with respect-it's OK to want to work, not just push
- 107 for grad school & PhD.
- 108 23. Continue high expectations for student achievement-no easy grades!

109 **How do we shape our institution-all of us-to thrive in the new world of the 21st**
110 **century?**

111 **Organization:**

- 112 1. Solidify the role of the CSU in higher education-
 - 113 a. 4 year – freshman to Senior - workforce
 - 114 b. Transfer institution - focus on majors
 - 115 c. Graduate prep + research institution
- 116 2. College culture barrier- silo to narrow minded-update + share curriculum – build strength in the
117 College – not single department
- 118 3. Concept beyond “Academia” – the world does not survive on management, administration
119 alone.
- 120 4. Broaden RTP to reflect new realities & strengths.
- 121 5. Look beyond old ways of doing things-redefine inward looking “academy” to think more like a
122 business focused on continually moving forward.
- 123 6. “Blue Ocean” strategy-define new/our “market” rather than try to compete in RI “market”.
- 124 7. Our strength is our undergraduate students and applied learning- celebrate that rather to try to
125 be something else.
- 126 8. We need to find ways to encourage innovation and risk taking for student and faculty and staff.
127 Only then will we be able to transcend bureaucratic strongholds and truly move forward.
- 128 9. We need to have the courage to define who are and what is important to us: we can’t be all
129 things efficiently- this will be hard and divisive but necessary for us to excel at the things we
130 have the greatest opportunities in which to thrive.
- 131 10. Hiring/Recruitment- Revamp full approach; we can do much better
- 132 11. Consider again, reorganizing academic affairs (colleges)
- 133 12. Encourage community and dialog.
- 134 13. Provide real-world experience for our students and faculty.

135 **Resources:**

- 136 1. Provide professional development opportunities for faculty to stay relevant and
137 inspired.
- 138 2. Research- Support and expand (to increase research money to campus, provide faculty
139 professional development and provide student opportunities.
- 140 3. Provide international leadership development for campus (chairs & deans)
- 141 4. Either commit to supporting grad programs or dump them.
- 142 5. Quit wasting resources on upper administration.
- 143 6. Work on wages (more scholarships) to attract top students
- 144 7. Administrators, faculty and students should be involved.

145 **Students:**

- 146 1. Make General Ed more science oriented.
- 147 2. Provide an educational environment that can adequately educate/train our students to
148 thrive in the new world of the 21st century-need to know the mindset/skill set needed.
- 149 3. Embed the necessary elements in course work, campus culture so they can be deeply rooted
150 in their learning.
- 151 4. Make sure students are aware of different cultures and communication styles.

- 152 5. In my discipline make sure they have skill in distributed computing data analytics and mobile
153 computing.
- 154 6. Work closely with industry- opportunities for students
- 155 7. Give students opportunities for leadership and team experiences.
- 156 8. Prepare students for future by engendering problem solving skills.
- 157 9. Student Focused to build:
- 158 a. An appreciation for learning
- 159 b. Applied skill sets that the workforce require: technology, communication, critical
160 thinking
- 161 c. An ability to think in larger picture: society, environment
- 162 10. We need to help own students develop a global perspective- they often come to is “U.S.
163 Centric” and need to begin to see the world thru a global lens to learn the values + norms of
164 other countries and develop an appreciation & respect for their priorities & objectives.
165 Absent that our student won’t be able to make a positive difference.
- 166 11. Provide opportunities to problem solve in a team environment-cross disciplinary projects.
- 167 12. Think globally and connect/apply thinking logically.
- 168

169 **The doubts and reservations that were expressed include:**

170 Re-org was brought up several times. Is this process going to end in a similar way?

171

172 **Additional moderator / reporter observations:**

173 Overall the group was positive and we could have used much more time to develop ideas.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 07

Number of Participants: 13

Type of Participants: Department Chairs, Center Directors, College Level Staff

The 'Big Questions' for this conversation were: **“How do we prepare our students to thrive in the 21st century?”** and **“How do we shape our academic community—all of us—for it to thrive in the 21st century?”**

The major ideas / themes / declarations of possibility emerging from this conversation are:

“How do we prepare our students to thrive in the 21st century?”

- Connect them with what is relevant/adaptable
 - Build flexibility in adaptability to change
- Foster their critical thinking, analytical thinking, and general problem-solving skills that transcend technologies and skill sets
 - Foster curiosity and creativity and inquiry
 - Students need large learning experiences/project-based learning beyond course specific learning
- Enhance core skills
 - Communication skills: oral and writing
 - Professional writing skills (technical not prose)
 - Life skills
 - Basic skills : reading, math
 - Technologically adept
 - Learn to be strategic
- Help students with self-discovery and self-awareness and civic awareness
 - Help our students to be engaged in society (culture) and become good citizens

- 32 • Help students to know of the global society
 - 33 ○ Expand international experiences in majors as appropriate
 - 34 ○ Promote study abroad
 - 35
- 36 • Interdisciplinary learners – need to learn to work together and with other disciplines.
 - 37 ○ Promote skills and content diversity – entrepreneurship and creative thinking
 - 38 regarding discipline interlinks
 - 39 ○ Promote more interdisciplinary collaboration among faculty and opportunities
 - 40 for experiential education
 - 41
- 42 • Enhance service learning opportunities – get them engaged in community and real
 - 43 problems
 - 44 ○ Build in more service learning opportunities/requirements for classes and
 - 45 students; make it a college level requirement?
 - 46
- 47 • Improve GE – GE Thematics (ie: review other models that are successful.)
- 48
- 49 • Give more credence to other educational systems (technology)
- 50
- 51 • Help the students to be develop leadership as well as independence skills
 - 52 ○ Add professional/internship experiences to foundational education/learning
 - 53
- 54 • Provide challenging courses/experiences – content rich and deep
 - 55 ○ Project and enforce high expectation
 - 56 ○ Expect excellent communication of results and ideas
 - 57 ○ Ensure the curriculum is up to date with the most current literature
 - 58
- 59 • Student outcome: a well-rounded student
- 60
- 61 • Teaching needs to be active and interactive
- 62
- 63 • STEM is vital and the skills that accompany these disciplines
- 64
- 65 • Structure different connections between collaborative activities and academic
- 66 recognition
- 67

68 **“How do we shape our academic community—all of us—for it to thrive in the**
 69 **21st century?”**

- 70 • Foster interdisciplinary teaching and scholarship
 - 71 ○ Embedding mechanisms for supporting collaborative and project-based learning
 - 72 ○ Look for opportunities to encourage interdisciplinary learning/projects...fosters a
 - 73 reliance on others.

- 74 ○ Create collaborative experiential activities
- 75
- 76 ● Need a university community built on relationships
- 77 ○ Treat whole organization as a team. Build on peoples’ strengths and passions
- 78 ○ Community is built from the “grass roots” – everyone needs to be heard, valued,
- 79 and engaged
- 80 ○ Create time and opportunities to gather (ie: weekly tea time)
- 81 ○ Create community vision board – everyone bring a picture to glue on
- 82 ○ Giving faculty opportunities to communicate campus-wide with faculty outside
- 83 their department/college – through some realistic compensation/reward/release
- 84 plan
- 85 ○ More “common time”
- 86 ○ Build relationships across campus – understand other’s goals
- 87 ○ Community – build it, break out of our silos
- 88 ○ Time and freedom to learn about one another
- 89 ○ Perhaps re-establish a Faculty Club on campus for faculty from across campus to
- 90 socialize and gather – for instance, perhaps turn the conference room near
- 91 Sylvester’s into a faculty and staff only lounge with comfy chairs and coffee
- 92 tables – a place for faculty to have lunch with colleagues, escape from their
- 93 offices and meet informally
- 94 ○ Create time/opportunities to gather (1-2 hrs) where all staff and faculty can
- 95 meet
- 96 ○ Meet together to discuss goals, topics, related to content
- 97 ○ STEM faculty (from multiple disciplines) went to a state meeting recently and
- 98 reported that the best part of the day was talking and connecting with each
- 99 other – more opportunities to connect with each other are needed
- 100
- 101 ● Our community must be educated in Diversity issues.
- 102
- 103 ● Consider what or where the careers of the future will be
- 104 ○ Vocational training
- 105
- 106 ● Continually seek affirmation and review metrics to tweak along the way - we need a
- 107 system to track success, metrics should be established and reviewed to establish if our
- 108 new systems and processes are successful
- 109
- 110 ● Must meet basic needs in order to move towards big picture, vision -- basic needs of
- 111 faculty and student resources must be met so individuals can focus on the big picture.
- 112 Now they have to worry about having enough basic resources so they cannot focus on
- 113 big picture ideas. Think Maslow’s hierarchy of needs.
- 114
- 115

116 **The doubts and reservations that were expressed include:**

117 Dissent/Challenges

- 118 • Resources
 - 119 ○ Invest resources (money) in our values
 - 120 ○ Resources must be intelligently reallocated – not “piled on”
 - 121
 - 122 • Have a true shift in requirements, not a pile-on requirements (for faculty AND students)
 - 123
 - 124 • Technology needs to be leveraged properly
 - 125
 - 126 • Reduce splintering of entities on campus
 - 127 ○ I’ve observed that this University has previously been dominated by competition
 - 128 among “silos” (for FTE, \$, space, hires...). This must change. One possibility is to
 - 129 make strategic decisions to “prune” the community to reduce the number of
 - 130 “silos” so that there’s less competition for resources. For instance, it’d be better
 - 131 to have someone say, “honestly, we don’t have the resources to sustain your
 - 132 program – or won’t until two years down the road”, than to throw our program
 - 133 into a competitive environment with more established, better-grounded
 - 134 programs, departments and faculty. Either need more resources so there is
 - 135 enough to go around or need better system of distribution (non-competitive) or
 - 136 less people trying to get a piece of the pie.
 - 137 ○ Move away from competitive models to collaborative models
 - 138
 - 139 • Get “rid of” entitled thought/”had” to go to college
 - 140

141 **Additional moderator / reporter observations:**

142 *If I were to summarize three main themes that came out of this gathering it would be that the members wanted to*
143 *feel more connected to their colleagues across campus and create a true university community; they felt that the*
144 *future of higher education is interdisciplinary learning and problem-based learning; and they hoped that students*
145 *that graduate from Chico State become good citizens who are engaged in the world.*

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 08**

3 **Number of Participants:** 6

4 **Type of Participants:** College Student Leaders

5

6 **The 'Big Questions' for this conversation were: "How do we prepare our**
7 **students to thrive in the 21st century?" and "How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?"**

9 **The major ideas / themes / declarations of possibility emerging from this**
10 **conversation are:**

11 **"How do we prepare our students to thrive in the 21st century?"**

- 12 • When someone hears that I went to CSU, Chico, I want the degree to have meaning. A
13 potential employer knows it has value.
- 14
- 15 • Inform students about post-graduate opportunities that relate to their studies (major) early
16 in their educational experience
- 17
- 18 • The 21st century has shown, so far, to be a quickly changing time period. To be able to
19 strive, students need to be adaptable, well-rounded, and open-minded and have the ability
20 to communicate with a wide range of individuals (different cultures, different disciplines,
21 etc.).
 - 22 ○ Students must be well educated in different cultures, technology, and team work
23 and have a strong work ethic.
 - 24 ▪ Students need diversity and expansion of thought.
 - 25 ▪ Increase responsibility/expectations of students in college
- 26
- 27 • Integrate new technologies and research into curriculum
- 28 • Greater use of technology in the classroom and within disciplines
 - 29 ○ use of classroom clickers or integrate current devices (cell phones have
30 applications for classroom clickers) to enhance learning

- 31 ▪ students should not have to pay for clickers, they should be a standard part
32 of our educational experience
- 33 ○ invest resources into discipline specific technologies/industry technologies
34 ▪ For example, geoscientists need computer modeling software, GIS and
35 GPS – these should be part of classroom instruction
- 36 ○ Most of the scientific equipment in our classes is old. The university needs to
37 commit resources to providing current instrumentation.
38
- 39 • Technology is everywhere, students entering college have different skill levels around
40 technology
- 41 ○ All students need to know the basic knowledge of common software, excel, work,
42 office, etc. – could a GE course provide this for us?
43
- 44 • More research/lab experience for students, allows for higher level thinking over rote-
45 memorization
- 46 • Greater access to internships
- 47 ○ There is a huge gap from academia to the job market
48 ○ It takes too long before we are exposed to the experiences we need (after
49 graduation is too late); needs to be integrated into educational experience early
50 ○ More focus on trade (what we will actually be doing on the job) versus academia
51
- 52 • Relationships (mentor-student) between faculty and students should be encouraged
- 53 ○ Having strong connections to faculty has really helped me have a sense of
54 connection with the university and faculty have pushed me academically
55 ○ Small class size is vital to building the relationship between students and faculty
56
- 57 • As the world becomes more technologically connected, interpersonal connections and
58 ability to communicate effectively are being lost
- 59 ○ Students need to know how to communicate on a professional level (both oral and
60 written skills)
61
- 62 • Classic science disciplines (chemistry, physics, biology, etc) need to have greater respect
63 for and understanding of the social sciences (psychology, anthropology, etc.) – these
64 disciplines do use scientific approaches and techniques as well
- 65 ○ The classic science disciplines need to have a better understanding how their
66 discipline (e.g. chemistry) applies to the world and then teach this to their
67 students.
- 68 ○ Science majors are narrow and students need exposure to other areas
69 ○ We should be doing more interdisciplinary research

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- For example, chemistry and geosciences should coordinate and do research together – why am I sending my samples to UC Davis for analysis when the department of chemistry might be able to do it?
 - There needs to be enhanced communication between the different science disciplines/departments. We should know and understand what each other does.
 - Group discussed the idea that instead of taking a junior level GE course – an interdisciplinary science course would be far more beneficial to them. This would also give them an opportunity to meet and learn from students in other science disciplines.

81 **The doubts and reservations that were expressed include:**

82 Dissent/Challenges

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- General education needs to change to be more flexible
 - More major-related classes are needed
 - Upper division pathway courses are unnecessary. By the time students are juniors they should be focusing on the major.
 - Less GE, more major specific classes, need more time in 120 unit degree for the major
 - At lower division level, need more major-focused GE courses for science majors, for example an introductory science course in environmental science
 - Fewer total GE units should be required of students
 - This is particularly difficult for double majors
 - There should be a greater variety of choices for GE courses
 - If I am a competent writer why should I have to take WI courses – I should be allowed to show my competency before I am required to take them.
 - I do like the idea of current GE leading to a minor (lower division)
 - Lower division GE is great, I think it exposes us to a wide range of subjects
 - Greater flexibility is needed for lower division GE, for example I should be able to take more than one German course because I am interested in learning German but currently I can only count one course towards GE. I feel this would have been of better value to me than taking other area C courses.

104

105 **Additional moderator / reporter observations:**

106 Three themes:

- 107 1. The members wanted to feel more connected to and have a better understanding of
108 science disciplines other than their own specialty but also felt it important to learn
109 about disciplines outside of science. They understood the importance of being a well-
110 rounded individual. In addition, there was a strong desire for more opportunities to
111 conduct interdisciplinary research.
- 112 2. The second theme is that the university needs to invest in technology (not computers
113 but scientific equipment and software to better prepare them for careers as scientists).
- 114 3. The third theme was greater flexibility in GE.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 09

Number of Participants: 8

Type of Participants: College Staff

The 'Big Question' for this conversation was: "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

- Demonstrate that staff, faculty, student and administrator ideas and input are equally valued.
 - Sharing stories experiences and challenges.
 - Working as a team and respecting each others' opinions.
 - Share knowledge and set good examples and be a good role model.
 - Effective communication is important.
- Universal acknowledgement that ALL of us, collectively, work to support and encourage our students and to help our students succeed.
 - It is not just the faculty that support and encourage students, but staff also play an important role and need to be recognized as such.
 - When we all work together, then we can shape our academic community.
 - Even in this process (the possibility conversation) – there is segregation.
 - We need to be able to come together without fear.
 - We need to find ways to regularly refocus our attentions on our mission: the students.
- Overcoming inequities – seeing ourselves effecting the bigger picture with the things we do say with students
- Creating a greater sense of community by participating in more planned talks, alongside of students, faculty and staff.
 - Participate in the Academic Community and create more community partnerships

- 32 • Pay attention to trends in employment and community needs
- 33 Back up trends with data and focus academic offerings on the needs of the future
- 34 • What do we do best? vs. doing too much but not well enough
- 35 • Create advisory committees – alumni and community members
- 36 • Educate staff on needs of community
- 37 • Where are the jobs? What are the needs of the community?
- 38 • Build better relationships with future employers
- 39
- 40 • As staff, it is important to impart to all students full accessibility to their needs in a
- 41 receptive manner (this includes faculty as well).
- 42 • Staff need to view the students and faculty that come into their office as their
- 43 customers (just like a business model)
- 44 • Strive towards providing excellent customer service
- 45 • This may require further awareness of the diverse campus population and
- 46 expanding upon different cultural experiences or expectations
- 47 • Be a problem solver. Be there for faculty, staff and students.
- 48 • Students also need to show professional manners and behaviors. Part of our role
- 49 as staff is to model professional behaviors but then remind students that it is
- 50 expected of them as well (teaching manners and respect).
- 51 • Many of these behaviors are learned before they come to Chico State.
- 52 • Students need to take more responsibility for their education/learning. They
- 53 should have a fire inside and a passion for their education.
- 54
- 55 • Students need more real life experiences.
- 56 • Need of more opportunities for students
- 57 • Internships/Externships should be required of all majors
- 58 • These experiences need to start early in a student’s education
- 59
- 60 • Students need to focus on work ethic/create higher expectation and standards for students
- 61 • Attitude/policy needs to change around that “Ds” get degrees
- 62 • For courses that are taken in a sequence– require a grade greater than a D
- 63 in order to proceed to the next class
- 64 • It is a privilege to go to college, not a right
- 65 • Boost entrance requirements
- 66
- 67 • Strive for excellence in staff as well
- 68 • Discussion of not liking the current staff evaluation system where “satisfactory” is
- 69 all you need to keep your job
- 70 • Staff should be able to evaluate managers as well
- 71 • Staff needs better training when they enter a new position.
- 72 • There should be a formal staff mentoring program.
- 73

- 74 • Continue to learn and stay on top of forever changing technology.
- 75 • Need to keep up with technology
- 76
- 77 • Other ideas:
- 78 • Maybe all CSUs are not able to provide every major at every campus, campuses
- 79 should specialize in order to create exceptional programs.
- 80 • We need more PhDs to help create a more professional university.
- 81 • Think about expanding course offerings to six days per week – this would help to
- 82 cut back on the booze consumption.
- 83 • Mandate that Departments offer 8:00 am classes or teach summer school
- 84
- 85 • Overall there general consensus that communication/trainings across campus needs to be
- 86 improved.
- 87 • Chairs need better training – not all faculty are capable of being a chair
- 88 • Chairs need to consult and communicate with their techs prior to
- 89 scheduling classes.
- 90 • New part-time faculty/instructors/TA need training
- 91 • Staff need better training – a strong desire for a mentoring program for staff
- 92 • Create/develop/reinforce connections between the divisions within the University,
- 93 e.g., Business and Finance working more effectively within Academic Affairs.
- 94
- 95 • Overall there was a general consensus, that there is inefficiency with how things get
- 96 accomplished across this campus
- 97 • Disconnect between divisions
- 98 • Processes need to be streamlined
- 99 • When forms/policy procedures change – then someone should come and train all
- 100 staff at the same time for each college.
- 101 • Should be opportunities to discuss best practices with one another
- 102

103 **The doubts and reservations that were expressed include:**

104 Dissent/Challenges

- 105 • Needs to be better accountability of faculty and lecturers regarding their actions and
- 106 behavior.
- 107 • Full-time faculty should be required to mentor a certain number of students (have
- 108 a quota of students) that they mentor and train. This requirement is in addition to
- 109 mandatory office hours and class time. This experience should translate into
- 110 work experience and hands-on knowledge.
- 111 • Tired of hearing that we can't do anything with tenured faculty (there needs to be
- 112 a way to deal with problem faculty)
- 113 • Faculty need to model behavior/expectations in the classroom

- 114 • Stick to your syllabus/hold students to deadlines/consequences for
115 being late
116 • We all need to be aware of taking care of the property of this campus and be
117 aware of resources and using resources efficiently
118
119 • For most Departments in our College there has been an increase in the number of
120 majors/class sections/laboratories offered but operating expense budgets have stayed the
121 same – why has there been no discussion of this issue?

122

123 **Additional moderator / reporter observations:**

124 Three themes:

- 125 1. Staff is also very important in helping CSU, Chico students succeed. Staff ideas are
126 important and there needs to be better recognition of the role that staff plays in student
127 success.
128 2. Improvement in communication/trainings for staff across campus. A strong desire for a
129 staff mentoring program. Improved communication may lead to increased efficiency in
130 the way business is conducted across campus.
131 3. Increase opportunities for hands-on/real world experiences for our students. Build better
132 relationships with future employers and community members.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 10

Number of Participants: 11

Type of Participants: Faculty

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

(See Appendix for details)

How do we prepare our students to thrive in the 21st century?

- Create opportunities for collaboration
- Skills and competencies
- Promote and value humanistic world view

How do we shape our academic community for it to thrive in the 21st century?

- Recognize/reward civic engagement
- Embrace other indicators of diversity
- Administration commitment to diversity
- Increase faculty development opportunities
- Make RTP more flexible
- Focus on faculty morale

26 **The doubts and reservations that were expressed include:**

- 27
- So what? Academic plan doesn't affect operations on the ground
 - 28 • Will this lead to actual change or is it just a photo-op
 - 29 • Before changes are rolled out, admin should check to see if things are already being done
 - 30 • Keep promises made

31

32

33

34 **Additional moderator / reporter observations:**

35 *(Please enter observations and/or comments about the conversation reported on, that may help members of the*
36 *review committee to interpret the results. For example: What struck you the most? What stood out? What was the*
37 *most surprising and unexpected? What touched you? Thank you!)*

38 Faculty were engaged in the discussion and hopeful about positive change. They also express doubt
39 about how serious the university is to actually make things better. RTP flexibility was a big area of
40 conversation. In general faculty wanted administration to walk the talk, not make empty promises.
41 Other themes that generated discussion concerned the need for mentoring, faculty autonomy, and
42 giving faculty time in explore teaching innovations (and reward them in the RTP process for doing
43 so).

44

45

46

47 **Appendix: Detailed Notes on Conversation**

48 **How do we prepare our students for the 21st century?**

49 Create more opportunities for interaction among students

- 50 • Fostering connection with the community, with the “community” being broadly defined
- 51 ○ like minded students in major,
- 52 ○ students within the college,
- 53 ○ students within the general area of study,
- 54 ○ expand out from there to the broader community beyond campus
- 55 • Cross disciplinary study has only positive outcomes, for example speech therapy students would
- 56 love to, and learn from, talk with psychologists
- 57 • Take freshmen to meet seniors, second semester freshmen to meet with seniors in all majors, to
- 58 foster campus community, to get a different perspective of what other disciplines involve, to
- 59 network to lead to better sense of community
- 60 • Foster diversity of thought
- 61 • Continue to challenge students’ thoughts by giving students the experience with diverse
- 62 perspectives, which can be profoundly life changing
- 63 • Incentive to connect with Chico are to show how they can interact
- 64 • Emphasize interaction, not be so rigid about what and how students learn
- 65 • More civic engagement opportunities to apply skills from class, learn transferrable skills, team
- 66 building, problem solving, empowers students, FYE-needs more resources, offer more options to
- 67 all students. Engineering project, working with marketing students
- 68 • Broaden the definition of diversity
- 69 ○ Creative thinking class, learn how to think outside the box
- 70 ○ How to use and harness information
- 71 ○ Problem solving skills for preparing for graduate school and for employment
- 72 ○ Projects with informational interviews
- 73 • Teachers who reeducate themselves, who are current in the field who can give that information
- 74 to their students. Someone who has been here ten years may be a better teacher because they
- 75 are more current than one who has been there for twenty years, but is teaching old material.

77 Give students more opportunities for meaningful feedback to the professor

- 78 • Administer some kind of evaluation earlier during the current semester.
- 79 ○ SET in the middle of the semester and then have a discussion with the professor. Give
- 80 feedback to the professor earlier in the semester to see if improvements can be made.
- 81 ○ SETs may have a low response rate because many students don’t think the comments
- 82 are not relevant to them because any comments or suggestions made don’t apply to the
- 83 current respondents,
- 84 ○ SETs at the end of the semester get more complaints, if done a couple of times, students
- 85 may approach them more seriously if the change will be relevant to them, more
- 86 solutions can come forth.
- 87 ○ Allows faculty to be more dynamic in the class.
- 88 • The construction of the SETs can be improved by adding a short comment section after each
- 89 question rather than one big section at the end.
- 90 • Give some incentive, requirement to have SETs completed
- 91 • Students don’t complete the online SETs, regardless of their being millennial

- 92 • Students are interested in improving their classes, SETs or some other evaluation method can
93 help students be better informed
94

95 **How do we shape our academic community for it to thrive in the 21st Century?**

96

97 Think more about how the large lectures impact student learning

- 98 • Current large lecture halls
99 ○ are very uncomfortable,
100 ○ are dark and depressing
101 ○ PAC 144, science classes
102 ○ Make it too difficult to ask question
103 ○ limits interaction between student and teacher and among students
104 • Use POLS 155 model-split the large lecture classes into smaller sections, to provide a better
105 learning environment.
106 • Flipped classroom model, on line component with one large lecture once a week. Most of the
107 work is done outside the class and then come together weekly to review the materials
108

109 Think through better, the changes in GE

- 110 • In 2012 GE changed, in 2016 it will not be pretty, because of the WI requirement,
111 ○ lack of WI courses available for those seniors who will be graduating in 2016 because
112 they haven't been able to find the WI courses.
113 ○ Not enough departments are moving to having the WP count as a WI course. Think
114 through the changes to GE and rethink about how writing competencies realistically.
115 Think about the impact on graduation 2016-2018. Rather than letting 2016 come
116 around and have seniors who can't graduate, administration needs to be proactive in
117 making changes to ensure class of 2016 can graduate.
118 • Can WI course objective be met by redistributing them to departments to have at least two WI
119 courses.
120

121 **Big Questions Transcribed**

- 122 - Students:
123 ○ Opportunities for internships
124 ○ Have classes that encourage innovation and creative thinking
125 ○ Keep updating curriculum
126 - Community:
127 ○ Staying up-to-date with emergency technologies
128 ○ Emphasis on keeping professors connected to the industry
129 ○ Be flexible
130 - Students:
131 ○ Help them develop their own creativity because being creative is what sets us apart and
132 that is when opportunity lies; people w/creative ideas.
133 ○ Help them understand the global perspective by that I mean working with diverse
134 groups, understanding other cultures, study abroad.

- 135 ○ Internet media literacy – help manage and use the mass of information they receive –
- 136 how to critically evaluate information
- 137 ○ Writing – always writing
- 138 - Student:
- 139 ○ Hands on, relearnt learning experiences – focus on solving critical problems
- 140 ○ Set high standards, expect quality in student work
- 141 ○ Foster holistic well-being, moral/ethical development
- 142 - Community:
- 143 ○ Expect/asses innovative and relevant pedagogy
- 144 ○ Promote culture of collaboration across campus
- 145 ○ Establish performance measures for all faculty/instructors.
- 146 - Student:
- 147 ○ Keep out teaching about technology up to date
- 148 ○ Recognize how they learn and adjust out teaching
- 149 ○ Emphasize teaching as the faculty’s primary task
- 150 ○ Institute faculty training as teachers
- 151 ○ Give them opportunities for real-world experiences
- 152 ○ Focus on experimental learning in tandem with computer delivered instructions
- 153 ○ Creativity, global perspective, awareness, internet media, literacy, writing, values
- 154 - Community:
- 155 ○ give students more meaningful role in campus and system governance
- 156 ○ Emphasize clear communication and openness in the daily operations of the university
- 157 ○ Make Chico state a welcoming and safe place for students
- 158 - Students:
- 159 ○ Change the culture of learning from professors providing the information and students
- 160 giving in back to us. Teaching them to think and problem solve.
- 161 - Community:
- 162 ○ Allowing us to network to begin a teaching institution with an emphasis on research
- 163 (professional achievement). In order to maintain or complete this achievement, we
- 164 must let teaching suffer for a bit. This is not acceptable to me; how do we do both well?
- 165 ○ Focus on how to teach. I know there are CELT activities but I do.
- 166 - Students:
- 167 ○ Provide opportunities for cross collaboration among disciplines beyond 1st year
- 168 experience
- 169 ○ Be inclusive – remember credential and graduate students. Focus on all groups of
- 170 students for events, opportunities, and contributions for the campus and community
- 171 ○ Problem solving skills balanced with creative thinking
- 172 ○ Students need to know how to learn
- 173 ○ The best parts of life and open-ended
- 174 - Community:
- 175 ○ Again, be inclusive and equitable to all major groups on campus – undergrad, credential,
- 176 and grades with each other and the community

- 177 ○ Address access and support for emerging technologies
- 178 ○ We need a major shared – positive, fun experience for the CSUC community – yearly,
- 179 maybe each semester
- 180 ○ Revamp of faculty expectations – balance workload and shift for faculty expectations –
- 181 for faculty wellness
- 182 ○ We need a good tribal identity for Chico state
- 183 ○ Care about it! Care about what faculty does. Find out what faculty does.
- 184 ○ Act not react
- 185 ○ Faculty development needs to be supported and designed.
- 186 ○ Provide a physical gathering place for faculty to share
- 187 - Students:
 - 188 ○ Elicit the ability to think critically especially synthesize, evaluate, apply, and analyze
 - 189 ○ Develop meta-cognitive abilities especially reflection, global awareness
 - 190 ○ Engage them when they are and help them become more aware of themselves (body,
 - 191 mind, soul, etc.)
- 192 - Community:
 - 193 ○ Find multiple ways to converse/share that is working well and what is not
 - 194 ○ Cross pollinate more regular context with folks from different depts., ages, backgrounds
 - 195 ○ Attend more to professional growth trajectories toward expertise mentoring and much
 - 196 more
 - 197 ○ Work-life balancing – realistic and priority driven
- 198 - Students:
 - 199 ○ Vigilant
 - 200 ○ Establish relationships with people: content and application
- 201 - Community:
 - 202 ○ Focus on human content
 - 203 ○ Hire professionals who are focused on teaching and learning
 - 204 ○ Have us truly be about fostering inquiry
- 205 - Students:
 - 206 ○ Help students develop critical thinking skills
 - 207 ○ Provide opportunities for analysis, synthesis, and application
 - 208 ○ Put less emphasis on acquisition of knowledge and more emphasis on development
 - 209 skills that could serve someone will in any profession
 - 210 ○ Help students learn to adapt to our changing world
 - 211 ○ Prepare them for the diversities they will encounter
 - 212 ○ Provide students w/opportunity to take ownership of their learning – allow for personal
 - 213 connections
- 214 - Community:
 - 215 ○ Promote diversity
 - 216 ○ Maintain opportunities for face-to-face interactions (between students/student-
 - 217 faculty/amongst faculty)
- 218 - Students:

- 219 ○ They need to learn how to find instructional resources for themselves, set their goals
- 220 and learn
- 221 ○ They need to learn about their own privacies and stereotypes and learn to collaborate
- 222 with others without letting those weaknesses interfere
- 223 ○ They need to learn to be comfortable – even to embrace – failure as a necessary
- 224 consequence of innovation.
- 225 - Community
- 226 ○ We need to commit much more resources to instructional technology and the
- 227 development and use of instructional media
- 228 ○ We need to reward innovation and provide incentives to faculty and staff to find ways
- 229 to change how we do things to be more effective and efficient
- 230 ○ We need to dramatically reduce cost and increase quality in academic administration.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 11**

3 **Number of Participants:** 11

4 **Type of Participants:** Students

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9 **The major ideas / themes / declarations of possibility emerging from this**
10 **conversation are:**

11 *(See attached notes for details)*

12 ***How do we prepare our students to thrive in the 21st century?***

- 13 • Create more opportunities for interaction among students
- 14 • Provide students more diverse perspectives
- 15 • More civic engagement opportunities
- 16 • Give students more opportunities for meaningful feedback to professors
- 17 ○ (Students gave thoughtful comments about the SET process; see detailed notes)

18 ***How do we shape our academic community for it to thrive in the 21st century?***

- 19 • Rethink the use of large lecture halls (not conducive to learning/interaction, etc.)
- 20 • Rethink how to meet the upcoming pressure to offer WI courses

21

22 **The doubts and reservations that were expressed include:**

- 23 • Lots of comments about the SET process; several agreed that the problem with response rate is
24 that because the SETs come at the end of the semester, most students do not think they will
25 make a difference with respect to changes that will affect them that semester.

- 26 • Several students expressed concern over the lack of WI courses come 2016; fearful that seniors
27 will not be able to graduate simply because they haven't fulfilled their WI requirements.
28 • Students expressed a concern about the growing number of large lecture section; need to make
29 sure that students in large sections have small group opportunities

30

31 **Additional moderator / reporter observations:**

32 *(Please enter observations and/or comments about the conversation reported on, that may help members of the*
33 *review committee to interpret the results. For example: What struck you the most? What stood out? What was the*
34 *most surprising and unexpected? What touched you? Thank you!)*

35 Students were engaged and had a lot to say. Several expressed thanks to be given the opportunity
36 to contribute to the discussion. I tried to engage each student to make sure s/he had a chance to
37 share. The session was quite good, in spite of the fact that it occurred late in the afternoon on a
38 Friday!

39

40 **Big Questions Transcribed**

- 41 - Students
- 42 o well informed, engaged, involved, academically
- 43 - Community
- 44 o General education – lack of writing intensive courses, there are about 5,000 students
45 who still need a WI, but there are only 1500 seats available. This will become a huge
46 issue in 2016. Increased class sizes and all emptying to change some WPs to WIs in the
47 major classes.
- 48 o BMU renovations will be great as well as making gender inclusive bathrooms. Progress!
- 49 o Having a required advisor meeting before registration
- 50 o I am currently in an online CMST 131 class, however the program that is used shuts
51 down and don't work a lot.
- 52 o Personally, I am motivated to get good grades because I am in the honors program and I
53 have to maintain a 3.3 GPA to stay in. The reason why I love the honors program is
54 because there are smaller classed and we get first pick of classes. So, maybe making
55 incentives like that for students who have high GPA.
- 56 o When I applied to colleges, I did not know anything about Chico, but throughout my
57 experience I have had an amazing learning experience, one-on-one time with
58 professors, and Chico is such a beautiful campus with so much to offer. The university
59 can thrive by really promoting those ideas to new and applying students and give them
60 a good idea at what their first year is going to be like.
- 61 o Promote honors program to help students thrive

- 62 ○ During orientation week have plenty of advisors around and available for one-on-ones
- 63 with students
- 64 - Students:
- 65 ○ What should we be focusing on?
- 66 - Community:
- 67 ○ At summer O have a panel of students voices (which are in the major) present, to share
- 68 their experiences with incoming students and freshmen who are signing up for the
- 69 major.
- 70 ○ The university should continue to have groups such as Union Label, promote events on
- 71 campus (alternating events) so students can understand they don't always or necessarily
- 72 have to go out and party. (this will in turn help our party reputation)
- 73 ○ Along with tabling during orientations such as summer o and the Chico experience,
- 74 clubs and organizations should have 1-2 reps come into a classroom with a group of
- 75 potential students to discuss what their club does and it's events. I think that would
- 76 greatly involve more students on out campus.
- 77 ▪ Some students are shy and maybe introverted, but not come to the clubs table
- 78 to talk because they're nervous.
- 79 ○ I recently saw the mentor opportunity for spring semester and I think more programs
- 80 like this are a great idea.
- 81 ○ Instead of waiting to do evaluations (for professors) at the end of the semester, do it in
- 82 the middle so if there needs to be changes they can in the middle rather than next year.
- 83 - Students:
- 84 ○ From my perspective: require community service/volunteer work
- 85 ○ Provide more opportunities for hands on leaning
- 86 ○ Have small groups within each department of students and one faculty member where
- 87 they teach us how to write resumes and go through interviews.
- 88 ○ Require students to do internships in their field before graduating.
- 89 - Community:
- 90 ○ Provide more hands on learning
- 91 ○ Take the focus from the party reputation
- 92 ○ Smaller group discussions in place at lecture halls one class meeting
- 93 ○ Each student have some kind of mentor/advisor
- 94 ○ There are not enough advisors for all the students
- 95 ○ Have more events and activities for students to partake in instead of going out to
- 96 party/drink.
- 97 - Students:
- 98 ○ Promote general health and safety: alcohol and drug use, overall health, being aware of
- 99 surroundings, etc.
- 100 ○ Establish faculty mentors – someone to help navigate through college years.
- 101 ○ Internships, finding jobs post grad.
- 102 - Community
- 103 ○ Update current technology w/professors who know how to use it efficiently/effectively.

- 104 ○ Knowledgeable professors who care about their students and are passionate about the
- 105 classes they teach
- 106 ○ Smaller class sizes
- 107 - Students:
- 108 ○ Students should enter Chico state and leave with confidence that their time there
- 109 adequately prepared them for the real world. Interview skills would be very valuable.
- 110 Teaching students to adapt to new technology would also be an essential skill. Students
- 111 need ta foundation to be able to grow with the changing times after college.
- 112 - Community:
- 113 ○ A lot of the learning spaces feel over crowded, and the professors feel out of reach. The
- 114 university should provide an environment that encourages people to learn and make
- 115 connections with each other. Perhaps provide more classroom situations where there
- 116 aren't as many individuals in class.
- 117 - Students:
- 118 ○ Invest in a FYE program – there are a lot of innovative ideas that programs create but
- 119 they don't have enough resources.
- 120 ○ Classes should move all online in terms of assignments – all sustainable – gives the
- 121 independence to complete work are an individual pace and better for environment
- 122 ○ More civil engineering projects in classes – apply knowledge to foster community and
- 123 build transferable skills for resume
- 124 ○ Increase participation and resources for summer O – make it ongoing if more events
- 125 throughout the year
- 126 - Community:
- 127 ○ Continue partnership w community and AS to create opportunities for students to have
- 128 fun without partying
- 129 ○ Be more transparent – reorganize in a way that helps all students understand the
- 130 system they are a part of – empower them to make suggestions on an ongoing basis
- 131 ○ Reach out to EOP students, SSS students, and organizations in campus to hear their
- 132 perspectives
- 133 ○ Have mix groups focus groups between colleges, organizations, etc.
- 134 - Students:
- 135 ○ Hands-on learning (internships, simulations, role-play)
- 136 ○ Community involvement
- 137 ○ Keep technology current and available
- 138 ○ Focus on inter-relatedness of fields
- 139 ○ Promote healthy choices
- 140 ○ Encourage exploration
- 141 ○ Limit punishment for “bad choices”, and allow students to make mistakes and learn
- 142 from those
- 143 ○ Stress diversity; do not focus on differences, but uniqueness and similarities
- 144 ○ Provide resources for more skill development
- 145 ○ Lower focus on grades, stress skills, and self-betterment

- 146 - Community:
- 147 o Equal opportunity for all
- 148 o Seamless flow of power; make all levels of power transparent and accessible
- 149 - Students:
- 150 o Chico is a fun school: keep it so. The collaboration of experiences I've had helped me
- 151 grow immensely. I'd like to see students encouraged to interact more with each other,
- 152 professionally and socially. There is a trend toward individual or a modular style of living
- 153 that is prevalent among people my age. I'd most like to see the university help kids
- 154 break from that model and actively seek social connections.
- 155 o Technology and the cutting edge
- 156 o Well informed teachers who keep up on current events and ne information
- 157 o Teaching the importance of networking and social interaction
- 158 o Seek to understand and accept the 18-24y/o lifestyle
- 159 - Community:
- 160 o Fostering a collaborative environment is the single most important thing. If students feel
- 161 like what they are doing in class matters they'll have a better experience. You can have
- 162 the shiniest car in the world, but if it isn't fun to drive, you won't get inside it.
- 163 - Students:
- 164 o In order to help students thrive in the 21st century, I think it is very important to focus
- 165 on the different forms of communication. I think students need to know how to interact
- 166 with each other and with others, such as teachers or future employers. While face to
- 167 face communication is important, it is essential that students understand technology
- 168 and how to communicate through it. I would focus on sending emails, video chatting,
- 169 social media, and using websites as a way to communicate in the 21st century.
- 170 - Community:
- 171 o In terms of Chico, I would love to see the school have more forms of technology
- 172 integrated. Possibly giving students a computer or tablet to take home in order to work
- 173 with all the programs downloaded.
- 174 o More computers in classes to help work
- 175 o More online classes offered.
- 176 - Students:
- 177 o Connecting – improving connections with student's life. These could be possible one-
- 178 person who helps to direct students toward first setting goals, and after achieving them.
- 179 More like a mentor who knows you well and works with you maybe until student
- 180 graduation.
- 181 - Community:
- 182 o University no longer could afford not to be best of Global community – so this in terms
- 183 of connections with other institutions.
- 184 - Students:
- 185 o With so much information (including the latest research) online, it is important that
- 186 students learn to think, not only, critically, but creatively.

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- Classes should provide a basic framework of knowledge, but engage the students in a way that utilizes their own experiences, culture, background, etc. to approach the material in a way that is unique to them.
 - In being involved in Summer O, I was struck by the diversity of personalities and experiences that students bring to the campus. Their unique perspectives shouldn't be lost among the rigor of academic learning.
 - I wish there was a way to foster the growth of that unique and creative thinking. Creative thinking applies across all disciplines for liberal Studied majors – being creative in the classroom is as essential as it is to a student heading into mechatronic engineering.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 12

Number of Participants: 13

Type of Participants: Faculty and staff

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

Theme 1 – Information Literacy

- The ability to graduate students who can ask questions and who can find and think critically about information to solve problems (aka information literate students) is essential for the 21st century if our graduates are to be competitive in the workforce and contribute as informed citizens. Information literacy is the foundation of lifelong learning and increased globalization and internationalization make it even more essential. To this end, as part of the strategic plan, information literacy needs to be meaningfully integrated into the curriculum at all levels and additional resources need to be focused on providing the knowledge and skills required. The Librarians are the information literacy experts who can facilitate this goal.

Theme 2 – Library as a place for study, collaboration, and creativity

- Students in the 21st century need innovative spaces for creativity, collaboration, and problem solving to accommodate new ways of learning and to develop the kinds of skills they will need in the workplace. The Library can and should provide these spaces and be the center for these activities

- 27 • As a discipline neutral space, the Library should be the core of campus and community
28 scholarly activity and offer a variety of public events, lectures, and exhibits. The
29 recovered Turner Gallery space could be used for this purpose

30 **Theme 3 – Library Collections**

- 31 • The Library’s book, journal, media, and digital collections will remain essential to
32 support academic research and learning. Monetary resources allocated towards library
33 collections need to be flexible and support the purchase of resources for new programs
34 and courses as well as fund transitioning from print models to electronic models when
35 needed for effective access

36

37 **The doubts and reservations that were expressed include:**

- 38 • Aim For Four is not realistic when students coming to college are unprepared for college level
39 work.
40 • Aim For Four is detrimental for students and will result in more young people ending up in
41 careers that they are not suited for
42 • If Aim For Four is to have any chance to succeed, significant resources must be expended to
43 support more tutoring, writing, help, advising, etc.

44

45 **Additional moderator / reporter observations**

- 46 • It is important for CSU, Chico to not lose our unique identity and to retain the academic
47 atmosphere that contribute to the “Chico Experience” such as small class sizes and the
48 ability for students to interact with their professors.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 13

Number of Participants: 5

Type of Participants: General Group—faculty and staff.

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

On Preparing our Students

International engagement – Would love to see as many students as possible have a significant, difficult encounter with a foreign culture to experience daily nuances and be immersed in the true culture, not some protected enclave. For example, experience the real Brazil in everyday life with all its difficulties and humiliations. Have to speak Portuguese.

Encourage/require foreign language. In recent experience of family member, learned that USF bundled a Study Abroad semester into tuition as a freshman.

There is the international experience and then there is the reality of the job market. In a review of 'hot jobs' we analyze the employer requirements and a foreign language ability may give competitive advantage for jobs requiring travel to foreign countries. Students don't know that the reality of some job markets favor a second language. Would suggest holding employer panel—by majors—to help create realistic expectations on the part of students and expose students in their freshmen and sophomore years to the possibilities and realities of employment in the major before they come to graduation time. Language skills preferred often comes up.

Willingness to learn the second language indicates a willingness to break the cycle of ambivalence or ignorance—they drive on the "wrong" side of the road rather than they are driving on the opposite side of the road. With some level of foreign language skills one is much better able to survive in a foreign country.

As a university we need to be more specific about our focus, about our identity, and select students based on that, so that we can graduate the kind of students we want to graduate. I am concerned about the gap between the students we want to graduate and the students we admit to the university. Consistency between the resources and

30 *student support we provide and the goals students have for graduation. Attract students according to our stated*
31 *identity; for the students' sake as well so that they can get advice about where to go to college.*

32 *We want students that are engaged, that have a passion and tell them it is OK to decide later what they can study,*
33 *a certain major later. Most students are here because it's the basic next step beyond high school. They do not ask*
34 *'what contribution can I make while here and in the future.'* *We would want students to be engaged with a topic*
35 *and have some knowledge and then set a goal. They should have some knowledge about what it means to*
36 *graduate from college and go onto graduate school. Students have many options and we should develop a sense of*
37 *what we can do for them during the time that we have them here.*

38 *Some students are not ready for college. They should not even be here. It is an easier choice to go to college and*
39 *they are not going to be successful. And yet we take their money for two,three years.*

40 *We should really look at how students are coming out of high school. Maybe should require two years of service*
41 *after high school prior to college (like Israel). They will be more mature. Teach them integrity and teach how to*
42 *give. Students are more focused on what can you do for me. They don't understand that their presence on this*
43 *campus is a gift to them! They don't understand they are being subsidized by the tax payers.*

44 *Would love to give special attention to enrolling older students - they have goals, they don't seem to have drifted*
45 *by momentum; they are not just interested in credentials. They are interested in the learning process. They have /*
46 *develop passions and end up doing better.*

47 *We can't stop them from coming. We are forced to take them in. If we lay out our requirements too strongly, we*
48 *will reduce our FTES. We need to stick to our guns, take the reduction in FTES, and hopefully the word will get out*
49 *that these are Chico's expectations, and it may be hard, but eventually you may get those who can handle our*
50 *requirements. We always take the short-term perspective.*

51 *We need to be prepared to accept students who come because their parents want them to or it is the next thing to*
52 *do. But they need more than just the 15 units. It's an important part of developing the whole person. These are 18*
53 *year olds, adolescents who are not yet clearly focused. We need to be realistic about what makes them healthy*
54 *adults, even though that does not always seem like true academia. We have to be realistic about our populations.*
55 *We need to support them through the process of making them into productive adults. We need to define standards*
56 *and stick to them.*

57 *In a perfect world, would love to see the catalogue redefine the credit hour. Every hour requires two hours of*
58 *preparation. Teachers can produce a better product if this were done. We should honor the fact that 15 hours is a*
59 *full-time job. I can teach much better if there is a campus expectation of three hours being defacto 6 hours.*

60 *We do realize that some students work part-time, and that may have an impact. We need to communicate to*
61 *students that if you work as hard as you can, you will succeed. You will contribute more. Even though you don't*
62 *know how to do everything, it's how hard you work and the passion you have.*

63 *What about students that have families? Do we water down the curriculum? Do we create weekend-classes?*
64 *Maybe it takes longer if you work and have a family? That would seem to be totally appropriate. It is ok to take six*
65 *years under those circumstances. They should not however be excused because they have a family or are having*
66 *financial problems. Slow down your academic process; it is not a race. Take fewer units and focus on the units that*
67 *you have.*

68 *This generation needs to be held accountable. They do not seem to toe the line on much. Academic probation,*
69 *special contracts, etc. allows them through; how do they continue on for so long? With a low GPA; and a major and*
70 *two minors? Ending up with 160 units. Inch deep and mile wide.*

71 *I would rather they focus on the major and lower the GE requirements. That would be alright for those students*
72 *who are gungho on a profession, e.g. professional engineer or CPA. They need to start early. I don't know what our*
73 *majors would look like if we just taught them I guess we could teach the GE while teaching the major, or the*
74 *opposite! Alternatively, like the European system, teach them GE in high school so they don't have appalling gaps.*

75 *Maybe the solution is two tracks - professional engineer type of track (little GE), or more of a liberal arts BA degree,*
76 *(more GE, less major). Came across a BA vs. BS in Chemistry in the same department in recognition of the career*
77 *the student is interested in; BA to go to Medical School.*

78 *For all the flag waving of our GE, the tunnels are highly prescriptive; some of these things are ludicrous and they kill*
79 *morale. I can certainly see the option of saying to a student, you are an X major, go the college of BSS and take 9*
80 *hours, the world is your oyster. Learning should be fun rather than boring. Looking at the GE matrix is not*
81 *exciting! Let's offer a course in Personal finance course for any major in area E. Might be offered in high school?*
82 *Life skill courses, how to get a mortgage, credit cards, middle class indoctrination, marriage and family life. GE*
83 *Area E needs revamping. Students need to explore knowledge and gain confidence that shows in a job interview.*
84 *Many employers advertise all majors welcome!*

85 *Academic knowledge versus street smarts. What many of the current generation know is not necessarily from*
86 *school; there is the History Channel, the Discovery Channel, etc. Knowledge: from school versus from life/ job*
87 *experiences. Some that are not 'educated' actually have much more knowledge. Do we want those students in*
88 *higher education? What exactly are we here for? Only for special students? For all students? Are we obligated to*
89 *teach our students life skills?*

90 *We are defining students to fit us; not so much to find their way into the world but more to make our jobs easier.*
91 *We create a mold and we want everyone to fit into it. We continue to create the culture of what it meant to be a*
92 *good student when we went through the process. Now there are so many other sources of knowledge; do we*
93 *adjust our model to reflect that? How does that reflect in our obligations to people outside academia? Only certain*
94 *students can be successful because of what we require. Testing, assessment all forces in that direction.*

95 *Are we out of synch with the needs of our students and the requirements of the new world? Unfortunately,*
96 *meeting accreditation requirements, at Univ. and college levels, and teachers don't have freedom to do what they*
97 *think works. Sometimes it is however our interpretation of the rules, and we assume constraints to be more than*
98 *they really are. Don't assume there are constraints. Be willing to experiment (GE vs. non-GE example). Can we*
99 *develop individual learning plans for students and move away from 3 hr credits.*

100

101

102 **On Shaping Our Community**

103 *It would be interesting if someone in a leadership role would say out aloud that we are willing to do whatever it*
104 *takes for our students to succeed. Don't assume there is a constraint. Ask until you are turned down. It would set*
105 *a new tone. It would at least encourage us to try. Right now there is nothing we can do; nobody can graduate*
106 *without GE; each student has to follow that plan. But if we are willing to experiment with a number of students*
107 *who are allowed to complete their own personalized plan, graduate faster, and find happy employers, that would*
108 *be our proof. Unless you are allowed to experiment like that you can't really compare and innovate.*

109 *You would hope that administrators would fight for us to see this type of experimentation. Often, they do not and*
110 *you get discouraged and give up.*

111 *I can see arrangements with individualized learning plans, classes aren't necessarily 3 hours, but how do you make*
112 *it work. It would cause a certain amount of mayhem. Anything in GE is constructed around three unit boxes. We*
113 *would have to get some guarantee that there would not be an all-out war about FTE. That is a basic conservative*
114 *fear- making target.*

115 *Create a core of 100; new flexible plan - Class of 2014. Students would have to compete for admission to this*
116 *program. We should recognize that there are two sets of students here. Some have a lot of initiative and*
117 *motivation and the others have a lot of momentum and looking to us for a list of boxes to check. Students without a*
118 *clear vision or intellectual passion, we put in a Montessori type of environment and say here go play for four years.*
119 *Other students that don't have a clear vision of what they want to study may want to go to community colleges.*

120 *We could have two plans: Plan A and Plan B. Which are you? Which do you want to be? Want to apply to our*
121 *special experimental program? Don't change entire campus though; we, collectively as decision makers, are often*
122 *forced into wholesale changes rather than more incremental adjustments to changes in students and environment.*
123 *Then, compare the results in five years.*

124 *As far as what is best for 18-year olds, when you review their decision making, they are members of very small*
125 *networks; parents are there to help so they are not independent thinkers and then we switch them to an*
126 *environment in which they don't get much help (we try to help in the dorms, advisers for half an hour, etc.); a*
127 *situation in other words quite different from the family context from where they came. In addition, we don't give*
128 *parents any information so they are in no position to help anymore. On campus we really don't have the support*
129 *systems, the resources for a full network of support to nurture the 18-year old and develop them into healthy*
130 *adults. Should not be a surprise that we lose people. There is a mismatch with 18-year old stage of development*
131 *and our expectations for their behaviors. They are still dependent on 'family systems' but the families are now in*
132 *academia; they are not in high school anymore and ill-prepared for the college environment and its expectations.*

133 *As a campus we have less resources; we have less time to mentor the students; we serve more students, we teach 4*
134 *courses, staff has less time, etc. We have less time to mentor our students to become functioning adults. There*
135 *are some good things happening such as in the dorms where there are scholarship communities. But faculty are*
136 *more and more limited in their ability to contribute given all their other demands.*

137 *This is further exacerbated by the fact lecturers are replacing retiring professors. Aware of some students who*
138 *have had very bad experiences with part-time faculty / FERPs. One part-time faculty cancels half of the classes.*
139 *Changes in instructor in the middle of the semester. Good experiences can be had however with some planning on*
140 *the part of the students.*

141 *This should be part of the job description of new faculty we hire; example, state 'can mentor like a parent.' If we*
142 *want this from our faculty, we should have different recruiting, evaluation and promotion mechanisms. We need to*
143 *train incoming faculty for these tasks. It is kind of like a boot camp; you come here and you basically make it on*
144 *your own.*

145 *Other students' frustrations center on course availability. They see a list of 100 different courses and only 20 are*
146 *really available. So they end up taking courses they really don't want to take. On the other hand, sometimes the*
147 *courses are there but not at a time at which students want to take them.*

148 *We could establish a mentor program with older students to younger students because we are not going to get the*
149 *faculty. Peers understand the student culture and may be in a much better position to influence students.*
150 *Leadership skills and mentoring skills could be integrated into a model to help students who are very different than*
151 *us. How would we manage this? Who is going to train the mentors? It doesn't always happen naturally. (Scholars*
152 *Circles?).*

153 *Faculty rights – It seems that faculty continue to lose rights and that feels very disrespectful; in particular in the.*
154 *Academic Senate. The experiences over this past semester have been very disrespectful to faculty and chairs who*
155 *are attempting to be engaged. Travel form as an example, faculty are to consult with Chair and now chair's*
156 *integrity is being doubted. It seems that lean processes are wanted, but then we design more regulatory*
157 *paperwork to punish the few and irritate the rest of the campus. Honor faculty processes or don't waste their time*
158 *- honor them. Empower faculty to honor their decisions. The president's non approval of something after it is run*
159 *through faculty processes is frustrating. Quit making the whole suffer for the few's mistakes. These issues don't*
160 *contribute to what we are here for. We are here for students. That's what we are all doing here.*

161 *Staff needs to feel more fully appreciated. Not sure how to go about that. Staff morale is very low. SSI's and GSI's*
162 *are nonexistent for 6 years - good people are leaving.*

163 *How do we move in those directions and see results from this conversation process? First, we acknowledge we are*
164 *here for students. We need input on what is best for students. Faculty are a major source for that type of*
165 *information; faculty need to be honored in that way. And staff need to do what is best for students. This priority of*
166 *what is best for students needs to permeate decision making at all levels. The most frustrating experience in that*
167 *regard is with the use of facilities - very frustrating to get the services we need to do what is best for students; labs,*
168 *locking systems, hundreds of hours spent wasting time arguing about facilities use versus time spent with students.*
169 *Having to pay for rooms on Saturdays! We open our labs, but building is locked. "It's defeating and it has gotten*
170 *worse over the past 20 years". People come here and are shocked at the lack of support that we get with facilities.*
171 *They are not there for the students. Why do they charge for everything? Does Google have a completely separate*
172 *department that charges for its facilities? It just doesn't work.*

173 *So faculty **and** staff need to feel more appreciated.*

174 *Someone needs to be willing to fight and challenge this type of thing. Same for faculty misbehavior - if they aren't*
175 *showing up for class, fight it. Fire them and/or go to court to set the tone. Same for Kendall Hall; President should*
176 *let people go who do not subscribe to our values. We are here for the students and if you are not willing to*
177 *subscribe to that value, we cannot hire you or if you are here, we cannot continue you. Continue to focus on the*
178 *students. Bottom line criterion: Would it be best for the student to _____? If yes, then proceed. Empower people*
179 *to do the right thing.*

180 *Obliterate bureaucracy. Bureaucracy is overrunning the place. Workload reports are an example to satisfy KNDL*
181 *and CO. Reporting becomes an issue. Definition of large lecture: 118 vs. 120 students, then file paperwork that*
182 *creates a fraud so that the numbers match up for reporting purposes. It is the artificial part what drives everybody*
183 *crazy.*

184 *All of us would be more excited to change and stretch ourselves if there is hope. Merit pay; gain raises for*
185 *meritorious performance; not across-the-board. People who do not work get the same increase as those who work*
186 *hard. I would be more excited to change and stretch myself if there is hope. My trajectory for a full professor pay*
187 *in the future is less than incoming new assistant professor. In a recent chair meeting, group was told to go out and*
188 *get a job offer and the university might match it. Utter waste of everyone's time and unethical. There must be*
189 *some realistic ways to get raises, within union constraints. Make mechanism easier. Same goes for staff. Was not*
190 *given credit for the 30 years I worked prior to coming to CSU, Chico. I'm making as much as someone coming in*
191 *without the 30 years' experience. Response: Show at least a willingness to acknowledge and address this issue;*
192 *find a mechanism to do so. Current offers to incoming faculty will be the minimum salary for all deserving faculty in*
193 *discipline / department / college.*

194 *One possible response is to make the overall university budget process more transparent. Give chairs and deans*
195 *more information and they can help allocate resources. There are different budget models across the colleges;*
196 *some deans share more information than others. Some chairs have more budget control than others. The*
197 *community may have better ideas for managing our resources.*

198

199 **The doubts and reservations that were expressed include:**

200 *See above reports.*

201

202 **Additional moderator / reporter observations:**

203 *Lively conversation. Participants appreciated opportunity to be part of possibility conversation. Content*
204 *of Phase II was shared with participants.*

205

206 *This version was vetted by participants.*

207

208

209 **Appendix A**

210

211 **How do we prepare our students to thrive in the 21st century?**

- 212 • Connect with business / employment resources to ensure we are preparing students
213 appropriately.
- 214 • Hire sufficient faculty with backgrounds strong in academic experience.
- 215 • Keep expectations similar to work/business's expectations; groom / mentor students
216 accordingly.
- 217 • Ensure students are current in their knowledge base as they learn while instilling a
218 desire for life-long learning.
- 219 • Be more selective about students who can benefit from the academic experience Chico
220 has to offer.

221

222 **How do we shape our academic community for it to thrive in the 21st century?**

- 223 • Hire sufficient faculty with backgrounds strong in academic experience.
- 224 • Empower faculty to make decisions; support their expertise.
- 225 • Work with alumni / business to ensure a match between academic skills and work
226 expectations.
- 227 • Provide professional growth opportunities for staff and faculty that support their work
228 with students.
- 229 • Acknowledge / provide the multiple resources outside of the classroom-based tasks that
230 will contribute to the goal of student success.
- 231 • Develop a sense of who we are and what we can offer as a campus.

232

233 **How do we prepare our students to thrive in the 21st century?**

- 234 • We need to be on top of / ahead of technology.
- 235 • We need to teach our students how to prepare and succeed in finding employment.
- 236 • We need to teach our students, staff and faculty INTEGRITY.
- 237 • We need to teach them how to use the Career Center.

238

239 **How do we shape our academic community for it to thrive in the 21st century?**

- 240 • We need to teach integrity.
- 241 • We need to feel appreciated for all we do.
- 242 • We need to encourage career advancement and reward excellent service on an
- 243 individual basis for those who wish career advancement.
- 244 • Our technology and processes should be state of the art and training be available for
- 245 said technology.

246

247

248 **How do we prepare our students to thrive in the 21st century?**

- 249 • Emphasize the value of gaining experience during their academic career; whether
- 250 through volunteer work, research experience, etc. This is essential in helping students
- 251 identify and clarify career goals.
- 252 • Seek out tools / programs being used at large in business / society and teach these skills
- 253 / incorporate into courses. (Examples include social media skills, MS Excel, Pivot Tables,
- 254 etc.)

255

256 **How do we shape our academic community for it to thrive in the 21st century?**

- 257 • Create more partnerships w/ employers and outside organizations to stay abreast of
- 258 changing technologies and job market needs.
- 259 • Work collaboratively between departments to gain the benefit of synergies.

260

261

262 **How do we prepare our students to thrive in the 21st century?**

- 263 • Help them mature into responsible adults.
- 264 • Field of study not as important as learning to be responsible, caring and humble world
265 citizens.
- 266 • Encourage (Maybe require) semester long service learning, internship and a foreign
267 language. De-emphasize professional studies unless credentials are required (CPA, PE,
268 etc.)

269

270 **How do we shape our academic community for it to thrive in the 21st century?**

- 271 • Make accountability a top priority, but must establish and adhere to commonly-
272 subscribed objective standards of performance.
- 273 • Provide resources to help students and faculty. This is time to spend, not cut.
274 Administrators need to make gutsy calls. We need folks who are willing to make tough
275 decisions.
- 276 • Don't waste time and energy on window dressing. Most of us are ready; we need
277 someone to take the lead.

278

279 **How do we prepare our students to thrive in the 21st century?**

- 280 • Encourage significant, difficult, prolonged encounters with some distant society /
281 culture.
- 282 • Improve reading as well as writing skills.
- 283 • Continue to encourage Study Abroad, especially in the host's country own language.
- 284 • Give special attention to bringing in older students.

285

286 **How do we shape our academic community for it to thrive in the 21st century?**

- 287 • Invest resources in the success of the General Education program.
- 288 • Restore investment in research.
- 289 • Strive to return class sized to pre-crisis (pre-2008) levels.
- 290 • Where possible, recruit faculty with international experience.
- 291 • Avoid creating new salary "inversions" (inequities) with new hires.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 14**

3 **Number of Participants:** 8

4 **Type of Participants:** Professors

5

6 **The 'Big Questions' for this conversation were: "How do we prepare our**
7 **students to thrive in the 21st century?" and "How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 Provide teaching improvement incentives.

13 Emphasize Teaching/Research values (Ex:6 units of teaching, 3 units of research, 3 units of service,) and
14 state it explicitly. (instead of saying 12 units of teaching and 3 units of community service) with no
15 mention of research.

16 Value advising (RTP) and provide internships for students

17 Classes and learning spaces that have top of the line technology.

18 Lab spaces, alternative sizes and configurations that encourage research, collaboration, improved
19 learning.

20 Think STEM and sustainability, organizing communities

21 Improve relationships—avoid policies that divide faculty—write policies that support faculty working
22 together.

23 Provide learning that is problem-based, requires critical thinking, encourages relationship building,
24 allows for failure and success being equally valuable.

25 Provide research labs and "new thinking" learning spaces.

26 Appendix A

27 Question 1: Raw Data

- 28 • STEM: Not just a major—applied skill set, teach ethics and social justice within the context of
- 29 global awareness capabilities across cultural and socio-economics
- 30 • Sustainability: Earth as a spaceship
- 31 • Competencies for modern challenge.
- 32 • Long term sustainability
- 33 • Solutions-based design enabled applied endeavor in class in skills (Sustainability
- 34 science)
- 35 • Skills—evidence-based knowledge and ethics
- 36 • Real experiences that have immediate consequences.
- 37 • Situations where failure and success are equally valid ends
- 38 • Problem solving-- Where the result has a consequence.
- 39 • Situations where students really have to work together in order to be successful
- 40 • Put students in situations where they have to think outside the box to be successful.
- 41 • Build strong critical thinkers.
- 42 • Innovative classroom experiences
- 43 • Connecting to local community
- 44 • Understand income inequality and it has repercussions on society
- 45 • Multifaceted, technology, communication skills, EM. Competence, Listening skills, Collaborative
- 46 skills, global perspective, creativity, movers and shakers, question, find their passion, (Fear of
- 47 Failure), Knowing that Failure is okay, okay with ambiguity. Know what a “text talk” is.
- 48 • Provide students internships that are meaningful.
- 49 • Create a developmental advising while considering their social and academic identity, their
- 50 cognitive, development. Help them/lead them to develop academic identities, create advising
- 51 pods.
- 52 • Give students structured real world problems (A specific scenario is proposed and the instructor
- 53 mediates and the classroom is safe to explore ideas.
- 54 • Provide technology that is comparable to what they will need to use in the future.
- 55 • Give them access to tools and infrastructure that can allow for learning to occur.
- 56 • Revise faculty contracts: teach three classes (3 units) do committee work (3) do research and
- 57 writing (3)

58

59 Question 2: Raw Data

- 60 • Provide all professors staff development in teaching/learning strategies, assessment, lesson
- 61 planning, writing learning objectives. Expect professors to apply principles of educational
- 62 psychology to improve their teaching practices. Teach them what a syllabus it, what it should

- 63 look like and have in it, what a scope and sequence of instruction is, how to select materials and
64 adjust instruction to meet the needs and abilities of the students.
- 65 • Promote collaboration through various RTP requirements. For example—Teaching in a team;
66 interdisciplinary research.
 - 67 • Build infrastructure that allows for more research lab spaces where students can have access to
68 experimental experiences for inquiry –based learning.
 - 69 • Sustainability systems thinking.
 - 70 • Interdisciplinary world mean FTE WTU are managed cooperatively to facilitate faculty team
71 teaching/faculty collaboration in teaching/curriculum development/ research.
 - 72 • Physical spaces for routine ad hoc faculty collaboration.
 - 73 • How will Deans learn to cooperate across their colleges?
 - 74 • All are invested in the outcomes of the students.
 - 75 • Create support for collaboration.
 - 76 • Relationships are key—our policies work against this.
 - 77 • Be okay with ambiguity.
 - 78 • Learning spaces/infrastructure is a problem (space availability, types of spaces, size, etc.)
 - 79 • We shape it by working with students to build relationships.
 - 80 • Change the way we view scholarship.
 - 81 • Have top of the line technology rooms that all have connectivity, provide all faculty with
82 technology necessary to work productively (IPADS, printers, laptops, external drives to protect
83 their work).
 - 84 • Create policies that don't divide people, cause competition. Create policies that encourage
85 faculty to work together, teach teach, collaborate –however, the RTP process causes division.
86 How to give SETs to a team taught class? How to divide the units? Create learning spaces that
87 encourage experimental work. Infrastructure improvements—smart rooms, clocks that work, no
88 asbestos, computer that work, screens that come done and go up. Have lab spaces that are
89 available to do real research with students. Some research can not be done by sharing a lab.
 - 90 • Continual learning: continual professional development.
 - 91 • Provide opportunities and abilities to organize communities.

92

93 **The doubts and reservations that were expressed include:**

94

95 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 ID # 15

3 Number of Participants: 8

4 Type of Participants: Department Chairs

5

6 The 'Big Questions' for this conversation were: "How do we prepare our
7 students to thrive in the 21st century?" and "How do we shape our academic
8 community—all of us—for it to thrive in the 21st century?"

9

10 The major ideas / themes / declarations of possibility emerging from this
11 conversation are:

- 12 • We need further conversation on the relative roles of job-related training,
13 basic skills (writing, communication, numeracy [Excel], accessing
14 information) and broad liberal arts education. All recognized the role of the
15 latter, but several participants expressed frustration with the quantity of
16 general education requirements and the quality of instruction. "We are not
17 only creating employees, we are creating citizens to sustain our
18 democracy." A significant portion of our conversation revolved around
19 these issues.
- 20 • Related to above, some suggested a two-track degree system: professional
21 versus liberal arts. Some thought this would lead to a second-class status
22 for liberal arts students, however.
- 23 • Related to this was a desire expressed by several to know more about our
24 students once they leave Chico State. We need to strengthen alumni
25 connections to help guide the academic changes we are discussing and to

- 26 provide student opportunities. Also work more closely with other
27 stakeholders, e.g. employers. Make better use of LinkedIn for this purpose.
- 28 • There was discussion of the Chico State niche in the shifting and
29 competitive landscape of higher education.
 - 30 ○ Should we emphasize the ways that Chico State is more like a “small
31 private school” versus Big State U?
 - 32 ○ How do we retain the benefits of a residential campus, while also
33 emphasizing global connectivity, understanding?
 - 34 ○ How do we adapt to changing demographics of incoming students?
 - 35 • Related to the above: What is the role of e-learning strategies in this? We
36 need to serve our far-flung region with quality distance education. Need to
37 use technology wisely and welcome it into the classroom – which doesn’t
38 mean students using their mobile devices to cruise Facebook during class!
39 “Take the ‘i’ out of the ‘i-Generation.’”
 - 40 • Emphasize applying knowledge in real world situations and encourage
41 internships and other learning opportunities.
 - 42 ○ Need to *professionalize* students, regardless of major, e.g. good
43 presentation skills, including self-presentation.
 - 44 ○ Integrate on-campus and community-based educational processes.
 - 45 ○ Don’t abandon emphasis on sustainability.

46 **Regarding the future of our academic community:**

- 47 • Ensure that this dialogue is sincere (there are doubts).
- 48 • Restore trust.
- 49 • Enhance cross-disciplinary conversation so we “better understand
50 our own uniqueness.”
- 51 • Reduce barriers to cross-disciplinary collaboration. “Be less territorial as
52 departments, colleges.”
- 53 • Reduce cumbersome bureaucratic processes. Be more flexible.

54 **The doubts and reservations that were expressed include:**

- 55 • Is this effort sincere or just another smokescreen out of Kendall Hall?

56 **Additional moderator / reporter observations:**

- 57 • Much of the conversation focused on the conflicts we face in preparing
58 students in a fast-changing world: basic skills, discipline-specific technique
59 and broad-based learning. How do we do it all in a 120 unit degree?
60

61 **Big question notecards transcribed:**

62 **How do we shape our academic community to thrive in the 21st century?**

- 63 • Working together
64 • Accept differences
65 • Open to change
66 • Forward thinking
67 • Not be territorial

68 **How do we prepare our students to thrive in the 21st century?**

- 69 • Embrace technology – accept that you cannot stop the use of technology by students – instead
70 use it as a way to improve education.

71 **How do we shape our academic community to thrive in the 21st century?**

- 72 • Give faculty more resources for research
73 • Keep up with technology and teach students
74 • Focus on ethics
75 • Focus on solving problems
76 • Attract diverse students and faculty
77 • Sustainability

78 **How do we prepare our students to thrive in the 21st century?**

- 79 • Find out types of jobs graduates get
80 • Make sure certain majors get skills they need to get jobs when they graduate.
81 • Make Excel sing!
82 • Know where to find data on web
83 • Be a good analyst
84 • Write well
85 • Good at presentations
86 • Ethical
87 • Internships
88 • Research with faculty

89 **How do we shape our academic community to thrive in the 21st century?**

- 90 • By determining what role we should play and this will determine what shape we take.
- 91 • What extent forces influence what shape we may take? What internal forces are at our disposal
- 92 to determine our shape?
- 93 • How do we merge these external and internal forces without losing sight of reality?

94 **How do we prepare our students to thrive in the 21st century?**

- 95 • By determining what challenges students will face in the 21st century
- 96 • By determining what capacities we have to prepare students to face these challenges
- 97 • By determining how we want to go about blending these challenges students will face with our
- 98 capacities to prepare them.
- 99 • How do we combat inertia? How do we evolve away from traditional curricula and into curricula
- 100 reflecting 21st century needs and challenges?

101 **How do we prepare our students to thrive in the 21st century?**

- 102 • Help them develop global mindset or perspective – think globally, act locally or regionally.
- 103 • Gen Xers/millennials – foster their service orientation
- 104 • Shape education delivery to focus less on content and more on teaching students how to access
- 105 dynamic, changing knowledge via emerging technology.
- 106 • Encourage students to be future oriented/always look at future possibilities/ emphasis is on
- 107 vision and being proactive about what they want their future to be.
- 108 • Don't lose sight of basic skills like writing, reading, math and communication. These are
- 109 foundational skills.

110 **How do we shape our academic community to thrive in the 21st century?**

- 111 • More interdisciplinary communication and collaboration
- 112 • Need to be more future focused to avoid being caught in day to day operational planning and
- 113 crisis management
- 114 • Need active, proactive planning to increase resource allocations for education. For increasing
- 115 faculty and staff positions. More program resources for students.
- 116 • Prepare for increasingly ethnic and cultural diversity in the population at large and anticipate
- 117 how this might change our educational mission, goals, and teaching methods.

118 **How do we prepare our students to thrive in the 21st century?**

- 119 • Instill problem solving skills
- 120 • Help them learn to communicate well
- 121 • Hands-on experiences
- 122 • Help learn to work in interdisciplinary team
- 123 • Faculty need to lean and adapt to how students lean today.

124 **How do we shape our academic community to thrive in the 21st century?**

- 125 • Value faculty and staff

- 126 • Focus on helping students learn how to learn
- 127 • Integrate technology into Chico Experience
- 128 • Support innovative programs on campus

129 **How do we prepare our students to thrive in the 21st century?**

- 130 • Through the recognition that societies have always evolved and will continue to evolve long
- 131 after the 21st century. In other words, cannot forget historical lessons in moving forward; at the
- 132 same time identify what makes the 21st century distinct. Part of this is broadening our
- 133 knowledge base beyond us academe. Don't let certain popular-at-the-moment agendas of a few
- 134 individuals shortchange our students over the long run. Education takes time.

135 **How do we shape our academic community to thrive in the 21st century?**

- 136 • Ensure that we have enough faculty to move forward, bringing in the new without forgetting
- 137 about the strength and wisdom that is carried on through institutional memory. Recognizing at
- 138 the same time that the new can and should transform how we view the needs of the 21st
- 139 century.

140 **How do we prepare our students to thrive in the 21st century?**

- 141 • We need to teach a combination of skills, both broad (professionalism, responsibility, critical
- 142 thinking, and communication) and more focused (the depth of a major that teaches both subject
- 143 expertise and a connection to employable skill).
- 144 • We need to strike a balance between emphasizing the rigor and hard work that are needed for
- 145 expertise and attention to the technology and other changes that are needed for the future.

146 **How do we shape our academic community to thrive in the 21st century?**

- 147 • Most fundamentally, we need a core of full-time committed faculty and staff who have the
- 148 resources and incentives to move together in a positive direction without administrative
- 149 roadblocks. We need to be able to trust that our investments of time and energy will lead to
- 150 positive outcomes.

151 **How do we prepare our students to thrive in the 21st century?**

- 152 • Give them more "real world" experiences while at Chico. Make Chico "feel" more like a small
- 153 private school than a large state college.
- 154 • Improve the quantity and quality of faculty-student interaction in classes.

155 **How do we shape our academic community to thrive in the 21st century?**

- 156 • Find a way to make effective use of technology to reduce cost and improve quality of our
- 157 education "product."
- 158 • Invest more in graduate education.
- 159 • Reduce overhead, i.e. eliminate Chancellor's Office.
- 160 • Give Chico (and other schools) more independence.

'CREATING NEW POSSIBILITIES' CONVERSATION

1 ID # 16

2 Number of Participants: 5

3 Type of Participants: Faculty

4 The 'Big Question' for this conversation was:

5 "How do we prepare our students to thrive in the 21st century?"

- 6
- 7 • Small classroom size is vital to learning.
 - 8 • Large class size leads to lack of connection with faculty member and course material
 - 9 • It is too easy for students to get lost with large numbers and the temptation to use electronic devices is high
 - 10 • Technology (electronic devices) is intrusive/distracting
 - 11 • Students are disconnected/disengaged
 - 12 • It is a disservice to allow electronic devices in the classroom
 - 13 • Needs to be better role modeling among faculty –policies regarding electronic devices in the classroom
 - 14 • Technology, with all the information available at one's fingertips, has stifled critical thinking. It is more of a distraction than a tool for learning for students.
 - 15
 - 16
 - 17
 - 18 • There needs to be a balance between instruction in content/discipline area and skills that student acquire
 - 19
 - 20 • Students need to be proficient writers
 - 21 • In addition to learning content of a discipline it is also important that students learn how to write coherently and have the ability to think and problem solve.
 - 22 • Writing is a job skill. This is a common problem (lack of ability to write well) that is reported to me about engineers. They need to be able to conceptualize an idea and then translate that idea in writing.
 - 23 • Writing needs to be taught differently for quantitative thinkers versus qualitative thinkers.
 - 24
 - 25
 - 26
 - 27
 - 28 • Many students are entering college without foundational skills
 - 29 • They don't read books
 - 30 • Reading is a key skill that is needed in the workplace
 - 31 • Community college transfer students seem to have better foundational skills than freshman
 - 32
 - 33 • Students need job skills in areas where there is employment

- 34 • Technical skills are vital for students – they need to know how to program, data mine,
35 etc.
- 36 • Students need to learn how to evaluate large amounts of information, synthesize it,
37 identify results, and draw conclusions.
- 38 • Many students lack professionalism. They do not know how to communicate on a
39 professional level via oral communication, e-mails, etc.
40
- 41 • We need to help students thrive at Chico State and in life
 - 42 • Student need to be shown how to be healthy and happy and have self-determination
 - 43 • Faculty should be role models for students in this arena
44
- 45 • Many students who attend Chico State come from small worlds (they have not traveled nor
46 experienced other cultures)
 - 47 • Global travel and international studies should be encouraged
 - 48 • Chico State will become more diverse in the future and the campus needs to prepare for
49 this changing demographic profile
 - 50 ▪ There will be many first generation college students
51
- 52 • The Socratic Method has worked for over 2,000 years, let’s not reinvent the wheel but just
53 modify it to make it better.
54
- 55 • Incoming students have a fear/repulsion of science. They need to be open and willing to risk
56 learning new things.
57
- 58 • We need to view the student and student success holistically
 - 59 • Students need to have an understanding of American culture, democracy and our
60 political system that is built on laws
 - 61 ▪ They need to understand what binds us as a nation
 - 62 • They should understand the importance of reading and writing well
 - 63 • They should be well educated in history and geography and have an understanding of
64 other cultures
 - 65 • They should be taught civic virtue
 - 66 ▪ The habits/traits of successful living so one belongs to a community and has a
67 strong sense of community
 - 68 • We should nurture the whole being – mind, body, and place.

69 **“How do we shape our academic community—all of us—for it to thrive in the**
70 **21st century?”**

- 71 • We should have pride in place. Pride in the Chico State campus. Pride in place should be part of
72 the Chico Experience.

- 73 ○ There is lack of pride for the physical space of Chico State.
- 74 ○ The campus should be a reflection of the natural environment.
- 75 ▪ Restore native habitat (restore riparian zone near creek)
- 76 • Plant native plants
- 77 • Students should have an appreciation and consciousness of the natural
- 78 environment
- 79 ▪ Too much concrete on campus! Why are we using leaf blowers? – that is not
- 80 sustainable
- 81 ▪ Let’s be a truly sustainable campus
- 82 • Are solar panels planned for any new building projects?
- 83 • Invest in reusable energy sources
- 84 • Let’s move beyond merely recycling
- 85 ○ We should grow food on campus
- 86 ▪ Community meals would help to foster a sense of community
- 87
- 88 • We need to get past the corporate model of education and realize that investment in education
- 89 is an investment in human beings and the future of our society/civilization
- 90
- 91 • When I have asked my students what they want out of life – they tell me they are searching for
- 92 a sense of community, searching for a sense of meaning and belonging – this is just as
- 93 important to them as figuring out their career path.
- 94 ○ We need to work towards building a better campus community but with strong input
- 95 from students.

96 **The doubts and reservations that were expressed include:**

97 Dissent/Challenges

- 98 • The upper echelons of the University community need to cut the nonsense and genuinely do
- 99 what is right and in the best interest of students.

100 **Additional moderator / reporter observations:**

101 *Three themes:*

- 102 1. *Faculty felt that small class size is vital for student learning. Largeness breeds disconnection. Technology*
- 103 *encourages disconnection.*
- 104 2. *Faculty felt that students of today do not read anymore and have poor writing skills. Students need to*
- 105 *understand that being well read and writing well are skills that employers desire. We need to nurture the*
- 106 *whole being of students: mind and body and let them have a sense of place (sense of the Chico State*
- 107 *community).*
- 108 3. *We need to build a sense of pride in the physical space of the Chico State Campus – it should be more*
- 109 *naturalistic and truly sustainable.*

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 17**

3 **Number of Participants:** 5

4 **Type of Participants:** Academic advisor, faculty

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

- 12 • We need to increase student internships and outside experiences and have them start
13 earlier for the students.
- 14 • Strengthen alumni connections to help guide academic changes and to provide student
15 opportunities.
- 16 • Applied learning, fundamental and writing skills, critical thinking and communication are
17 key for successful students.
- 18 • Best practices from other departments and colleges need to be shared across campus.
- 19 • Adjunct faculty need to be involved in decision making for departments.
- 20 • More team taught courses across disciplines and departments are needed
21 (interdisciplinary courses such as U-Course).
 - 22 ○ Create a mechanism for faculty to "find each other" for cross-disciplinary
23 research and teaching collaborations
- 24 • It would be beneficial for our students to see themselves as a student of the whole
25 university across disciplines.
- 26 • Problem solving and 'learning by doing' for our students to thrive.
- 27 • Focus of courses should be applying knowledge in real world situations.
- 28 • Professional development for faculty is essential to keep up with rapid changes in each
29 field.

- 30 • One-on-one mentorship between faculty and student are important.

31

32 **The doubts and reservations that were expressed include:**

- 33 • Changes can't be implemented without more funding; resources needed for change.
34 • Some barriers may be imaginary; break department set barriers.
35 • The quality of our students has gone down; we need more rigorous courses.

36

37 **Additional moderator / reporter observations:**

- 38 • We may be getting in our own way with bureaucratic processes to be
39 effective.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 18

Number of Participants: 8

Type of Participants: Department Chairs

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

- Entrepreneurship program for fine arts majors
- College Internship program for certain majors (possible state constraints to work through)
- Second language literacy
- Study Abroad as an expectation that doesn't penalize students that choose to do it.
- Development of the possibility for double majors within college or development of interdisciplinary majors.

The doubts and reservations that were expressed include:

- GE concerns - 1) It has eliminated minors and created pseudo-minors 2) Too many credits 3) Measures some outcomes and ignores others based upon content politics
- The student as consumer metaphor discounts the student's responsibility for their own learning
- Do faculty have expectations that are too high for the student that comes to Chico State?
- Workload concerns - 1) Too many students in classes 2) Doing more with less
- The process for creating majors and interdisciplinary majors is complex and long
- Chairs are pressured to agree to articulations with other institutions without any guarantee of quality

28 **Additional moderator / reporter observations:**

29 It was clear that these chairs are coping with many diverse pressures that manifest in generating more
30 concerns than possibilities. Faced with shrinking budgets and personnel they have been managing with
31 less. At this point possibilities are not fully a part of their reality. It will be important that this exercise
32 culminate in tangible results that manifest themselves within the departments and in the classrooms so
33 that "what-ifs" can become a part of the conversation.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 19

Number of Participants: 17

Type of Participants: Administrators and faculty

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

Here at Chico, what is the opportunity to prepare Students for the 21st century?

- What is the role of students in these possibility conversations? What percent of the conversations have student representation? We have 15,000 students. We appear to be engaged in a top-down exercise. We appear to be in the process of designing a one-for-all learning model that students will have to accept whether they like it or not. Can we involve all 15,000 students in some way in this process and hear more of their voices?
- Respectful disagreement. We should not only engage our current students but also our past students—alumni—and other stakeholders. Current students may be polled on how they want to learn which is where some of us experience the disconnect. Are they really able to determine what they need to prepare for? There is a paradigm shift here that we need to make. In terms of what to prepare our students for the near term I want to listen to more recent graduates and employers.
- Struggle with the concept of the 21st century. When thinking of the 20th century and the nature of changes experienced in that century, how can we ever anticipate the changes to occur in the 21st century? We have a vested interest in the way things are now. It is hard, if not scary, to imagine the huge possibilities for the next 20 years, let alone the rest of the century.
- Notion of student as a customer versus student as a learner. (Block: consumer versus citizen). Analogy: egg-shaped silly putty. Covering external versus internal change of putty egg.
- In our own experience, we see ourselves as life-long learners. Think of campus engagement in technology and innovative pedagogies. Then, look at our learning spaces—both inside and outside the classroom setting. We maintain 19th century learning designs for 21st century

- 32 student preparation. We need more flexible spaces that allow us to experiment in ways of
33 preparing our students.
- 34 • **Moderator:** *In systems design circles there is a lot of talk about fast proto-typing. Something*
35 *you can do sooner rather than later and that manifests what is coming up later. That is very*
36 *powerful. For example, use of paint in New York City. Would encourage you to play with this.*
37 *Here at Chico to address lack of flexibility in classroom configuration because of seats bolted to*
38 *the floor, take five classrooms and over the break remove all the bolted seats, buy chairs on*
39 *rollers, and leave the holes in the floor to showcase the renewed commitment to change! Make*
40 *it happen by the time the students return from the break.*
 - 41 • The apparent unanswerability of the question (21st century) may actually make it a powerful
42 question. The intent is not to come up with a definitive answer by the end of the semester, but
43 instead is designed to make us think about the processes to design / maintain that will allow us
44 to continue to build relationships and community and translate some of the possibilities into
45 actions over time. In other words, foster continuing dialogues as the context changes to keep us
46 fresh and adaptive. (*Leaders as architects*). Create nimbleness.
 - 47 • Question was designed to get a ‘future lean’ to the possibility conversation to incorporate
48 Block’s idea of creating an alternate future. There is a need for continuous experimentation and
49 innovation; if we sit down on the road once we formulate an answer, we are going to get run
50 over. As an organization how do we nurture nimbleness and aliveness? How do we allow
51 people to experiment, fail and learn?
 - 52 • I see us work on what students come with and assist them in preparing for consequential lives in
53 / for the 21st century. It raises the question of what are we responsible for? We are preparing
54 the future agents of change; our students are going to have to be the creative innovators, the
55 engaged citizens. What do we do to give them the power and the confidence to serve in that
56 capacity? Do we model requisite behaviors of connecting, caring, finding passion, and to believe
57 that they can be agents of change.
 - 58 • The concept of ‘confidence’ keeps coming up in possibility conversations. What experiences
59 engender this confidence? Example of Study Abroad experience being a transformative
60 experience resulting in a broadening of perspective of the student. Confidence comes from a
61 series of experiences as part of their total education.
 - 62 • Report on a conference at an Eastern university that is experimenting with ‘ghost grades’ for the
63 first two years. Students are allowed to experiment and fail without being penalized. Grading is
64 a strong disincentive for exploration and risk taking by students.
 - 65 • When thinking about creating learning environment it may be useful to differentiate between
66 actions and outcomes. Focusing on outcomes is a more creative process. There are many ways
67 to accomplish specific outcomes.
 - 68 • **Moderator:** *There appears to be a fundamental question here: do people change behaviors*
69 *without an experience? Can you prepare for a consequential life, if the experience you are*
70 *currently having is inconsequential? Can you learn to be flexible, if the experience you are*
71 *currently having does not have flexibility? Can we learn by preparing for something that is in the*
72 *future? I learn by experience in the presence. We prepare people to engage by engaging them*

73 *and therefore we are engaged. Can we engage students in the work of the university by*
74 *academic experiences? What do we do outside the classroom to capture students' attention and*
75 *engage them?*

- 76 • How do we create opportunities for students to engage in the work of the university? Engaging
77 students in faculty scholarship during the (lonely) summer? We must do this early in students'
78 time here—before we lose them to a deadening first-year of classes.
- 79 • CADEC experience/data: students who are working to maintain livelihood less likely to engage in
80 destructive behaviors—not enough time in the day.
- 81 • Students interested in having faculty bring their research into the classroom; interest in
82 engaging students in faculty research. Rethink student capabilities and engage them; engage
83 them early. Some complaints that current first year experience is not engaging.
- 84 • We seem to need to prepare students for the possibilities and outcomes of these engagements.
85 In an earlier group a child development faculty pointed out that many of our students coming in
86 are adolescents and have not yet matured into fully independent adults capable of
87 consequential decision making. What are our support systems to replace family networks as
88 they arrive on campus? How do we model the behaviors we expect? Upon graduation,
89 students seem less and less prepared to start the college experience; how do we get them onto
90 a successful trajectory? What kind of learning structures / systems do our student needs?
91 Student mentoring systems? Recognize the different needs that different students have and
92 tailor-make social and academic experiences. We need to create a total education system. Do
93 we have a flexible, nimble response system to the many changes of the 21st century?
- 94 • Common theme in possibility conversations is the desirability of holding this type of
95 conversation more intentional and more continuous to develop relationships and trust and build
96 a generative academic community.
- 97 • Do students have a good grasp of the reality that is and will be facing them?
- 98 • **Moderator:** *Things don't change unless they change. For example, institutions don't become*
99 *more responsive if people talk about institutions should become more responsive. Once you*
100 *make such a statement, the institution is not responsive. The seeds of failure are contained in*
101 *the comment itself. So, responsive institutions are responsive! This process continues, if the*
102 *process continues. There is a faculty/staff dining room, when there is a faculty/staff dining*
103 *room. From the outside looking in, there is space on this campus and there is a catering service*
104 *on campus, thus if you want a faculty / staff dining room to foster relationships, then starting in*
105 *January, one day a week configure one of your spaces into a dining room and have lunch*
106 *catered. We want the institution to be responsive unless it asks us to be responsive to the*
107 *request of responsiveness! Then, we want a memo about being responsive 😊.*

108

109 *Create change by creating change. Have fun with that, play with that and if you find yourself*
110 *wishing that this place were different, MAKE IT SO. If students need to be engaged in a more*
111 *flexible classroom, then make the classroom flexible and engage them! If you don't, than you*
112 *are responsible for the thing you are complaining about.*

113

114 *It is fun to play with this and I encourage all of you to have some fun with this.*

115

116 **Additional moderator / reporter observations:**

117 Participants in this session we invited to review these notes before they were submitted to the
118 Academic Plan Committee on December 11, 2013.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 20**

3 **Number of Participants:** 8

4 **Type of Participants:** Faculty

5

6 **The 'Big Questions' for this conversation were: “How do we prepare our**
7 **students to thrive in the 21st century?” and “How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?”**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 ***How to Prepare Our Students***

13 Seeking collaborative opportunity for students, but these would be opportunities that would engage all
14 students from freshmen to graduate students and with students across disciplines. Engage them in
15 authentic, real world problem solving of some sort as part of the Chico Experience. Could be through
16 courses, but also through other activities on campus. Key is to make them authentic and engage all
17 students in in problem solving and doing whatever the university needs.

18 Real World Theme: Cal Poly SLO – their tagline is Learn by Doing; many classes and projects are
19 centered on real world problem solving. More hands-on experiences. Construction Management is a
20 good example on this campus. During summer or winter intersession they help with hurricane Katrina
21 construction efforts. This leads to great opportunities for learning. There are other departments which
22 similarly provide cool opportunities for learning experience for our students, both on and off-campus.

23 More mentoring - grad students mentoring freshmen

24 Provide opportunities to improve communication and critical thinking skills along with the technical
25 skills. Employers will expect a minimum level of expertise but employees need to be able to
26 communicate and share that expertise with an organization. Encourage professionals to come speak in
27 classes; students need a better understanding how professionals act in the real world. Students need
28 professional (work) experiences as part of their education to learn how professionals act.

29 Faculty need to teach about their area of expertise, but they also need to teach such things as manners,
30 e-mail etiquette, collaboration, accountability, being on time, and attending classes. Students would
31 learn protocols for conducting themselves professionally. Give the tools to the teachers so they can
32 teach and reinforce these protocols. Build connections to alumni to connect with learning experience in
33 degree programs. Mobilize alumni to support and mentor our students; share with them real world
34 requirements and expectations; team work, communication, building connections.

35 Different disciplines use different terminology to address the same needs. Students do not seem to be
36 able to assume the perspective of others. They do not perform an audience analysis—think about the
37 world from others’ perspectives. We could all use a better understanding of issues from other's
38 perspectives. Not sure if there is a universal name for that such as ‘perspective taking’, but we should
39 be willing to entertain / understand another perspective. Perspective of a faculty or a client Discussions
40 on issues like diversity often involve perspective taking other than that of our own.

41 The new job reality is that in a short time, our students will be in job situations and career that are very
42 likely to be different than the one they start with. What do we want to give them prior to launching
43 them into this new world? We have to come to terms with the question of what is the best way to
44 prepare them to survive, if not thrive, in this ever-changing world? In part it is the old mantra of critical
45 thinking, good writing skills, and ability to speak. It is part learning to learn. We need to pay attention
46 to the foundational things that students need to learn again and again, in multiple classes, while they
47 are here. And what we want to give them to launch them into the world. Not just to make money but
48 to satisfy the other ways in which we define success.

49 We must also address the hard question of how much we are trying to do; think about what our
50 disciplines are; what from the past works and what needs to be jettisoned rather quickly. These are
51 difficult questions.

52 I think that overall there are way too many rigid pathways for students here. They need to be able to
53 experiment a bit more. Realize that that may be counter to our Aim for 4 Initiative. Maybe majors
54 should be different; this wholesale concentration on one thing might need to be broadened. And not
55 just rigidity in General Education. Related to the other question, we need to be more fair, more
56 transparent, sharing and communication by and from everyone. Communicate!

57 Rigidity in General Education? Look at what we do: Title V defines what we are required to do in
58 several disciplines. A huge amount of the curriculum is GE – almost half of it. Math, communication,
59 history (have to take American History again) are all specified for us. We have reduced our options from
60 what we had there was before. I understand the other criticism that we had too much choice and really
61 did not get a good education. I submit to you that there is something not very cogent about what we
62 are doing now. Students should not be funneled or slotted as much as they are now. I’d like to see
63 more choices for GE.

64 I don't see current GE as much different than what it was before. My concern is that we have created
65 such high standards that students cannot get through. Classes are too big, too many students; there is
66 no way I cannot integrate critical thinking into these courses.

67 Recreate the weekly schedule so it acknowledges and supports the weekend and evening classes. We
68 have had Friday night and Saturday classes since 1996. Acknowledge that these are possibilities and
69 redo the scheduling so that everyone can take advantage of these types of classes. Over a hundred
70 students signed up for expanded U course that meets on Friday night and Saturday. Other attempts at
71 alternative scheduling were made in the past. The General Studies Thematics was a highly successful
72 alternative form of programming and scheduling. Maybe AdAstra and its deep analysis can simulate the
73 impact of changes in course scheduling. How to fit such alternative courses in the existing scheduling
74 tradition, cost structures and charges for 'off-hours' facility use is a major issue.

75 How well do we know our students? We think we do, but by the time we catch up with them, e.g. use
76 of Facebook, they are already abandoning it. We don't fully understand them ... ever. Yet, we are
77 creating these very expensive programs aimed at helping them. We need to investigate - did it work the
78 first time? What did, what didn't? What effects is it having (or did it have) on students? We invest a lot
79 of money, time and energy into different options. Let us highlight the assessment aspect and share the
80 outcomes of these evaluations. Can we be smart about what we are doing? When we invest a lot of
81 money and energy into something, we almost have to say it was successful. Are we really succeeding?
82 Are we succeeding with all students or do we just showcase the ones that are in these special efforts?

83 Engaging with students is very rewarding. Easier to engage when fewer students are in a class.

84 Two of my most rewarding classes I ever took had over 600 (lecture) and less than 20 (chem lab). Both
85 of them were great learning experiences. Having a palette to choose from and based on data say here
86 is what we should offer. There are of course no miracle cures. We need a diverse array of courses,
87 hybrids, weekends, learning communities, etc. This is an area where we are trying new things, new
88 schedules, new learning spaces and if we pay attention there is a lot to be learned here. Courses will
89 change, curricula may change, and whole colleges may change. And the students whom we are
90 working with are going to change. Of course, that may also cause a whole new set of problems. How
91 are we going to meet the needs of the students that are coming to our shores? Those who come for
92 degree completion? What are our measures of success? Do all stakeholders agree on the measures of
93 success?

94 Changes often come in wholesale fashion; a kind of all-or-nothing approach rather than allowing people
95 to experiment. We need to foster that mentality as leaders on this campus. We need to be willing to
96 put money towards these smaller pilots. How do we manage this systematically? We need to learn from
97 what we are doing. We have courage to reward folks for their involvement, and dump it if it doesn't
98 work. It is a lost opportunity if you don't learn from what you did. Reward people when they try
99 something and it fails; don't punish them! We need to reward faculty and staff for experimentation and
100 innovation.

101 The film introduced globalization –I really want to support that: students need skill sets to handle it.
102 Foreign language instruction is one way to instill this, area studies, and presently it is only an option in
103 General Education. Should this be mandatory? Learning a language expands other skills in you; you
104 become a better writer in English when you learn a foreign language.

105 If you really believe you want Chico students to leave for one year and study a small or medium size
106 culture and you really believe that that is good, then ask: how is it good? Do you want to make that a
107 cornerstone of an education at a place like Chico State? Is it the same as critical thinking?

108 An immersion experience of some sort is a desirable learning experience. Everyone who goes abroad
109 always says 'it is life changing.' It immediately opens up opportunities for them that they would not
110 have had. If that's the case, why not make it essential? And is that then going to be in opposition to
111 Aim for 4? And if only one major requires it, why is it that it's "not that important" for another major?
112 How do we replicate this experience if students can't go abroad? You'd have to accommodate them.
113 And then there's funding issues. Even a one or two week immersion would be beneficial. In Australia, it
114 is just part of their culture to go abroad.

115 While I agree with what was just said, I would be satisfied if we would just get them off campus - some
116 can't even make it to the Great Debate at City Hall and we have to provide a Google map. Going from
117 the campus to the City Park should not be that difficult; it is four blocks. (They need geographic
118 literacy☺) Engage students in the local community is a form of emergence that could also be a major
119 learning experience; not to denigrate the experience of Study Abroad of course. This probably not an
120 either / or.

121 The student that we're getting today is different than the one who was here 20 years ago.
122 Resourcefulness doesn't seem to be there as much. They have to be fully engaged. The Chico
123 Experience - there was something that spoke to us about this place as several of us went to school here
124 and now work here. There was something that spoke to us. And we are doing a good job with our
125 education. We are making it a place that students are happy to be, but not necessarily making them
126 resourceful – two different things.

127 Is this related to academic rigor - I lower the bar and adjust my expectations, but then here we are. How
128 do we engage with students, those we might consider lost causes? It is important to never make a
129 judgment; we just don't seem to know. Some are introverts, others are not. All these things point to the
130 need to experiment. I love putting students into an experience, and then they come back and say they
131 didn't know they were capable of what they achieved. It builds self-esteem.

132 The 4 year commitment to college – it's a kind of partnership that is going to last for a long time. I
133 sometimes think that students do not know what Chico is going to demand of them. In the earlier days
134 we would go out and recruit 3.8 GPAs. It turns out these may not always be the more interesting and
135 more engaged students. Better communicating with new students about what it is that we aspire to do
136 with them at Chico and in turn what expectation Chico has for them when they get here could go a long
137 way towards branding what this Chico experience is all about.

138 Do we explain to students how majors are mapped to potential careers? Do we spend a significant
139 amount of time talking to them about it? At the Career Center and Advising Centers such information is
140 available; they do attempt to link students into their majors and their professions.

141

142 ***How to Shape the Future Academic Community***

143 Rewarding faculty is important. It seems like research and publications dominate RTP deliberations.
144 Research is in the forefront of most faculty minds; release time is being assigned for conducting
145 research. Yet, student success depends on faculty attention to and engagement in teaching. Is there a
146 disconnect here? I don't think the two things are incompatible; research and teaching can be
147 compatible, but excellence in teaching must be rewarded explicitly.

148 This university actually does pretty well on striking a balance. Teaching effectiveness is the first priority.
149 That is not incompatible with research. In fact, my students are interested in my research and want to
150 learn from it. I suggested the need for supporting research as a way to build an academic community.
151 Increasing teaching loads do push aside engagement in research.

152 Interestingly, research is required for TT positions, but for PT positions research is not required. These
153 last years we have hired more non-TT faculty than we have TT faculty.

154 Another aspect of shaping community is bringing in alumni. If you hear Chico is good, the value of your
155 degree goes up so there is an interest. Connect students with alumni; bring them in as mentors. Some
156 Greeks have business partners in the community to foster professional skills and attitudes. E-Mentoring
157 systems with alumni?

158 Two years ago I was with a prospective student who noticed that we have no football team and he
159 asked me how Chico State gets into a group spirit. What is the thing we do at Chico State for the
160 campus, the students, the faculty, and the staff, that gets everybody together to build our spirit? Each
161 semester or once a year, we need a whole, total, shared experience for everybody? We need that
162 united front to move forward in other ways, to progress in other areas. Rally everyone around
163 something for the same cause. It builds a sense of pride in our campus. Closest I saw was the flash
164 dance.

165 Students do like the people here – I hear that all the time. So not just related to sports. What is that one
166 thing we can leverage to promote Chico State?

167 We have many different efforts happening all over campus (Up 'til Dawn, The Great Debate, The
168 Humanities Center, Natural Sciences Friday Lectures), but not a lot of large scale things. We are better at
169 departmental identity that relates to students. Is there something here that we can build on? We do
170 need to build these connections. Another example, during WASC we had the BMU showcase where
171 departments from every area of campus was represented, and we had one in Yolo, too. The pride and
172 the sense of place were palatable. It was suggested that we continue this, possibly every second year,
173 because the response on campus was great.

174 The idea of getting students off campus and connected to service learning and internships should be a
175 real priority. We are not talking about narrow, major-based efforts. How can we find new ways for
176 students to experience the real world? I would say make walls of the campus more permeable.

177 We have to keep talking about making these connections and asking the hard questions. Given our
178 location, 16,000 students, and at any one time, we want 2500 of them out in the field - how do we fund
179 this, and what are the logistics of making it happen? It's a lot of work, and involves Risk Management,
180 etc. Faculty may not be convinced that three hours in town is the same as three hours in class.

181 All this constitutes a tremendous amount of work for the faculty involved. The campus, for example, is
182 in the process of renewing its Carnegie classification for our civic engagement efforts. They are asking if
183 civic engagement is part of RTP evaluation, and so far, *no* is the answer at most universities. There is no
184 incentive to do it. We know there's faculty interest. The ones that are successful are the ones that
185 resources are put into.

186 I'd like more communication from all parties, especially from Administration. I am often surprised that
187 things are going on, and I had no idea, and I even read the announcements. Weekly or biweekly
188 newsletters, like Provost Corner articles in the past – doesn't need to be fancy. Use communication to
189 exercise leadership and marshal people's interests.

190 Another dimension for shaping the community is to pursue business process improvement
191 opportunities. Such opportunities abound. If we were willing to spend a little bit of money up front, we
192 can improve efficiencies and save enough money to justify the initial one-time funding. Develop on-line
193 portfolios, for students, for staff, and for faculty. RTP online process, being involved in it could actually
194 be for my advantage.

195 Recognize that new systems may scare people. When the DPR was coming online, I recall the niceness
196 of the Advising staff who were charges with implementing it. The human aspect of it – they never made
197 us feel stupid. Advisor's Bulletin is a good example of how to communicate effectively.

198

199 ***(These notes were reviewed by session participants before submission to APC)***

200 **Appendix A**

201

202 **How do we prepare our students to thrive in the 21st century?**

- 203 • Provide critical thinking opportunities. Provide communications improvement
204 opportunities.
- 205 • Connect students with work-experience opportunities (on and off campus).
- 206 • Help them understand the correlations between our academic programs and the types
207 of careers that they might ultimately expect out of their degrees.
- 208 • Chico Experience

209

210 **How do we shape our academic community for it to thrive in the 21st century?**

- 211 • Use data.
- 212 • Reshape the faculty rewards processes / foci.
- 213 • Focus faculty recruitment efforts and search criteria to attract faculty who have the
214 attributes we most value.
- 215 • Engage graduate students in different ways in the classrooms.
- 216 • Create standards and require more consistency in the delivery of instructional content
217 (specifically syllabi, grades, etc.).
- 218 • Place students in classes or groups of classes for which they are actually prepared (this is
219 more administrative than academic).

220

221

222 **How do we prepare our students to thrive in the 21st century?**

- 223 • Provide hands-on, real world experience / internships.
- 224 • Academic club organizations.
- 225 • Students need to be asked to look ahead. Need to compete in an increasingly
226 competitive world.
- 227 • Need to be flexible.

228

229 **How do we shape our academic community for it to thrive in the 21st century?**

- 230 • Collaboration and communication.
- 231 • Keep up with technology needs, students expect it.
- 232 • Adequate resources to carry out ideas and plans.
- 233 • Being available for student context.

234

235

236 **How do we prepare our students to thrive in the 21st century?**

- 237 • Foreign language.
- 238 • Study Abroad / global awareness.
- 239 • Diversity, sensitivity.
- 240 • Technology but without losing face-to-face experience with professors and classmates.
- 241 • Ask them what they want and why.
- 242 • Practice CRITICAL THINKING—classes, projects, internships.
- 243 • Writing competence
- 244 • Expect great things of our students; never lower the bar.

245 **How do we shape our academic community for it to thrive in the 21st century?**

- 246 • Sensitivity to workload.
- 247 • Avoid bureaucratic burn-out (too many meetings).
- 248 • Bring back scholarship.
- 249 • Explore interdisciplinary efforts without it appearing as downsizing or dept.
250 restructuring.
- 251 • Be truthful to faculty about big campuswide efforts—if it is to save \$, say it.
- 252 • Evaluate how part-timers are incorporated.
- 253 • Provost and deans visit departments and classes.
- 254 • Rethink, enhance, and reinvent graduate education.
- 255 • Support Area Studies, Study Abroad.
- 256 • Celebrate accomplishments by faculty, staff and students.
- 257 • Make international travel less of a burden → decrease ‘hoop’ jumping, bureaucracy.
- 258 • Rethink GE; Depts are suffering consequences of reduced FTES and other depts are
259 overtaxed by GE.

260

261 **How do we prepare our students to thrive in the 21st century?**

- 262 • We need to not only teach course content, but also along with that how to be successful
263 in general. For instance, making students accountable for their work, giving them
264 content problems that make them think critically.
- 265 • Encourage a strong work ethic as well as punctuality and attendance.
- 266 • Expose them to diversity.
- 267 • And most of all inspire passion and drive to go out into the world and do something that
268 matters.
- 269 • Simply talking at students is not enough. We have to insist that they are active learners,
270 not passive learners just memorizing content, only to forget it later.

271

272 **How do we shape our academic community for it to thrive in the 21st century?**

- 273 • This is coming from a faculty perspective, so of course my first thought is to support
274 teachers. (I am a new professor so I am still learning). So many professors are experts
275 in their field but are deficient in classroom management skills. Our teachers need tools
276 to enable them to reach our students and inspire them, not just to teach content.
- 277 • We also need to bring in alumni support. Alumni want the value of their degree to stay
278 high, so they want CSU Chico to remain a school that is producing excellent graduates.
279 Their support is valuable and we need to mobilize them.
- 280 • There is a push now to get students out in 4 years, we can't do this at the risk of quality.

281

282 **How do we prepare our students to thrive in the 21st century?**

- 283 • Provide collaborative opportunities for freshmen through grad students to work
284 together across disciplines.
- 285 • Be systematic in supporting *all* students—undergraduate AND graduate students.
- 286 • Create or recreate weekly schedule so it acknowledges and supports teaching / courses
287 in the evenings and on weekends.
- 288 • Connect to alumni to be part of the learning experience during and after degree
289 programs for continuity and 'conduits' of possibilities for students.
- 290 • Reconsider technology approaches—no longer a bonus, but a necessity in the 21st
291 century. Look at progress in e-Learning Academy.

292

293 **How do we shape our academic community for it to thrive in the 21st century?**

- 294 • Support experimentation / creative design in instruction (aligned with Univ strategic
295 goals of course) by faculty.
- 296 • Immersion experiences for students overseas? Chico? Another university?
- 297 • What are our intentions as a university community—students, faculty, staff, and
298 administrators for the next 5-15 years? i.e. Impact of branding on strategic plan and
299 visa versa.
- 300 • Electronic portfolio systems – RTP? Online for all? Students included?

301

302 **How do we prepare our students to thrive in the 21st century?**

- 303 • Diversity—Exposure to diverse ideas, concepts and people.
- 304 • Community—Engagement outside the university.
- 305 • Technology—Integration of technology with proven teaching practices.
- 306 • Communication—Understanding how to share meaning with diverse groups to build
307 community, using technology (technology in the broadest sense, i.e. language as a
308 technology).

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311

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID #21

Number of Participants: 50

Type of Participants: Staff and Faculty

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

What can the university do to help the students thrive and be successful?

- Give them the current tools they need and teach them how to use them
- Access to information/infrastructure needs to be available
- Encourage critical thinking in information literacy
- Provide every student with a laptop – through financial aid or some other means
 - Bridge the divide between the students who have access to technology and those who do not
- Encourage them to get them involved in civic engagement and community involvement
- Hire student employees when and where possible. This will allow students to gain hands-on experience in the real world workplace while learning
- Provide better student preparation for the future
 - Give students the support to thrive through employment, internships, etc. Provide more internship opportunities on campus and promote them throughout the school year and breaks
- Provide 24/7 service with library and technical access
- Have more flexible learning spaces that promote collaboration
 - Create more flexible lab spaces
- Revamp the library resources to meet the needs of the 21st century

- 30 • Change the culture of the academic life – bring the 21st century into the classrooms by updating
- 31 the technology that students are exposed to
- 32 • Improve communication and expectations for incoming students
- 33 ○ Give a list of expectations to the high schools that feed the student population to
- 34 campus. The list should contain basic ideas and life skills that students should know
- 35 before going to college so they can be more successful
- 36 • Provide orientation classes that teach basic life skills
- 37 ○ Financial matters like how to make a budget
- 38 ○ People skills
- 39 ○ Career planning
- 40 ○ Life skills
- 41 • Leverage current technology
- 42 ○ Invest in the facilities to make it attractive and accessible so that students and faculty
- 43 want to be here
- 44 ○ Provide more/better mobile accessibility
- 45 • Bridge the gap between the community and alumni. Connect with alumni and ask them to give
- 46 back to Chico State through advice to students and possible internships at their companies
- 47 ○ Ask instructors to ask alumni to return and speak in a class
- 48 ○ Ask alumni to pledge to come back and share their knowledge about their real world
- 49 experience
- 50 • Promote study abroad. Emphasize the importance of exposure to other cultures
- 51 • Create a program that allows students to collaborate with students in other countries at
- 52 universities via a chat tool
- 53 • Create a historical perspective of what students should know before leaving school, such as
- 54 major events that took place in our country
- 55 • Embrace change and be able to change with the times
- 56 • Find common ground with students and staff members
- 57 • Create mentorship programs with students and staff
- 58 • Distribute virtual rooms throughout campus, not just in the library
- 59 ○ Virtual tools can be prescribed or discovered

60
61

62 *What can the university do to aid in staff advances?*

- 63 • Allow for professional development to leverage new technology
- 64 • Allow staff to audit a class they're interested in. Possibly provide a fee waiver that allows for
- 65 three (or a set number) free class audits
- 66 • Create some type of portal similar to Blackboard that will advise staff of the opportunities on
- 67 campus (orientations, new opportunities for education, announcements)

- 68 • Link announcement events that you're interested in to your Outlook calendar so staff can take
69 advantage of the opportunities on campus without forgetting about the seminar they wanted to
70 attend later that night
71 • Marketing the services within IRES like TLP to faculty and staff

72

73 **The doubts and reservations that were expressed include:**

74 While this question was asked of the breakout groups, there were no doubts and reservations captured
75 by the groups.

76

77

78 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 22**

3 **Number of Participants:** 10

4 **Type of Participants:** Staff

5

6 **The 'Big Questions' for this conversation were:**

7 **The major ideas / themes / declarations of possibility emerging from this**
8 **conversation are:**

9 **“How do we prepare our students to thrive in the 21st century?”**

10 **Preparing our students for jobs**

- 11 • Require internships
- 12 • Need to provide customer service skills for the real world, especially in technology-related
13 majors. Course that teaches people skills, including how to attend college, university life,
14 communications skills, professionalism, dress code, etc.
- 15 • It's ok to talk to students and tell them it's not ok to wear certain clothes, etc. They aren't
16 getting this at home. Some things are not appropriate, and they need to learn it. Go to class is
17 like a job. An adult has to talk to the students about this. Train staff to better help the students,
18 too.
- 19 • Course on resume building, interview skills – make it a required course. This could be done thru
20 the career center. If it's not mandatory, then they aren't all getting it. Hold mock interviews
21 (seniors are unprepared). Provide etiquette training. This should be done in the first year, not
22 just senior year. University 101 classes do some of it, but make it mandatory.
- 23 • How do you prepare yourself as a student and how do you present yourself to the outside
24 world?
- 25 • Learn to be goal-specific. Virtual immersion program - real people from industries come to class
26 to work on real problems and situations with the class. Results in a goal being met.
- 27 • Some programs are too broad, and not goal oriented. Get a major in something that will get
28 you a job.
- 29 • Advising roll needs to be enhanced. Students need to have a plan. Students can get a degree
30 without knowing how to apply it in the real world job. Then they flounder in the job market and
31 end up at Starbucks.

- 32 • Have an end goal in mind so that you are prepared to seek employment.
- 33 • One-on-one time with faculty can make or break a student's passion for the major. Advising is
- 34 not always consistent [between faculty].

35 Summary: Advising at the beginning of the college career on student skills like attending class and what
36 career goal your major will lead to. Advising at the end of your college career on how to get a job.

37 **People skills**

- 38 • Pendulum has swung way over on the technology side, and it needs to swing back.
- 39 • Students need to develop conversation techniques. They'll need them for interviews and life.
- 40 • Kids these days are raised with massive amounts of technology. We can appreciate a balance of
- 41 its use. Use it for certain purposes, not everything.
- 42 • Thank you letters - some kids don't know what they are. Put it in University 101.

43 **“How do we shape our academic community—all of us—for it to thrive in the** 44 **21st century?”**

45 **Community**

- 46 • Technology - we love it! But it has affected our humanity
- 47 • Staff provides an advising role, too, and it's important to connect and help the students. It takes
- 48 a village.
- 49 • Professional growth – Excel [technology tools] and leadership growth – we want opportunities
- 50 on campus to learn. Face to face meetings are better, so a connection can be made.
- 51 • Why aren't there professional development workshops mandatory? Make standards higher for
- 52 all of us so we are better versed in many areas.
- 53 • Go back to basics – bring back the faculty/staff lounge.
- 54 • Hold monthly meetings to discuss a certain dept and learn about what they do. Set aside a time
- 55 to do it.
- 56 • Require diversity training.

57 **Communication**

- 58 • Information needs to be communicated on campus, and use the veterans on campus to share
- 59 their knowledge.
- 60 • Wealth of knowledge in ASCs, and they don't know each other.
- 61 • We don't understand what types of resources exist on campus - if you don't know who to call,
- 62 how can you work well?
- 63 • I'd like to have a better understanding of what we all do - what different depts do.
- 64 • We need cross training, so when someone leaves or retires, it's not catastrophic.
- 65 • Better websites, and integrate fun facts into it - did you know this dept is working with this dept
- 66 and doing this cool thing?

- 67 • Departments need to have meetings for all their ASCs, so they can meet face to face and learn
68 some things about their depts. – this will build rapport.
69 • Listserves should be used, and based on job types so we can ask questions - all AASs, not just
70 certain ones. AAS Network, AAS SME, they all have different people on them. We want more
71 ways to connect us to each other.

72 **General**

- 73 • We need continuity as a university with our messaging - there needs to be a consistent common
74 theme. We need to be on the same page portraying basically the same thing.
75 • If local students have these issues, imagine how foreign students feel. Difficult to cope, don't
76 know money skills, we need better programming for them. Sometimes they are cheated and
77 lose all their money. It's very tough for them. It's a very large problem for international
78 students. Hold a specific orientation for them. Work a little harder to help them.

79 **Additional moderator / reporter observations:**

80 This group has a deep concern that students need to be prepared to enter the work force. They are
81 very practical about this and talked about basic things like dress and communication skills (more face to
82 face less technology).

83 They also have a desire to connect across campus networking and supporting each other. Face to face is
84 important to build relationship, but technology like a listserve is OK as well. A desire to build a
85 community based on relationships and connections across campus.

86 **Individual ideas**

87 Listed below are in individual ideas (verbatim) collected by the moderator. These were used as the
88 basis for the group discussion. Grouping by the moderator.

89 **How do we prepare our students to thrive in the 21st century?**

90 **People / Career Skills**

- 91 • Students need to be taught people skills as well as academic or vocational skills. This would
92 include a class on the "how to's" of attending college.
93 • Student Assistants need pre-training before working on campus, i.e. dress code,
94 professionalism, attendance, etc. This will help students for the workforce and they will be pore
95 polished for their career positions.
96 • People skill! With technology becoming such a huge part of our lives, I think students' people
97 skills, face to face communication skills are changing, and not always in good ways.
98 • Public speaking – the ability to communicate and discuss ideas
99 • Service/customer service – this is a big part of most jobs and aspects of life. Curriculum and
100 experiences students have should be helping them become better at working with the public,
101 helping, being a strong team player, etc.

102 **Real World**

- 103 • More focus on degrees that can get students jobs.
- 104 • Career counseling – not just counseling for which classes to take. To ensure that students will be
- 105 able to get a job after they graduate.
- 106 • More counseling for real life problems. How to manage their lives, money and future.
- 107 • Encourage diversity. Breakdown cultural and gender walls. (Encourage the learning and of other
- 108 languages and cultural traditions)
- 109 • Teach a balance between the use of technology in educational, social and business settings with
- 110 the “old fashioned” face-to-face communication and conversation techniques.
- 111 • More real-world experiences. Hands on. Realistic.
- 112 • Real world experience (outside of the classroom) – internships/study abroad, etc.
- 113 • Real life situations – talk with them on what happens in the real world after school.
- 114 • More internships working in their field of study available.
- 115 • More emphasis on experiential learning – field trips to locations/field of study; internship
- 116 requirements at junior and senior level classes. All this will equal better resume and confirm that
- 117 the field is right for them.
- 118 • Have current technology available in each school/program so students are prepared and trained
- 119 to start work right away.
- 120 • Each program should have a class, similar to John Roysell’s Virtual Professional Immersion
- 121 program, so students can learn the skills required outside in real world in their field.
- 122 • Have mentors out it the real world, which are paired with faculty and programs, to train student
- 123 of what is needed in the real world in their field to succeed.

124 **Other**

- 125 • Overseas students face a lot of crises to manage after they graduate. To pay off their loans, etc.
- 126 To extend their intern skills, to get a job placement, they have a little more time.
- 127 • Technology training
- 128 • Mandate students to go to office hours, meet with faculty members, have conversations about
- 129 life after graduation to better prepare themselves **before** graduating.
- 130 • Make sure programs. Departments and colleges are current with the leading philosophies ,
- 131 theories, technologies and processes in the field outside of school in the real world.
- 132 • Require faculty to keep up with technology and trends of fields they are teaching in.
- 133 • Faculty and staff attending more of the activities during the off hours, i.e. Welcome Back
- 134 Students, Welcoming New Students, etc. This would give opportunity to meet students and
- 135 answer questions about CSU, Chico and the community.

136 **How do we shape our academic community—all of us—for it to thrive in 21st**

137 **century?**

138 **Community**

- 139 • Community involvement

- 140 • Have a class in each department or Univ 101, what is a community and how do you develop a
141 community, a class project.
- 142 • Be more involved in community activities. Reach out to surrounding areas where there are
143 students we serve, but with which we may not be familiar.
- 144 • Outreach to all surrounding community's schools to get the young children to be excited about
145 college. This needs to start as young as elementary school. Help schools to do field trips with
146 grants. Let's get everyone higher education.

147 **Professional Development / Networking**

- 148 • Use of technology for students, staff and faculty
- 149 • Learning – classes on new technology – keeping us up to date with new technology
- 150 • Cultural competency/diversity training
- 151 • Invest in better professional development with other institutions to ensure sharing of ideas and
152 instant empowerment
- 153 • Somehow create more professional growth opportunity for the staff. There is a lot of wisdom
154 and knowledge that could be shared across campus. This would also give opportunity to meet
155 others and know where to locate resources.
- 156 • Encourage more communication and understanding between campus departments – staff,
157 faculty, management, student orgs., etc.
- 158 • Have a unified motto or idea in regard to cultural/diversity standards. We need to be on the
159 same (community) page.
- 160 • As a staff, when foreign students come as freshmen, or undergraduate, they feel an immense
161 challenge to overcome so many aspects in their first semester. If it's possible to have one-on-
162 one attention to the foreign students at least when they come during the first year of studying
163 at our university.

164 **Students**

- 165 • Continue to provide hand-on real world experience for students. Problem and project based
166 experiences.
- 167 • Continue to provide and require internships and community service experiences. Technology is
168 important and it is always changing, but people skills and communication skills will always be
169 necessary in every situation.
- 170 • Continue to put student success first – always. I've seen way too many faculty focused on their
171 salary more than their teaching.
- 172 • Keep up with the changing world job market and the tools needed to succeed.

173 **Other**

- 174 • More diverse staff population
- 175 • Bring back 2 weeks of vacation during winter. Being burnt out will not increase work
176 performances amongst university staff!
- 177 • A balance needs to be struck for all of us between technology and the human side of learning,
178 communicating and learning. I believe the pendulum has swung too far to the technology side in

179 the last few years. We must use this technology, but not forget how to behave toward one
180 another.

- 181 • Being more open to change
- 182 • Listening to all points of view on the future of the campus
- 183 • Create situations where staff and faculty get a real-world taste of what a student's
184 life/experience actually is.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 23**

3 **Number of Participants:** 7

4 **Type of Participants:** faculty both full and part-time

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 Times have changed – employers are now asking new hires to hit the ground running and ready to work
13 with practical skills in hand. Making our students more employable.

14 Perhaps more adaptability is needed. How to sell the skill set they have (entrepreneurship).

15 More connections between our college and faculty in Education on how we are training future teachers

16 Marketing our liberal arts experiences as much more affordable alternative to small expensive
17 institutions

18 Mentorship and internship programs for students and in certain majors in particular

19 Marketing the high level of faculty teaching at Chico – it's important to continue that

20 Building conversation and connection into the classroom by keeping class size levels reasonable

21 Rather be in front of 100 students in a classroom rather than teaching online (this was not a consensus
22 feeling)

23 Prioritize hires by those that can make contributions to other programs on campus

24 Communicate the versatility and capability of faculty and how they are being used in a great variety of
25 interdisciplinary programs and administrative tasks

- 26 Have regular information sessions with the advising office to explain the possibilities of a (x) major
- 27 Have more conversations among university faculty (Collaboration Lounges) – perhaps during summer?
- 28 Academic Affairs in-service day during the semester to hear speakers and work on professional
29 development issues.
- 30 Should (x) college have a second language requirement for graduation?

31

32 **The doubts and reservations that were expressed include:**

- 33 While it is good to focus on possibilities it is hard to escape the context of the losses of the past 6-8
34 years.
- 35 The false perception that employable skills are more applicable in practical majors but not in others.
- 36 Inability to get a second degree in the CSU system is a concern
- 37 Higher education as a corporate/economic model of workforce development
- 38 Parents think that Major=Job – how do all disciplines work in that model?
- 39 Acknowledging that our students, demographically, may need more background or remedial work to be
40 successful. A four -year plan may be unrealistic.
- 41 Study abroad would be wonderful but can our students afford it?
- 42 Loss of sense of place for our students due to faculty from far away on campus for two days a week and
43 the impersonal nature of online courses
- 44 Our facilities are not built for current pedagogical practices but for those of a 100 years ago and
45 sometimes barely fit the number of chairs needed for the enrollment numbers
- 46 Do we have the leadership that realizes that the most important thing we do is educate students?
- 47 The adversarial relationship between the university and Kendall Hall. The change from working with the
48 community to charging the community to create a revenue stream. This promotes and creates an anti-
49 intellectual atmosphere.
- 50 Disconnect between the leadership at the university and the mission of the university
- 51 Facilities use policies are an obstacle ...
- 52 Budget process that punishes our college (x) for offering GE and WI courses
- 53 Are advisors in the advising office actually open to recommending our college (x) majors?

54 Making sure that part-time faculty are included in conversations and able to participate

55 **Additional moderator / reporter observations:**

56 This group of faculty were typical in that they have experienced years of budget cuts and losses
57 of colleagues coupled with increased expectations without any increase in compensation. That
58 they were able to generate a number of very interesting ideas was a tribute to their resilience.
59 At the same time, it is clear that, in the relative budgetary stability of the next four years, a
60 conscientious effort will be needed to improve their working conditions and provide
61 recognition for their teaching excellence.

'CREATING NEW POSSIBILITIES' CONVERSATION

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2 **ID # 24**

3 **Number of Participants:** 7

4 **Type of Participants:** faculty

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 Nice to get another tenure track faculty member – another body is needed to do the work

13 Group work is key in the increased enrollments that are now the norm

14 Work on evening out workload for faculty to balance larger and smaller classes

15 Give faculty some say on the cap for their courses if they can still generate the needed FTES

16 Being able to do team-taught courses across disciplines (modular courses?). But, how do we
17 compensate the extra work that kind of course entails?

18 Fully embracing graduate education with all of its' possibilities and inherent costs (Independent study
19 courses and thesis committee work which are currently unpaid)

20 Could college (x) majors all be 42 units or less?

21 Would love to see a GE system of 10 courses for all students and they are done.

22 Second language requirement and increase study abroad numbers

23 Make study abroad a central part of the Chico State experience

24 Junior/Senior Peer mentors for faculty teaching GE courses

25 Faculty making a choice of either a teaching or research track. Teaching faculty would teach more with
26 no research expectations and research faculty would have publishing expectations.

27 Allowing students and faculty to vote on substantive issues and providing them with a sense of decision-
28 making power. Even if given the chance with relatively minor issues it would help.

29 Allow faculty in our college (x) to have more of a hand in determining where the money goes beyond
30 fixed costs

31 **The doubts and reservations that were expressed include:**

32 Concerned about the funding for GE with sparse budgets – some colleges provide much of this while
33 others provide nothing

34 Not offering enough writing courses for the demand of GE

35 Greatest frustration is that I don't have enough time to educate students the way I would want to –
36 workload is an issue

37 4 preps of large courses limits pedagogical possibilities

38 45-50 students in a course limits the possibilities – trying to find innovative ways to do more with less
39 but still do not have time to provide the feedback needed. As enrollments have increased the kinds of
40 teaching able to be done have suffered.

41 The decrease of full-time faculty lines has increased the committee and other departmental work for
42 those that are left.

43 Loss of faculty also results in loss of majors and, consequently, loss of funding.

44 Yearly review of adjunct faculty takes a lot of time – is it needed for those that have taught successfully
45 at Chico for years?

46 No consequences for 5 year reviews of tenured faculty

47 New curricular possibilities are great but we can't hurt our majors any more

48 Lack of flexibility in the pathways system and the consequences of changing majors and how that adds
49 additional GE credits. Too much structure. Fewer units and more flexibility needed.

50

51 Revision of Campus usage on the weekends to promote learning rather than drive away students and
52 outside groups – the community is paying our wages and helping to build our buildings but is barred
53 from using the campus.

54 How to account for research in RTP when workload limits the ability of faculty to be able to do research?

- 55 Faculty burnout is an issue
- 56 Are we going to fund and support graduate education?
- 57 Are we moving too fast down the online education road?
- 58 There are a lot of fundamental issues to address prior to adding on more expectations or programs large
59 or small.
- 60 Does “Open University” help us in terms of generating FTES or funds? Those students take just as much
61 time as regular students but the open folks don’t show up on the class-list.

62

63 **Additional moderator / reporter observations:**

64 As with other conversations with faculty, there was a deep sense of being tasked with doing
65 more each year to make up for the loss of faculty lines. The “more” is now reaching the
66 breaking point with larger classes, more committee work (due to fewer faculty around to do the
67 work), and research expectations. Given all of those issues, however, it is clear that the faculty
68 are dedicated to providing the best learning experience for students they can under the
69 circumstances. If, in the next four years, annual pay raises are coupled with a partial
70 replenishment of tenure track lines that reflect current trends in both disciplinary and inter-
71 disciplinary content, the renewal of the faculty will be well under way. That sense of renewal
72 will help lead Chico State to the next step in its development.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 25

Number of Participants: 8

Type of Participants: Chairs

The 'Big Question' for this conversation was:

“How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The doubts and reservations that were expressed include:

- The campus community should be more open to trying new ideas and encouraging flexibility with the ultimate goal of success for both students and faculty.
 - Allow experimentation on all fronts. If the world changes as fast as we perceive it to do, then it behooves us to try out our ideas, rather than hear/know/run up against the entrenched bureaucracy.
 - Create scheduling opportunities for faculty to spend one day a week focusing on things other than teaching (working with students outside of the classroom)
 - Flexible guidelines in the RTP process; flexible requirements for faculty
 - Rather than evaluating faculty in multiple areas (teaching, advising, research, other professional development activities and service) for their job performance, we should identify their areas of strength and develop more specific requirements (in the areas identified as strengths) in the RTP process
 - By creating job requirements that fit faculty more specifically we allow them to grow in their career.
 - Expectations could change as faculty members evolve and change focus
 - Help junior faculty members play to their strengths
 - Make part of RTP documents recognize creative projects beyond the parameters that are usually used

- 30 • Redesign academic support systems (Facilities Management, Academic Advising, AS services,
31 Administration) so that students are the focus of our work
32
- 33 • Create faculty plan (numbers, professional development, positive work environment) that supports
34 student achievement
35
- 36 • Fairness, transparency, and communication everywhere
37 ○ Practice fairness, transparency, and communication. Three tenets that present great
38 challenges to how we operate.
39
- 40 • Promoting interaction with the community; “town and gown”
41 ○ Strengths of Chico include the location and the community. How do we create a
42 community environment between the university and the town?
43 ○ Idea to bring the students into their future work environment and to bring the
44 future work environment into the classrooms; engaging students; “flipped
45 classroom” model
46
- 47 • Emphasize our strengths
48 ○ Place: Northern California has unique environments (riparian habitat, Sierra Nevada
49 mountains, vernal pools, Eagle Lake, etc.) that provide special learning experiences for
50 students
51 ○ Community: Campus is in a small town where student-student and student-community
52 interactions are much more possible and create a special learning environment
53 ○ Environmental Literacy – campus is already a leader in Environmental Literacy (has a Rawlins
54 Professor of Environmental Literacy and an Institute for Sustainable Development) and
55 should build on this strength
56
- 57 • Use our university priorities to guide our assessment goals, rather than having stand-alone
58 goals/SLOS. This could lead to some common SLOs across all departments with similar assessments
59 instruments and data gathering processes that we can all access.
60 ○ Work together as a university to assess goals and values
61 ▪ Make Student Learning Outcomes more uniform across the curriculum
62 ▪ Develop instruments and procedures to help each other assess
63
- 64 • Improve processes, make things more efficient for colleges and departments
65 ○ Simplify the things we can so we can focus on what is important
66 ▪ schedule, WTU, travel requests, advising
67 ○ Avoid de-centralizing the thing that should not be decentralized (e.g. range elevation
68 policies)
69

- 70 • Develop systems for improved student success
 - 71 ○ Have a clear idea of what we want to accomplish and enroll students accordingly
 - 72 ○ Provide stronger support systems for students that honor their developmental levels
 - 73 ○ Create an active learning environments where students are participating in every class
 - 74 through team work, projects
 - 75 ○ Provide resources that allow faculty to develop new teaching strategies
 - 76 ○ Bring the working environment into the classroom and vice versa
 - 77 ○ Make student successes more overt to promote hard work by other students
 - 78
- 79 • Maintain and improve the infrastructure –buildings, faculty, and staff
- 80
- 81 • Develop retention strategies to keep students and faculty from diverse backgrounds
- 82
- 83

84 Dissent/Challenges

- 85 • Flexibility can't occur because of pressure regarding FTES, RTP, etc.
- 86 • Campus policies/systems are affecting what faculty is able to accomplish, thus affecting motivation.
 - 87 ○ Restrictions from facilities reservations affect using the campus on weekends for workshops,
 - 88 projects, labs, etc. (high cost associated with weekend use)
 - 89 ▪ This affects the use of student learning fees (cannot be used for facilities)
 - 90 ▪ Our program has to move co-curricular activities off-campus due to cost
 - 91 ○ Faculty feel that it is difficult to accomplish new things due to all the restrictions; also feel
 - 92 that the administration is not always open to new ideas and changes
 - 93 ▪ Example: service learning initiatives are difficult to implement
 - 94 ○ The university needs to recognize needs of departments and faculty and work with them.
- 95 • Reverse the erosion of trust!
- 96 • Return control of the University to the faculty. Reverse the trend whereby politicians and
- 97 administrators view the university as simply a factory, with a group of adversarial workers (faculty)
- 98 who are toiling at cross purposes to the enterprise.
- 99

100 **Additional moderator / reporter observations:**

101 *General themes:*

- 102 1. *Flexibility in the RTP process will allow faculty to succeed in areas of strength instead of blanket*
- 103 *requirement that they do well in all areas (teaching, scholarship, service). Faculty should be rewarded*
- 104 *(tenure/promotion) for success in the areas they and personnel committees identify as strengths.*
- 105 2. *Bureaucracy hinders student success. There needs to be greater flexibility in university policies that allow*
- 106 *creativity and experimentation and allows for more hands-on learning.*
- 107 3. *We should emphasize what Chico State does well and build upon this – build stronger community*
- 108 *relationships; special sense of place (uniqueness of Northern California).*

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID #26

Number of Participants: 16

Type of Participants: Staff

The 'Big Questions' for this conversation were: **“How do we prepare our students to thrive in the 21st century?”** and **“How do we shape our academic community—all of us—for it to thrive in the 21st century?”**

The major ideas / themes / declarations of possibility emerging from this conversation are:

The major ideas that came from our discussion on the best way to prepare our students in the 21st century included a rework of the student experience and advising and career exploration. The comments are as follows:

Rework the Student Experience:

- Along with the academics, instill work ethic, integrity and high standards to help enable students for true success in their future.
- Give a “real” work experience to Student Assistants to prepare them for the future – “this is a real job.” Teach them to take responsibility for the work effort – attendance, punctuality, respect, integrity, accountability and motivation, balanced with praise and encouragement to promote confidence and good morale.
- Show a good example.
- Offer more hands -on experience as “in the field” experience.
- Allow students to not only understand the processes they are taking part in, but understand the driving forces behind those processes. Very rarely do undergrads get to see the entire process and all the decisions that go into making something an efficient operation.
- Allow students to experience the consequences of decisions made. Teach accountability for actions or non-actions taken. Things tend to get swept under the rug and the lessons that need to be taught are being left to others to teach. This is not a good model, and will eventually reflect poorly on Chico State because it will produce students that are not ready nor are they capable of functioning in a workplace that expects results and not excuses.

Advising and Career Exploration:

- 34 - Provide more availability for in-depth advising up front and along the way to better ensure the
- 35 student is on the path that they hope for.
- 36 - Create a program to advise students of the world at hand and what is available in their
- 37 sophomore year after they've gotten a taste of college life and have started a foundation to
- 38 build on.
- 39 - Need more exposure to diversified career opportunities.
- 40 - Need more career exploration and practical offerings – internships/"hands-on
- 41 experiences"/etc., to assist in career decision making.
- 42 - Look at the degrees being offered and what is currently occurring in the world. Work at
- 43 matching that to make their education viable.
- 44 - Be realistic with students helping to manage expectations – entry level positions and salary.
- 45 - Bring innovation and motivation to the classroom experience.
- 46 - Be aware of industry needs and current technologies and tailor courses to educate students in
- 47 those areas.
- 48 - Constantly review the class offerings to keep up with the demand – what can be decreased in
- 49 order to increase another.

50
 51 The ideas that came up for shaping our institution to thrive in the 21st century included employee
 52 management and the educational and campus experience. The comments are as follows:

53 **Employee Management:**

- 54 - Ensure that everyone has access to the latest technologies, training, etc. Allow everyone to be
- 55 up to date and on the same page as we grow and move forward together.
- 56 - Encourage a reach out from higher up Administration to actually visit/experience all aspects of
- 57 campus and employees.
- 58 - Work at developing a strong sense of community and respect.
- 59 - Listen to each other and appreciate that all are needed to make this a successful campus.
- 60 - Build a work environment that encourages the utilization and support of individual's skills and
- 61 passion – build trust.
- 62 - Rethink the 9-5 work schedule; find a way to meet the growing demand for a workplace full of
- 63 community, creativity, appreciation and change.
- 64 - Embrace rapid change in how we communicate, interact, educate and do business.
- 65 - Offer quality and pertinent professional development for staff/faculty. Look at programs that
- 66 target specific groups so it really speaks to them. Big group offerings do not meet the need.

67
 68 **Educational Experience:**

- 69 - Upgrade outdated equipment/technology.
- 70 - Keep up to date with each department's growth/decrease to keep balance and success in order
- 71 to ensure proper budgeting/facilities/faculty/staff.
- 72 - Stay focused on employment trends and realistic job opportunities.
- 73 - Reduce emphasis on social lifestyles and feel good strategies.
- 74 - Create a more realistic lesson for students – instill work ethic, integrity, give a real vision of the
- 75 real world.
- 76 - Align education with trades and work ethics – practical skills vs. theoretical lifestyles.
- 77 - The CSU needs to continue with the model of "Learn by Doing." The model has slowly been
- 78 switching to more of a theoretical and observational model. The goal of producing workplace-
- 79 ready graduates is achieved by sticking with the model of learn by doing. Graduates that have
- 80 been exposed to problem solving situations in realistic environments are much better equipped

81 to step into industry than graduates that have only observed faculty making decisions and just
82 do as they are told.

83

84 **Campus Experience:**

- 85 - Make sure that learning and work spaces are up to date – large enough and appropriate for the
- 86 need.
- 87 - Embrace rapid changes – communicate/educate/interact with each other.
- 88 - Make use of Social Media – individual colleges as well as campus wide.

89

90 **The doubts and reservations that were expressed include:**

91 Let employees be heard, particularly if you ask – no more “just going thru the motions” – make it count.

92

93 **Course/Faculty Evaluation:**

- 94 - Balance the need to make money for the department/campus with giving a quality experience
- 95 to the student.
- 96 - Consider reducing “fluff” GE classes that appear to be strictly a money maker for the
- 97 departments.
- 98 - Move away from a self-centeredness teaching approach – reinforce contributions, responsibility
- 99 and community.
- 100 - Evaluate course offerings to ensure we are offering current and viable education.
- 101 - Be choosy with faculty – not so much emphasis on where they went to school and the degrees
- 102 they have, but their true qualifications and experience.
- 103 - Balance faculty support with staff and equipment resources. Faculty and staff need to
- 104 collaborate equally – particularly with labs. Do not leave it to staff alone.
- 105 - Provide courses that really count toward a major and not just fill up a schedule and fulfill unit
- 106 requirements.
- 107 - Before going forward with on-line education, examine all details involved in making that
- 108 decision as to what direction we hope to go and will that be a quality experience? Will the
- 109 student get the education they need to truly be successful?
- 110 - Move away from a self-centeredness teaching approach – reinforce contributions, responsibility,
- 111 and community.
- 112 - More realistic approach with faculty and practical applications –include communication and
- 113 interaction with the practical side as well as the teaching side to ensure a complete and
- 114 successful experience for the student.
- 115 - Come up with better screening methods when selecting faculty to ensure the whole need is
- 116 met, not just partial – book smart vs practical experience – both is needed.
- 117 - Ensure the best communication from faculty to student – no language barriers, etc.
- 118 - Shift from the “Quantity vs. Quality” mode that seems to have occurred, perhaps because of
- 119 budgetary issues, into more “Quality” with our programs. Give the students a quality
- 120 experience.
- 121 - Change the priority of getting more students, to a priority of stronger screening for stronger
- 122 students to ensure a better experience for all.
- 123 - Lab programs have gotten stale over the years, need change up – more involvement with
- 124 faculty, update criteria and technology.
- 125 - Rethink the pressure to produce and generate revenue – how does this affect our product?

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Employee Management:

- Break through employee class barriers – Staff/Faculty/Management.
 - Staff in particular makes huge contributions and has valuable insights and knowledge that often go untapped when decisions are made and policies are established.
- There is a general lack of trust in employees to do their job - too much red tape paperwork and the skillset is suppressed due to redundancy and micromanaging.
- Rework a balance of management vs. faculty/staff.
- Give units control over how they spend their budgets, especially with employee IRPs/reclassifications.
- Trust Departments/Managers/Deans to make decisions with their dollar based budget. Too much micromanaging and vetting with HR, Dean, VP/Provost all being included in one issue – causes road blocks and inefficiency many times leading to energy and resources spent with little to no result.

Campus Experience:

- Bring community back into campus life. Stop the deterrence. This can be a valuable resource in a number of ways, support, money, inclusion, etc. Our community is vital.
- Rethink driving policy on campus. Current policy is too stringent for department and event success.
- Make solving facility issues a priority – available classrooms, event space.
- Evaluate event offerings – budget used, facilities/labor provided. Are they balanced with the whole experience – from the new student to the graduate?
 - Chico Preview Day, Choose Chico, Summer Orientation and Wildcat Welcome are all for incoming students, and Graduation for out bound students. There is nothing in between.
- Rethink other policies in place. How do they affect morale, overall efficiency and personal safety - emergency vehicles, time loss and labor success?
- Try to put funding where it really counts at the time it is needed.
 - The Summer Orientation Program has struggled the last few years with parents and students asking why there is so much construction/beautification of campus taking place when the state is broke and you keep raising our tuition.
 - Why is the campus getting such an expensive and expansive facelift when faculty, staff and academic needs are suffering with some being ignored entirely?
 - We’re trying to push students thru in 4 years but they can’t get the classes they need or want.
 - Programs are being diminished or stopped entirely because they don’t have the budget to produce them.
 - We’ve always encouraged students to have activities on campus – alternatives to the bars and partying, but they have been shut out of various use because they don’t have the budget that is currently required.
- Be realistic with the experience we are producing vs. the presentation we are giving – it may look good but are we really producing any substance?
- Balance the input and collaboration of the campus divisions – Academic Affairs, Business Affairs, Student Affairs and University Advancement. Each one is equally important and vital in making this campus a success. Without that balance we suffer greatly.

173 **Additional moderator / reporter observations:**

174 I was struck with the intensity of how much the staff cares about our department and success for the
175 students. Chico State is so lucky to have employees that step up to the plate every day and bring their
176 “A” game despite the budget cuts and major morale issues we are all facing. Some could choose to not
177 care or “give what they get,” but to those that endure and stay the course to do and bring the very best,
178 they are the heart of Chico State and why we are successful.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 27**

3 **Number of Participants:** 10

4 **Type of Participants:** Staff

5

6 **The 'Big Question' for this conversation were: "How do we prepare our students**
7 **to thrive in the 21st century?" and "How do we shape our institution—all of us—**
8 **for it to thrive in the 21st century?"**

9 *Unequal playing field for students in certain departments. Example: students in technology-heavy
10 majors can afford (are required to have) laptops, while some cannot (are not). Need campus discussion
11 on how to affordably get laptops to students who cannot afford them.

12 * Members discussed misplaced campus spending priorities. Example: purchases of campus picnic tables
13 with umbrellas, while some classrooms and offices are still using outdated chalkboards. Technology in
14 more classrooms would be beneficial to the University. Provide training opportunities to instructors who
15 can then implement the new classroom technology into their classes.

16 *Another example on misplaced spending priority relates to outdated computer systems. One unit had
17 been promised a computer update and the money had been set aside for that purpose, but then the
18 funds were pulled for use on something else, forcing the unit to continue using outdated computer
19 technology.

20 *Make better use of university money. Some requests are for purchases of items because the requester
21 wants the latest and greatest model. If staff and faculty are being cut because there is no money, why
22 are purchases for unnecessary replacement items being fulfilled? University staff and faculty should be
23 here for the students, not the newest technology. Explore a policy on how money is spent in campus
24 departments.

25 *Another example: when a new Dean arrives, the person wants to remodel the office even if that office
26 has just been remodeled recently.

27 *Meanwhile many items go into surplus where they are stored. Sometimes they are recycled, other
28 times auctioned off to the public. One suggestion is to create a system (clearing house) with the ability
29 to recycle the older technology models and redistribute them to other departments or students.

30 *A department was told to throw items away instead of storing for future use. Then they had to reorder
31 the same items.

32 *In addition to technology for students being unequal, that there is also inequality across campus
33 departments. The newest in technology is found in some campus areas, while another department is
34 still using a computing/operating system form 1989, without concern for the nature and importance of
35 the unit's mission.

36 *Better communication between college deans regarding new and recycled technology inventory on
37 campus. Deans should work together on technology spending to ensure classroom and office updates
38 are more equitable between colleges.

39 *Technology is great, but it seems that students are becoming too dependent on the use of technology.
40 Students are so far ahead of campus staff in technology, that communication between the two has
41 become harder. Technology is getting in the way of emotional communication. Staff does not feel
42 properly trained for the new emerging communication technology that is happening between students
43 and employees. Need to arrive at a happy medium between students and staff for better service quality.

44 *There is no time for training. Staff members have no time to squeeze that in outside of their work as
45 their departments' staffing levels keep shrinking.

46 *Many feel the negative impact in their departments when vacated positions are not replaced, with the
47 leftover workload being added to other department employees. The burnout cycle then repeats. They
48 have noticed increase in their stress level at work. Also, they are seeing many colleagues leave for
49 employment in other departments on campus or have left the university. Sometimes, instead of
50 replacement with a professional of equal caliber, the vacancy is filled with a student employee.

51 *Staff members believe the trickle-down effect of employee stress and burnout can be felt by the
52 students. Work backlog in one department leads to a slowdown in service to other campus
53 departments.

54 *While people realize the budget has been bad for the last five years and they keep hearing there is no
55 money, they see that there is money but it goes to the wrong people. Management salaries are
56 increasing, some with huge raises, while entry-level and mid-level staff wages remain stagnant. The top
57 never understands what the bottom is going through. This leads to low morale. The heads of both the
58 academic and non-academic departments need to talk about the issue of where department funds are
59 spent.

60 *One staff member notes that in 6 ½ years sixteen people have left that department for various reasons.
61 In that time the department regained one permanent replacement, while management lost three
62 managers and gained seven.

63 *The campus needs to start hiring of new employees to fill vacant positions, so that employees do not
64 feel overworked and overstressed. Many managers are not leaders, and a manager needs to be able to

65 lead a department. Some staff members hired or promoted into management positions have no
66 aptitude or prior training for such a position.

67 *There is no seniority. Staff members in the past had to move from department to department to get a
68 raise. Even that is not happening anymore. There is a lack of promotion from within departments, and
69 they are bringing in people from the outside (at lower pay), instead of promoting from within. There are
70 also no in-range salary progressions, except for managers.

71 *We need a push in the recruitment of international students, to help our campus global community
72 flourish. Expense for study abroad (for both international students and CSUC students) can be a
73 deterring factor. Do our students know they can use financial aid for the study abroad program?
74

75 *Encourage summer internships. This helps make students more hireable, and it helps them figure out
76 early on if they are pursuing the right career paths.
77

78 *We should track student employees and interns to see what they do in their future careers. Student
79 employment office might be underutilized.
80

81 *The Student Employment Office and the Career Center can work more closely to help students with
82 resume building and interview coaching. Staff members have seen many students' resumes that were
83 unprofessional.
84

85 **The major ideas / declarations of possibility emerging from this conversation are:**

86 *Departments need to communicate more closely with one another to share and swap their surplus so
87 campus resources are used to their fullest.

88 *A centralized tech support for campus departments might make working with other departments on
89 projects easier. Tech supports in campus departments ought to come from one central technology
90 support system.

91 *Encourage student to work on-campus; it helps prepare students for the real world.

92 *There should be more professional development trainings for student and career employees.

93 **The doubts and reservations that were expressed include:**

94 *Low staff morale

95 *Overbearing work load on staff members

96 *Misplaced allocation of university resources

97 *Current approach in throwing away surplus is very wasteful

98 *A centralized tech support system may create potential breach in security of sensitive data (e.g.
99 student records)

100 **Additional moderator / reporter observations:**

101 Staff members feel underappreciated, underpaid, and overworked. They are ready and willing to share
102 ideas on how their departments and the university could operate more effectively and efficiently.

103 **Big Questions Transcribed**

104 **Students**

105 Practical experience, required internship early on, career path that translates to realistic job
106 opportunities. Use of technology without diminishing the human communication/relationship. Develop
107 the whole student with skills and knowledge to become a positive in their community, work
108 environment.

109 Teach them to self-learn

110 Help them to own the belief that leaning is for all of life – all parts of life, for all of their lifetime.

111 Etiquette and integrity

112 Internships – a practical, hand on experience is invaluable. I think internships should be encouraged
113 early – freshman year. Why wait until a student is doing their upper-division work before they get to
114 experience working in their field? The earlier the better – and as often as possible.

115 International and National Student Exchange Programs more affordable. What a great experience to
116 immerse oneself into an environment different than what one's own. But exchange programs are pricey
117 and can delay graduation. How can they be incorporated so the experience keeps a student on track to
118 graduate on time, and be affordable?

119 Course offerings geared to new world

120 Support in all areas academic and personal

121 Work experience/internships

122 By providing comfortable learning settings for the students, instructors and staff

123 By staying up to date with the latest information and making sure students are prepared once they leave
124 our institution.

125 By helping them to gain the knowledge and confidence to follow their passions and live the life they have
126 always dreamed of.

127 Independent thinking skills – technology is great, but I fear we are becoming so dependent upon it that
128 we can't think for ourselves. (Sometimes it's OK to put the phone down and think!!)

129 Ability to utilize the latest and greatest technology in the most efficient way

- 130 Interactive opportunities with peers, faculty, staff, community and beyond for students
- 131 Encourage strong work ethic
- 132 Teach critical thinking skills
- 133 Be open to challenges
- 134 Manage change – technological
- 135 Encourage real life opportunities – internships, externships, etc. more opportunity to do this for
136 students.
- 137 Level the IT playing field – include laptop or desktop into tuition
- 138 More open student employment
- 139 One place to seek on-campus employment (required)
- 140 Include technology into more classrooms and instruction
- 141 More collaborative spaces
- 142 Better way to spread technology (better organization)
- 143 Step “outside of the box” of old school ways of teaching and become current in methods and technology
- 144 By updating the buildings with technology to keep up with the technology in real world. This will give
145 them the tools and knowledge they will need when they get into the job market
- 146 **Community**
- 147 Consider all individuals as equal and less emphasis on specific differences. Continue open
148 communication between all of the campus community.
- 149 Ask VP’s to go to each department/college and job shadow those they supervise for one day!
- 150 Ask president and provost to attend events that are “hosted” by them in order to keep morale on
151 campus.
- 152 Maintain a leading edge in technology
- 153 Use corporate strategies within our departments – working as a team; provide ongoing learning;
154 communication – up and down
- 155 Recruit and retain qualified faculty/staff
- 156 Staff/faculty development opportunities
- 157 Equality in physical space and technology in all colleges and departments

158 Business and finance office and academics need to be on the same page.

159 By staying current and informed on changes that affect our ability to educate and students and prepare
160 them for their future.

161 By making sure we give them the “tools” needed to follow their dreams and meet their goals.

162 Technological advancements are definitely our future – we must provide it to our students and campus
163 – training!

164 Combination of online teaching with group discussion course offerings

165 Keep college affordable for all – important for diversity on campus

166 Internship and community service offerings – on the job training

167 Campus collaboration needs to happen – dept heads need to talk! All depts....IT, Procurement, Student
168 Services, Academic, etc.

169 Budget equality – cut form the top and provide for the lower paid employees.

170 Management/leadership should take a more active role in the development of staff – training,
171 workshops, professional development opportunities.

172 Technological training – updated tech access to new technologies/training on new technologies

173 Information – Edu – how to gather pertinent information

174 Centralize events/information

175 Offer free classes to staff/faculty – fee waiver is often used by families so staff/faculty does not get job
176 training

177 Continue to work on sustainability

178 Flexibility and accepting of new technology and ideas

179 Being proactive and not re-active to issues of environment and educational needs.

180 Improve facilities!! Sometimes it seems as if our priorities are switched.

181 Technology – though we have come a long way since I started on this campus, technology is advancing
182 faster than we can keep up. There needs to be training (even basic things like Skype and/or phone apps)
183 so that we can understand better the student populations that are coming to our campus – to
184 understand how they communicate, how they use technology, what tools they find most useful to
185 advance. Students are ahead of staff and faculty in this regard. Therefore we need to educate ourselves
186 to better understand their needs and learning styles.

187 Sustainability – I think Chico does a great job in this area. We need to continue to develop and
188 encourage advances in this area. Recycle items into the University environment for use to students and
189 faculty as well.

190 International student population – grow the number of international students that attend CSUC in order
191 for resident students to be exposed to cultures and ideals different from their own. The international
192 population should focus on a variety of cultures. We seem to attract students from the Middle East and
193 Asia. We also need to attract international populations from Africa, Europe, Australia and Canada.

194 Tech support for all areas across campus. Localizing tech support for all departments/colleges. Instead
195 of one User Services, areas should have tech support that meets their independent needs.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 28**

3 **Number of Participants:** 10

4 **Type of Participants:** T/TT Faculty

5 **The major ideas / themes / declarations of possibility emerging from this**
6 **conversation are:**

7 **Group Ideas**

8 These are ideas developed as a group and edited by the moderator.

9 **How do we prepare our students to thrive in the new world of the 21st**
10 **century?**

11 **Develop critical thinking and problem solving skills**

- 12 • Info age – need critical thinking skills about fact or fiction – learning how to differentiate
- 13 between good and bad information
- 14 • Our evaluation process doesn't encourage critical thinking – standardized testing (memorization
- 15 rather than compare/contrast)
- 16 • Critical thinking skills needs to be embedded in GE level – focus on a couple of things teach
- 17 really well – use the same paradigm across all GE classes
- 18 • Required programming course – logic, concept,

19 **Focus on developing students**

- 20 • One class focused on key educational outcomes, every semester for years (a mentor) teaching
- 21 the learning objective to help them see it in other classes
- 22 • Students have no background with which to fall back on – there is nothing to build on – students
- 23 need historical concepts
- 24 • A model that stays with the students to guide them on their educational path to mentor
- 25 students – cohort based
- 26 • Hold students to higher expectations
- 27 • Accountability – writing can make or break grade
- 28 • Get students to work more outside of class – accountability
- 29 • Study skills prep is needed

30 **Curriculum**

- 31
- More hands on learning working with a real problems
- 32
- Develop a list of important skills – reinforced across course of study
- 33
- Lack of accountability associated with information and comments on internet
- 34
- Require more reading

35 **Preparing student for careers**

- 36
- Engrain a skillset that will allow students to pursue career of their choice
- 37
- Develop communication and teamwork
- 38
- Teach basic business skills to all students on how a company functions – cross discipline business
- 39
- class
- 40
- Require Internships

41 **Collaboration across disciplines**

- 42
- It would be advantageous to students to interweave business into most majors since most
- 43
- careers are with businesses.
- 44
- Collaboration in service
- 45
- Interdisciplinary work

46 **How do we shape our institution – all of us – to thrive in the new world of**

47 **the 21st century?**

- 48
- Develop more support for collaboration at a higher level [above departments]
- 49
- Create an environment where you have resources and collaboration is encouraged
- 50
- We are heading towards a community college model – the high numbers of faculty are not T/TT
- 51
- we rely on the community to teach courses – they are not long term teachers so it is not
- 52
- possible to include them in collaboration. We need more T/TT faculty. The understaffing
- 53
- inhibits collaboration – committees and admin duties stretch time available for collaboration.
- 54
- These positions require service. This will spread the load.

55 **Individual ideas**

56 Listed below are in individual ideas (verbatim) collected by the moderator. These were used as the

57 basis for the group discussion.

58 **How do we prepare our students to thrive in the new world of the 21st**

59 **century?**

- 60
- Emphasize critical thinking and classic thought (vs fads)
- 61
- Emphasize evidence based vs. opinion
- 62
- Learn basic knowledge
- 63
- Problem solving skills
- 64
- Foundation skill needs to grow and learn

- 65 • Emphasize information analysis that makes use of critical thinking skills and evidence
- 66 analysis
- 67 • Critical thinking skills developed by challenging student to apply theoretical principles to real
- 68 situations experienced in the business
- 69 • Engage them in critical thinking and problem solving activities
- 70 • Teach the students how to fish, by this I mean all students, regardless of discipline or major
- 71 need to have a holistic understanding of the business world that will impact their careers
- 72 • Desire to learn and continue to learn
- 73 • The ability to change
- 74 • Teach them study habits
- 75 • Importance of work ethic
- 76 • Teach initiative – nothing will be given to this next generation. They are going to have to
- 77 earn their standing in the global marketplace... and this will require initiative
- 78 • Teach strategic information processing – information is exponentially growing... student will
- 79 need to understand how to sift through mountains of information in order to isolate
- 80 strategically important items
- 81 • Students need to tackle problems that ask them to use critical thinking skills and learn to
- 82 appropriately critique information. We live in an age of information overload and filtering
- 83 and using good information for decision making is getting progressively more difficult. I
- 84 consistently find students not being self-reflective and critical of information.
- 85 • Help them to gain skills for taking massive amounts of input and selecting/combining into
- 86 information for decision making.
- 87 • Help them to be more successful in academic studies. Help them to find their strengths and
- 88 weaknesses. Then to improve on their weakness spot so those spots won't be the
- 89 bottleneck to student's success
- 90 • Prepare students to get out of their comfort zones and work with people they are not
- 91 familiar in both culture and thought processes
- 92 • Help; identify career paths that suit their ability and interest
- 93 • Have them connect with our alumni and learn from them
- 94 • Help them prepare for their future career— (1) get more recruiters, hiring firms to our
- 95 campus (2) tailor our curriculum to suit their needs better
- 96 • Encourage faculty to become less “sage on the stage” and more “guide on the side”
- 97 • “bottle” the best lecturer and require students to view these before class, in 5 or 10 minute
- 98 segment – flipped classroom
- 99 • As the world gets “smaller” and more diverse, students here in the U.S. including Chico State
- 100 will need to make themselves marketable to an international community. How does a CSU,
- 101 Chico student differentiate him or her if from another, from another U.S. college graduate,
- 102 from a graduate outside of the country? Choice of major and career path should be
- 103 strategic and continuing education (Master's Degree) and aid in certification (CPA, PE)
- 104 should be made available.

105 **How do we shape our institution - all of us - to thrive in the new world of**
 106 **the 21st century?**

- 107 • Take steps to create more collegiality within and across disciplines
- 108 • Faculty/staff dining room at Sylvester's
- 109 • More “brown-bag” lunches to exchange pedagogical ideas

- 110 • Reward faculty for innovation, including better uses of technology
- 111 • Cross –collaboration – mastery of the large amounts of information in today’s society will require
- 112 that individuals understand a large array of disciplines and the manner in which those disciplines
- 113 impact and are impacted by the various avenues of information
- 114 • Maintain the strength of Chico State, what our students like the most: a great community, a
- 115 supportive community
- 116 • Support faculty members in teaching (use of new teaching methods, new technology, etc.); research
- 117 (more funding, support for conference, etc.)
- 118 • Focus on research that add to the body of knowledge
- 119 • Get more exposure to globalization
- 120 • Safety
- 121 • Stimulating events (visiting scholars, thinkers, artists, performers)
- 122 • Connect with community and participate in community events such as the 5K runs
- 123 • Language classes ___ by native speakers (Chinese, Arabic, ???)
- 124 • Cultural awareness via student presentation of this home community cultures
- 125 • Raising the standards for the students
- 126 • A culture that promotes learning, adaptiture, explore more knowledge, think about the world we
- 127 live in
- 128 • Cross discipline entrepreneurship class to introduce all students in all majors to the idea of being
- 129 able to own their own business
- 130 • Students need to understand that they are not exceptional on the global market. They must be
- 131 taught to work... rather than to expect that they are entitled to assistance
- 132 • Offer more graduate programs and advanced degrees, help students to obtain professional
- 133 certification in fields such as engineering and accounting (just examples)
- 134 • Today’s student (graduate) must stand out to be employable. A degree provides opportunity for
- 135 employment; it is not a guarantee of employment
- 136 • Reduce bureaucracy/administration at all levels (especially University system) and decentralize
- 137 decision making
- 138 • Greater portion of budget allocated to class/faculty level
- 139 • Embrace important technologies
- 140 • Technology in the classroom is also important
- 141 • Align more closely with external partners (e.g., organizations who hire our students)
- 142 • Every aspect of university should focus on developing critical thinking skills

143 **The doubts and reservations that were expressed include:**

144 The need for more resources was an underlying theme with respect to time for collaboration and other
 145 initiatives. Lack of physical resources (rooms/labs) also inhibits innovation in teaching.

146 Very little control over lower division classes (Chico and Community College) and students are
 147 unprepared for upper division work.

148 **Additional moderator / reporter observations:**

149 Group was composed of junior and senior faculty from a number of departments.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 29**

3 **Number of Participants:** Twelve

4 **Type of Participants:** Students

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9 **The major ideas / themes / declarations of possibility emerging from this**
10 **conversation are:**

11 **Advertising Resources Available** – Writing Center, Career Center, Accessibility Resource Center,
12 Library, etc. Participants felt that they were unaware or did not know how to utilize these
13 resources during the first few years of their college career. Participants suggested having more
14 of a presence in Freshmen Orientation and in UNIV 101 courses. It was also suggested that
15 faculty encourage these resources more.

16 **More Emphasis on Learning a Foreign Language** – Many participants felt that students should
17 be required to study a foreign language, at least at a basic level. All participants agreed this is
18 crucial as we are increasingly living in an interdependent global society. If not required, then
19 perhaps more encouragement from departments/faculty to do so.

20 **Integrating an International Experience into Course Curriculum** – For majors such as
21 International Relations, International Business, Foreign Languages, Area Studies, etc., an
22 international experience should be made a requirement. Other majors should provide students
23 with incentive/encouragement to study abroad.

24 **Restructuring of General Education** – Participants felt it was repetitive to high school and did
25 not inspire interest. Consensus that some GE is necessary (i.e. Geography, World and US
26 History). Participants suggested requiring Current Affairs and World Events courses and a
27 course geared toward Intercultural Communication and becoming a "global citizen". All
28 participants agreed that also offering courses on basic "life skills" after college would be

29 beneficial – buying a house, credit/credit cards, taxes, loans/banking, insurance (car, health,
30 home, etc.), job benefits and retirement plans, etc.

31 **More Collaboration between Departments** – Participants felt there were many inconsistencies
32 when receiving major/minor/GE advising and that departments were very fragmented. The lack
33 of collaboration and communication was apparent.

34 **Providing a Strong Alumni Network** – Participants felt it would be beneficial to have the ability
35 to connect with Chico Alum from their major area. This could help with academic and career
36 planning.

37 **Eliminating Online Courses** - Participants conveyed negative experiences with online education.
38 Felt face to face classroom time is crucial. Online components to regular courses were
39 beneficial, but solely taught online proved difficult.

40 **The doubts and reservations that were expressed include:**

41 Participants expressed doubts about the following:

- 42 • The uses of technology and programs students learn to use are outdated and sometimes
43 irrelevant. Requested that faculty attend trainings or community together to stay
44 current.
- 45 • Lack of preparation for students to be global citizens.
- 46 • Lack of student voice in University budgeting and spending.
- 47 • General Education requirements and its usefulness.
- 48 • Competency of Professors and Lecturers is inconsistent.
- 49 • Uneven distribution of resources amongst departments.
- 50 • Effectiveness of online courses.

51 **Additional moderator / reporter observations:**

52 *(Please enter observations and/or comments about the conversation reported on, that may help members of the*
53 *review committee to interpret the results. For example: What struck you the most? What stood out? What was the*
54 *most surprising and unexpected? What touched you? Thank you!)*

55 The students of this focus group were extremely eager to share their opinions and to openly discuss
56 possible changes for our future. The topic of internationalization was a recurring theme and the need for
57 the University to adequately prepare our students and faculty to be global citizens through international
58 experiences, internships and intercultural learning. There was also a strong discussion about the need
59 for updated and current technology to train students in classrooms as well as a debate on the
60 effectiveness of GE courses which are not applicable to a student's degree program.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 30

Number of Participants: 9

Type of Participants: Staff

Ideas about video: Students that were selected all have a passion to go on to college. The best of the best students were selected for video.

How do we prepare our students to thrive in the 21st century?

Theme 1: Expand students' communication skills.

- Prepare students more for social/professional interaction. Technology is big but person to person is still the best and really important.
- Teach students to communicate and work in teams. Work it into the curriculum.
- Improve students' writing skills.
- Teach diversity
- Promote club involvement/team atmosphere

Theme 2: Provide support for student learning and maturation.

- Focus on tutoring and study skills.
- Workshops for resume building and classroom etiquette.
- 1st year experience programs help students learn about resources on campus. Without it students never learn the resources available.
- Develop an experience program to help students after 1st year through end of college career.
- Offer self-esteem courses/confidence.
- Develop ways to teach students enhanced work ethic, team player ability, self-accountability.
- Small class size

- 31 • Continually provide students with current software and technology
32 programs in labs.
- 33 • Continue advising and helping students plan to be successful in their degree
- 34 • Be available to help students when needed.
- 35 • Provide better computers for students ... current computers can't handle
36 latest technology.

37

38 **Theme 3: Prepare students for life after graduation.**

- 39 • Advising/career counseling for students who don't know what they want to
40 do or where they want to go
- 41 • Transition courses
- 42 • Career preparation – show students what it's like to go out and get a job
43 and be prepared to do so.
- 44 • Help students realize the importance of internships. Motivate them to seek
45 an internship. Could make it mandatory. Develop more internships in each
46 major to help students gain as much experience as possible before
47 graduating.
- 48 • Continue to create opportunities for community service and alumni contact
49 – would help in building positive reputation.
- 50 • Expand career fairs... need new vendors/connections
- 51 • Study abroad opportunities

52

53 **How do we shape our academic community—all of us—for it to thrive in the 21st** 54 **century?**

55

56 **Theme 1: Treat employees more motivationally.**

- 57 • The faculty and staff are passionate and devoted. Make in-range
58 progressions available so people can take on more work where their
59 passion lies, rather than looking for work outside of CSUC to increase their
60 salary to provide for their family.
- 61 • Retain the best staff to keep department support strong and healthy. Staff
62 and faculty are the backbone of the college
- 63 • Ensuring that faculty and staff are well-supported allows them to offer their
64 expertise more fully to students.
- 65 • Attract the best of the best.

66

67 **Theme 2: Foster better communication on campus.**

- 68 • Become more involved as a whole campus in respecting/valuing/exploring
- 69 the cultural differences of our students
- 70 • Better communication among offices
- 71 • More camaraderie across campus would mean better participation.
- 72 • Inspirational speakers
- 73 • More support within departments
- 74 • More collaboration between departments – how can colleges work
- 75 together? Projects, events, curriculum, etc.
- 76 • Provide more career growth within current positions
- 77 • Provide software training, e.g., Excel
- 78
- 79

80 **The doubts and reservations that were expressed include:**

- 81 • Hire the best full-time faculty possible – don't rely on part-time lecturers
- 82 • Disagree – many tenured faculty lack enthusiasm. We need “good” faculty.
- 83 • Online classes – not worthwhile for CSUC to go that route. Students come
- 84 to CSUC for regional campus.
- 85 • Restructure outdated courses, material, etc.
- 86 • HR as it stands now does not approve in-ranges. They have no idea what
- 87 your job entails. Support salary increases associated with increased
- 88 workload and involvement to fulfill their passion – fac/staff are frustrated
- 89 and feelings trickle down to students. Morale issues.
- 90 • Current computers can't handle latest technology. Need to have up-to-
- 91 date equipment to do your job.
- 92

93 **Big Questions Transcribed**

94 **Students**

95 Educate

96 Experience thru practicum

97 Teach team work requiring participation and result

98 Teach work ethic

99 Higher education

100 Technology courses/life skills courses

- 101 Self-esteem courses/confidence
- 102 Training
- 103 Advising - Career counseling for students who don't know what they want to do or where they want to go
- 104 go
- 105 More job opportunities
- 106 Study abroad opportunities
- 107 Transition courses
- 108 Up-to-date technology
- 109 Continue to create opportunities with the community and alumni
- 110 Restructure outdated courses, material, etc.
- 111 Expand career fairs, need new vendors/connections
- 112 Showing students what it's like to go out and get a job and be prepared to do so. Encourage students to
- 113 seek out internships and gain as much experience as possible before graduation so they will have a
- 114 better shot at getting a job. Help students to see that it may not be easy and they may need to start in a
- 115 position that is lower level and then work their way up into a position they want slowly.
- 116 Career preparation
- 117 Communication skill building
- 118 Writing skill building
- 119 We need to bring back "experience programs" – first year, transfer year, etc.
- 120 Work ethic, team player, self-accountability are all issues our students struggle with.
- 121 Continually provide students with current software and technology programs in labs
- 122 Hire the best full-time faculty possible – not rely on part-time lecturers.
- 123 Retain the best staff to keep departmental support strong and healthy. Staff and faculty are the
- 124 backbone of the university.
- 125 More mandatory internships/or just more in each major
- 126 Do more in community (not just fraternities) community service
- 127 Short abroad services, like just over summer or intersession, to help other countries/communities. Will
- 128 help in positive reputation and keeping students busy.

- 129 Offer service units that can apply to any major – for interns or community service.
- 130 Back to smaller classes
- 131 Students should be prepared more for social/professional interaction. Technology is big but person to
132 person is still the best and really important.
- 133 Focus on tutoring and study skills
- 134 Workshops for resume building
- 135 Workshops for classroom etiquette.
- 136
- 137 **Community**
- 138 Continue advising and helping students plan to be successful in their degree
- 139 Be “present” for the students. Available for help when needed
- 140 More opportunities for staff to get pay increases
- 141 Better equipment for offices
- 142 Better communication among offices
- 143 Comparable pay raises
- 144 Again, attract the best of the best
- 145 Become more involved as a whole campus of the cultural differences of our students
- 146 More career growth within current positions – if you want/deserve a raise, most Choc State employees
147 have to leave current departments. Current employees need to be valued and provided compensation
148 for their dedication to students.
- 149 By making sure that faculty and staff are well supported in every way possible so they can offer as much
150 expertise to students as possible.
- 151 More support within departments
- 152 More collaboration between departments – how can colleges work together? Projects, events,
153 curriculum, etc.
- 154 Promote club involvement/team atmosphere
- 155 More technological upgrades/training
- 156 Listen, emphasize! > with the students

- 157 Understand – remember when you were in their position
- 158 Advise for students goals, strive for progress
- 159 Teach the students successful ways to achieve their goals
- 160 Have resources
- 161 Teach diversity!
- 162 Provide courses necessary for student success
- 163 Students first
- 164 4-year plan
- 165 Be available to students
- 166 Student tutoring
- 167 Student competitions – faculty advisors
- 168

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 31

Number of Participants: 12

Type of Participants: Students

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

Themes on preparing our students

Theme 1: Expand students' knowledge of and skill with **technology** and software.

- Make technology a major component of our education AND show students how to integrate that with Face-to-Face interaction.
- Update the curriculum to match new technology
- Expand additional technical courses for students in all colleges.
- Many instructors are behind on new technology and software. Let students teach this since they keep up. In France faculty primarily facilitate conversations and those who know current technology teach it.

Theme 2: Expand **hands-on learning** within and beyond the classroom.

- Create opportunities for students to work in companies to apply what they learn.
- Offer field work (e.g., 2 weeks) experiences to work in real world.
- Could be useful to require internships for all majors.
- Offer the German model of working for different employers related to one's major. This would allow students to try different kinds of work.

Theme 3: Teach **professionalism** to students.

- Offer career exploration early on so students know the variety of careers possible with each major.
- Offer the Strength Finder test so students can learn more about themselves. Helps with resume writing. Easier to talk about one's strengths with others.
- Teach how to behave professionally and network in social settings.
- Teach students about writing in their professional context, e.g., emails.

- 33 • In sophomore year, learn more about professionalism in one's major area, e.g. protocol
- 34 for career fairs.
- 35 • Offer a course on job search skills, e.g. adapting interview behavior for different types of
- 36 companies, professional etiquette, and cover letters.
- 37 • Offer updated business communication course for all majors. Could include
- 38 professionalism in that course.
- 39 • Teach HOW to present so students can improve. Keep presentation skill expectations
- 40 more consistently high across colleges.
- 41 • Combine career guidance and internships.
- 42 • Require career guidance. Could have a graduation requirement to use the Career
- 43 Center and take advantage of mock interviews, resume feedback
- 44

45 **Theme 4: Streamline student choices and requirements.**

- 46 • Mentor program for students
- 47 • Have workshops on majors so students can make more informed choices. Have
- 48 workshops on strengths.
- 49 • Allow more flexibility with what counts in majors
- 50

51 **Theme 5: Emphasize interactivity in class and higher standards.**

- 52 • Use Harvard case model. Develop 4-page talking points on real world cases.
- 53 • Use real world examples in class.
- 54 • Emphasize interactivity in class so students are more engaged. Don't let students
- 55 distract others w/ social media on laptops during class.
- 56 • Do more than cover text-based power points in class. Offer more hands-on learning
- 57 opportunities, projects.
- 58 • Raise the bar on what's offered in classes.
- 59 • Ask more of students. They perform to the level of accountability.
- 60

61 **Themes on shaping our academic community**

62 **Theme 1: Increase communication and build stronger relationships across campus.**

- 63 • Increase dialogue between students and faculty re faculty's career experiences
- 64 • Have college-wide event for all faculty/staff/students to connect outside of class. Could
- 65 be extra-credit for students.
- 66 • Create a context to foster students being able to talk with faculty about issues beyond
- 67 class.
- 68 • Hold office hours for small groups in Starbucks – fosters better conversation
- 69 • Encourage faculty to be more involved in events like *Choose Chico* so students involved
- 70 in outreach can have more contact with them.
- 71 • Have faculty more involved with student organizations.
- 72 • Revise campus practices to integrate best practices in all areas, including student
- 73 services.
- 74

75 **Theme 2:** Increase communication and build stronger relationships between the campus and
76 the **Chico community**

- 77 • Create strong relationships with local organizations for internships
- 78 • Improve students' reputation by reaching out to high school and junior high students
- 79 • Create events that combine students and Chico community so Chicanos can see many
80 students are constructive. Students want to improve the impression people have about
81 them.
- 82 • Do more to convey the message on and beyond campus about the good things students
83 do.
- 84 • Could have a conversation with engaged students and positive Chicanos to talk about
85 what can be done together.
- 86 • Hold a mixer with round tables of 6-8 with Chamber of Commerce members and
87 student leaders.
- 88 • Hold a mixer with college students and CSUC service region high school students. Use
89 ice breakers and make it fun. Emphasize that they should start at CSUC as first-year
90 students rather than at community colleges. Chico's lower cost of living allows more
91 academic and career exploration.

92

93 **Doubts and reservations**

94 **Theme 1:** The new **GE** needs to be more user-friendly.

- 95 • Keep workload in upper division GE courses more realistic, so students can focus on
96 their majors.
- 97 • Increase coordination of GE advisers and major advisers. They don't know what each
98 other tells students. Students get inconsistent advice that can even affect graduation.
99 They think they've fulfilled requirements and then are told they have to take one more
100 course after they've left Chico.
- 101 • The new GE is difficult to follow. No one seems to have clarity about it.

102

103 **Theme 2:** The **faculty** has high impact on students. Improvements are needed.

- 104 • Be more selective when hiring faculty.
- 105 • Allow SETs to have more impact. Weed out ineffective faculty.
- 106 • Allow students to choose faculty who receive awards/rewards. Could link that with
107 SETs.
- 108 • Could have categories of teacher awards, e.g., Most Approachable, Most Innovative
109 Lectures, etc. Give reasons for why voting for that instructor. Winners could give a
110 presentation for other instructors or blog on their "best practices."
- 111 • Increase the variety of faculty who teach each course, so more committed students can
112 choose more interactive, rigorous faculty

113 **Additional moderator / reporter observations:**

- 114 • The students' enthusiasm for the conversation and the clarity of the themes surprised
115 me.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 32**

3 **Number of Participants:** 19

4 **Type of Participants:** Staff, Faculty, and MPP

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9 **The major ideas / themes / declarations of possibility emerging from this**
10 **conversation are:**

11 Staff commented that they see us supporting programs to give students real world experience,
12 and through some of our projects they get to work directly with students and see the effects of
13 this experience. Participants expressed a need to expand the scope of what we offer students
14 including paid internships. Students value this experience. Although student employee numbers
15 are down overall, the number of students is increasing on some projects. It was noted that we
16 may not see an increase in students involved on projects if they are not paid. Payroll numbers
17 are only one part of the story.

18

19 There was general consensus that if the campus would be pro-active and set a new objective to
20 invest in and support cutting edge research and expand the services we provide to our large
21 service region we would be able to offer a wider range of service and learning opportunities to
22 our students. We could provide experience in real world settings, current technology and
23 advanced lab facilities as well as paid internships for graduate students.

24

25 Graduate students are often an integral part of faculty projects and we need to find a way to
26 support and retain their expertise. It can be difficult to find qualified students to assist with
27 research. Faculty present commented that they would like to see more support for graduate
28 student groups and sharing of experience across the university on how their colleagues are
29 finding ways to establish and maintain these groups. The campus culture needs to be
30 transformed regarding graduate students and their value to the campus community. This
31 change would encourage more graduate students to attend CSU, Chico and provide more
32 assistance to those faculty needing specialized training or skills in their research. This, in turn,

33 would provide enhanced opportunities for graduate students to be involved in research
34 projects with a faculty mentor while completing their thesis.

35

36 Some ideas for graduate student support follow:

37

38 1) It would be very helpful if the graduate school assisted successful PIs with the recruitment of
39 qualified, motivated, graduate students. Ideas for how this could be done:

- 40 • Provide matching funds for second graduate student or additional funds for full-
41 support if only partial support is secured by the PI.
- 42 • Support for the graduate student must be seriously attractive (competitive with
43 offers from other universities), for example providing a contract and stipend and
44 tuition remission or waiver.
- 45 • Active assistance with recruiting talented graduate students. Once a PI secures a
46 grant, where does he or she turn to find a graduate student to do the research?
47 Typically, the PI does not have the luxury of searching for 6 months or a year for a
48 good student because the research contract starts quickly.
- 49 • The Research Foundation should offer the ability to provide graduate research
50 assistantships (GRAs) that pay students with monthly stipends. Currently, only
51 hourly employment is possible and this sends the wrong message to graduate
52 students about the nature of research and scholarly work. Research and writing a
53 thesis is not an activity always suited for hourly wage. In most cases, it is more like a
54 salaried position or "appointment".

55

56 All parties to this conversation agreed that the culture of the campus needs to change
57 regarding research and service. There must be support at the highest level for this change and a
58 long term plan developed to support researchers and expand research, service and learning
59 opportunities for our students. Other universities, both within our system and other states,
60 have developed plans that support faculty with release time and technical and administrative
61 support. We should look at alternative models and be open to making adjustments to
62 encourage faculty and show that we value the time and effort they spend writing proposals
63 while maintaining a full teaching load. It was noted that the Chancellor expressed his openness
64 to this idea when he visited Chico.

65 There should be top down support of RESP and the North State mission to develop, apply and
66 exchange knowledge and expertise for the mutual benefit of our community and entire region.
67 Our service to the region helps to address diverse educational needs, stimulate economic
68 development that is sustainable, and increase awareness of our rich cultural and artistic
69 environment.

70 Someone should be monitoring the overall university research plan and provide direction to
71 researchers on the next steps to advance their research and professional development. There
72 should also be a review of how funds generated from research activities are distributed and
73 spent.

74 The flow of overhead funds is broken. These dollars are needed by successful PIs to cover the
75 cost of infrastructure that is required to meet the research contract obligations. For example:
76 network jacks, telephones, safety equipment, chairs, desks, and general use computers in labs
77 used primarily for research. Program managers do not want to fund infrastructure through the
78 research budget. The institution and overhead should be used to provide infrastructure.

79 This plan must also look to our service area and its needs. The large area that we service can
80 provide excellent and varied opportunities for our students to gain research and service
81 experience while providing much needed assistance to the counties. We should play a strong
82 role in supporting the economic development of our service area. This support will assist in
83 retention of students and provide work opportunities for our graduates.

84 The group unanimously agreed that these campus community conversations should continue
85 and that there is a strong need for cross-discipline collaboration and sharing of ideas and
86 information.

87 Perhaps this collaboration could include colleges sharing information regarding faculty needs
88 and how they might combine forces to hire the best faculty. A more focused hiring plan for
89 researchers and teachers would allow the campus to build a faculty cohort to meet the needs
90 of our future students. More research opportunities would improve our ability to attract and
91 hire quality faculty, which would in turn attract graduate students.

92 Currently, there may be low incentive for tenure-track hiring committees (composed of faculty
93 members & chairs) to recommend candidates that show strong ability to secure extramural
94 funding and conduct research. This is because the fruits of such a person's research
95 (publications, overhead, grad students, etc.) do not directly reward or relieve the other faculty
96 in the department. Currently, existing faculty and chairs tend to want to hire tenure track
97 candidates who will spend the vast majority of time teaching.

98 The group also agreed that they want to see actions with tangible results being implemented as
99 a result of these conversations. There should be concrete institutional support, policy changes
100 and interdisciplinary collaboration to build and support a sustainable research and service
101 community.

102

103 **The doubts and reservations that were expressed include:**

104 All parties present expressed their concern about the priority that the top university
105 administration places on research and service to our large north state region and the level of
106 support that is directed toward these activities. Doubts were expressed that such gatherings as
107 these often have stalled or not resulted verifiable progress or institutional commitment to
108 change.

109

110

111 **Additional moderator / reporter observations:**

112 These conversations are a valuable opportunity to learn what different areas on campus are
113 struggling with, their accomplishments and their needs. The conversations provide a platform
114 to explore ways to collaborate, share resources and support the efforts of other campus units.
115 The participation of some faculty members yielded a richer exploration of opportunities to
116 address some of the challenges in a very positive way. It is an eye opening experience to
117 discover the variety of research and service projects that our faculty and staff are engaged in
118 for the benefit of their students, the campus service area and their professional development.
119 We learned there is more isolation with fewer mechanisms in place to foster deeper
120 connections across campus with the work of others. The results of our research and service
121 should be more widely distributed and highlighted at university events, in university
122 publications and throughout the community and service region.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 33**

3 **Number of Participants:** 16

4 **Type of Participants:** Staff

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our students to thrive in the 21st
7 century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st
8 century?"

9 **The major ideas / themes / declarations of possibility emerging from this conversation are:**

- 10
- 11 • Teaching/learning involves collaboration
 - 12 • Help students take charge of their own education
 - 13 • Student 'needs' vary (e.g., frosh, transfer students)
 - 14 • Emotional/social support in addition to academic support
 - 15 • More opportunities for faculty, staff, and students to interact
 - 16 • Faculty/staff dining room; social interaction fosters collaboration
 - 17 • Alumni to talk to students about what they did with their degrees
 - 18 • Utilize and recognize the expertise among campus faculty and staff

18 **The doubts and reservations that were expressed include:**

- 19
- 20 • Administrators focus too much on Frosh
 - 21 • Focus on 'persistence', not just FTES targets

21 **Additional moderator / reporter observations:** *What struck you the most? What stood out? What was
22 the most surprising and unexpected? What touched you?*

23 The meeting was quite good. Almost everybody contributed to the conversation in some way, and I
24 thought the discussion was substantive and positive. Staff were happy to be included in the
25 conversation and I believe they felt heard and valued. The good will in the room was palpable.

26 **Session notes are summarized below:**

27 Conversation:

28 – Tech – Constantly changing, exciting and interesting, but no easy place to go to find out about new
29 tech – help and training – drop in – comfortable space for students, staff & faculty to get new tech ideas
30 and answers. The way we learn these things is “jerky.” I quickly fall behind my students.

31 – Sometimes the students can teach us. An open forum - the students could be teaching us

32 Moderator – So you’re saying t’s not a one way street – we’re collaborators?

33 – Students are expecting to get ramped up with new information, new tools to help us communicate.
34 When I turn that around in the classroom it’s not always well received. Students don’t necessarily
35 appreciate having to teach faculty. Feedback from some students is that they don’t like teachers asking
36 them too many questions. They want to be fed the information; they are consumers. They paid for
37 something and they want it. If we had an environment like the drop in tech space, it would make it
38 easier for students to relate to a 2 way street.

39 Moderator – I heard you say that students don’t always take ownership of their education. Would you
40 like to see students become more proactive about their education?

41 – Students are responsible for doing what is necessary to obtain their education. There is value in
42 structured learning where you get a little bit at a time and inform those little bits with your own
43 learning.

44 Moderator – Freshman are used to being spoon fed, not very good at taking control of their own
45 education. Do we need to teach our students to find their own way?

46 – Not all students are freshman – transfers have different goals. They come in want to get their
47 educations and get out. They are much more proactive.

48 Moderator – So, you are saying our students are not a monolith?

49 – Administrators seem focused on Freshman

50 – Services are focused on freshman, not re-entry or transfer students.

51 – More and more nontraditional students – older, re-entry scholars are coming in but they are also not
52 the traditional adult learners (Emerging Adults)

53 – How do we help our students gain personal and professional responsibility? There has to be a safety
54 net, they need to be able to make a mistake. But we need to be prepared to help give them these skills.

55 Moderator – Leaky pipeline problem; the students who are dropping out – who are they and why are
56 they dropping out?

57 – Invest as much in closing the leaks in the pipe as in filling the pipe.

58 – We have freshman coming in who need academic remediation – they also need emotional and social
59 maturity remediation.

60 – We need to go beyond just orientation, but we need to follow up and continue to nurture and advise
61 these students.

62 – Make it a goal, build it into the curriculum. It’s too much to rely on orientation to deliver this
63 material.

64 – What about internships to get these students out into the community.

65 Moderator – You mentioned the word Community – it’s an important word. The university is a
66 community too. Are there things the university can do to foster community with these students? Some
67 of the research suggests that many of the students who drop out are likely to be first generation college
68 students. Can we help these students feel like part of a community? Does the University have a role to
69 play?

70 – We need more opportunities for faculty staff & students to mingle and mentor one another. The idea
71 about the technology center would be a good way to interact with students. Foster community by
72 sharing technology skills.

73 Moderator – you see examples all across campus about students developing relationships with staff. –
74 Use the OLLI peer leader model with the idea of a drop in tech learning center.

75 – Ann Schwab is doing some interesting thing in CAVE with volunteer mentors.

76 Moderator – I use student ambassadors – they mentor one another. Ambassadors also do outreach,
77 calling prospective students to invite them to come.

78 – There are pockets of really interesting things on campus going on. How do we shine a spotlight on
79 these things and help them catch fire.

80 – I feel more in the dark about what’s going on on campus now than I did 20 years ago. It’s hard to find
81 the time to do anything now.

82 – A lot of student success is dependent on learning other cultures. I’m afraid that HFA is getting cut but
83 it’s critical to student success – the humanity behind the technology; we still need a grounding in
84 culture.

85 – Technology is the how – but humanities is the why.

86 Moderator – Is it important to consider how the curriculum itself can foster cross cultural information?
87 World Literature and Arts are important.

88 – Speaking of funding, clearly we need to support interdisciplinary studies. Focus on persistence rather
89 than FTE for funding in the CSU. A funding incentive for programs that have made progress in
90 persistence. Oregon State is doing it this year. Incentivize the behavior we desire.

91 Moderator – In a discussion with the chairs we discovered a lot of community happens over food.

92 – Why is the administration waiting to remodel the old faculty staff dining room?

93 – Because of its proximity to the creek, that building won’t be remodeled, unless it is removed and not
94 rebuilt. It sits precariously over the creek. It is not renovatable.

95 Moderator – That may be true, but “what if” – we think about utilizing existing spaces once a week or a
96 month for a catered faculty/staff lunch event/room?

- 97 – The dining floor in the bottom of the new building is under-utilized. Why not use it for Fac/Staff
98 Dining?
- 99 – What if we were willing to commit to a space – anywhere on campus? What if we were really
100 committed to that – what if people really wanted that? What would it look like? BMU -008 where
101 Common Grounds used to be – that space is bookable now, through the AS.
- 102 – I went in there the other day, it was really interesting it was like the Introvert Café. No one was talking.
103 – Set up a meeting with colleagues across campus at Koffee & Kudos.
- 104 – Everything needs an environment to thrive – it can still happen but do we have the environment it
105 takes to live up to our potential.
- 106 - We need opportunity to interact more with students.
- 107 Moderator – Faculty on this campus generally like and care about students and they encourage good
108 relationships with them. Is this an important part of the Chico Experience?
- 109 – Chico State provides an environment where students can actually get to know faculty as opposed to
110 the opportunity at a UC campus.
- 111 – We need to help students learn to be involved in this community so they'll know how to do it when
112 they leave. Looking back on her college experience at Chico state, she was disappointed that the one
113 faculty who pulled the whole program together was gone and the opportunity was missed to put it all
114 together.
- 115 – Bring back alumni to share with students what they do with their degrees. Don't just see alumni as
116 potential donors, they are potential mentors. Bring them back – it's a win-win.
- 117 – When I came back to Chico I was asked by faculty to come into the classroom and talk to students
118 about what I did in my career. You can share your money, but you can also share your experience.
- 119 – Staff has valuable expertise as well. RCE marketing director has gone into marketing classes to share
120 with students his real world experience.
- 121 – What about expanding profiles of staff of campus in the directory or on the department websites?
122 – Have staff or alum come in and talk to students when faculty are absent.
- 123 – All administrators should have the opportunity to teach one semester in a classroom. They need to
124 get their hands dirty -
- 125 - Don't forget Administrators when we talk about staff. They are critical.
- 126 – We have a problem with retention in administrators – we need to focus on retention in admin as well
127 as students.
- 128 **Big Questions transcribed**
- 129 **Students**
- 130 Multi discipline

- 131 Need employment possibilities
- 132 Scholarship > increasing
- 133 **Community**
- 134 Comprehensive internationalization
- 135 Focus on contribution to the field
- 136 Reduce admin overhead
- 137 Renew leadership
- 138 People centered sustainable organization that respects differences
- 139 Value career development
- 140 All admin teach!
- 141 **Students**
- 142 Must be historical adept – without knowledge of the past we are doomed to repeat failures in the future
- 143 Must be culturally aware – as Americans we are a diverse lot – be we are all Americans nonetheless
- 144 Must be economically grounded – programs of the past and those proposed are doomed/have doomed
- 145 certain aspects of our cultural identity principles / science grounded
- 146 Need math and engineering
- 147 Must be taught self-reliance and self-responsibility
- 148 **Community**
- 149 All must be accountable for their actions. Don't be afraid of making mistakes, but be willing to admit
- 150 mistakes and willing to work together on solutions.
- 151 Better leaders
- 152 Offer courses in a timing manner so students can graduate quickly. We don't do this now. Aim for \$ is
- 153 not attainable for some majors. We are setting expectations too high.
- 154 Offer feedback to high schools regarding how well (or not) their graduated do in college – were they
- 155 well prepared.
- 156 Be student centered. Currently the university is faculty centered.
- 157 Get the president our more to talk informally with students, staff and faculty. Ask him to listen.
- 158 Offer more online degree programs and don't trust the CO with this task.
- 159 Do more in the North State instead of the Central Valley or LA. We owe it to the region.
- 160 Tech help or training centers on campus for everyone – a drop in any time sort of place.
- 161 International/cross cultural workshops where student scan meet international students and learn cross-
- 162 cultural communication strategies.

163 Time – allow spaces in our work time to explore what’s going on in other departments, make contact,
164 create new ways of doing things, and have time to tray things out.

165 Advising for people from different backgrounds.

166 **Students**

167 We still need a gathering place for socialization, for ideas – exchange and face-to-face communication.

168 To keep learning – we need that spaceship!

169 We need to provide a place, an avenue, for students to experience and test their skills they learn at our
170 university. Experiential education will allow students to thrive.

171 Cross-curricular development

172 Cross-cultural communication

173 Internships/applied research

174 Nurturing students at risk

175 **Community**

176 Let’s break down the depts. /offices silos to enable easier exchange of ideas.

177 Let’s find out what worked will with the former plan – which goals were met and which need
178 improvement and why.

179 Maintain/upgrade the spaceship! Building trust with faculty, students and staff. Faculty/ staff lounge;
180 drop in ideas lab.

181 **Students**

182 I think cultural competency is important. Asking questions and learning from others about their own
183 backgrounds is crucial.

184 We need to model and instill a sense of curiosity in our students. This helps them ask question, solve
185 problems and seek creative collaboration.

186 **Community**

187 I think the wider university is doing a better job at this, but Unit (x) needs to modernize many of its
188 processes. We are still using paper and spreadsheets when computer systems could aid and improve the
189 way we deal with student data, enrollment and matriculation. We also need access to more compute
190 labs for our classes.

191 **Students**

192 I believe students should learn to connect the academic with real world applications – even careers! In
193 some degree programs there is a more natural fit but in others not. We strive to teach people to learn
194 but not always to do.

195 Raise the bar. Expect excellence and encourage competition. Model real-world teamwork and
196 collaboration scenarios. (Both for student and for ourselves)

197 The university would be well served with more innovative thinking, teaching methodologies, risk-taking.
198 We tend to remain staunchly traditional and campus-centric and there are many additional approaches
199 that could serve students well.

200 More/new collaboration between colleges/offices. Not just functionally, but strategically so that we
201 really understand how we fit together and why we do what we do and how we do it.

202 “Get to Yes... and Assume Good Intent”

203 Students must graduate with strong critical thinking skills. The students need experience in problem
204 solving, in an environment that supports creativity and innovation. Networking and communication
205 skills are needed to facilitate that success.

206 I’m concerned that too much emphasis will be placed on using electronic media, vocational skills such as
207 engineering, and business. These are vital. But these must all be given a grounding in the humanities and
208 fine arts.

209 Part of students’ success in the “globalized” world will be based on understanding other cultures – for
210 this to work, there must be a feel for visual and performance art, values (e.g. philosophy courses), and
211 history.

212 Absolutely be sure that students understand the technological world – and the importance of
213 sustainability, good business practices, etc.

214 But to truly succeed in the world, all students – regardless of major and career plans – must be given a
215 grounding in history, visual art, language, performing arts, philosophy, and literature. In short, to add
216 humanity to the technology.

217 **Students**

218 Be inspired to adopt history and current technology and bridge with new possibilities.

219 **Community**

220 Survey what students want to learn and inspired to be in the future. Inspired to expand students’
221 horizons with possibilities. Adopt new students. Be creative in what we offer. Create more opportunities
222 for students to meet and connect with faculty/staff for support to differentiate us from online courses
223 only learning environment.

224 Life skills workshops

225 Work skills – internship courses

226 Revise some course offer (GE) replace

227 Require faculty to engage in current technology and tolls students use.

228 Offer open forums for conversations. Two-way – students can also teach

229 Start in high school

230 Partnerships/internships

- 231 Evaluation of alumni and how relates to \$ spent and recovered/interns/mentors
- 232 Faculty allowed to do research – have students working with research.
- 233 Faculty create conferences to disseminate research and draw movers and shakers here to meet and
234 inspire faculty and students.
- 235 Focus on one thing to get CSU, Chico on the map. Then move to next thing. Center for excellence in child
236 development or mechatronics.
- 237 Build relations with another university and co-author a degree 40/60 split or 60/40 split. PSU did this.
- 238 Restage the classroom. Our rooms look like high school classrooms.
- 239 Build trust among campuses. Too competitive. Foster ecosystems of support by function. Cross-campus
240 groups – like counterparts.
- 241 Work harder on using data + sharing data. Understanding our audience. Feedback on drop outs.
- 242 **Students**
- 243 Foster lifelong learning as a value – formal higher education may culminate in a degree, but thriving in
244 our rapidly changing world requires continued learning, study, and pursuit of new knowledge.
- 245 Create a sense of curiosity, reward imitative and creativity.
- 246 **Community**
- 247 Create an environment of abundance – serving one group of students does not mean we cannot serve
248 another – but rather we can serve both – more. Online education does not mean face-to-face
249 instruction is not needed – but rather it adds to our capacity to serve.
- 250 Create an environment of trust. Trust that one division’s gain is not another division’s loss. Trust that
251 university leaders have the good of the community in mind.
- 252 Reward what we value and have the courage to say no when it’s the healthiest path.
- 253 **Students**
- 254 Teach to the whole person
- 255 Reinforce personal responsibility and accountability
- 256 Give opportunities to experience a global environment
- 257 Continue to build partnerships with the business community
- 258 **Community**
- 259 Partner more with the local community – better town/gown relations
- 260 Bring business and organizations to campus to engage students and faculty/staff
- 261 Upgrade systems, furniture, etc. to reflect a 21st century state of the art learning community.
- 262 Build best practices already in place.

263 **Students**

264 Model lifelong learning. Instill in our students the understanding that college is just the beginning of our
265 learning – its job is to open our minds to knowledge; after that, it is up to us to keep learning.

266 **Community**

267 We build an educational environment based on shared learning. Educators learn with the students
268 because everything is new. Technology changes so quickly we can never stop. Focus on science and the
269 search for evidence-based truths that will help us better understand the future

'CREATING NEW POSSIBILITIES' CONVERSATION

1 ID # 34

2 Number of Participants: Eight

3 Type of Participants: International Students from seven different countries

4

5 The 'Big Questions' for this conversation were:

6 1) "From your perspective, how can Chico State prepare its students to thrive in the 21st century?"

7 2) Think about your ideal university. What kinds of things would Chico State need to do to become
8 that ideal?

9 The major ideas / themes / declarations of possibility emerging from this conversation are:

10 Responses to question one:

- 11 • Increase the diversity of its population.
- 12 • More programming, recreational and otherwise, is needed to help international students better
13 integrate with each other and with American students.
- 14 • The University should be more connected with and supportive of student
15 societies/organizations – provide more resources and support to students who are working to
16 help other students and help the community.
- 17 • More cultural events should be offered.
- 18 • All facilities, technology, and equipment should be maintained at a high level so students feel
19 they are studying at a quality institution.
- 20 • Teachers with industry experience are highly valued because they give students an accurate
21 picture of and appropriate training for the job market.
- 22 • Chico needs more program selection for specialized fields like recording arts, mechatronics, SAP,
23 business information systems, and construction management. Our small campus culture is one
24 that could successfully support high quality, specialty, or niche programs.
- 25 • International students and others whose native language is other than English should have many
26 opportunities to improve their language skills and cultural competency. Short-term trainings or
27 workshops designed to aide students in these areas should be offered.
- 28 • International students need more information and support in finding internships and
29 employment after graduation. Many times companies don't realize that international students
30 are legally eligible to work for up to 12 – 29 months after graduation. Having the Career Center
31 work to educate their contacts would be immensely helpful.

- 32 • More partnerships and collaboration need to happen between the University and local
33 companies. It would be very useful to have local business people paired with international
34 students as mentors. This would foster cross-cultural opportunities for students and community
35 members and perhaps translate into those companies offering internships or post-about
36 graduation employment. It would also enable students to get a real sense of how their
37 theoretical knowledge can be applied in the job market.
- 38 • More teamwork opportunities are needed in graduate-level programs in the Science,
39 Technology, Engineering, and Mathematics (STEM) fields. Small class sizes are good because
40 students have greater access to instructors. However, this limits their ability to work in groups
41 or teams, which is a skill much needed to develop teamwork, problem solving, and interpersonal
42 communication skills. Creating work groups comprised of varied majors would help students get
43 a real sense about how different departments work together in companies and the importance
44 of the roles that each plays in the success of the overall company.
- 45 • Many international students are hungry for leadership opportunities but it is difficult for them
46 to compete with American students due primarily to language barriers but also cultural issues.
47 Can the University or Office of International Education create opportunities specifically designed
48 for international students?
- 49 • New international students, those coming directly from their home countries and those who
50 complete our language school before matriculating, want specialized/transitional courses that
51 allow them ease into the rigor of University-level coursework. Students identified that
52 classroom success is not only a function of having the appropriate level of English language
53 proficiency, but also having a classroom environment and professor that are sensitive to the fact
54 that they are in a transitional phase in their education. It was stated that there is a difference
55 between having the appropriate language proficiency and being ready to immediately function
56 at a high level in a college classroom. Some examples of the difficulties faced are: not enough
57 time for test taking and no avenues for extended time; no cultural context for courses like
58 political science and U.S. history – high amount of reading and writing with added complexity of
59 having this be their first exposure to these ideas and institutions; being placed into public
60 speaking courses along with American students when they are very unsure and self-conscious
61 about their language abilities – also, in courses like group discussion, American students do not
62 want international students in their groups because they have lower-level English speaking
63 abilities. International students would like to have a semester or year-long transitional period
64 where they take classes with other international students and are taught by professors with
65 special training and sensitivity to their special needs. They feel they will be much more
66 successful, going forward, with this kind of transitional foundation.
- 67 • Chico must work to improve its reputation as a party school. International students felt that this
68 bad reputation diminishes and devalues their Chico State degrees. It makes them very upset
69 that most Chico State students work very hard that we have excellent programs here, but these
70 things get over-shadowed by the party school reputation. They want the administration and
71 students to work harder to reveal and publicize our academic excellence and achievements.

- 72 • New international students want more of a personal connection with either other international
73 students or staff members prior to arriving in Chico. It was suggested that we provide
74 opportunities for students to Skype us to ask us questions about Chico State and the city of
75 Chico. Students said it would be preferable to talk with another international student because
76 he or she could share their valuable student perspective.
- 77 • International students want to connect with American students! Many of them know we have a
78 buddy-mentor program for returning study-abroad students and short-term exchange students.
79 They would love to have a program like this for degree-seeking international students. They
80 want to connect with American students beyond a polite, “Hello,” in the classroom.
- 81 • International students want Chico State to work to improve its overall ranking. For many in the
82 focus group, Chico was not their first choice. They came to Chico as a back-up plan. However,
83 now that they are here they love it! They want to be able to influence their friends and family
84 members to come to Chico but many times our ranking discourages them from considering us as
85 a top choice.
- 86 • International students want more opportunities to compete for scholarships and fee waivers.
- 87 • It was suggested that having Ph.D. programs would attract more international students to
88 campus and allow those who love Chico to continue to study here and achieve their desired
89 ultimate degree.
- 90 • There was a strong sense among the group that American students, in general, are unwilling or
91 uninterested in interacting with international students. Some international students have a
92 sense that American students think, “America is the world,” and that most American students
93 lack cultural competency. Some felt that most American students aren’t interested in anything
94 that doesn’t have to do with America. They feel that it would be beneficial for professors to
95 foster more opportunities for interaction between Americans and internationals in the
96 classroom. This could be as simple as having all students introduce themselves in front of the
97 class at the beginning of the semester, working in small groups during class time, ensuring that
98 international students are dispersed evenly in group projects, and perhaps having a classroom
99 conversation about the benefits of engaging with international students and the benefits of
100 valuing global perspectives. They feel these strategies may help American students see the
101 value of talking and working with them.

102

103 **The doubts and reservations that were expressed include:**

- 104 • Budget constraints/lack of resources
- 105 • Administrative priorities may not include true internationalization efforts
- 106 • A small city environment may not attract people with diverse ethnic backgrounds
- 107 • The infrastructure at Chico State may not be able to deliver the desired programming,
108 recreational opportunities, classroom space, trained professors, etc., to support needed or
109 desired changes
- 110 • Faculty, student, and staff members may not be willing to embrace internationalization efforts.

- 111 • Internationalization efforts may be seen as taking resources away from American students, not
112 as a way to enhance their educational experience
- 113 • Americans may be unwilling to respect other cultural values
- 114 • Faculty and American student may see efforts to accommodate international students'
115 additional needs as unfair
- 116 • Preconceived notions held by faculty, staff, and American students
117

118 **Additional moderator / reporter observations:**

119 This was an amazing experience. We were very impressed by how much this group of international
120 students care about Chico State and how insightful their comments were.

121
122 I was initially concerned that this group would not have much to say, but boy was I mistaken! They were
123 so happy and excited that the University was asking for their input and they came prepared with great
124 ideas.

125 What struck me the most about this group was their absolute love for Chico State faculty, staff, and
126 students and for the city of Chico. It was incredibly touching. They care so deeply about Chico State's
127 reputation because they have first-hand knowledge of the high quality of education offered here. These
128 students exemplify the excellent education provided by Chico State and they are our best recruitment
129 tools.

130 International students bring the world to us! In addition to implementing some of their amazing ideas, it
131 is critical that we provide solid support to them while they are here. Seventy percent of our
132 international students come from word-of-mouth recommendation. Investing more University resources
133 to promote their success will undoubtedly yield great value for them and will also allow the University to
134 attract more international students to Chico State. This is an ideal win-win situation.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 35

Number of Participants: 12

Type of Participants: Faculty, administrator and a student .

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

We will start with "energy"
Energy is where we should be focusing.
All disciplines should consider getting into it. Without energy we can't have electricity or light or this modern life style or even Chico State in it's current form. There is a lot of talk about sustainability but we are not really addressing sustainability, specifically from an energy perspective. It needs to be addressed on a deeper level rather than a superficial level. It has to have depth and content. We do not have that kind of depth here. Energy will be one of the major areas for Chico State to invest resources in and to bring people together. Globally heavy investment is taking place in energy.

An observation: the video said all the right things. But the campus is not in tune with the first two minutes of the video. Frankly wondering if Chico State young people are competitive with people in India and China for some industries.

As far as preparing students for the future: global and cultural competency. Pleased to see one student in the video talked about these issues. How to infuse that in what we do.

We do not know what the other people on campus and students are doing. Do not see students' actual work. Students are brilliant, beautiful. I would love to see in a public space where students' work can be seen, not like a goofy show case day. Last RTP round: when you are on the RTP work, it can be joyful. You can see many things your colleagues do that you usually do not see. I want more information.

33 More real life rather than assignments. Give students more feedback on their process of learning not just
34 content. What can an on campus community provide? Not just about the content, but about the process in
35 real life. 80 students in a class. There are limited ways to give out meaningful feedback. Economics are an
36 issue, but need to have a class size that an instructor can give out more meaningful feedback. For example,
37 one professor had Every student create one slide with a summary of how to implement and disseminate real
38 life pieces of a project that were sent to a foundation actually interested in the ideas that go beyond the big
39 classes. Motivation - how to tap into students' energy.

40
41 International competition is so not on my radar screen. Students want to stay in the local area. We are not
42 Berkeley. We offer something different. A regional high teaching load school. The video does not quite speak
43 to what we can truly offer. We want to inspire students to do more than their aspirations. The everyday
44 Chico State students.

45
46 How fast things are changing. We are in the midst of the biggest population explosions. 6 billion marching
47 into 9 billion people. What the planet will be like with that many people? Cultural literacy - that is so
48 important - the ability to cross disciplines. In agriculture, how to boost production. But what happens to the
49 food we produce. 40-50% of the food we produce spoil. Economic, social and environment, the holistic
50 perspective that Chico State can offer very well. Agriculture does not have any departments. It seems that we
51 can offer a lot more on our campus.

52
53 Speech therapist/ another department that is 20 feet away from me. Young people... in both of the
54 environments. There is college and department. Co- teaching at this university - just forget that. For two
55 faculty to cooperate for two group of students. That is IIIIMMMMMpossible. Unless we do it in an illicit
56 way. We can do more the benefit our students. College degrees are becoming an elitist thing. It will become
57 expensive. We are special people in a special place. How can we capitalize that?

58
59 Student - not sure how I ended up here. Some of the programs might help with. CLIC and Model UN- single
60 greatest experiences for college students. Necessary experiences you are asking for. People who should have
61 gone to US and/or going to global level. The programs caused people to excel. Why don't all of the
62 departments have them?

63
64 It is because good things remain invisible. We don't all know that these things are going on. What are the
65 principles?

66
67 Information to disseminate - a semester long project for all things to be presented? How many have time to
68 see all of the programs? Like the new humanities building. We can "see" people working, doing things. The
69 geography of space.

70
71 Increase the value we placed on these extra-curricular programs. Students are really excited when they
72 come. But you see the excitement wane as time goes by. Those who remain excited are those who are
73 involved. They feel ownership. They have the responsibility. To fight like crazy to have a small center.

74
75 Courses and grades, courses and grades. Where can we show that there is value in their life changing
76 experiences? Like the extra curricular activities. How can students and faculty be credited with time serviced

77 for bridging the game between the classroom and other measureable achievements. If the only point is
78 getting a degree and good grades, lots of other universities can do that in a variety of ways, online-only
79 programs are one methods. What can we do as a university that makes us uniquely beneficial to the
80 stakeholders. I think it's more than making sure they have a job at graduation. How can we track English
81 majors that become doctors or lawyers, and theatre majors that run adverting agencies after getting an MBA
82 at another university. These are successes too.

83
84 Students talk about the importance of one on one conversation. The theme - the Chico experience, we
85 claimed to WASC. Chico State is a residential campus, residential faculty. It is jeopardized by faculty who live
86 in exotic zip codes. People are becoming more unhappy with online classes. But there are certain trends that
87 point us away from the Chico experience.

88
89 Four areas are critical. First, almost none of us are trained as educators. It is a considerable waste of effort
90 that we are not trained to do what we are primarily tasked to provide: instruction to (almost) adult learners.
91 The University should go far, far beyond the piecemeal approach of CELT. Instead, we should cultivate an
92 ever-improving group of individuals trained to...dare we say...teach.

93

94 Also, the stove-pipe mentality needs to be broken – particularly regarding academic affairs and student
95 affairs. Interestingly, - many student affairs folks really know what young adult learners are about.

96

97 Another area of the stove-pipe mentality exists within academic affairs. The quality of education we provide
98 could be drastically improved if there was greater integration between professional schools and non
99 professional schools. Students don't seek isolation...instead, they seek integration.

100

101 Finally, how do we measure success with regard to how we do with our students? How do we know we are
102 succeeding? This challenge for higher education in general has existed for more than a decade...is Chico
103 State answering this central call...which is only getting louder. These are four areas I can get excited about!

104

105
106 To accomplish these “possibilities” - does the university have \$ to put down, to invest in these things? Well it
107 will happen. Unless there is resource to back up ideas, otherwise, it is hard to just have ideas.

108

109 We focus so much on state support. It has to be some form of self support. \$ comes in that we can use to
110 develop these ideas. To phase into that self support. But to go for self support, we have to compete with the
111 outside world. We have to have a product at a price that people are willing to pay for. We really have to
112 compete with other schools. If we focus on one thing and grow it, we can bring about one quality thing.

113

114

115 It is hard to follow you. You open with energy. But then you bring up \$. I hear what you are saying, these are
116 big/important goals. But I want to try to say something in addition to that. I do not know how to respond to
117 the video. Students and alumni focused on jobs and what they want to do after graduation. There was not
118 much about what is happening when they are at Chico State. It seems that is the question. Also, we need to
119 decide: Does a comprehensive university degree = jobs. For me, No, a comprehensive university degree = the
120 ability to contribute to the world, globally, virtually, interpersonally, in the workplace and as a citizen. It is an
121 important question, that needs an answer because the answer tells us what we do for students when they
122 are here. We need to make some decisions for faculty and students. We constantly fragment things. How
123 fragmented we are. Information is not communication. Decision - intentional - we start making some choices
124 about what we want to do. So that we can be less fragmented. I don't see that there is one particular quality
125 thing we need, like energy or getting money, it's what collection of things do we support so students have
126 the learning experiences here to support whatever they go on to do. We can't predict what jobs/careers all
127 students will pursue, but they will mostly likely work somewhere, be a citizen and contribute to society. For
128 example, students on the Speech and debate teams - may became speech writers and went to DC, lawyers,
129 or account managers. Can't predict , but students can benefit from the experience we provide/support.
130

131

132 In the early 2000, involved in assessment work at Chancellor's Office and on campus. Grant from CO to pull
133 people together from English and Math on the GE side...and folks from Business, Communications, and
134 Engineering on the professional schools side. It's wonderful to see the collaboration. For example, English
135 folks really have a good idea of the writing abilities of folks entering the University from high schools -.
136 Engineering faculty - have a solid idea of what employers are looking for in terms of writing abilities
137 associated with a university graduate.

138

139 We set the stage. Students can go there. We are holding ourselves back.

140

141 One thing in one's career that changed her way of seeing writing and other things. It's a luxury, trying to
142 figure out how two different departments figure out FTE. Why can't we have a structure to figure things out
143 best for students and for faculty?

144

145 Why don't students have efficient heating and cooling system? Clocks that work. In the last few years, we
146 began to see LEED certified buildings. Civic engagement - standards of service for faculty, for college and
147 department, but not for the community. More opportunities for modeling.

148

149 Student success - how can that take place apart from faculty success? The lack of attention on faculty
150 wellness, to any proportion to student wellness is dismal. We all need wellness. We sacrifice our faculty for
151 the students. One has to wonder if our faculty had higher wellness, work/life balance, etc., would our
152 students also improve?

153

154 What do we mean by success by the end of 4 years? A scholarship in what they can be creative and complete
155 their major. How can the college help you? I was so down with education. It's not on your transcript. Not the

156 job you have. It's larger than the major. The skills college students leave with and the learning they achieve is
157 not reflected on a transcript composed of letter grades and a final summative gpa number.

158

159 We are very sensitive to the economy. A strong career trajectory, professional world, but quality
160 citizen. Global awareness, interdisciplinary manner.

161

162 Overseers in Sacramento - broader education model are the favored one for the discussants. Advocating
163 second major, interdisciplinary studies, support language studies, study abroad. EOP students, their first few
164 years are in the survivor mode. Four year graduation is crazy. They need more time to have quality.

165

166 To have this moment that really counts. What they should have known vs. what we can do with them now.

167

168 How can an organization not to support 4+ graduations. They are developmental. Thoughtful choices (study
169 abroad, internship, another minor) - cram in 6 classes every semester or let them take time to experience
170 academia.

171

172 Who are the students not taking advantages of that? What are the tracks of students, students enrolling in a
173 course the third time? Yo dude, your tuition is not covering the bill. Exit strategy - performance indicators for
174 faculty. This is what you need to do for our community. We don't want to do that for the faculty and
175 students. To be both successful and the consequences of not successful.

176

177 4-year school, master's program. Easier to get private funding.

178

179 Globalization: teaching in Vietnam and India. There isn't enough being promoted for study abroad program.
180 Units are shrinking in engineering. It will shrink down to 120, we are told. Consequently, we can't tell our
181 students to study abroad - you cannot prepare them for global competition unless you know what their
182 competition is. The University in Vietnam has 40,000 engineering students. No liberal studies. Nothing else.
183 This university is the MIT of Vietnam. They have been growing and can compete. We need to do something
184 to send out students abroad to know who we are competing with. How many can speak more than 1
185 language? People have to pick this up somewhere if you want to build a program, to compete globally. You
186 need to speak more than English. It makes a big difference - when you learn a language and communicate
187 with other people

188 in their native language. You need to promote study abroad and language studies.

189

190 Medium suggestion: we have students who want to study abroad. Learning a language is important. What
191 else can we do when they are here? To go to areas those are not the dominant areas. Go to countries that
192 will be competitive, give richer experiences. Not to force it, but to encourage (other than Spain & Italy). We
193 can't promote it. Money, getting used to a different culture.

194

195 I am not interested in competing globally. Kids who like to stay here. Faculty cannot afford to go abroad. A lot
196 of us cannot afford. I don't know what that means.

197

198 They are not competing models. There are too many walls between us. Students and faculty. You set the

199 stage, and we should be involved more.
200
201 ESL lab - are models.
202
203 The ones who should have gone elsewhere, Model UN - that model gives students involved in a way that is
204 not a traditional classroom. I don't know how to facilitate that. Advisor is an asset. He is actively engaged. To
205 increase the knowledge base - to link organizations. If you can create the linkage between programs. English
206 program, speech and debate, to see the pumpkin drop - to experience a wide range of experiences.
207
208 30 students at an orientation. There needs to be specialization. But expose them to a major, and put them in
209 a team to deal with real life problem solving situations. Somehow they can prepare this better thing.
210
211 Been given a lot of time - RTP discussions. Research is 0% assignment of time. Teaching is .80. But emphasis
212 at promotion time is on the creative/scholarship/research. I teach because I love it. There is zero allotment
213 for activities that students report as being life-changing like the extra curricular activities. Require the
214 university to change how they see success. We can create opportunities to accomplish. The university asks
215 us to do things for free.
216
217 We are doing this beyond our time, period. We will find a way to make activities we love part of our time. I
218 will do it anyway because I love it.
219
220 Make this place where faculty really wants to be.
221 Make this place where students really want to be.
222 Create a ritual, to celebrate, to create a community.
223 Faculty doesn't have the same rituals of communities. Students are better at it.
224 Interdisciplinary work - it is incredibly easy. But I have no time to just take a hit. The problem is not the
225 artificial barrier, but there is not enough time.
226
227 Social sustainability, social well being - it is the most undervalued but most important sustainability. It's really
228 hard to be creative when you feel that you are in a pressure cooker. There is a difference in a class where a
229 professor does poetry and art. It's hard to be creative when you have hardly time to think ahead for your
230 classes. Need to think more about morale.
231
232 Business - in the early days - they should teach the same load as the others. Why not use accreditation to
233 keep down the teaching load?
234
235 I made a claim 5 minutes ago - warrants, we have to also bear in mind that many of our students will make
236 their lives more locally. The world has come to the teaching of nursing. You have to speak Spanish and
237 Hmong, otherwise how can you do nursing locally? There is financial aid for study abroad.
238
239 Silos - Latin American Studies have a five year review; prior president of San Diego State - was willing to grant
240 a hire that can teach in multiple areas. Suggest to the Provost next year - who gets to be hired, to give
241 preferences to departments that may forge links to go beyond silos.
242

243 Collaboration - how many programs that need collaboration among their students actually allow their faculty
244 to teach and model collaboration in the classroom? Within departments among the faculty? The
245 collaboration is with faculty who has similar research interest. There could be more mentoring. People who
246 like each other can collaborate. It's remarkable to see us doing this in real life.

247

248 Credit being given in various departments. WTU given to people? No, it is a lab. You get half of the teaching
249 credit.

250

251 Legally co-teach. We have been funded to do the cutting edge things. When the structure kills innovation.
252 Mantra - that's the way it is. Distributing WTU's - senior projects. It's big and needs faculty to collaborate. Of
253 late we only work on funded projects. The students get to talk with their clients, vendors. One professor
254 cannot run the whole senior project show. It has to be the entire team of faculty. We agreed that we needed
255 to distribute WTU's. The dean supported it. Conversations - things can be done differently. How can we get
256 some learning going on? It's only possible in our department but not in the other departments. The size of
257 the project affects the collaboration. The project can be as big as a room, or you may end up working on a
258 small project. Nonetheless it takes initiative to get out there and hunt for these projects. Within a
259 department if all agree on such collaboration and distribution of WTUs then it can be presented to the dean.
260 The dean needs to be forward looking. Grant plan - presented to the Dean (floating release time). The budget
261 does not allow that.

262

263 I will take one thing to implement.

264

265 We want to be part of the sense making process

266

267 **The doubts and reservations that were expressed include:**

268

269

270 **Additional moderator / reporter observations:**

271

272

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 36**

3 **Number of Participants:** 5

4 **Type of Participants:** Public session

5

6 **The 'Big Questions' for this conversation were: “How do we prepare our**
7 **students to thrive in the 21st century?” and “How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?”**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 ***How to Prepare Our Students***

13 I think we need to provide them with the right tools; tools that are relevant to getting a job. It is one
14 thing to have knowledge; it is another thing to apply that knowledge. So professors need to be current
15 in their fields and know what the job market is so they can help place students in jobs. If you know the
16 requirements of your discipline and career, you know how to prepare your students.

17 The students I have encountered in the last couple of years tend to feel powerless in the face of
18 overwhelming odds. The world is going downhill, so why should I care? Often, students don't really
19 know what they want to do. I have asked students: What is your passion? They don't even understand
20 the question. So the first task for us, faculty, is to help them find their passion; to help inspire them to
21 find a path. Unfortunately in the environment we are in today (*workload issues*) I can no longer inspire
22 and mentor like I used to.

23 As educators we need to help them engage with their world. Giving them the skills they need and the
24 tools they need comes after they decide on their path. Many of them just circle around, wondering what
25 to do. For me, my job is to help them engage with their world in a meaningful way—how do I create an
26 engaged citizen.

27 Facing overwhelming odds in terms of what? Their generation experiences numerous tipping points:
28 environmental degradation, political corruption, feels their votes do not count, gun violence, slavery.

29 There are many tipping points. They don't believe that their votes counts, that their lives count. They
30 feel powerless to change anything. They don't feel like they are part of a global community. They don't
31 feel like they are members of this academic community. (Look at their response to SETs).

32 Students in video seem very passionate and they are driven. They are able to move forward; they are
33 engaged. There are however so many students on campus who 'have to' do things rather than 'want' to
34 do them. They have to go to class; they have to do homework; they are not engaged in a learning
35 process like the students in the video. How do reverse that so that they want to do these things; so they
36 do develop a passion. We need to provide the basic tools - accountability, responsibility, recognize what
37 your role is etc. We need to instill those qualities. If they want to do it, then it's not a chore. There is a
38 lot of apathy in classes. We model our love of learning; we model passion.

39 When I have the opportunity to be involved with students, I make them go to (*event*) and then they end
40 up find something that inspires them. I tell them they are responsible for the fate of the planet because
41 they are the most privileged and most educated people in the world. I encourage them to choose one
42 thing to focus on poverty, immigration etc and to work towards change. When I myself am
43 overwhelmed, however, it is very hard to work closely with students. And when the administration
44 makes it difficult for me to do this (*event*) and tells me I can't do certain things, it creates obstacles to
45 collaborative learning. When rooms are impossible to get for extracurricular activities, when I am
46 charged money to use a room if I want to show a film after class, when we can't get the CSU Chico van
47 at an affordable price to take students to, say, a museum, it sends a message that what were are doing
48 here is not, in fact, about educating. Extracurricular activities, those that engage students, are
49 impossible to organize because the administration tends to hinder the process of obtaining rooms,
50 permissions, etc.

51 We must prepare our students for the diversity of our world (*diversity broadly defined including*
52 *ethnicity, poverty/rich*). More diversity elsewhere than we see in Chico. Not only increase our diversity,
53 but also prepare our students for this diversity. How do we help our students realize that they are
54 privileged and what that means for those who are not privileged and how do they give back (and
55 therefore give to oneself)? It's not just about them, but also what they can give back. CAVE is a perfect
56 vehicle for that.

57 I was struck by the framing effects in the invitation and the video. The context induces how we are
58 saying things. How do we help students find their passion when they are burdened by debt? We want
59 them to find passion but they need a job and that is what they will focus on. As faculty we are burdened
60 by our workload and we cannot pursue our passions either. So it is multilayered. We need to
61 acknowledge our existing skill set (of faculty, staff, students and administration) and better understand
62 what students needs are. Some things are going to be there, while others are missing. What is missing
63 is rigor; we need to hold ourselves accountable. Other things that are missing include innovation, caring
64 for each other. The contextualizing effect is that we really need to support our faculty and our staff so
65 that they in turn can support our students.

66 An additional dimension of preparing students is to help them understand and celebrate other cultures
67 and internationalization; we need to create greater connection to the world community.

68 Yes, they/we are privileged, but they/we have to continue to earn that privilege. Which brings me to
69 work ethic: some students simply aren't willing to spend the time and effort, in- and outside the
70 classroom. In our discipline, they have to make in the classroom and apply the knowledge outside the
71 classroom or they don't graduate. Students have an odd sense of entitlement that suggests that hard
72 work is for someone else. Something has happened with the baby-boomers kids. It is kind of hard to
73 deal with; not sure how to turn that around to regain the work ethic.

74 It is interesting to note that graduation rates have not changed in the last 30 years, despite all the work
75 and support we give students. Students need to be told that college is tough and it's supposed to be
76 tough. We need to prepare our students for the real world; rigor and work ethic need to become a part
77 of their Chico experience. At the same time, all of us are overwhelmed with our workload, and as result
78 the quality of our own work goes down. At times you feel exhausted to the point where you cannot be
79 that inspiration for your students.

80 Once the passion is lit, the work ethic comes. But it often depends on how much close mentoring I can
81 do with students. Once you get them inspired and excite something in them, it really gets them
82 engaged. Study Abroad experiences do this, so can we make it mandatory. Can we make it easier? For
83 example, an Accounting major student told me she can't study abroad! And it does not necessarily
84 have to be going abroad. They go to another state? Montclair Exchange in NJ, living on the east coast.
85 Used to have the London semester. Bring these back.

86 How much effort is being expended at the university-level on aptitude tests? ASFAB. Is there some way
87 on campus that students can get help in figuring out what they want to be / do? Not all young people
88 are introduced to all the possibilities? Do we have a 'Possibilities Conference?' Can they hear from
89 alumni about what they took and what they made of it, that's inspirational? Can they learn about
90 different majors? Used to have UNIV 101 for that purpose. If students do not know what their
91 possibilities are, it's our job to help them figure out the possibilities. First year students go through
92 Summer O. Understanding about what they want to do comes from advising prior to registration, and is
93 an opportunity to do so. One-on-one conversations are crucial. Wellness Center when kids are in crisis.
94 Let them know the resources available to them and encourage students to develop relationships with
95 their faculty. We should recognize that undergraduate students don't know what their options are and
96 hence do not know what resources to consult.

97 The longer I teach, the more I realize that we need to teach students how to find their own resources.
98 Show them the process of how to find resources and information. Teach them how to do it for
99 themselves. Because when they get out of this cloisteredness, they need to know how to do it
100 themselves. We need to enable that.

101 Then this goes back to the faculty workload issue, where I lose the time to be creative to redesign my
102 pedagogy. The reduction in faculty in programs has been devastating. Good ideas are being floated but
103 I just can't participate in them. For example, the idea of Wildcat Scholars—mentor students to become

104 researchers. Would be great, I would love to do that, but there just are not enough hours in the day.
105 When I hear conversation about how to do more with less, my soul gets weary.

106 I'm so overwhelmed and feel so bogged down. I have seen other universities use preceptors, undergrad
107 students helping out in the classroom. These students were trained by an office on campus. I think we
108 need a full time position to really support faculty development. We can be a little more creative. Give
109 faculty more support; teach them how to interface with the technology. We seem to put the cart before
110 the horse in technology. Good pedagogy methods powered by technology need to be used. Academy
111 eLearning? Not meeting the needs for everyone.

112 Business model-fication of Higher Education: doing more with less. Where did the resources go? We are
113 talking about programs that will require more resources. We are getting rid of program after program.
114 It's shocking to think that most departments are working on a third of the resources they used to have,
115 and expected to do more. The job is never-ending. Students graduating from our program will make
116 more money on their first job than do their Chico State professors with PhDs. Some have to take a
117 second job to make ends meet; a real hardship. Faculty are paid nothing to mentor master's students.
118 I've inverted my classroom, and it's been a rough experience, but I think students are learning more. I'm
119 willing to do the work but there is a point where it is no longer sustainable. The University is asking too
120 much of its faculty.

121 There needs to be a refocus on hiring full-time faculty. We need adjunct faculty, but we need full time
122 faculty so it doesn't put as great a burden on the remaining full-time faculty. When the percentage of TT
123 faculty goes down the whole atmosphere in the department changes. When I was a student here, I used
124 to see professors all the time because there were so many full-time faculty.

125

126 ***How Do We Shape Our Academic Community***

127 I think there are some things we can do to influence faculty workload. As full-time faculty, we have a lot
128 of busy work we don't need to do. For example, Five year post-tenure reviews have absolutely no
129 consequences (no pay raises, no penalties for poor performance) yet we spend hours on this process
130 and its write-ups. Elimination would free up our time. There is a lot of that type of busy service work
131 that has little value added.

132 How do we apprise students the various disciplines available on our campus? We have a couple of
133 combined majors (History – Political Science) and I think this would be a place to expand. We could
134 have team taught classes to expose students to different discipline perspective on selected issues. GE
135 Pathways appear to want to move in that direction but the pathways are causing trouble for student if
136 they want to change their pathway. Another opportunity would be teaching in modules across campus,
137 and approach the courses from different standpoints. As it stand now, everything is FTE driven, which I
138 think is a problem, but if we could come up with some sort of modules; it would expose students to
139 more perspectives.

140 Silos continue to exist on campus, but if we thought in terms of teams, bring in folks from all divisions, it
141 would help.

142 I would like to recommend a book by George D. Kuh et al *Student Success in College*, in which he
143 describes what strong-performing (DEEP) schools do to promote student success. He talks about
144 creating conditions that really matter. May be we should make that the Book in Common for faculty
145 and staff to help shape our community.

146 I have tried to create extracurricular opportunities for my students to share my passion. One of the
147 things I have discovered, however, is that it is harder and harder to do in the last couple of year. We are
148 charged an outrageous amount of money to hold events after hours; to rent a van to take students to
149 San Francisco – it is \$44 per seat now; to bring in speaker of international fame; to show a film after
150 hours; or to hold a conference that will serve 300-1000 students. We are now planning on taking these
151 events off campus because we can't afford the campus rates. Unfortunately, we won't get as many
152 students when we go off-campus, but it is nearly impossible to have it on campus. There is something
153 terribly broken about this situation.

154 We may not be creative enough about making GE classes larger with GA's help. Students come to Chico
155 State to interact with faculty, not to sit in the dorm and take a course online. They've come here for the
156 Chico Experience. We need to balance the big with the small classes; both in GE and in the major.
157 Regret the fact that definition of jumbo classes went up from 80 - 120 students. Maybe we can plan the
158 use of our classrooms more strategically.

159 Keep faculty current in teaching methods and service learning. Staff can help them too. Establish
160 relationships with partners in the field, navigate risk management, etc. think about how we can support
161 faculty in doing that. Remove minutia that take time away.

162 Build more connections between all of us, not silos. It does seem that the university works in silos. I like
163 the modular idea; possibilities are limitless there, and would be a way for us to get to know each other
164 too (faculty to faculty relationships). Creativeness does take more time and effort though.

165 New faculty orientation. It seems hard for new faculty to be adequately oriented because people do not
166 have time. We are also missing out on the opportunity for retiring faculty to pass along their expertise,
167 experiences and wisdom. And adjuncts are not included in the large faculty orientation that is held. Our
168 school does have a non-required orientation for part-timers to attend. People are quite generous with
169 their time when they want to teach and we don't want to wear them down.

170 These meetings are great, even with the reorg a couple years ago, but what about the actions that
171 comes from them. Also we need more honesty and transparency of what is behind this; what is the
172 academic model and business side of this? There appears to be more pressure for us to do grant
173 research than more senior faculty have experienced. Is there a shift from a teaching college to more of
174 a teaching and research college? RESP and CELT have been great, but how are these needs being
175 addressed. Framing all of this is support your faculty in meeting your expectations.

176 It is interesting that with the change in the Provost, we embark upon a major change. When you have a
177 new leader, you need a new Plan. That kind of major change seems like a knee jerk reaction to me. I
178 understand that every leader needs to leave her mark. But it took a lot of time and money to do the
179 reorganization initiative. Talk about a resource vortex; that had to be phenomenal. Yet it came and
180 went. Is there no strategic plan that guides the institution irrespective of who is in the leadership
181 position? Or does everything get rearranged every time there is a new leader?

182 There is TEDx Chico clip (Beyond Self-Empowerment) on a company (tomato processing plant) that did
183 not have any managers. Everyone in the company understood the vision, mission, values etc. and was
184 empowered to make decisions based on those values. If they could embody the mission and values,
185 then managers aren't necessary.

186 We seem to revisit issues again and again. For example, we have been discussing SET scores for years.
187 But every time we articulate a solution, some other bottleneck prevents the solution from being
188 implemented and we re-enter the constant-conversation loop. Solutions create new bottlenecks.
189 Bureaucracy on this campus!

190 I believe in the public process. Create a culture of yes. Be a "possibilitarian". How do we make this
191 happen? Instead of saying no, they could say how we can make this work. If we understood our mission
192 and values are and if it fits then break down that barrier.

193 Transparency –we talk about student-centered learning, but the system is not designed to support us in
194 true student-centered learning. And when morale is at its lowest, this lack of supports hurts even more.
195 Similarly, when paperwork for hiring faculty is stopped for weeks at the provost office after we've spend
196 time and money on the recruiting process; that lowers our morale even more! If you raise our
197 expectations and then dash them, that hurts morale. At minimum, explain why things are happening or
198 not happening. Another example is the shortening of the winter break by one week which no one knew
199 until the calendar came out. There may have been good reason but the way it was announced hurts
200 morale. I felt it as a physical blow. Such mandates / acts make faculty feel powerless.

201 There is a move to hold some classes to Saturday. Who is going to teach them? Is the faculty being
202 informed about this? If these things are in the hopper, there needs to be more transparency and
203 discussions need to be out in the open. Issue about how to communicate exists and is a real challenge
204 to keep each other informed in a timely fashion.

205

206 **Appendix A**

207 **How Do We Prepare Our Students to Thrive in the 21st Century?**

- 208 • Must be prepared to deal with very diverse society – broaden
- 209 • Interest now just in own success and wealth. But in helping “other” less fortunate succeed.
210 Giving back - which will also give to self
- 211 • Critical thinking. Deep learning skills, reading beyond surface. Writing – expression. Learning
212 strategies to be able to gain new/deal with
- 213 • Discuss components for smaller conversations in under grad classes i.e. lecture – grad assist
- 214 • Apply connection to real world - what does job market look like

215

216 **How Do We Shape Our Academic Community for It to Thrive in the 21st**
217 **Century?**

- 218 • Faculty development in learner center teaching
- 219 • Faculty accountability
- 220 • Bridges between student affairs and faculty advisors
- 221 • Campus climate of belonging, pride, looking out for each other and respecting Chico (City of)
222 community (service to...)
- 223 • Very concerned that we are putting the cart before the horse in technology – people being
224 pushed in to without training on how to connect with engage online
- 225 • Support student organization, student government, student athletics – need to work with city
226 council for safe, responsible laws that help protect property and lives
- 227 • Academic standards must be high but with support.

228

229 **How Do We Prepare Our Students to Thrive in the 21st Century?**

- 230 • Acknowledge existing skill sets of administration, faculty, staff and students. Invite community
231 members and future employers of our students to share what the marketplace needs and is
232 looking for. Then adopt.
- 233 • From the video, it appears we as a campus community needs to focus on diversity, flexibility,
234 collaboration, continuing education/growth and work ethic. What the video did not indicate but
235 should is innovation, rigor, and caring – note these were aspects ascribed to our students but
236 faculty, admin, etc. need these opportunities for them as well.
- 237 • Reduce their debt.

238 **How Do We Shape Our Academic Community for It to Thrive in the 21st**
239 **Century?**

- 240 • By supporting faculty, staff and administration.
- 241 • Meeting needs of students of all backgrounds, and for all future endeavors (i.e. workplace or
242 continuing education)
- 243 • Through honesty and transparency
- 244 • Through action
- 245 • By increased access to content, faculty and administration in multiple modalities for students,
246 etc.

247

248 **How Do We Prepare Our Students to Thrive in the 21st Century?**

- 249 • Help them find their passion – this will entail better mentoring
- 250 • But first we need to question our assumptions about teaching and learning
- 251 • Current models need to be reexamined.
- 252 • Help them engage with their world! Again, this will require resources and inspire them to aim
253 above mediocrity.

254

255 **How Do We Shape Our Academic Community for It to Thrive in the 21st**
256 **Century?**

- 257 • Workload issues hinder most possible progress.
- 258 • End useless busy work.
- 259 • Create collaborative teaching/learning opportunities – team taught classes
- 260 • Make it easier for us to do our jobs – rooms, resources, faculty and student assistants
- 261 • Question assumptions about online education and look at current research

262

263 **How Do We Prepare Our Students to Thrive in the 21st Century?**

- 264 • Be an active part of the “crew”
- 265 • Shared development roles, responsibilities, etc. build competitiveness. Accountability. Develop
266 ways for them to explore their passion so they “get on board” – so it’s not have to, but want to.
- 267 • Understanding of internationalism, celebration of cultures.
- 268 • Understanding of connection to community

269

270 **How Do We Shape Our Academic Community for It to Thrive in the 21st**
271 **Century?**

- 272 • Increasing use of technology
- 273 • Fast paced changes
- 274 • Nimble-ness of structure and how divisions work with one another.
- 275 • Question divisions. Think of teams.
- 276 • Create culture of “yes”. Understanding of mission/values so that there can be more trust in
277 actions.
- 278 • Can’t take as long making decisions/creating plans – instead have frameworks that can be
279 adjusted towards individualization.

280

281 **How Do We Prepare Our Students to Thrive in the 21st Century?**

- 282 • Provide the right tools: education that is relevant to the job market/real working world;
283 technology that is current, wisdom of negotiating the ins and outs of job placement, internships
284 that are meaningful.

285

286 **How Do We Shape Our Academic Community for It to Thrive in the 21st**
287 **Century?**

- 288 • Provide time as FTEs within the scope of professor positions to keep current in our fields.
- 289 • Offer compensation that is equivalent to the current job market in each field or specialty.
- 290 • Working together across colleges in collaboration – faculty led decision-making (senate)

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 37**

3 **Number of Participants:** 10

4 **Type of Participants:** Mix of participants

5

6 **The 'Big Questions' for this conversation were: “How do we prepare our**
7 **students to thrive in the 21st century?” and “How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?”**

9 **The major ideas / themes / declarations of possibility emerging from this**
10 **conversation are:**

- 11 • Institutional recognition of value of graduate programs
- 12 • Increase visibility/viability of grad school as an option for undergraduate
- 13 students to consider
- 14 • Market graduate programs as part of the 'Chico Experience'
- 15 • Increase faculty resources and support faculty well-being
- 16 • Recognize faculty work on theses in the RTP process
- 17 • Increasing number of graduate students = increasing faculty lines
- 18 ○ Basic resource question
- 19 • Use of online classes for grad education can be problematic
- 20 ○ Less one-on-one with grad students
- 21 ○ Some students have inadequate access, lack of skills
- 22 • Focus on faculty as most valuable asset in student education
- 23 ○ Grad student take more time

24

25 **The doubts and reservations that were expressed include:**

- 26 • Several noted that graduate students/programs are invisible
- 27 ○ Noted that video didn't mention graduate education
- 28 • Main issue was the view among most of the council that graduate
- 29 education is an after-thought and doesn't 'have a seat at the table'.

30 **Additional moderator / reporter observations:**

31 The participants had very strong opinions about the lack of attention to graduate programs. They
32 pointed out how graduate programs enhance faculty research, attract and retain new faculty, generate
33 grant funds, add to the life and culture of the campus, etc. The general consensus was that graduate
34 programs are undervalued and that faculty work on graduate student mentoring/theses is not
35 recognized nor rewarded. They all expressed great concern and deep frustration about the state of
36 graduate education on this campus. However, they also had lots of great suggestions, and were
37 committed to creating viable and thriving graduate programs. Bottom line: faculty resources and
38 recognition of faculty work is needed to make this happen.

39

40 *See below for a summary of the notes taken during the meeting:*

41 **On the Academic Plan: the Purpose and the Process for Developing the New One:**

42

43 After a discussion about the purpose of the old academic plan and the contents of the current one,
44 participants asked questions about the process for developing the new one.

45

46 After the moderator explained the process, the participants made these suggestions:

47

- 48 • That after the content of the conversations are collated and a draft plan is formulated by the
- 49 Academic Plan Renewal Committee, the draft plan should be submitted back to the campus
- 50 community for feedback before it is finalized.
- 51
- 52 • That faculty with expertise in content analysis of qualitative data should be selected to do the
- 53 analysis of the Creating New Possibilities Conversation reports. (It was mentioned that there are
- 54 numerous faculty in BSS that have this experience.)
- 55

56 **On Increasing the Institutional Recognition of the Place and Value of Graduate Programs in order to**
57 **Help Students and Our Campus Community to Thrive**

58

59 The video inspired a discussion on the place (or lack-there-of) of graduate education at CSUC.

60

61 Participants noted that there was nothing in the video to indicate that CSUC even has graduate
62 programs (although several students mentioned their intention to attend graduate school elsewhere).
63 There seemed to be a general consensus that video's oversight of graduate education was indicative of
64 the attitude on our campus that graduate education is unimportant. As one participant said, "How can

65 graduate education be considered valuable if it doesn't even appear to exist?" And another participant
66 said in response to the last words of the video, "Graduate Studies wants to be a driver too."

67

68 Many of the participants noted, that graduate programs play a critical role in the success of
69 undergraduate education in the following ways:

70

- 71 • Graduate students act as teaching assistants; many courses—and some undergraduate
72 programs--would not exist without their support, including some of our largest and most crucial
73 courses.
- 74 • Graduate students support faculty research.
- 75 • Graduate programs help attract and retain new faculty.
- 76 • Graduate students help faculty generate grant monies.
- 77 • Graduate students raise the profile of the university through their external academic work at
78 conferences and competitions, and through fellowships, public service, and publishing.
- 79 • Graduate students add to the life and culture of the campus.
- 80 • Graduate students contribute directly and extensively to all most all aspects of the North State,
81 serving as its teachers, administrators, social workers, political officers, and much more.

82

83 The general consensus of the participants seemed to be that if the students and our campus community
84 are to thrive in the future, recognition of the importance of graduate education must be increased so
85 that it is automatically recognized as a crucial part of this institution.

86

87 As one participant noted, a good first step in raising the recognition of graduate education would be to
88 raise awareness of what our actual CSU Mission Statement says. He noted that the CSU Mission
89 supports both undergraduate and graduate education. He read this from section 1:

90

91 *The Mission of the California State University is....to offer undergraduate and graduate instruction*
92 *leading to bachelor's and higher degrees in the liberal arts and sciences, the applied fields, and the*
93 *professions, including the doctoral degree when authorized.*

94

95

96 **On Helping Students to Thrive by Supporting Graduate Education on our Campus**

97

98 One of the participants suggested that one of the most important things we can do to help students thrive
99 in the 21st Century is to "encourage students to include graduate school as an option, not just at CSUC,
100 but anywhere." Several of the participants agreed, but one noted that "graduate education is the best kept
101 secret on campus."

102

103 To combat this problem, participants suggested that developing a graduate education culture on campus
104 was necessary. Part of that culture would be to build the understanding that a graduate degree has become
105 more important this century and that this will continue to be so.

106

107 And that we should promote the understanding that graduate education is an "important part of the social
108 good." Several of the participants noted that our graduates are in the community contributing to the social
109 good by serving as social workers, teachers, administrators, community college teachers, and many other
110 positions. They noted that all of these careers require a higher degree.

111

112 In order for our students to benefit from all the riches that graduate education (and a graduate degree) can
113 bring, the participants seemed to agree to that more institutional support of graduate education was
114 necessary. They made these suggestions:

115

116 **1. Market Programs by Emphasizing the Chico State Experience**

117

- 118 • Develop and promote the special nature of the residential education and learning community that
119 we have here. We offer a unique combination of many positive attributes that really do create a
120 special Chico State Experience. In addition to the residential nature of our campus, it was
121 mentioned that we have top-notch faculty who are deeply committed to their students and support
122 one-on-one interactions as an expected part of our campus culture; that our cost of living is low;
123 that we have a unique structure for graduate education that includes an Office of Graduate Studies
124 dedicated to all aspects of graduate education, a corps of experienced graduate coordinators, and a
125 graduate council dedicated to graduate issues and policies.

126

127 **2. Increase Support for Faculty Resources and Faculty Well-Being**

128

- 129 • Several participants mentioned that need for administration to recognize the dedication and effort
130 that faculty exert on behalf of their graduate students/programs. Teaching graduate courses,
131 mentoring graduate student research and teaching, encouraging other student professional
132 activities, and sponsoring students for fellowships and doctoral education are all significantly
133 more demanding and time consuming than the normal burden of undergraduate classes and
134 students. And yet, most of these faculty get no or little compensation for this work. As one
135 participant noted, “As faculty are pulled thin, the personal connection that is important to the
136 Chico Experience is harder to maintain.”

137

- 138 • Also along these lines, one participant noted that almost all of the work on behalf of graduate
139 education is underplayed or ignored in the RTP process. This is of particular concern for junior
140 faculty, but senior faculty too suffers from under-appreciation of their efforts. If this work doesn't
141 not get proper RTP recognition, but it increasingly falls to junior faculty, then they will be
142 endanger. “The model of senior faculty mentoring junior faculty is gone, we running out of senior
143 faculty and simultaneously expecting more of junior faculty.” Although many participants did
144 agree with one person who said, “We do graduate studies because we love it,” they also agreed
145 that this may allow faculty to be taken advantage of by the university—that their work is “taken
146 out of hide, is not properly compensated for, and more is piled on and more is expected.” As
147 another participant noted, “We give the appearance of being able to do it all, but we can't.”

148

- 149 • The recommendation was that our university needs to be more mindful of the “wellness” of
150 faculty. The participants noted that wellness is not just important for the individual faculty
151 member, but is necessary for the support and maintenance of both graduate and undergraduate
152 quality education. It was suggested that an increase in compensation for this faculty work is
153 necessary to prevent burnout and turnover. But the participants seemed to think that recognition
154 by administration of the value of graduate work—of the high level of commitment that faculty
155 makes to this work—is also crucial.

156

- 157 • As one participant put it, “the work that faculty do on behalf of graduate education is a gift that
158 they are willing to give, but the university is an unappreciative recipient.” The institution “should
159 not rely on the ‘free’ gifts of faculty work, when that work is one of the most important and
160 successful components of this university.”

161

162 **3. Investing Resources in Graduate Programs in Order to Support Increased Enrollment**
163 **Goals (especially regarding International Student Enrollment)**
164

- 165 • The participants discussed how to reconcile the administration’s interest in doubling the size of
166 the graduate enrollments (particularly international enrollments) with maintaining quality
167 graduate programs and adequate support of students. One participant noted we cannot
168 significantly increase enrollments through recruitment efforts alone. We need to access the reality
169 and the viability of our programs and build the attractiveness of our programs first. Other
170 participants seemed to agree. They noted that we need to have adequate faculty and staff in place
171 before or as we recruit. One example given was that if a program was to double in size, from 85
172 students to 170, they would need 5 additional faculty lines. Another participant noted that her
173 program receives many inquiries from international students, but because they have nothing to
174 offer them—no waivers or other funding sources—they do not come here.
175
- 176 • Other resource needs that participants noted were the need for specialized writing courses and a
177 writing center for graduate students, especially international students. One participant noted that
178 their students reported that they could make only 3 visits per semester to the ESL center. Another
179 noted that her program does have a specialized writing course for international students, but they
180 need more help beyond that. As one participant put it, “How can we in good conscious bring
181 them here when we can’t support them?”
182
- 183 • Participants noted that it was obvious that if we increase the enrollment of graduate education, we
184 need to increase resources, and as one participant said, “The University needs to invest directly
185 and specifically in graduate studies for both international and domestic students.” Another noted
186 that where our university budget is allocated shows us what we value. If graduate education is
187 valued, then more resources need to be given for fee waivers, teaching assistantship and
188 fellowships, faculty hires, and a shifting of more money to those departments that take on more
189 graduate students (including international students).
190
- 191 • Participants did also discuss that how resources were allocated should be carefully considered...
192 One example noted by a participant was that in our desire to diversify our graduate student
193 population, we consider turning to online education. But this may actually put education “out of
194 range” for students due to increased costs, lack of technology, and lack of skills needed to
195 complete online courses. It was also pointed out that an increase in online education may
196 encourage our university to cut back on other necessary resources needed to support students.
197

198 **4. On the Services in Place that Will Continue to Help Our Students Thrive**
199

- 200 • Many participants noted that one of our most valuable assets at CSUC is the faculty commitment
201 to supporting their student through open door policies and one-on-one contact. They noted that it
202 was particularly crucial at the graduate level that the culture of service and dedicated to students
203 in this particular way be maintained. It was noted that graduate student require more time, effort,
204 contact, and support than undergraduates. But many participants noted that this cultural practice
205 is in jeopardy due to overburdened faculty. Their suggestion was that the institution needs to
206 protect this practice by recognizing its importance and assisting faculty with additional resources
207 (as discussed above).
208
- 209 • The participants noted that the Office of Graduate Studies is particularly invested in the practice
210 of one-to-one direct contact with all graduate students. As one participant put it: “The human
211 contact that our students get is fantastic. When I talk to students, they report that they have talked

212 to graduate office staff. When student call, they don't talk to other students, they talk directly to
213 staff. When they come in, they see staff." Participants noted that this level of personal contact
214 leads to the success of our students.

215

- 216 • The participants did have a couple of suggestions about improving support and conditions for the
217 Office of Graduate Studies so it can continue to maintain their high level of support of students.
218 First, one participant suggested that it be given "A seat at the table equal to every other academic
219 units on campus." It was noted by others that if institutional recognition of graduate education
220 increases, the profile and recognition of the OGS will also increase. A second suggestion was that
221 more resources be given to assist the office to evaluate the value of increasing its automation of
222 some of its functions.

223

224

225 The meeting started at 9:00 a.m. and adjourned at 10:38 a.m.

'CREATING NEW POSSIBILITIES' CONVERSATION

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2 **ID # 38**

3 **Number of Participants:** 8

4 **Type of Participants:** Public

5

6 **The 'Big Questions' for this conversation were: "How do we prepare our**
7 **students to thrive in the 21st century?" and "How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

- 12 • Cultivate passion and inquisitiveness
- 13 • The group agrees that we need to teach the "whole" student. A need to focus on teaching the
14 student to grow personally as well as professionally. Students are becoming more and more
15 dependent on technology for most of their communication needs. As a result, students are
16 becoming more isolated and less social. Students do not have the resources available to cope
17 with everyday life. The amount of time students can "unplug" is decreasing dramatically.
- 18 • The faculty in the group agrees that they notice more of our students are increasingly in a
19 "crisis" mode. This trend appears to be campus-wide. The students are hungry for human
20 interactions. We need to connect with and be appropriately close with our students more to
21 foster great relationships. One way we can achieve this would be to offer smaller class sizes.
22 More face to face interactions with students is also needed.
- 23 • Faculty need to strive for best practices in their profession while balancing family and personal
24 lives. Some suggestions to reduce the stress that students are experiencing include lowering the
25 G.E. units required and instead offer courses to help them balance their school work, as well as
26 their personal life. Another possibility would be to reduce the number of unit requirements for
27 their degree and/or require a limit on the number of units a student takes per semester.
- 28 • Faculty would like to get to know their students on a personal level by inviting them to social
29 events and exposing them to the community more; however, there are potential problems
30 associated with this. Getting too close to our students can become a risk management issue.

- 31 • Teach/encourage students, faculty, and staff the positive connection between brain power,
32 physical activity, and improved quality of life. Our students need to learn about personal
33 sustainability.

34 **Interpersonal Connectedness / Self Exploration**

- 35 • Students need mentors to help them develop basic life skills. Students also need faculty mentors
36 as well as student to student mentors. Many students identify with their own age group.
- 37 • In order to give students a more fulfilling education, students shouldn't be pushed to graduate
38 in four years or less.
- 39 • Students need internships in order to better relate with their chosen profession and to develop
40 a more realistic view of the world once they graduate. Many students graduate in 4 years with a
41 degree in a chosen field, but later in life, decide that the degree they chose was not what they
42 really wanted professionally.
- 43 • We need to focus on the development of our students fundamental abilities in the beginning of
44 their education. By doing this, faculty can reinforce their students strengths while improving on
45 their weaknesses.
- 46 • We also need to teach students the skills and insights to work with an aging population. With
47 our demographics changing, students need to prepare for and adapt their skills to capture this
48 demographic market.
- 49 • Students do not have the resources to deal with many life choices once they leave home and
50 enter university life. One way to address this would be to set up an on line resource center to
51 help students find the appropriate resource to manage their personal lives and perhaps reduce
52 some of the built up stress that they are experiencing.
- 53 • Student need to feel that they are part of a larger community-part of a larger social awareness.
54 Another way to do this is to foster a sense of citizenship on campus. Also, foster virtues in all
55 areas. A great resource to recommend is "Virtues Project" by Dr. Linda K. Popov. Another
56 resource our campus community needs to be aware of is "HelpCentral.org." There needs to be a
57 paradigm shift by teaching students to adapt to our changing environment.

58 **Critical Thinking**

- 59 • To prepare our students for 21st century careers that do not exist at the moment, we need to
60 consider redoing majors to include a more diverse range of related disciplines instead of similar
61 genres being offered by multiple departments across campus.
- 62 • In order for a student to develop their critical thinking skills, we must teach them to be
63 interested in many things. We need to provide them numerous opportunities to become
64 "lifelong learners."
- 65 • Provide numerous problem solving opportunities that allow students to "fail" or make mistakes
66 and encourage learning from such mistakes.
- 67 • Internships are so important. By offering internships, students learn interpersonal skills, critical
68 thinking, as well as social awareness. Internships provide "hands on experience and learning."

- 69 • Students need to learn how to cope with technology by distinguishing “good” information from
70 “bad.”

71 **Faculty and Staff Development / Support-**

- 72 • Allow time for faculty and staff across campus to work, collaborate, and learn from each other.
73 Provide such opportunities not just for our student, but also for our faculty and staff.
74 Connectedness and happiness in our faculty and staff should be promoted so it will trickle down
75 and “infect” the students we serve.
76 • Provide a faculty/staff lounge for folks to meet and share.
77 • Ensure faculty and staff workload is equitable and people feel appreciated.

78 **Other**

- 79 • A major obstacle our campus has in providing our students with valuable learning opportunities
80 is our campus interpretation of EO 1000. Instead of focusing on our campus mission, the
81 education of our students, our campus interpretation emphasizes risk management and
82 requires so much bureaucracy that gets in the way of our mission. Faculty are choosing to
83 forego many valuable learning opportunities due to the limits created by our campus
84 interpretation of EO 1000. Our campus interpretation of EO 1000 needs to be revisited and
85 revised.
86 • We need to fix administrative processes that are broken. One way to do this is to consistently
87 ask the question, “How does this relate to our primary mission which is the education of our
88 students?” Forms should not be too long and technical.
89 • Administration is so disconnected from faculty. Some of our campus policies do not seem to
90 make sense.
91 • Change management-resilience and coping with increasing pace of change.

92

93 **The doubts and reservations that were expressed include:**

94

95 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 39**

3 **Number of Participants:** 11

4 **Type of Participants:** Staff

5

6 **The 'Big Questions' for this conversation were: "How do we prepare our**
7 **students to thrive in the 21st century?" and "How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 Many road blocks on campus. For everyone to succeed in their jobs there needs to be a process to
13 streamline workload. Not sure how to accomplish this. There are too many regulations. We understand
14 this is a state agency and bureaucratic system. Not enough accountability and unsure of who is
15 responsible for what. Analysts receive so many e-mails per day. Takes all day just to answer them. Too
16 time consuming – not enough time for other duties such as analyzing problems. We are an institution
17 and tend to do things the same way just because that's the way things have always been done. Our
18 campus culture (those individuals making the decisions) tend to make choices/policies that fit a small
19 group rather than the majority. Those that make the changes, usually do not know what impact these
20 changes have on those that must implement them as well as the impact they have on the faculty and
21 staff. No one likes these new changes.

22

23 There are bottlenecks within the system. These bottlenecks occur because the new changes/policies are
24 not implemented in a timely manner. Why? Because the paperwork gets stuck on an administrator's
25 desk for too long. This results in a great deal of frustration and creates a high turnover rate from the
26 deans on down to the staff. With so many employees leaving CSU, Chico, there is a void in experience
27 which places a burden on those employees still working. The ASC's have no training and these
28 bottlenecks coming from the top down, create problems with paperwork, recruitment etc. and these
29 problems go all the way down to the students level. The students see the frustration. We need to get
30 things moving, but things take way too long to filter down the chain of command. A huge problem is
31 with staffing the colleges. The decision to authorize hiring and the process to hire are at the level of the
32 Provost. This causes a very long delay and workload increases in the meantime. This also adds more
33 frustration on the analysts, deans, chairs, staff and faculty. We would like to return to the system the

34 way it was a few years ago. Back then, the hiring authorization within the colleges came from the deans
35 and then to the analysts. Now, there are too many layers to go through before the actual process/policy
36 gets implemented. The deans need to make decisions at their own level .There is also a huge lag time
37 once the hiring paperwork gets to classification. Sometimes the paperwork to re-classify or hire, stays in
38 classification for several months. Way too long.

39
40 There is no equity on campus. Problem = Inequity between Units. One individual has the power to make
41 the decisions. The HR department convinces chairs and employees in other departments, that they have
42 the final say on most issues. But this is really not the case. We used to have a voice but now we do not.
43 Faculty no longer want to become chairs because of these bottlenecks. It puts too much of a burden on
44 them. The deans have left CSU, Chico because they cannot get anything done. They feel ineffective and
45 not valued. Suggestion: The Deans should have more authority to make decisions at their level. It
46 appears the Provost does not have enough confidence in the decision making process to delegate to the
47 deans.

48
49 Business and Finance – top heavy and there are complaints that there is differential treatment among
50 staff, and the way some units are able to conduct business but employees feel that if they speak up,
51 they will be retaliated against. There have been VP and/or Director exit interviews with the President,
52 but nothing ever changes. The President chooses not to address the problem.

53
54 With all of these restrictions, there is a high turnover among the deans, faculty and staff, as well as
55 heavy work load and time constraints, the AASs do not know where to turn for help.

56
57 When regular audits are conducted on campus, i.e., whistle blower audits, those staff employees that
58 are expected to respond, the issues are compounded because the employees don't know what to
59 respond to? In order to have the least amount of impact on our campus, the solutions should give the
60 power at the lower levels and have administration over see the process.

61
62 Not all V.P.'s have equal power. The analysts don't feel empowered. Suggestion: "Stop managing to the
63 exception". This must stop. Also the V.P.'s must stop nickel and diming salaries. Moral must change in
64 order to succeed. Since the furloughs, the staff is pulled against staff. Analysts don't feel empowered.
65 The leadership needs to come from the top down – Provost and President. There should also be a
66 healthy separation between the business and academic affairs side of the house. The President has
67 power over the V.P.'s – must have a balance. One doesn't respect the other. We need to work together
68 for a common goal. We must have a consensus, by involving all parties but when fees are imposed – we
69 all lose. We are pushing the community away by charging for everything. Academic Affairs – Business
70 and Finance have all the power. The expectation on the business side is to always impose a fee.

71
72 E-signature – would be less time consuming if signatures could be electronic but there are issues of
73 safety. Also, the deans have trouble opening up the CMS page to access the documents. This is a major
74 roadblock.

75
76 The analysts spend 90% of their time on HR issues. There is not time for anything else. Upper
77 management does not realize that everything is inter-related. Example: Deans don't know the total
78 impact of WTU's and entitlement. HR is always in crisis mode. When you are in crisis mode, you cannot
79 strategize or look for solutions to long term goals. CAD meetings, always something new every week.
80 We are not given instructions on new policies/procedures. For a dean, the learning curve is very high.
81 AASs must be in the loop. There is a major breakdown in communication between HR and the AASs. HR

82 tells them that they cannot talk to them on the phone in order to solve a problem. This creates more
83 time. The AAS s' job is to funnel information up the chain of command as well a down the chain of
84 command. The analysts need information to support the chair and dean as well as lower staff.

85
86 New travel request forms and procedures – MAJOR problem. Forms too long and complex. If the form is
87 processed wrong, accounts payable will just keep sending the form back until it is correct. This delays
88 the reimbursements. The analysts cannot talk to HR/acct. payable on the phone because HR expects the
89 person completing the travel forms to learn by doing. However, it creates many delays. Suggestion:
90 Make forms more simplified and have HR be available for help on the phone.

91
92 When the C.O. sends out tech. letters for a process to implement, the information gets stuck at the
93 dean's level. Therefore, the information is delayed again. Suggestion. Give the tech letters to the
94 analysts first and have them take to the deans for explanation and process.

95
96
97
98 Suggestions. Ask CAD to allow for the creation of a sub-committee, comprised of 2 deans and 2 AA/s'.
99 The committee would review the tech letter from the C.O. and revise the current travel
100 policy/documents to improve and meet the needs of the campus better. The sub-committee would
101 submit the revised documents to CAD for approval.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 40

Number of Participants: 5

Type of Participants: Staff and faculty

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

Make RTP similar within the colleges. Faculty are evaluated by three RTP 'legs' however a faculty does so much more than teach, provide service and research. Service/work for Unit 3 is too large. The faculty is not being compensated for the additional work beyond the RTP. Too many administrative duties are put on the backs of faculty. There are no incentives for faculty to improve teaching; senior faculty wants less teaching loads. Faculty need to be encouraged to do research BUT there must be a reward. Faculty need more support from administrators e.g. grants for projects. If there is no money and there is no recognition for scholarship or service it is difficult for faculty to engage in either once they are tenured.

The ratio of tenured faculty to lecturers is off; there needs to be more tenured faculty. With larger class sizes and less permanent faculty to teach, students have less time to access the faculty member for help with school work or with personal issues. Faculty by and large stays idealistic.

Make the evaluation projects worth more.

There is no reward for lecturers to do additional work.

Students are residential, students under stress are increasing but Chico faculty are commuters – not good.

There is a great staff/faculty divide; there needs to be more of a collaborative relationship between staff and faculty.

33 There needs to be more support to create innovation; we are on our own islands. There needs to be more
34 cohesiveness.
35
36 Students need more than 4 years to graduate and working on campus helps them professionally. We need
37 more student employees. Student employees help lower staff work load and they are affordable. By having
38 student employees, this gives them more professional skills needed in the work force after they graduate.
39 Tutors – there are more now because of the economics and environment. They need more money to exist.
40 Suggestion: increase the hours worked for tutors it helps them financially.
41
42 Internships for students are important! Builds students confidence, helps to mature and prepare them better
43 for the professional world.
44
45 Increase public speaking opportunities, this improves students' self-confidence and social skills.
46
47 Reinforce basic quantitative skills – students cannot even balance a checkbook. They need “financial
48 planning”.
49 Students need to be more aware of current events and the world around them e.g. history and
50 environmentalism.
51
52 Campus space – 1) Why are we charging each other for space on campus when we are the same
53 institution? Get rid of department charge backs. 2) Improve our infrastructure; no more students can fit into
54 existing classrooms.
55
56 Our service area is the largest of the CSUs; we need to be seen as an asset to our communities by
57 engaging with them. The Provost should be focusing on raising area human capital by partnering with our
58 own 12 counties - civic engagement.
59
60 Irritants – Too much paperwork to process; bottlenecks are everywhere. Streamline the paperwork such as
61 having E-signatures and make the travel forms easier to understand and complete.
62
63 With all of the cutbacks in the budget, how are we expected to maintain or improve the level of services?
64
65 Student Affairs and Academic Affairs have been divided since 2001 – better with our current president.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 41**

3 **Number of Participants:** 17

4 **Type of Participants:** Faculty, Staff, Administrators

5

6 **The 'Big Questions' for this conversation were:** “How do we prepare our
7 **students to thrive in the 21st century?” and “How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?”**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 *Hiring practices need to match the rhetoric of globalization. Job descriptions need to include language about*
13 *international engagement.*

14 *Foreign language should be required for future nurses and teachers, if not for every major.*

15 *Internationalization needs to be a focus rather than a secondary issue.*

16 *What if every student had to study abroad? Unlike many of the other CSU campuses, CSU, Chico doesn't currently*
17 *require overseas study for any majors.*

18 *More faculty-led programs overseas are needed and the barriers to accomplishing that need to come down.*

19 *CSU, Chico needs to include Internationalization in its “branding” strategy. Students need to be exposed to the*
20 *value of studying abroad early on, first or second semester. And rather than trying to sell current students on the*
21 *idea of studying abroad, why not attract students to CSUC who are interested in studying abroad.*

22 *We need to make sure, with strengthened resources, that international students succeed in meeting their goals*
23 *while at CSUC. We need to provide the support services needed for them to succeed. More of the funds from*
24 *International Students should be allocated to internationalization and international student support services.*

25 *The idea of creating an Internationalization fee to all students was discussed for the purpose of strengthening the*
26 *internationalization efforts.*

27 *GE strategy needs to include more internationalization content and courses.*

28 *The final 30 minutes were used for breakout group discussions to give more people a chance to speak up, since*
29 *there were 17 participants.*

30 *Break-out Groups expressed the following desires/requests/statements, which are roughly organized by*
31 *themes/topics*

32 *Curricular issues*

- 33 • *Fix lower division GE so International Studies can be supported.*
- 34 • *Foreign language requirement*
- 35 • *Intercultural competency across the curriculum*
- 36 • *Require language study for HFA majors – maybe all majors(?)*
- 37 • *Require study abroad or language study for the minor in International Business!*
- 38 • *Require language study for School of Nursing*
- 39 • *Fix Lower Division GE*
- 40 • *Revive foreign language studies for all students, at least one semester (mentioned*
41 *repeatedly)*
- 42 • *Build on GE commitment to internationalize*
- 43 • *Introduce students in the first year to international themes and Study Abroad*
- 44 • *The GE program committed in rigorous process to 1/5 of curriculum explicitly*
45 *international. Make the rest of the curriculum comparable*
- 46 • *Expand global cultures requirement from one to four or five or more courses out of 40*
- 47 • *Fund and support area studies properly with hires and staff*
- 48 • *Build intercultural competency across the curriculum- as in NAFSA guidelines*
- 49 • *Prepare students for real world in which most new opportunities will be international in*
50 *important ways.*
- 51 • *Provide education that recognizes that the U.S. is only 5% of the world population*
- 52 • *Study China, India, Brazil, Russia and other emerging powers*
- 53 • *Study the 85% of humanity that is non-western and not part of the G8. Presently 1/40 of*
54 *curriculum devoted to this overwhelming majority*
- 55 • *Study the thousand million people who live in African continent*
- 56 • *Facilitate development of international study programs*

57
58 *Resources to support international education and infrastructure needed:*

- 59 • *Statement about need for centrality of internationalization*
- 60 • *Elevate Senior International Officer to cabinet level*
- 61 • *Devote part of student fee to international efforts: Study Abroad; scholarships; etc.*
- 62 • *Channel fixed portion of revenue (gained from International Students) into International*
63 *programs.*
- 64 • *Institute a Study Abroad/Internationalization fee for all students.*
- 65 • *Support needed for international internships via faculty-let programs or Study Abroad*

- 66 • *Institute a Study Abroad or Internationalization fee for all students or pass a campus fee*
- 67 *to support these programs and increase study abroad participation.*
- 68 • *Allocate funding to recruit more International Students.*
- 69 • *Create a pool of funds to incentivize colleges to include international focus and*
- 70 *experience in new hires.*
- 71 • *Staff Support (Internationalization fee/Study Abroad fee)*
- 72 • *Set goal for Study Abroad*
- 73 • *Use international students as resource on campus*
- 74 • *Encourage more opportunities for study abroad students to share their experiences in*
- 75 *classes and across campus.*
- 76

77 *Support for faculty for internationalization activities*

- 78 • *Reduce faculty-led study abroad barriers*
- 79 • *Increase the number of visiting scholars*
- 80 • *Hire for internationalization*
- 81 • *Increase support for faculty international initiatives*
- 82 • *Encourage internationally faculty exchanges and help finance them*
- 83 • *Provost needs to support hiring of candidates who can support internationalization/Area*
- 84 *Studies.*
- 85 • *Competitive salaries! We are no longer competitive.*
- 86 • *Enhance, encourage, and support all faculty to have international experiences. That is,*
- 87 *make it easier for faculty to travel overseas.*
- 88 • *Administration become collaborative and facilitators (NOT ADVERSARIAL) in supporting*
- 89 *the development of faculty-led study abroad programs.*
- 90 • *Prioritize hires who have international experience.*
- 91 • *Break down barriers to faculty-led programs, faculty need support in developing their*
- 92 *programs.*
- 93 • *Offer competitive salaries for faculty and staff.*
- 94 • *More hires- job descriptions to emphasize international and diverse experience.*
- 95 • *Support Faculty-led overseas programs*
- 96 • *Support Faculty-led Study Abroad/Internships*
- 97

98 *Support for students*

- 99 • *Increase support services for International and Study Abroad students (In-coming and*
- 100 *Out-going)*
- 101 • *Support international student success (e.g. writing, socialization, intergration)*
- 102 • *Increase resources for Study Abroad and support services for International Students.*

- 103 • *Allocate resources for Study Abroad scholarships to encourage more students to study*
104 *abroad.*
105 • *Support study abroad in second year.*
106 • *Use returned Study Abroad students as key figures and peer educators for younger*
107 *students.*
108

109 *Need a for a global perspective*

- 110 • *Recognize increasing strategic and economic interdependency of U.S. with the rest of the world*
111 *and its vulnerability*
112 • *Compete with other universities who are now prioritizing desirable international opportunities*
113 *for their students, staff and faculty.*
114 • *See trends that will make most business, wealth, and population centered in less developed*
115 *world*
116 • *Generational change in the university outlook to match profound changes in real world in*
117 *economic, security, environment, arts, and opportunity*
118 • *Recognize and market the enhanced value of a diploma that includes study abroad and second*
119 *language acquisition – makes money, opportunity, and prosperity for these individuals*
120 • *Greater awareness of U.S. and global realities*
121 • *Sustainability impossible without international awareness and cooperation*
122 • *Recognize and address the great and proven dangers of ignorance about other societies*
123 • *Recognize that international students enhance the value of the education as CSU, Chico for all*
124 *students and faculty*
125 • *Recognize the documented transformative power of Study Abroad*
126 • *Make global citizens literate in sustainability and global realities*
127 • *Expand global culture requirement proportionally to actual*
128 • *Focus on teaching awareness, knowledge and tolerance of other major civilizations and their*
129 *religions and values – especially Islam*
130 • *Find synergy in efforts to educate students as global citizens in regards to diversity,*
131 *internationalization, and sustainability. These are all related!*
132

133 *Other points made*

- 134 • *Define internationalization*
135 • *Create stronger, more dynamic International branding image (In-coming and Out-going)*
136 *Inventory our international resources for Branding Committee*

137 **The doubts and reservations that were expressed include:**

138 *CSU, Chico needs to work on its image as a party school. Students want to be proud of their affiliation.*

139 *Not enough of the revenue from international students goes back into the internationalization of the campus.*

140 *International studies courses have not been well publicized.*

141 *International students have not had adequate support in improving some of their academic skills, especially*
142 *writing, and the rest of their academic career suffers.*

143 *Incentivizing faculty has not been allowed in the past but may be an avenue for focusing faculty attention on*
144 *internationalization.*

145 **Additional moderator / reporter observations:**

146 *This was a very passionate group. Everyone attending felt strongly about the need to broaden the CSU, Chico*
147 *students' understanding and appreciation of the world as a whole. It was stated several times that*
148 *internationalization, diversity and sustainability are all related. Stronger emphasis on internationalization is*
149 *needed. The need to set up an internationalization fee and to allocate resources to support internationalization and*
150 *faculty participation in internationalization activities was repeated quite a few times. The attendees represent a*
151 *good spectrum of faculty, staff, and administrators, yet most of the conversation was focused on*
152 *internationalization.*

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 42

Number of Participants: 5

Type of Participants: faculty & staff

The 'Big Questions' for this conversation were: **“How do we prepare our students to thrive in the 21st century?”** and **“How do we shape our academic community—all of us—for it to thrive in the 21st century?”**

The major ideas / themes / declarations of possibility emerging from this conversation are:

Possibilities Conversation Brainstorm

1. We recommend that there be a diversity training requirement for all incoming Deans to ensure we have culturally competent administrators.
2. CSU, Chico is passionate about the initiative to diversify the student body, yet, the faculty and staff population remains heavily non-diverse. As such, how can we prepare for a flood of diverse student population if the staff can not represent nor adequately serve them due to lack of cultural knowledge, awareness, etc?
3. There is a need for more professional development support for CSU, Chico staff to ensure cultural competency for all staff members. Furthermore, there needs to be more professional development dedicated for the specific field/responsibilities of each staff member.
4. Faculty and Student rituals need improvement. Other campuses have implemented and thrived from the constant collaboration and communication between faculty and students. CSU, Chico may want to look into developing a similar model to ensure academic success for all CSU, Chico students.
5. One recommendation is that the recruitment process of faculty members includes a requirement for professors to demonstrate the ability to be competent instructors (not just a Researcher professing research and information to students). This means that professors need to demonstrate the ability to provide quality and effective teaching skills and strategies prior to

- 31 actually being placed in the classroom setting. This will ensure they are capable of fostering an
32 environment where students can actually learn.
- 33 6. There is diversity within diversity. Hmong population remains invisible not only in the larger
34 cultural environment but also within the Asian American communities. This is the case in other
35 minority groups, too, such as not all Latino or Hispanic students are Mexican Americans.
- 36 7. Perhaps the university can start a fundraiser to raise money for a plaque that will be placed in
37 the area of the accident in honor of Pahoua Lor to show her family and all generations to come
38 that she will never be forgotten.
- 39 8. Many students would like an area/office for Hmong students to gather and do homework, hang
40 out, etc. There are numerous places on campus where the director, etc., are a certain ethnic
41 group so it draws that ethnic group of students towards that place but Hmong students feel like
42 they don't belong anywhere. Many just try to study in loose groups in the library which does
43 that allow for sharing of ideas, etc.
- 44 9. With the lack of Hmong leaders in the local community, many Hmong students feel
45 underrepresented in the professional world, resulting in lack of confidence and lack of
46 knowledge on how to become academically and professionally successful. As such, it would be
47 beneficial to have an annual Hmong leadership conference where we bring speakers from the
48 national Hmong leadership communities for motivational speaking, networking, and Q & A
49 sessions.
- 50 10. Many Hmong students would feel more comfortable answering questions and participating in
51 the classrooms if professors were more knowledgeable of the Hmong community, their history,
52 etc. Thus, maybe having a Hmong student panel be part of a faculty professional development
53 event would be beneficial to all.

'CREATING NEW POSSIBILITIES' CONVERSATION

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2 ID # 43

3 Number of Participants: 20

4 Type of Participants: faculty members

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6 The 'Big Questions' for this conversation were: "How do we prepare our
7 students to thrive in the 21st century?" and "How do we shape our academic
8 community—all of us—for it to thrive in the 21st century?"

9

10 The major ideas / themes / declarations of possibility emerging from this
11 conversation are:

- 12 • Invite diversity among students and faculty. Many are not naturally comfortable with things or
13 people that are different, but it will help to support change. Decent should be rewarded
14 because that spurs growth and changes.
- 15 • Globalization is key. The three parts of this are collaboration, flexibility and conversation. We
16 need to mirror what we want the students to learn, we need to be flexible, collaboration and
17 encourage continued conversation; we cannot stay in our stovepipes. If we do, the students will
18 do the same.
- 19 • We at Chico State encourage studying abroad but most students (and/or their families) cannot
20 afford it; we need to put our money where our mouth is.
- 21 • One thought shared was the idea of having faculty be given release time to "intern" in the real
22 world in their given fields. This would help them know what employers are looking for in recent
23 grads.
- 24 • We are too "rabbit-holed" and focused on next week's job but not the next year or 10 years
25 from now.
- 26 • There is such a large percentage of the population that is retiring or about to retire that the
27 young people need to be prepared to care for older adults.
- 28 • Due to the budget cuts over the past 5+ years, we haven't had many new faculty hires. This
29 means that our faculty, on average, is older and may not be as fluent in the current technology
30 as necessary.

- 31 • Students need to learn another language, we are becoming more globalized and to be able to
32 work in a global environment, it would be to a students' advantage to know more than one
33 language fluently.
- 34 • Our students need to be better prepared with basic skills like math and reading.
- 35 • Curriculum is not currently designed to appreciate what the students already know and what
36 they bring to the table. Knowledge is cumulative and the students come with their own
37 experiences. We need to figure out how to integrate that with what is being taught.
- 38 • Students need to know how what they are learning is applicable to their lives and community.
- 39 • Students need to be critical thinkers. They need to be able to work in a diverse environment.
40 It isn't productive for the departments to be fighting for FTE. There is difficulty with the GE
41 pathways; instead of encouraging students to broaden their thoughts, they are focused on a
42 theme and are working on "getting it done".
- 43 • Faculty get merit pay every time one of their previous (or current) students gets something
44 published.
- 45

46 **The doubts and reservations that were expressed include:**

- 47 • We tend to create silos and that stifles growth. Forcing students to pick majors quickly and by
48 treating GE as courses to just "get through", it is not encouraging students to try new classes
49 and therefore thinking about new or different things. There are so many demands on faculty
50 members that they do not have the time to really get to know their students and find out what
51 they want and need from their education.
- 52 • Our physical structures are dismally outdated, so is our technology.
- 53 • We need better classrooms – no more desks in rows or theater layout.
- 54 • Equipment, labs and lab supplies are all obsolete.
- 55 • We need inspired leadership on campus. There is too much micromanaging and the faculty
56 members are getting fed up with the minutia.
- 57 • Review the faculty workload. We are a teaching university so our service, administrative and
58 research loads need to reflect that.
- 59 • If we had more financial incentives, we'd have better students attending.
- 60 • Currently everyone has to fight for funding and that does not foster collaboration.
- 61 • We need to have a more simplified organizational structure.

63 **Additional moderator / reporter observations:**

64 The faculty seemed passionate about their students and about getting them the best education possible
65 but continually feel stymied by time, various bureaucracies, and procedures that come from above.
66 There seems to be more focus on saving money, not doing what is best for the students.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 44

Number of Participants: 11

Type of Participants: Students, Staff

The 'Big Questions' for this conversation were:

“How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

Career and Professional Concerns

- Students ought to be prepared for both graduate school and entering the job market upon graduation.
- Professional preparation is seriously lacking on this campus. Students ought to have to learn how to go into an interview, how to negotiate for salaries, creating resumes, cover letters, etc. And this information should be available through their coursework, not something they must seek out independently.
- Increased focus on hands-on, practical experience. Directly transferrable skills and experiences. For example, research opportunities, lab opportunities, service learning projects, and internships.
- All majors should have an internship/service learning/research requirement.

Technology

- Online instruction ought to be used as a supplement to in class instruction, not a replacement (Hybrid Classes)
- More emphasis on Professors utilizing BBLearn to its full potential. “It’s like having a shiny new car in the driveway, that nobody knows how to drive”. Faculty members not only need to use BBLearn but seek out TLP and other services that will teach them how to use it effectively, to optimize our education.
- Technological competency amongst students also needs to be increased. We should be graduating being not only competent, but comfortable with technology. And this exposure

30 needs to be a standard, not merely “luck of the draw” depending on what section a student
31 signs up for.

- 32 • Technology in the classroom needs to be more integrated.

33 **Curriculum**

- 34 • Creating and preserving programs that reflect our values. Why don’t we have a Sustainability
35 program or major? And if we really value diversity, why is our Multicultural and Gender Studies
36 Program not being preserved?
- 37 • Financial literacy **needs** to be a component of General Education
- 38 • With rising costs associated with attending an institution of higher learning, as students are
39 graduating with mountains of debt, and as it has become ever evident that K-12 does not
40 consistently educate on financial literacy, it is imperative that CSU Chico must step up and
41 ensure that our students are graduating with the skills and knowledge to handle their finances
42 and maneuver the world independently.
- 43 • Critical Thinking skills, not simply “logic”, but actual critical thinking, that can be applied to real
44 world situations. Not only teaching students problems, but prompting them to find the solutions
45 by looking at the issue from all angles.
- 46 • Relating to students on an engaging and entertaining level. Utilizing TED Talks, Upworthy, and
47 other multimedia sources that will not only meet students on their level, but bring cohesiveness
48 to academia and “the real world”.
- 49 • Integrating our campus values into the classroom.
- 50 • Focus on creating socially responsible students by fostering acceptance and inclusivity in all of
51 our graduates.
- 52 • Increased Interdisciplinary collaboration.
- 53 • Creating solutions based capstone classes in General Education that weave together different
54 fields and departments.
- 55 • Synergy between different departments and colleges, more team-taught classes.
- 56 • Broad based education, general education is important, as it gives students the ability to
57 explore.

58 **The doubts and reservations that were expressed include:**

59 Participants did not report and doubts or reservations concerning the process.

60 **Additional moderator / reporter observations:**

61 Participants were very focused on the integration of technology, career preparation in terms of directly
62 transferable skills (Excel, internships, research experience etc.), as well as introducing a financial literacy
63 component to General Education.

'CREATING NEW POSSIBILITIES' CONVERSATION

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2 ID # 45

3 Number of Participants: 10

4 Type of Participants: Students

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6 The 'Big Questions' for this conversation were:

7 "How do we prepare our students to thrive in the 21st century?"

8 The major ideas / themes / declarations of possibility emerging from this
9 conversation are:

10 Technology

- 11 • Students need to be able to utilize Prezi, Powerpoint, etc. And give effective presentations.
- 12 • Technological competence by way of increased integration of technology in the classroom
- 13 • University assumes we know all there is about technology, but the truth is we don't. Perhaps
14 there could be a class, because our high schools are not always preparing us.
- 15 • 21st century communication is surrounded by technology, why doesn't our curriculum utilize it?
- 16 • Students need to learn how to represent themselves on social media.
- 17 • Utilizing social media technologies in the classroom (Vine and Twitter for collaboration, LinkedIn
18 for development"
- 19 • "The way we've learned has changed"
- 20 • Professors need to be "up" with technology.
- 21 • Students want to be competent in marketable programs like Excel.

22 Financial Literacy

- 23 • The University assumes students know how to budget, but it is often the case that we do not
24 know. We need a class that will teach us.
- 25 • Students need to have financial literacy information presented to them, not something they
26 have to seek out independently, but something integrated and just as important as their other
27 graduation requirements.

28 **Other**

- 29
- GE needs to change...again. It is *way* too confusing for students.
 - Practical uses for education. Experiential learning is needed.
- 30

31 **“How do we shape our academic community—*all of us*—for it to thrive in the**
32 **21st century?”**

33 **The major ideas / themes / declarations of possibility emerging from this**
34 **conversation are:**

- 35
- Comprehensive and transparent SETs, that are somewhat standardized in nature so students are able to fully evaluate their academic experiences.
 - Deadline for having papers graded. “We pay and have strict deadlines, faculty *get paid* and don’t have deadlines.
 - Policy or some form of accountability on professors cancelling classes. Notifying students with ample time. “For commuter students, putting a piece of paper on the door is not enough.” Professors leaving early is also an issue.
 - Stadium classes that do not have a lecture + activity format ought to be limited
 - Parking-too many “R” spots
 - Students would like to see classes taught around discussion and conversation
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45 **The doubts and reservations that were expressed include:**

46 Students found the wording of the second question to be somewhat inappropriate for the audience.
47 They wanted to be asked specifically, “How can students help to shape our academic community-all of
48 us- for it to thrive in the 21st century”

49 **Additional moderator / reporter observations:**

50 Students really did not care for the wording of the second question.

'CREATING NEW POSSIBILITIES' CONVERSATION

1 ID # 46

2 Number of Participants: 18

3 Type of Participants: Students

4

5 The 'Big Questions' for this conversation were: "How do we prepare our
6 students to thrive in the 21st century?" The major ideas / themes / declarations
7 of possibility emerging from this conversation are:

- 8 • International students need more resources that allow them to connect to the campus - inter
9 language course. Doing more to educate and teach our students about other cultures. Inter-
10 cultural communication.
- 11 • GE is too broad, need to have it be more specific
- 12 • People need to be able to connect with other people. It is often referred to as networking, we
13 need a way to make it more informal. Socializing in networking, finding more ways to connect
14 with other students, work with different types of people, being able to accomplish tasks
15 together.
- 16 • Technology based learning in classrooms, cloud based. Integration of interaction and face to
17 face contact in classroom. We need to preserve the value of personal interactions, working with
18 peoples and present your ideas in a physical manner.
- 19 • What is going to be valued when we graduate. What things can we teach that relate to real life
20 (health care, finances). How to manage their own finances. How to stay out/manage your debt.
21 Financial literacy. Putting this information into the university 101 class.
- 22 • Acknowledging the fact that students come from diverse backgrounds. Mentorship programs,
23 allowing students to teach and learn from other students. Offering a support system to students
24 to help them navigate thought their experience. All of the resources are great but how do we
25 help direct students to those resources and understand them. So many resources on campus are
26 underutilized, how do we make those resources more accessible and available to them.
- 27 • Preparing students to thrive in a classroom, that is the most important part of their experience.
28 Students feel most inclined to succeed when professors are engaged, committed and providing
29 an unique experience. Educators need to be providing hands on experience that allow students
30 apply their education to real life situations.
- 31 • Giving students opportunities to oversee, manage projects. Students PARTNER with faculty to
32 actively engage in their classroom experience.
- 33 • How can we collaborate and partner with student clubs and organizations? Administration
34 loosen policies, student organizations are charged for facilities usage on the weekends.
35 Encouragement from the administration for clubs to have more engagement opportunities.
- 36 • Incorporation like town hall and great debate allowed me to learn more than in any other class I
37 have taken. How can we incorporate more events like this into other GE courses? The reason we

38 come to college is to learn, how do we apply that college to real life, how do we learn from each
39 other, help them become more engaged as students and citizens.

- 40 • In order to make a classroom thrive, you need to find a way to be relevant/speak to each
41 student. How do they apply it to the real world? It is so often facts and figures but we need to
42 be challenged to synthesize/think about it?
- 43 • The classes I have got the most out of is the classes that have discussion, ask me what I think
44 about something. Being able to articulate your thoughts.
- 45 • Faculty need to be using their class time to collect feedback from students. There is a disconnect
46 between the faculty and the students.
- 47 • Public sphere pedagogy projects. Present what you have learned and your research publicly.
48 Larger classes further that disconnect, break down classes with more intimate interactions
49 between students. We need to administrators in these type of conversations.

50
51 **“How do we shape our academic community—all of us—for it to thrive in the**
52 **21st century?” The major ideas / themes / declarations of possibility emerging**
53 **from this conversation are:**

- 54 • I have the two worst professors I have ever had and they are both leadership classes. There is
55 very poor accountability for the way that professors teach their classes, communicate with
56 students and the way they present to the class. I am a dedicated student and have a hard time
57 connecting with the professor and students. Student evaluations need to translate so that
58 professors are held accountable. There is a significant problem with tenured professors being
59 able to coast through evaluations. There is a problem with the transparency of SETs. The process
60 needs to be streamlined.
- 61 • Freshman - the first SET I did was in class and I did not fill the online apps out. Professors needs
62 to be taking advantage of the TLP programs
- 63 • The town hall and great debate were hard to appreciate when I was a freshman. Students don't
64 really understand the purpose and the aim. I would love to go back as an upper class man and
65 take those courses again. Do a better job publicizing our accomplishments as a university. This
66 will increase engagement, involvement from students and faculty. By increasing campus pride
67 we can increase investment from students and faculty.
- 68 • Graduate students have had subsidized loans taken away.
- 69 • BBL - it needs to be mandatory for all professors.

70 **The doubts and reservations that were expressed include:**

71 Students in this group did not identify with the second question, and found that it ought to be
72 reworded.

73 **Additional moderator / reporter observations:**

74 For the Friday afternoon before finals we had an amazing turnout. There was a lot of fruitful discussion,
75 and even more feedback on continuing these types of conversations outside of just the creation of the
76 Academic Plan.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 47

Number of Participants: 16

Type of Participants: Students

The 'Big Questions' for this conversation were: **“How do we prepare our students to thrive in the 21st century?”** and **“How do we shape our academic community—all of us—for it to thrive in the 21st century?”**

The major ideas / themes / declarations of possibility emerging from this conversation are:

Classes/Courses:

- Reduce GE courses
- Regularly update course guidelines
- Teach more problem solving skills
- Teach better “debugging skills”, how to break a problem into constituent parts
- Foster more opportunities for group projects that require regular group communication to develop the skill of making compromises
- Incorporate more senior projects from outside industry
- Teach design techniques
- Include more hands-on projects within the curriculum
- Supply as many hands on activities as possible
- Teach students to think outside the box
- No grade inflation – this is a disservice to the students, will not help in real life situations
- Be able to replace a GE class with individual work/major class
- Have a “work” class with industry to create a program that makes it easier to do internships while taking classes
- Encourage large group projects that cross over to different majors and/or Colleges

29 **Industry/Partnerships/Internships:**

- 30 - More Internships and job opportunities
- 31 - Adjust teaching to industry demands
- 32 - Introduce students to how companies work in other countries
- 33 - More partnerships with industry including lab and lectures
- 34 - Get corporate sponsors
- 35 - Encourage group learning projects that is sponsored by a business
- 36 - Allow industry partners to be more involved in the entire College
- 37 - Provide information on obtaining internships and job opportunities
- 38 - Allow students to specialize in a certain area of their engineering degree

39 **Clubs:**

- 40 - Have student organizations with project teams
- 41 - Support student clubs – financially and mentoring
- 42 - Make available more fundraising opportunities for Organizations/Clubs within the College
- 43 - Provide space for clubs – office space/meeting space/working space
- 44 - Encourage cross participation in clubs throughout campus

45 **Technology:**

- 46 - Adjust materials and classes to cover the latest technology tools
- 47 - Communicate with Industry for software/sponsorships/best practices and training
- 48 - Upgrade software as frequently as possible
- 49 - Provide opportunities for teachers to learn new software and be prepared to teach it to students
- 50 - More cohesive progression of the technology taught from freshman to senior year
- 51 - Make the technology more current for engineering students
- 52 - Work closely with faculty on their research projects and/or learn about how the class is implemented in their research
- 53

54 **Problem Solving/Communication:**

- 55 - Teach “people” skills
- 56 - Teach leadership and committee roles
- 57 - Teach problem solving and critical thinking skills
- 58 - Allow students to learn from their mistakes
- 59 - Establish more open lines of communications within the College Departments
- 60 - Teach verbal and presentation skills
- 61

62 **Bigger Picture/Global:**

- 63 - Encourage students to sets goals
- 64 - Have passion for their chosen career and field
- 65 - Create balance between academics/personal

- 66 - **Teach real world experiences**
- 67 - **Prepare students for life after college**
- 68 - **Help students see the bigger picture**
- 69 - **Encourage students to explore all options**
- 70 - **Go paperless – sustainable**
- 71 - **Provide more tutoring for upper division core classes**

72

73 **Additional moderator / reporter observations:**

74 We used a technique called “Affinity Diagrams” for organizing ideas into common themes, a “visual tool for
75 organizing a large amount of information into themes so that the ideas are more manageable” (from Ingrid Bens,
76 *Facilitating with Ease, 3/e, 2012*).

'CREATING NEW POSSIBILITIES' CONVERSATION

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2 **ID # 48**

3 **Number of Participants:** 5

4 **Type of Participants:** Students, Faculty, Staff

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6 **The 'Big Questions' for this conversation were: “How do we prepare our**
7 **students to thrive in the 21st century?” and “How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?”**

9 **The major ideas / themes / declarations of possibility emerging from this**
10 **conversation are:**

11 **Management/Leadership/Communication**

- 12 - Teach Management and Leadership Skills
- 13 - Include management and business classes in Engineering curriculum
- 14 - Teach communication skills
- 15 - Teach project management
- 16 - Teach communication skills/public speaking
- 17 - Provide leadership and teach leadership skills
- 18 - Encourage team work

19

20 **Technology/Equipment**

- 21 - Supply updated equipment
- 22 - Provide practical hands on courses and labs
- 23 - Learn technology and how to apply it
- 24 - Integrate current technology
- 25 - Technology literacy
- 26 - Provide excellent lab facilities
- 27 - Library resources

28

29 **Hands on/Internships**

- 30 - Support student competitions
- 31 - Assist in obtaining internships
- 32 - Internships – real world experiences
- 33 - Applicable hands on courses/field work/experiences

34 **Global**

- 35 - Encourage use of sustainable resources
- 36 - Exposure of different cultures
- 37 -

38 **CSU Chico**

- 39 - Provide inspired faculty

40

41 **Concerns/reservations to be able to accomplish goals:**

- 42 -Tenure
- 43 -Revenue (seek industry sponsored competitions)
- 44 -Positive student recruitment

45

46 **Implementation:**

47 **Needed to achieve: multi semester/inter-major/multi-disciplinary/larger group projects**

48

49 **Additional moderator / reporter observations:**

50 We used a technique called “Affinity Diagrams” for organizing ideas into common themes, a “visual tool for
51 organizing a large amount of information into themes so that the ideas are more manageable” (from Ingrid Bens,
52 *Facilitating with Ease, 3/e, 2012*).

53

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 ID # 49

3 Number of Participants: 4

4 Type of Participants: Stakeholders

5

6 The 'Big Questions' for this conversation were: "How do we prepare our
7 students to thrive in the 21st century?" and "How do we shape our academic
8 community—all of us—for it to thrive in the 21st century?"

9 "How do we prepare our students to thrive in the 21st century?"

10 The major ideas / themes / declarations of possibility emerging from this
11 conversation are:

12 *(Use as much space as is required to share content of conversation)*

13 A. Cultivate the "Soft Skills"

14 1. Communication

15 • Verbal skills are necessary in curriculum. (Example: ag policy class at Cal Poly
16 allowed students to learn about complex issues as well as present and articulate
17 their case.)

18 • Students need to be able to synthesize what they learn and communicate their
19 ideas.

20 • Students should be able to articulate their thoughts in a group setting.

21 2. Critical Thinking

22 • Develop critical thinking skills as well as written and verbal communication.

23 • Develop the ability to critically analyze a situation and determine the right choice for
24 the circumstances.

25 • Spirit of inquiry/ability to question/seek broad understanding of issues

26 • Challenge students to get out of their comfort zone, be open to different opinions
27 and draw their own conclusions based on their observations

28 • Give students a global experience/understanding

29 3. Flexibility and Adaptability

30 • Students need to be able to adapt and be flexible, adapting year in and year out.

31 • Learning is a never-ending process.

32 • Help students develop realistic expectations of the world

33 • Help students learn from their failures.

34 • Give students confidence to leave Chico and even California to pursue a career.

35 • Show students what “work ethic” means and how to balance work habits in their
36 lives

37 **B. Develop Faculty-Student Connections**

38 • Maintain direct connection between students and faculty

39 • Alleviate pressures to increase class size so that faculty can maintain one-on-one
40 contact with students and facilitate mentoring

41 **C. Structure Curriculum for Success After Graduation**

42 • Allow flexibility within the general education curriculum for students to tailor GE to their
43 interests and future goals.

44 • Place more emphasis on internship program. Many students have no work experience
45 prior to graduation.

46 • Require comparative economics coursework to give students a broader understanding
47 of economic principles both here and abroad.

48 • Understand risk management in economic and business decisions

49 • Provide students AND faculty with “real world” experiences (i.e. internships, field trips,
50 corporate/business exchanges, guest lecturers)

51 • Meld academic expectations with real world experiences.

52 • Incorporate case studies with decision points followed by interaction with the object of
53 the case study.

54 • Pay attention to trends in food security, food safety, health attributes of various foods

55 • Help students understand how to capitalize on strength of U.S. regulatory system and
56 production capabilities in the world market. It comes back to global economics.

57 **“How do we shape our academic community—all of us—for it to thrive in the**
58 **21st century?”**

59 **The major ideas / themes / declarations of possibility emerging from this**
60 **conversation are:**

61 *(Use as much space as is required to share content of conversation)*

62 **A. Use Technology Wisely**

- 63 • Use technology strategically to reduce cost of education. Must be balanced with personal
64 student/faculty interaction.
- 65 • Collaborate with other CSU campuses to offer classes online, particularly in areas where one
66 campus has expertise that others don't.
- 67 • Use technology to supplement lecture material with industry experts and guest speakers
- 68 • Balance use of technology with human and social competency

69 **B. Balance Teaching and Research**

- 70 • Provide more support to faculty in teaching and mentoring.
- 71 • Find balance for research, and ensure that faculty research is connected to curriculum and
72 students

73 **C. Develop Resources**

- 74 • Look for alternative sources of funding

75 **The doubts and reservations that were expressed include:**

- 76 • Ensure faculty continue to incorporate real world trends and issues into the curriculum and help
77 students understand that sometimes there are no “right” or “wrong” decisions, but they must
78 understand the dynamics of decision making.
- 79 • Understand that agriculture is a dynamic discipline, and anticipating future opportunities and
80 challenges is difficult.

81 **Additional moderator / reporter observations:**

82 Of the three possibilities conversations in which I have been a part, the College of Agriculture
83 stakeholder's group struck me as the most positive and optimistic about our University and this process.
84 They were able to provide an outsider's perspective on what served them well as students and what
85 they wish they had learned, and I found their observations to be refreshing.

86 **Appendix: Additional written comments from three stakeholders who were unable to**
87 **attend.**

88 **Stakeholder #1**

- 89 1. Maintain and preserve our excellence in faculty and staff and support professional
90 development and research to keep up with the newest technology and ensure competitive
91 compensation. Reward and recognize merit, creativity, and innovation.
- 92 2. Promote and cultivate stronger collaboration and relationships between the College and
93 entities that would strengthen Chico State's agricultural programs financially i.e. private
94 foundations, industry and government, grants and individual philanthropists.
- 95 3. Continue to showcase our successes at every opportunity and solicit as much support as
96 possible from alumni and industry related companies.
- 97 4. Maintain our representation at industry gatherings, conventions, and expositions wherever
98 possible in the north state and beyond, and continue to solicit student and faculty
99 interaction with trade groups i.e. Almond Board, Rice Growers Assoc., Cattleman's Assoc.,
100 CAPCA, California Seed Assoc., etc. to keep us in the loop. Broaden our exposure to
101 include high value crop organizations i.e. Produce Marketing Assoc., Strawberry
102 Commission, wine industry, etc. Let them know about our interest.
- 103 5. Screen students and faculty for potential intercession field trips to areas of interest for short
104 course credit in January i.e. Central Coast vegetable/strawberry/citrus/viticulture regions,
105 terminal produce markets, specialty crop areas, etc. California is home to the most crops
106 grown anywhere and students can experience them first hand. Visits to sales offices,
107 shipping terminals, wineries, and processing facilities are always available for students.
- 108 6. Hold an annual Ag Business Summit with local economic forecasts and area of interest
109 discussions by a panel of faculty and industry experts. Put on by the Ag Business Institute
110 together with the College of Business (or not), and sponsored by local banks, trade
111 companies, processors, etc. and include a keynote speaker. This is being done in Ventura
112 County with great success thru CSU Channel Islands. Students and faculty interact with
113 attendees and get experience and real world involvement with such an event. The
114 proceeds benefit the College.
- 115 7. Embrace the new web based "tablet technology" to address course bottlenecks that affect 4
116 year graduation rates and collaborate with other CSU colleges in coursework online through
117 teleconference and internet work groups.
- 118 8. Implement Spanish workshops to properly prepare Ag graduates with a basic knowledge of
119 Spanish terminology. It will mean the difference of getting hired (or not) from many
120 employers. California's changing ethnic population will include many more Hispanic
121 students who are very interested in Agriculture.
- 122 9. Establish a foreign student conduit to attract exchange students from co-operating foreign
123 universities. In a world economy everyone is a next door neighbor and potential employer
124 or customer. The Study Abroad Program is a life-changing experience to those who can do
125 it. I wish I had! Advertise these programs so all students are aware of the opportunities.
- 126 10. Continue to encourage Chico State student involvement in Community Outreach i.e. FFA
127 and 4-H in the North State to attract quality applicants to the College by way of workshops
128 and college preparation seminars. Include parochial high schools and community colleges
129 as well. Enroll, educate, and graduate the most deserving, promising, and diverse students
130 possible.
- 131 11. Collaborate with other colleges on campus. Many experts in many disciplines are available
132 on campus every day!

- 133 12. Include coursework on Food Safety and regulatory compliance. For example, invite a
134 certified Food Safety auditor to conduct a “Mock Food Safety Audit” at the College Farm
135 with students. All the protocol could be downloaded online in advance. Technical report
136 writing should also be part of this process. This is an example of how to prepare students
137 for workplace success in “Real World”. It’s what all companies are now required to do!
138 13. Consider expanding new “options” within the majors. For example, an equine option in
139 Animal Science – a large industry locally and statewide. Other possibilities could include
140 Food Safety, Agritourism, Water Resource Management, and Nursery & Greenhouse
141 Management. Demand statewide is increasing for qualified people in these areas. Adding
142 something unique within the CSU system will distinguish Chico State further in its efforts to
143 meet local, regional, and state workforce needs. These industries could then be tapped for
144 support.
145 14. Strive to maintain high quality classrooms and laboratories on campus and at the University
146 Farm, and utilize up-to-date technology for all facilities.
147
148

149 Stakeholder #2

150 If possible, could there be a discussion about possible courses that would prepare interested
151 students in getting their Certified Crop Adviser license (CCA)? As I understand, this will be a
152 criteria for all California PCA's to be able to write fertilization recommendations in the near
153 future. I feel if we prepare the students with a CCA course, Chico State will have an edge on
154 other colleges that are just offering PCA courses.
155

156 Stakeholder #3

157 My comment for Strategic Planning would be that the College of Ag is doing a great job giving a
158 base education in agriculture, but I would recommend emphasis and awareness for agriculture
159 students of the university's third strategic goal: Educate for a sustainable global society. Help
160 students understand agriculture's role as a steward of resources and habitat, water quality and
161 availability, genetic resources and diversity, soil health, food security, labor practices and
162 fairness issues, human health and nutrition, organic and sustainable methods, being able to
163 measure carbon footprint and understand energy intensity and alternatives. A focus on
164 marketing methods/concepts and distribution will be important for those in any successful
165 business in the future; It's pretty pivotal for students going into any business to understand who
166 their customers are and what they want; Often, I see students coming out of the university with
167 the idea of, "what can you do for me," rather than, "what can I do for you?". The global nature
168 of agriculture is making the atmosphere more competitive than ever and students need to see
169 where they fit.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 ID # 50

3 Number of Participants: 8

4 Type of Participants: Faculty

5

6 The 'Big Questions' for this conversation were: "How do we prepare our students
7 to thrive in the 21st century?" and "How do we shape our academic community—
8 all of us—for it to thrive in the 21st century?"

9

10 The major ideas / themes / declarations of possibility emerging from this
11 conversation are:

12 A few themes seem to emerge:

- 13 1. Faculty are experiencing a *crisis of morale* as morale among both current faculty and those
14 who left Chico State because of (a) salary, (b) workload, and (c) institutional/administrative
15 understanding/integrity is depressingly low.
- 16 2. Many faculty are genuinely angry about pay inversion. However the biggest cause of anger and
17 unhappiness is the sense of indifferent, unfairness, and even callous treatment by University
18 administration regarding workload/enrollment size.
- 19 3. Shared governance here is obviously malarkey.
- 20 4. The teacher-scholar model here is obviously malarkey.
- 21 5. Were I an administrator, I would take the sentiments expressed by these intelligent, caring, and
22 conscientious scholars/pedagogues deadly seriously. I have good reason to believe that these
23 sentiments are representative of a vast majority of faculty here. I would say that with regard to
24 faculty morale, we're as close to rock-bottom as one could imagine.

25

26 Specific Comments

- 27 • The salary inversion/pay equity issue is a big one for me as an assistant professor.
- 28 • Workload is unreasonable at CSU Chico. It is equivalent to a junior college—which believe me I have
29 considered.

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- Oh boy. I love Chico (the city) and I love our students. But the workload is the primary thing that drives me to consider leaving. Unfortunately, the very workload that makes me want to leave makes me not competitive on the market.
 - This year I have been getting increasingly frustrated because everyone is talking about how we finally have a little money, but for some reason, none of that money seems to be affecting course caps. Honestly, I would rather have fewer students even if it meant no salary increase.
 - I personally need TIME for research more than I need anything else. Without more time, the special money-from-the-dean- for-cool-projects that might be offered is worthless.
 - The net result of the emphasis on FTES alongside the campus's demand for WI is a huge inequality in workload. Professors who lucked into a WI may get to teach 2 sections of the same basic class, with those sections capped at 30, while others have the 50 some classes.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 ID # 51

3 Number of Participants: 7

4 Type of Participants: Department Chairs

5 The 'Big Questions' for this conversation were: "How do we prepare our
6 students to thrive in the 21st century?" and "How do we shape our academic
7 community—all of us—for it to thrive in the 21st century?"

8 The major ideas / themes / declarations of possibility emerging from this
9 conversation are:

10 Interdisciplinary collaboration

- 11 • Foster interdisciplinary collaboration with faculty and faculty and students.
- 12 • Curricular vehicle to focus engaging students with interdisciplinary, deep and meaningful
13 projects. For example: capstone classes of 2-3 different departments represented in capstone
14 team.
- 15 • Campus faculty lounge to foster exposure of faculty from various disciplines to develop
16 curriculum and ideas.
- 17 • Provide a structure for curricular and research collaboration to accommodate meaningful work.
- 18 • Institutional support for research needs to be incorporated in faculty workload.
- 19 • The Campus should expect extension of thought and action into areas of overlap with other
20 disciplines – interdisciplinary research.
- 21 • More respect needs to be given to cross collaboration; reverse the trend [silos].
- 22 • Provide opportunities for creative activities – novel research experiences.
- 23 • Cross fertilization among complimentary majors – majority of problems are multi-pointed.

24 New instructional models

- 25 • Need a new paradigm for the old industrial model.
- 26 • Think in long term to win, not short term.
- 27 • Deconstruct the industrial model to something new in the 21st century.
- 28 • Stronger writing skills – writing across the curriculum.
- 29 • A flexible GE program that promotes exploration not channelized standardization.

30 **Student competencies**

- 31 • Technical/digital competency for students
- 32 • Teach students to deal with change – being able to adapt.
- 33 • Teach students to deal with people who are different from them.
- 34 • Teach students they have to think using a systems perspective (i.e., bigger picture, multi-
35 variable relationships).

36 **Community / Global Engagement**

- 37 • Provide local and global responsibilities to take the students outside of themselves.
- 38 • More service learning projects for the students to engage with the community (cross
39 collaboration).
- 40 • Help students to understand how to become global citizens.

41 **The doubts and reservations that were expressed include:**

- 42 • Impediments – need to focus more on what we want to accomplish and less on details to
43 accomplish the goal.
- 44 • Limited student/faculty interaction.
- 45 • Students have lost touch with civic and historical community values.
- 46 • Industrial model does not foster creativity.
- 47 • Dysfunction of faculty doing research, but students not benefitting.
- 48 • Collaboration and research is not valued by our institution.

50 **Additional moderator / reporter observations:**

51 The group had a remarkable interest in working with other departments. It would appear that there is a
52 willingness to do this and interest in building an environment that make this happen.

53 **Appendix – Individual Ideas**

54 Transcribed from question cards.

- 55 • Provide strong foundation in disciplinary content.
- 56 • Provide opportunities for creative activities – novel research experience.
- 57 • Expect extension of thought and action into areas of overlap with other disciplines –
58 interdisciplinary research.
- 59 • Teach students to deal with people who are different from them.
- 60 • Teach students to deal with change – being able to adapt.
- 61 • Teach students they have to think using a systems perspective (i.e., bigger picture, multi-
62 variable relationships).
- 63 • Technical/digital competency
- 64 • Cross fertilization among complimentary majors – majority of problems are multi-pointed.
- 65 • Stronger writing skills – writing across the curriculum.

- 66 • A flexible GE program that promotes exploration not channelized standardization.
- 67 • Help students to understand how to become a global citizen.
- 68 • Provide students with the knowledge and skills necessary to accomplish this goal:
 - 69 ○ Be socially responsible
 - 70 ○ Learn to collaborate, communicate and critique
 - 71 ○ Become facile with digital media and 21st century technology
- 72 • Cultivate a future leader mindset that prepares the students for the future not the present by
- 73 designing authentic experiences that cross disciplinary boundaries and provides deep problem-
- 74 solving opportunities.
- 75 • Adapt to serve an increasingly diverse student body.
- 76 • Create additional learning opportunities “outside of the factory”.
- 77 • Meaningful support faculty wellness
 - 78 ○ Appropriate monetary compensation
 - 79 ○ Greater resources for research
- 80 • Intentionally expand research on campus.
 - 81 ○ Set clear goals that are bold and stretching.
 - 82 ○ Provide strong and clear institutional support (e.g., 9 wtu teaching for research – active
 - 83 faculty).
- 84 • Rely less on state and tuition funding (set bold goals):
 - 85 ○ Expand research funding
 - 86 ○ Expand donated money (effort needs broader dean/chair participation).
- 87 • Create a strong recruitment/retention process for new faculty.
- 88 • Need for human civic community.
- 89 • Need for reconnecting to ecological community.
- 90 • Need for reconnecting to historical community.
- 91 • Restructuring of industrial model (classroom, 50 minute period, ownership).
- 92 • Reconnecting with earlier education.
- 93 • Create space and culture for cross disciplinary interaction.
- 94 • Research expansion and collaboration.

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 ID # 52

3 Number of Participants: 16

4 Type of Participants: Students, Staff and Faculty

5

6 The 'Big Questions' for this conversation were: "How do we prepare our
7 students to thrive in the 21st century?" and "How do we shape our academic
8 community—all of us—for it to thrive in the 21st century?"

9 The major ideas / themes / declarations of possibility emerging from this
10 conversation are:

11 Framing Statement: Need to provide an education that prepares students for the
12 challenges of this century

- 13 ○ What will students need in the future to be successful?
- 14 ○ Adaptation and mitigation strategies for changing environmental and
- 15 socioeconomic conditions
- 16

17 Group Response: How should we shape the academic community?

- 18 ● Create a coherent program or curriculum focusing on solutions to emerging novel
19 challenges of this century.
 - 20 ○ Develop interdisciplinary learning opportunities that would allow the students to
 - 21 apply acquired skills sets in a real world effort and that are transferable broadly
 - 22 to post-graduate careers
 - 23 ○ This will create excellence in the sustainability field
 - 24 ■ Will distinguish CSU Chico
- 25 ● There is currently a demonstrated interest for the creation of an interdisciplinary
26 sustainability degree (80+ applications were received for inclusion in GE Sustainability
27 Pathway)
 - 28 ○ No comparable program exists in the CSU system

- 29 ○ Reaffirmation of CSU Chico as a system leader in sustainability
- 30 ○ Need a degree that would further career opportunities for students wanting to
- 31 become a sustainability professionals, or associated positions
- 32 ○ Help create a business/student relationships within the field (Internship
- 33 potentials)
- 34 ● A gap currently exists between sustainability efforts on campus, fragmentation because
- 35 of disparate disciplinary and AS efforts
- 36 ○ Lack of cohesion between efforts, reduces the overall effectiveness of those
- 37 programs
- 38 ● As discussed the degree option should be not be assigned to a specific College, rather
- 39 broaden the scope and reach of the effort through a interdisciplinary unit that brings
- 40 together the deep knowledge base and expertise from across the entire campus
- 41 community (faculty, staff and students) in a unified solution oriented way
- 42 ○ Defined by the problems it addresses not the disciplines it employs
- 43 ▪ Model similar to Campus as Living Laboratory program or the Sustainable
- 44 Cities Initiative at the Univ. of Oregon
- 45 ○ Lack of options in sustainability for students and students have a hard time
- 46 focusing on sustainability due to the fragmentation of sustainability classes
- 47 between different programs.
- 48 ● Curriculum that starts with basic sustainability classes (GE Pathway) and then includes a
- 49 set of upper division disciplines options to branch off into specific expertise areas.
- 50 ▪ 4 years
- 51 ▪ Sprinkle breadth classes throughout
- 52 ● Create a capstone to draw various pursuits together “Project in Common”
- 53 ○ Capstone should be interdisciplinary drawing together students from the
- 54 differing upper division emphasizes
- 55 ○ Capstone Project-Bringing multiple disciplines together in a common
- 56 sustainability-focused project.
- 57 ▪ Project in Common (multiple courses from different disciplines focusing
- 58 on a problem and collectively working together to propose a potential
- 59 solution for a north state issue)
- 60 ▪ North State initiative and Civic Engagement
- 61 ● Woven into curriculum
- 62 ● Project in common- like book in common
- 63 ○ Ex. Projects that assist local municipalities with challenges,
- 64 such as Climate Action Plans, etc.
- 65 ● International Engagement
- 66 ○ Taking people overseas to finish education and tie it with sustainability

- 67 ○ Sustainability differs from country to country- important for students to
- 68 experience
- 69 ▪ Resilient planning/adaption vs. sustainability
- 70 • Within the disciplinary degrees teamwork, communication, adaptability is shaded by
- 71 disciplinary emphasis...sustainability would be able to embrace the core competency
- 72 within the existing degrees but with a focus on adaptability, resilience and vulnerability
- 73 of human-environmental systems.
- 74 ○ Would create distinction
- 75 ○ Need cross-disciplinary honesty between faculty members, which will give
- 76 students the ability to apply their learned skills in real world.
- 77 ○ Solution- based experiences.

78 **The doubts and reservations that were expressed include:**

- 79 • What are the careers that students would be preparing for if they pursued sustainability
- 80 major?
- 81 ○ Is there a demand for sustainability professionals?
- 82 ▪ Consultant
- 83 ▪ Education
- 84 ▪ Innovative sustainability programs
- 85 • Within a major there needs to be depth and disciplinary focus.
- 86 ○ How can an interdisciplinary degree option in sustainability provide the depth?
- 87 • Would need to hire more tenure track faculty to facilitate more in class learning
- 88 ○ Not rely on part-time faculty as much

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92 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

1 ID # 53

2 Number of Participants: 6

3 Type of Participants: Faculty (Chairs)

4

5 The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in
6 the 21st century?" and "How do we shape our academic community—all of us—for it to thrive
7 in the 21st century?"

8 The major ideas / themes / declarations of possibility emerging from this conversation are:

9 Question #1 – How do we prepare our students to thrive in the 21st century?

10 Offer or even require internships for all students. Many students have never held a job and need to
11 develop a work ethic before entering the labor market. Teach them how to work hard. Show them how
12 to develop resources beyond using just their phone/iPad. Students need good advising so that the major
13 matches career interests to personal strengths and weaknesses. Teach conceptual literacy and not focus
14 just on standardized material. Faculty should work in teams from all colleges to teach students a "hands
15 on" approach to problem solving. (teach practical experience not just theoretical). Can we fund classes
16 that work in modules to span sciences, arts, etc.?

17 Faculty need to keep up with current technology. Need to integrate to prepare for the 21st Century.
18 Faculty receives instant feedback from students and the students expect that the faculty member is up
19 to date with technology, but they are not. "Students hate Power Points" (not universally agreed to –
20 consensus was that materials must be well designed, and that PowerPoint cannot be used as a crutch
21 for material delivery.)

22 "Take the I out of the I generation". Students need to have a more global perspective and not this "I"
23 view. Students need to learn how they "fit" globally and interact with different disciplines. Study abroad
24 would be valuable to imbue the students to have an understanding of differing perspectives. Help
25 students with mental health and wellness. Build a resilient student. Also applies to faculty and staff:
26 Wellness needs to be a focus at all levels.

27 Give students many opportunities for creative problem solving, by including multidisciplinary teams.
28 Students are "techies" and not socially aware. Faculty do not develop the student's communication skills
29 enough. Teachers need to build a community where students feel connected, but how do we do that?
30 Make sure professors have training in effective ways to deliver material to students.

31 How do we break the mold of depending on so much technology for all things?

32 Make sure professors have the latest skill set to offer students up to date learning (especially true for
33 computer science).

34 We need to break down silos – one way is to share labs. Data shows that students that graduate within 4
35 years go on to have more than one occupation. Perhaps students should not declare a major for two
36 years. Data shows that students change their major at least 3 times in the first two years of college.
37 Maybe there should be a 2 year exploration before a major is declared. Problem: Some majors require
38 that you “jump in early”.

39 To avoid silos, encourage flexibility – multiple majors are needed but how can students graduate in 4
40 years? Explore joint degrees. We need to recognize other experiences students have, such as
41 international. Credit should be given for prior experience. Increase the number of students studying
42 abroad. Faculty members think that there should be high expectations for the students. “It’s easy to give
43 A’s and F’s but hard to grade in the middle.” Faculty should have the ability to track students from
44 graduation to entering the job market. Faculty should be open to new ideas, stay current with their field
45 of study and get to know their students better.

46 Develop good communication, listening skills and civil discourse for all students. Increase interactions
47 among diverse students in classes with the professor.

48 Provide models of focus, motivation and work. Help the students become global citizens. Reinforce the
49 basics of writing, research, math, etc.

50 **Question #2 - How do we shape our Academic community?**

51 Somehow make all of your citizens realize the importance of college success for all students. Academic
52 community includes the trades, vocational, community colleges, the CSU, and the top tier.

53 Address disparity of wealth issues.

54 We need a culture that is amenable to listening to ideas, empowering groups and individuals.

55 Need flexibility in the course information (online, hybrid, face to face), while maintaining the primary
56 residential nature of CSU, Chico.

57 Develop a consensus on meaning of scholarship – make it broader based than it is now. Allow faculty to
58 draw upon their strengths, and not assume that all must excel in the same way. Recognize the
59 excellence in a faculty member who is strong in research in teaching, but perhaps poor in traditional
60 service.

61 Community building. Breaking down silos and building schools spirit. Can achieve this by meeting on
62 campus with other colleagues. Need to pursue ways to bring colleagues together in an intellectually
63 positive and vibrant way.

64 Incorporate other sources of funding. Corporations depend on us for productive employees – we can
65 restructure funding of program by gaining their monetary support.

66 Have more interdisciplinary collaborations, e.g. bioinformatics, Math, Biology, Computer Science, and
67 Business. Bring in more international students to incorporate diversity and understanding of other
68 cultures.

69 Huge divide between administration and teachers.

70 Provide adequate resources.

71 Recognize trends, anticipate the needs of the future and give faculty a voice in the direction of change.
72 Share areas of expertise and create more holistic perspective. Recognize our greater academic context
73 (how we compare with others).

74 Promote wellness in faculty: manage/reduce enormous workload; training for advising chairs, etc.;
75 Retain Good Faculty!

76 Continue and enhance leadership training

77 Effective communication. Ability to have time to reflect and plan for the future. Provide adequate
78 resources.

79 **The doubts and reservations that were expressed include:**

80 Ethnic Community – the cost of tuition is too high. Disparity in wealth among ethnic students. Cultural
81 awareness – how do you build?

82 Need to hire more faculty. Promote and retain good faculty. Research has gone up. Redefine scholarship
83 and support faculty more.

84 **Additional moderator / reporter observations:**

85 Comments before presentation began:

86 Not enough mentoring for faculty. Faculty need skill sets and training however there are time
87 constraints involved. Must have management skills in order to lead well. Need training in order to aim in
88 the right direction. Need a foundation to work with in order to go beyond. Administration needs to be
89 willing to listen and act. Communication needs to come from top down. “Culture of listening and
90 encourage making a difference.” There is a gap between administration and faculty. Administration
91 needs to teach faculty and vice versa.

92 Promote and retain good faculty. Environment becoming more complex with more work and less faculty
93 every year. Faculty are leaving because the environment feels less “academic”, and more bureaucratic.
94 Everything takes extra signatures, extra paperwork, and extra time.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 54

Number of Participants: 5

Type of Participants: Public Session

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

- Concerns for more faculty cohesiveness and more connection between faculty to discuss shared experiences.
- Faculty needs to advise students more, not just in career choices but more mentoring with personal issues. Faculty need to evaluate the knowledge that they are teaching as well as the students they are teaching. Some departments do more student mentoring as compared to others.
- Stream line class courses. The amount of students per class is too high. Should be around 25-44 at most. Would like to see fewer "one size fits all" classes of 35-50 students, and a better mix of large lecture classes (e.g.200+), and small discussion-type classes of about 20. That way we could continue to hit FTES targets, while providing both high quality lecture classes, and high quality discussion classes. One size does not fit all types of courses, and students should develop their skills in a variety of contexts.
- Create new disciplines to foster future innovations etc.
- Faculty felt that the department analysts exhibit too much power within their college.
- Faculty feels that there is not enough equity across colleges.
- Apprehension among faculty to change.
- In order to create new disciplines, the university needs to determine what the industry needs first.
- Research is being devalued. Faculty feels that research is important and should be increased because it creates innovation etc.
- Faculty should try to evaluate knowledge and the students they are teaching by giving the students difference concepts, thereby teaching the "whole" person. By "process teaching", the

33 faculty member should ask what the student needs are 20 years from now.

34

- 35 • Faculty feel that they need to become more of a leader and more team oriented.
- 36 • Chairs need to serve faculty more and less of an administrative role.
- 37 • The university needs to encourage and offer more courses to study abroad. 10-15% more was
- 38 suggested. Also there is a need for a faculty liaison in each college. There was a suggestion that
- 39 each college could have an “open house” for advising students about opportunities to take more
- 40 courses abroad.
- 41 • More foreign language requirements needed. Taking foreign languages is currently an option
- 42 but the group felt that taking a foreign language should be a mandatory part for the
- 43 requirements to graduate. This fosters positive cultural communication as well as diversity.
- 44 • Students choose to take most classes on Monday, Wednesday and Thursday during the day. The
- 45 group felt that there needs to be a change in the student’s outlook to take more classes during
- 46 the evenings.
- 47 • The group felt that there needs to be more global awareness and move away more from
- 48 content learning.

49 **The doubts and reservations that were expressed include:**

- 50 • In the past 5 years and budget concerns, the group has experienced a lack of leadership and
- 51 turnover with their past Deans. With the hiring of two new Deans coming to campus in January,
- 52 the group felt encouraged by the chosen candidates.
- 53 • The group felt that the University environment was resistant to embracing change. They gave
- 54 examples of Student Affairs/Academic Affairs - concern that the university policies were adding
- 55 unnecessary complexities. It was explained that with grievances and policies coming from the
- 56 Chancellor’s Office, these changes were necessary.

57 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

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2 **ID # 55**

3 **Number of Participants:** 9

4 **Type of Participants:** Technicians and Clerical Staff

5

6 **The 'Big Questions' for this conversation were: "How do we prepare our**
7 **students to thrive in the 21st century?" and "How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?"**

9 The major ideas / themes / declarations of possibility emerging from this
10 conversation are:

11 **COMMUNICATION:**

- 12 - Team building exercises
- 13 - Communication skills
- 14 - Public speaking skills
- 15 - Encourage participation in student groups and activities
- 16 - Faculty promote AIME, SWEE, ASME, IEEE, etc., to get them more involved in the social group end of
- 17 technology
- 18 - Teach life skills – employable, leadership, team work, communication
- 19 - Students sense of belonging; being part of career group early in academic program, immersion

20 **INTERACTIVE LEARNING:**

- 21 - Hands on learning is critical
- 22 - Provide more hands on experience
- 23 - Require at least (1) internship during college years as part of degree program to get hands on
- 24 experience before entering workforce
- 25 - We need to prepare students in the stem fields as well as their interpersonal skills. Math and
- 26 sciences will prepare them to use and understand the technology that is in their everyday life
- 27 - Hands on approach to learning.
- 28 - Internships within field of interest.
- 29 - Applied classes – hands on lab space
- 30 - Provide the materials and technology within the classrooms
- 31 - Accountability for faculty and staff to the College mission -- not their own agenda

- 32 - Provide classes needed for majors and faculty to teach them
- 33 - Have more interaction with real-world experiences by inviting guest lecturers
- 34 - Be aware of the demands in industry

35 FACILITIES:

- 36 - Update lab facilities to reflect current technology
- 37 - State-of-the-art facilities (labs)

38 TECHNOLOGY:

- 39 - Knowledge of technology
- 40 - Teach what is relevant for today in technology
- 41 - Available/Access to labs/MLIB, etc., current
- 42 - Require faculty and staff to stay current with today's technology

43 ADVISING:

- 44 - Centralized college advising
- 45 - Instructor availability, classes, labs, office hours, advising
- 46 - Help students decide earlier on their chosen field instead of waiting until Jr. year
- 47 - Require students to complete a language as part of their degree
- 48 - Better weeding out of students that are not qualified or motivated

49 PROFESSIONAL DEVELOPMENT:

- 50 - Professional Development for faculty and staff
- 51 - Recognize efforts of staff
- 52 - Better prepared support staff. Coming to work with a "can do" attitude to get our job done. We need to promote this.
- 53
- 54 - Focus on engineering, sciences, and math. More focus on the technologies that we use today and possibility into the future. While there is a need for humanities and the arts, we need science and math.
- 55
- 56

57 TEAM WORK/COLLABORATION:

- 58 - Try to foster a more collaborative attitude (team work) from the top down
- 59 - More networking on campus to utilize experts we already have right here
- 60 - Collaborative teaching, sharing of knowledge, and resources between Departments and Colleges

61 OVERCOME ROAD BLOCKS:

- 62 - Institutional handcuffs – restrictions in completing workload
- 63 - Curriculum reviews – eliminate what is no longer viable/relevant and create new directions
- 64 - Don't be afraid to make change – strangling processes

65 ACADEMIC MISSION:

- 66 - Decide what kind of university we are
- 67 - Identify our most successful programs and make them a priority
- 68 - Provide mentors to faculty -- those who are excellent are the ones we want to be mentors
- 69 - Provide incentive to faculty that go above and beyond in their classes
- 70 - Top-notch faculty who are innovative

71 **ACADEMIC SUPPORT:**

- 72 - ASC (Administrative Support Coordinator) Council
- 73 - Campus-wide best practices and procedures
- 74 - Faculty that support university procedures – embrace the rules and move on
- 75 - Better communication from Administration
- 76 - Require processes be standardized across campus
- 77 - Proactive/cooperative administration
- 78 - Student Learning as a universal goal
- 79 - Enough staff to accommodate majors
- 80 - There must be a better formula for large/small departments as to workload for ASC

81 **The doubts and reservations that were expressed include:**

82 **Additional moderator / reporter observations:**

83 We used a technique called “Affinity Diagrams” for organizing ideas into common themes, a “visual tool
 84 for organizing a large amount of information into themes so that the ideas are more manageable” (from Ingrid
 85 Bens, *Facilitating with Ease, 3/e, 2012*).

- 86 -Listening to the demands of the industry/field
- 87 -Need for hands-on learning and experiences
- 88 -Campus-wide best practices and procedures, and standardization
- 89 -Identify our most successful programs and make them a priority
- 90 -Identify faculty mentors – the best we have to be mentors
- 91 -Current technology used in all classes/labs
- 92 -Helping students decide early in academic career their direction and give
 93 guidance to where curriculum needs to change/be developed
- 94

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 56**

3 **Number of Participants:** 4

4 **Type of Participants:** Faculty

5

6 **The 'Big Questions' for this conversation were:** "How do we prepare our
7 **students to thrive in the 21st century?"** and "How do we shape our academic
8 **community—all of us—for it to thrive in the 21st century?"**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

12 Communication Skills:

13 Focus on Basic Skills.

- 14 • Give students the fundamental skills implicit in their chosen discipline.
- 15 • Writing
- 16 • Communication
- 17 • Public Speaking

18

19 Technical Skills

20 Basic Skills

- 21 • Math
- 22 • Science
- 23 • Give them the fundamental skills implicit in their chosen discipline.

24

25 Undergrad student are Generalists

26 Grad students are Specialists

27

28 Advanced Skills –

29 Software Skills

- 30 • Teach current tools & technology
- 31 • Current /upcoming programming trends

- 32
33 • Interdisciplinary projects & curriculum need to be encouraged and supported.
34

35 Out of Classroom/Non-textbook Experiences

- 36 • Advanced Skills and Problem Solving
37 • Expose them as much as possible to professional practice through:
38 ○ Club Activities
39 ○ Targeted Extracurricular Activities
40 ○ Industrial sponsored Capstone Projects.
41 • Get real world projects/problems for students to solve.

42 Learning Skills

- 43 • Engage the Community
44 • Social Skills by doing Community Service
45

46 Social Skills

- 47 • Advanced – teamwork skills
48 • Teach them to be a team player
49 • Cultural Awareness
50 • Instill in them the importance of professionalism, work ethic, and the basics of organizational
51 behavior
52 • Ethics
53 • Networking
54 • Make the confident enough to become a successful member of Engineering Society
55 • Convince them, in a positive way, that they don't have a "right" to a high paying job and an easy
56 professional life. Industry expects hard work, not attitude of entitlement.
57 • Happiness = Responsibility - Expectations
58

59 **The doubts and reservations that were expressed include:**

60 Incoming students are becoming less and less prepared, and many must take remedial courses before
61 they can begin college level work.

62 Resources:

63 Classrooms, Professional Development on latest programs and knowledge. Staying current.

64 **Additional moderator / reporter observations:**

65 A lot of discussion surrounding the lack of student preparedness from elementary through high school.
66 Expressions of need to influence education of students before they come to university.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 57

Number of Participants: 12 (10 students, moderator and reporter)

Type of Participants: Student Leaders Group

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

- Faculty Share Projects with Students
 - Disconnect between projects and teaching
 - Ask faculty to share projects with students
 - Engage, employ, and apply teaching to projects
 - Provide opportunities for research assistants (to undergraduates as well). Access gives opportunity!
- Concrete List of Internships & More Internship Opportunities
 - Create clearinghouse of internships (searchable data base available to all)
 - Couple classes with internships
 - Offer a course that meets to discuss/share internships
 - Bring in mentors from field to share in classes
 - Practicums to do career-related work
 - Enable students to get involved in their field. May not get everyone an internship, but involve more students somehow with research assistants or projects.
 - Update Chico business directory and discuss with City Council how to attract business and connection to the university.
 - Involve students somehow in their career field.
 - Internships are not required, but they are essential! Many majors don't even offer internships or offer them only to graduate students
 - Offer internships to undergraduates as well as graduates.
 - Internships need to be realistic in their expectations. Twenty hours a week for an internship on top of senior level courses can be difficult.

34
35 Meetings, Clubs, Events to fill in pathways
36 -Substitute participation in clubs for some pathway requirements
37
38 Create "Leaving CSUC" seminar or course
39 -Like University 101, create course for leaving the CSUC.
40 -Create bookend courses for beginning and end.
41 -Re-work a senior seminar to cover career readiness.
42 -Focus on different paths after graduation: employment, grad school, or other path.
43
44 Improve General Education Courses
45 -GE courses are not interesting and don't relate.
46 -Make sure GE is taught by enthusiastic, engaging faculty.
47 -Help professors better "engage" in classes. Example: Philosophy XXX most-often failed course because
48 it is so dull, with no application to life and poor teaching.
49
50 More Faculty-Student Interaction and Connection
51 -Encourage students to meet with faculty.
52 -In small departments, students have access to faculty and Chair. Students need more faculty
53 availability in larger departments.
54 -Create mentorship with faculty and students (not just student mentors).
55 -Students assigned an advisor when declare a major, but students need a mentor in the first year and
56 should meet with a faculty mentor monthly.
57 -Many students only talk to teachers to get into graduate school. Need to create an incentive for
58 students to talk to faculty sooner.
59 -Faculty mentors could be more than 1:1 and could be done in groups to be more practical for large
60 departments.
61 -A graduate student advisor model used in Political Science could be applied in other departments.
62 -Advisors are needed even in small groups and encourage class to talk to other faculty about interests.
63
64 Career Planning Class
65 -Help job searches, get students job ready.
66 -Share what careers, job opportunities are out there.
67 -Connect with internships so that students are ready to get the job.
68
69 Better freshmen (1st year) Connections
70 -Connect students to a group (may not be academic, could be social).
71 -Better opportunities for students to connect with student groups.
72 -Get students more involved with student groups (clubs activities, etc.) sooner.
73
74 Make Classes more Engaging.
75 -Require students to get out into the community.
76 -Even when "outside" events are mandated, require students to go the extra step of either talking to the
77 speaker or each other after the event.
78 -Faculty needs to be more engaging and enthusiastic.
79 -Make GE courses more relevant to career path.
80 -Encourage faculty to make students more self-sufficient after the first year. Don't always remind
81 classes of every due date. Too much hand-holding doesn't prepare students for the future.

82
83 Increase/Create social Interactions between Departments, Colleges and people.
84 -Students should interact with a wide variety of people.
85 -For example, Sciences and Engineering students don't interact with other majors, creating a "social
86 awkwardness".
87 -Departments and colleges are too isolated. Students want to interact more with a bigger variety of
88 majors, so need to create opportunities.
89 -Mandatory advising is good and valuable, but students need to talk with cross-college or cross-
90 department student and faculty. Many students have no outside interaction with other departments
91 once GE requirements are fulfilled.
92 -More opportunities to mold different schools of thought and projects across departments. Many
93 majors share the same thought processes, but have very different perspectives.
94 -Foster a clear college identity so that students realize that they are a part of a college and interact with
95 the different departments within that college.
96 -Break down walls between disciplines and departments.

97
98 More Sustainability activities, not discussion
99 -Hear talk about sustainability, but don't see action. See "crud" in the creek while talk is everywhere.

100 Do more than teach and talk about it.
101 -Aside from choosing which trash can to use, students don't do anything for sustainability.
102 -Need a stronger commitment and awareness to campus cleanups. For example, one class cleans up a
103 path once a semester, but it is trashed the next day.
104 -At least there is enough awareness that trash bothers people, but we need to go a step forward.
105 -Example: Student carries a clean Canteen, but only water bottles are provided. Make it easy and
106 expected for students to recycle.

107
108 Technology Advances
109 -University must keep up with evolving technology to prepare students.

110
111 Organize Student-Faculty Mentors or Student-Student Mentors
112 -Create a student hot line or texting hot line for events on campus.
113 -Student hot line could give info, advice, help for incoming freshmen and transfer student.
114 -Use technology to connect students.

115
116 Students in Community
117 -Require community involvement from students. For example, require attendance at town hall
118 meetings.
119 -Encourage students to engage with community members and groups.
120 -Consistently connect courses with community involvement. Courses that don't require community
121 involvement fill up faster, so have all courses consistently have this requirement.

122

123 **The doubts and reservations that were expressed include:**

124 Why is the XXX Dean talking to another college's students?
125 -Explained Convener, Moderator and recorder model
126 -Moderators from outside the college so students more free to have frank discussions

- 127 -An outside person might get better/more ideas from the conversation
128
129 Students need more personal connection with faculty!
130 -If faculty expected students to attend classes and cared if they showed up, students would more gladly
131 attend classes. Faculty should care whether students are there or not!
132 -Faculty needs to make students want to get out of bed because of their connection.
133
134 Are the “big conversations” asking the right people?
135 -Video included Nicole and Taylor, but didn’t portray the “average” student. Successful alumni
136 portrayed, not unemployed alumni that couldn’t find work.
137 -Conversations always involve successful, involved students.
138 -Consider holding a focus group with failing or struggling students to find out what they need.
139 -Most students don’t want internships, inter-department collaborations or community involvement.
140 Most students just want a degree. Ask them how this could be changed.
141
142 New pathway requirements
143 -New pathways are very limiting! Substitutions are not allowed and pathways are very narrow.
144 -An upper-division understanding is good, but the pathways need to be more flexible and less
145 prescriptive of what students should take.
146 -Students are not allowed to take a variety of classes because of the pathways. Students used to have
147 more choices and options.
148 -Students tend to take the least “worse” option, but are not interested in classes.
149 -A fun course is something that interests you. More classes and choices open more doors and ideas.
150 Current pathways limit these choices and opportunities.
151
152
153 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 58

Number of Participants: 6

Type of Participants: Faculty

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

- Diversity Action Plan, How do we translate these ideas and principles that one cannot dispute into practice?
- How do we attract a diverse student population, if we do not have programs to include global awareness?
- We do not have a range of offerings, as we have gaps of entire continents in the History and Comparative Religion and Humanities departments to name a few.
- How do we translate these into?
- Food closet - five of the students in program X do not have food to eat. They do not have the funds (they have exhausted undergraduate financial aid, are not M.A. graduate students, and are in a professional preparation program with limited financial support) to eat.
- Many of our students are second language learners, putting themselves through school, how to navigate the bureaucracy, how to get more support, many of them tapped out of student loans. . . they run out of food before they run out of days each month.
- One student is \$1000 shy of paying next semester's tuition. The last hurdle to overcome. She emailed that she would drop out. However, the professors have put together the resources to successfully keep her in school through receipt of her credential in May.

34
35 One professor stated that she would not be here as a teacher and now faculty member today if she had
36 to pay the tuition that is currently charged. We need to do something about the tuition issues. It's
37 terrible for today's students.
38
39 Food, rent, utilities cycle – students are short on one of these items every month.
40
41 The students described above are typical examples of what's happening to many students
42
43 Attracting diverse group of students, meeting their needs,
44
45 We have had efforts to recruitment, but we have less synchronized efforts to address retention.
46
47 We need concerted efforts, university wide, to help them stay through to graduation. Some diverse
48 students feel socially isolated. We need to have faculty to be more aware and approachable.
49
50 Many students do not have the social capital to address these issues.
51
52 Every October, there is a group of first-time students to Chico ready to go home. Most of the faculty
53 members do not know about students' dilemmas.
54
55 These are especially missing for transfer students. We have very little for transfer students. The lack of
56 support for them, what we need to do to make a difference.
57
58 Student Success Center - a great program but very limited in terms of the number of students the Center
59 can assist (given staff size).
60
61 There are holes - we tend to hire in areas that belong to 10 years ago. Rather than looking at the future
62 curriculum needed to serve students in the decades to come.
63
64 A recent program at Brown - very professionally run, supports departments to backward design their
65 curriculum.
66
67 First 5 times teaching a course: I put so much into it, I would hold onto it. But it makes sense to let go
68 what we know well and embrace students and the future
69
70 Applicants - people embrace interdisciplinary work, Chico State feels like in the antiquity relative to this
71 issue. We need to be more multidisciplinary in our approach to programs, to synthesize information
72 from different disciplines.
73
74 Need a new funding structure to promote inter and multidisciplinary team teaching vs. how we protect
75 our own FTES
76
77 Moving away from an adversarial to a collaborative model.
78
79 Global and U.S. ethnic areas - need to have more joint efforts to extend beyond literature and language.
80

81 We are in danger of losing the whole model of the university. What does it mean to have a college
82 degree, college experience?
83
84 What is the quilt of a university?
85
86 Changing from a college to a university. We will keep this going and we will protect it.
87
88 The group expressed a statement of support for the eagle view rather than the land view. Eagle does
89 not see boundaries, just sees the landscape. People on the ground see turf/territory.
90
91 The eagle view was used at times when developing the General Education program. How do we want
92 the program to look from above rather than from the ground?
93
94 Academic planning - needs to be rooted in our stated missions and values.
95
96 How are we supporting GE, internationalization?
97
98
99 Do we want students to have language requirements?
100
101 We have a very strong study abroad, #2 and #9 nationally, in sending students abroad. We tied study
102 abroad to GE.
103
104 India, Spain and England - the most popular places to go.
105
106 Transformative experiences in study abroad.
107
108 It is not systematically pulled into the curriculum.
109
110 We are recruiting in X academic discipline. However, diversity is a secondary factor in the hire.
111
112 We now have Self-instructional programs with tutors in some languages - lost these programs, classes.
113 Our campus has lost whole languages in overall offerings.
114
115 Culturally relevant pedagogy and curriculum.
116
117 A student can teach in a Hmong immersion program in Sacramento. To place her at a school. She was
118 able to share her experiences with the community.
119
120 Sustainability of issues and students. You see that you are valued.
121
122 Adding heritage learner courses - may assist retention rates.
123
124 Hmong speakers can do Hmong testing.
125
126 A student planning to be a teacher must pay \$800 for testing in addition to the \$3400 for tuition.
127

128 Due to fear factors or affordability - students (primarily first generation students) often procrastinate
129 taking the tests until just before graduation. If they fail, this puts off entry to student teaching (and
130 there is a need to put forward the test dollars again).
131
132 The courses and tests - make it hard for students to finish, struggling to get \$ to pay for school fees and
133 test fees.
134
135 To get through the system in 4 years, you need to have money.
136
137 Retention of non- majority students. We need to recruit and retain diverse faculty. There is a lot of
138 research done in this area to argue for recruit diverse faculty effectively.
139
140 Language, culture and diversity (center of multicultural and bilingual education)
141
142 Lifelong learning
143 Technology
144
145 Supporting underserved and underprivileged students.
146
147 Minority students are struggling - we don't know how to support them (contract means problems, you
148 need extra help)
149
150 We are finding this a pattern. When a student is in trouble, it is usually a minority student.
151
152 Just in time learning but is not in time.
153
154 It needs to be addressed. Something needs to be done.
155
156 Space: work load, lost 3-4 faculty members in the center. It's been difficult to get a new hire. People
157 would like to take advantage of CELT conference but we have no time.
158
159 Two days on campus with no classes: devote that to faculty development. That is a great idea.
160
161 My own research is very important. Because of time constraints, one cannot read or write as much. We
162 worry about this.
163
164 Teaching load: more preps, more students (3-4 preps per semester)
165
166 Class is getting larger and larger; it is getting difficult to know all of the students.
167
168 Assumption: students will self suffice.
169
170 Some rebalancing needs to be done re: GE. Some of the assumptions do not work out.
171
172 How many classes can we support in area studies?
173
174 Pathway - expedience vs. programmatic. Under enrollment in lower division. Lack of writing intensive,
175 lack of upper division classes, lack of writing intensive classes.

176
177 UC Boulder: Conference on World Affairs. Everyone comes for free. It is a delightful week. Yes, it is
178 possible.
179
180 What do you think about language requirements for undergraduate students? YES!
181
182 You speak a second language and you are an American- many people comment on it.
183
184 A ton of GE students vs. hitting big by the Pathway GE. It has been conflated.
185
186 We need to require language of undergraduate students:
187
188 In the past two years, language is not required in college admissions.
189
190 Two years of language is a standard requirement across liberal arts colleges.
191
192 We used to require 2 years of language. Now we have to fight just to keep one.
193
194 Engineering and business - there has been a lot of language and study abroad in Business College.
195
196 Engineering is the central problem in terms of reducing undergraduate general education requirements
197 due to their high unit major.
198
199 Business is open to course substitution
200
201 When people graduate in business or engineering, these areas need people who have international
202 experiences that will, in turn, provide more opportunities for career advancement.
203
204 Gaps:
205
206 Preserve: Academy E-Learning should be preserved. Getting to know faculty from different disciplines.
207 This breaks down silos. It's great and healthy.
208
209 There are some departments who are not playing in that program need to become.
210
211 8th E-Learning cohort, department X needs to be part of it.
212
213 There are so many exciting things that you can do about it.
214
215 Perception of Academy E-Learning: To take some classes and make them like the University of Phoenix
216 offerings, but to do so with the most possible quality. We are going to do in the most elegant way. We
217 are going to squeeze more students into those classes, but to do so with the most attention to quality
218 that is possible. We do not want to cannibalize classes. The program is a "Damage control" program in a
219 difficult economic climate.
220
221 There are no consequences to those who do not play ball as the academy changes.
222
223 After tenure, there are no longer consequences for faculty who do not want to play ball.

224
225
226 Silos:
227 University writing community. Every Thursday morning 9:00-12:00 to write together. It sounds really
228 neat. More resources to hire student assistants to extend the hours. Big beautiful windows looking out.
229 If you want to collaborate, please join us.
230
231 If you want to go in by yourself, you will be able to do so.
232
233 To have more of these through the invitation from the Provost. Such conversations are delightful. It's
234 good to have such conversations.
235
236 Students just want to graduate and get on with their life.
237
238 Transfer, reentry students, in their 30's. To further education - they cannot afford the education.
239
240 One person, who needed to leave the session for a time, when returning after the session said she
241 wanted to weigh in on having the university priorities to be used by departments rather than each
242 department and each college developing their own priorities. These varied plans make planning,
243 reporting, and assessment more complex than what they need to be.
244
245 Needs based scholarship is needed.
246
247
248 **The doubts and reservations that were expressed include:**
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252 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 59

Number of Participants: 10

Type of Participants: Students

The 'Big Questions' for this conversation were: "How do we prepare our students to thrive in the 21st century?" and "How do we shape our academic community—all of us—for it to thrive in the 21st century?"

The major ideas / themes / declarations of possibility emerging from this conversation are:

- Students began by discussing what the world will look like in five years, including increased use of technology, personalized medicine, etc. and the concern was raised about machines replacing people, and therefore possibly fewer jobs
- Students discussed the need for more diversity in the workplace and in education, especially in STEM majors – both ethnic diversity and gender diversity
- Students perceive the future as a world of increasing diversity, and therefore diversity in the professions needs to increase as well
- Students noted the importance of being exposed to different career possibilities, to expand their horizons so that they might learn of different career paths
- Students spoke about the importance of fulfillment on a professional level, but also on a personal level – they did not view the two as separate but integrated and intertwined. For example, a civil engineering student talked about her interest in working on transportation systems in Third World countries
- Students valued community service as a way to prepare for leadership roles in their chosen fields and for leadership roles in their communities
- In order to prepare themselves for a changing world, students noted that interdisciplinary studies and dialogue across disciplines is important to prepare themselves for an increasingly changing world – for example, they noted that biology, engineering and chemistry are interconnected and that they overlap and this overlap and interconnection is important to understand the world
- Students talked about being open to alternate career pathways but also noted the importance to them of finding a career and profession that fits with what they are passionate about

- 34 • Students noted that interdisciplinary studies can help them be open to and exposed to various
35 career paths
- 36 • Students talked about global career pathways, in the new and changing world and about the
37 possibility of creating the job you want – that there are global opportunities if you are culturally
38 aware (cross-cultural awareness)
- 39 • Students noted that the University’s study abroad program is one of the best in the nation – and
40 provides students with important and critical opportunities to develop global awareness and be
41 open to global opportunities
- 42 • Students commented that education is what you make of it – you have to take it upon yourself
43 to learn the material – your education is what you make it
- 44 • Students noted that mentoring would be helpful and hearing the stories and journeys of
45 professionals in their fields, including alumni and others in their fields. For example, if someone
46 could do a “mini-series” of “how did I get here”, for example, a medical doctor, a researcher,
47 etc. If they would share their life stories, their educational and career paths – journeys and
48 stories shared by successful professionals in these various fields. They “made it”. How did they
49 get there?
- 50 • Students noted that career fairs are limited in the professions that they address, that they want
51 more exposure to other careers – that career fairs tend to have a very narrow mind set. They
52 want to be exposed to other options.
- 53 • Students noted that cross-cultural educational experiences are important to their success
- 54

55 **The doubts and reservations that were expressed include:**

- 56 • Although these students did not express any doubts and reservations, they did express the view
57 that they are themselves, ultimately, responsible for their educational success.
- 58

59 **Additional moderator / reporter observations:**

- 60 • This is a highly self-motivated group of students who are majoring in competitive and
61 academically demanding fields and they are looking for successful professional mentors and
62 global and cross-cultural experiences that would expose them to both traditional career paths as
63 well as creative and innovative career opportunities in a global context.

'CREATING NEW POSSIBILITIES' CONVERSATION

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ID # 60

Number of Participants: 31

Type of Participants: Students

The 'Big Questions' for this conversation were: “How do we prepare our students to thrive in the 21st century?” and “How do we shape our academic community—all of us—for it to thrive in the 21st century?”

The major ideas / themes / declarations of possibility emerging from this conversation are:

- As first generation college going students, a number of participants raised the issue of the importance of academic advising at both the high school and college levels – to instill the value of education and help make college possible for first generation college going students
- Students also expressed the importance of mentoring – and the importance of being able to talk to alumni and other professionals in their chosen fields
- Many students also expressed their goal of helping others – including high risk students in high schools – to get a higher education degree and make college accessible to these students – to help others like themselves see that college is possible and that they can achieve their dreams
- Students discussed how they can make a contribution in their chosen fields, for example, a nursing student wants to work in neighborhood family clinics when she graduates, to create a welcoming environment for people who may be afraid of big hospitals. Many of the students are motivated by the possibility of making a meaningful contribution to society and their communities. They noted that making a good living is important, but it is more important to do something you love to do, something you are passionate about, something meaningful. Students expressed that they are motivated to help others, that money isn't everything, even though as college graduates, they expect to make a decent living. They noted that they are motivated by larger social purposes.
- Many of the students expressed the need to have opportunities to explore options in relation to career paths while at college, and the value of meeting with professionals in various fields to ask questions and learn more about these career paths (e.g. explore fields such as architecture versus interior design versus graphic design, etc.). Making a choice regarding career path can be daunting for students, as there are so many options.

- 35 • Provide more resources to explore career paths – there is nowhere to go to get more information on
36 how to explore majors and chose classes for GE – how to select courses related to the things that
37 you are passionate about
- 38 • Internships and hands-on training would be helpful to help you find out if you are really interested
39 in a particular field – internships are different from reading a book – you would be in the field
40 working in a particular profession getting hands-on experience
- 41 • Perhaps the University’s catalogue could provide more information on the qualities and
42 characteristics of professionals in various fields and majors
- 43 • Note that the Convener mentioned aptitude tests and career counseling, but none of the students
44 appeared to be aware that these services are available both in high school and in college
- 45 • Students suggested that faculty might bring experts in various fields into the classroom, including
46 alumni professionals in various fields, to speak to students about their work and careers – students
47 noted that incorporating more real life experience into the classroom would be very helpful to them
- 48 • Students noted that some students do well in hands-on learning, there are different learning styles,
49 some do better in the classroom – some do better in experiential learning
- 50 • Students noted that it is important to provide support to incoming freshmen, particularly at-risk
51 students (including students from inner city environments) because inner city schools don’t help
52 students prepare for college – students need help to navigate college and connect with the college
53 environment
- 54 • Several students noted that “transfer students are neglected in lots of ways” at CSU, Chico – and
55 that transfer students need more programs that help transfer students specifically – most programs
56 are for freshmen students.
- 57 • Students expressed that the University should do more to make students more aware of the
58 resources available to them on campus, e.g. the Student Success Center - students noted that EOP
59 and Upward Bound and other programs are meant to help students – but many students don’t even
60 know what’s on the third floor of the building
- 61 • Freshmen Orientation is a good opportunity and time to let students know about the resources
62 available to them.
- 63 • A number of students noted that the University should require a diversity course in order to
64 graduate.
- 65 • Students also noted that orientation should include information on ethnic diversity on campus, and
66 not just sexual harassment and sexual abuse. Students noted that underrepresented minority
67 students on campus feel isolated, and that more should be done at Orientation to introduce
68 freshmen and transfer students to diversity issues at the University
- 69 • Students noted that diversity groups should be able to have information booths during the first
70 day(s) of orientation as do the fraternities and other groups that are given priority (students noted
71 that diversity groups don’t have use of the quad during the first week of the semester – they noted
72 that the third week of every semester is “Multicultural Week” on the quad, and they feel they
73 should be able to have the first week available to them- they noted that the University needs more
74 integration during the first week of classes – students expressed that there are “two realities on
75 campus” – with one being the reality of the experiences of underrepresented minority students.
- 76 • Students noted that there should be outreach follow-up after Orientation regarding resources
77 available to students; as Orientation can be overwhelming – perhaps tours, etc. could be offered
78 later in the semester once students have settled in

- 79 • Many of the students noted that as underrepresented students on campus, they “always feel like
80 they are carrying a stereotype on my back – that I have to work harder to prove myself” – students
81 expressed their feelings and concerns regarding the burden of being a minority on this campus with
82 low diversity among the student population
- 83 • Students discussed the experience of segregation on campus and in the external Chico community
- 84 • Students noted that for international students, information is difficult to find on the CSU Chico
85 website, that it is difficult for international students to navigate the CSU Chico website and find the
86 information they need
- 87

88 **The doubts and reservations that were expressed include:**

- 89 • Students asked, “Where do these conversations lead? What is the action plan that will occur as a
90 result of these conversations?”
- 91 • The convener described the process of developing a renewed academic plan based on the results of
92 the possibility conversations, and phase II of the process in the spring semester. She also noted
93 that all session notes will appear on the Academic Renewal Plan website in the spring semester and
94 that she would send information with the link to the website to Gary McMahon so that he might
95 share this information with the students who participated in the conversation, and also so that they
96 would be informed as to how they might continue to participate in phase II of the process, and
97 encourage other students to get involved as well – and that we will prioritize the ideas that come
98 out of the possibility conversations and that these priorities will become our action plan for the fall
99 of 2014.
- 100

101 **Additional moderator / reporter observations:**

'CREATING NEW POSSIBILITIES' CONVERSATION

1

2 **ID # 61**

3 **Number of Participants:** 8

4 **Type of Participants:** Chairs

5

6 **The 'Big Questions' for this conversation were: “How do we prepare our**
7 **students to thrive in the 21st century?” and “How do we shape our academic**
8 **community—all of us—for it to thrive in the 21st century?”**

9

10 **The major ideas / themes / declarations of possibility emerging from this**
11 **conversation are:**

- 12 • Students need to have more technical skills
- 13 • Faculty need to have fewer regulations/restrictions and more time to be able to devote to
- 14 students. More regulations have been imposed on faculty members by the administration in
- 15 the last year.
- 16 • Get Non-tenure track faculty more involved in University life.
- 17 • Newsletters are great but they take time and the Chairs don't have it.
- 18 • It would be great to have Alumni come and talk to students about once a month to talk about
- 19 how to get a job and get into their chosen career.
- 20 • Students need to be able to focus on technology and the content of their courses; this will help
- 21 them in their next steps.

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24 **The doubts and reservations that were expressed include:**

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- There used to be 4 courses per faculty member and 2 sections of release time for research and service but since there are fewer and fewer TT faculty, the service has to be done by fewer faculty members therefore there isn't enough time for research.
 - The students in the introductory video are not "typical" students, they are the cream of the crop. It would be nice to know what the "typical" students think.
 - There is a struggle between VPBF and VPAA – there are continually cutbacks that impact Academic Affairs but it doesn't look like Business & Finance is making the same sacrifices that AA is.
 - There is a lack of respect for faculty and a culture of distrust and too much micromanaging; especially in the last few months. There have been valuable staff & faculty not hired because it took too long to get it through Kendall.
 - The ratio of TT: lecturers need to change. The TT faculty invests more time and energy into the students' lives and futures.
 - It used to be a ratio of 60 transfer students to 40 freshmen but then it switched to 40 transfers to 60 freshmen and now the administration wants to swap it back to 60 transfer students and 40 transfer students but the Spring 2014 schedule (and some of the Fall 2014) was already in place.

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42 **Additional moderator / reporter observations:**

43 Chairs "seemed passionate about their students and about getting them the best education possible but
44 continually feel stymied by time, various bureaucracies, and procedures that come from above. There
45 seems to be more focus on saving money, not doing what is best for the students."