

'ACTION CONVERSATIONS:' REPORTING TEMPLATE

Date, Time, and Place of Conversation: September 18, 2014, 1-2:20, SSC 306

Duration of the Conversation: 75 minutes

Convener: Loker, Pratt, Silliman

Moderator: Loker, Pratt, Silliman

Reporter: Loker, Pratt

Number of Participants: 2 + team members

Type of Participants: faculty

Theme of Discussion (e.g. "Theme 1, Student Success"): Theme 1: Personal and Social Responsibility, Diversity

The major ideas / proposed actions / implementation steps/ assessment of priority emerging from this conversation are:

1.2 Citizenship and Social/Personal Responsibilities What are commonalities among 1.2.1, 2, & 3? What is the role of the curriculum versus co-curriculum? Are we looking for experiences or practices?

1.2.1 Civic engagement, public sphere pedagogy

- Enhance service learning and civic engagement opportunities We are seeking scaffolded experiences, multiple opportunities for civic engagement that are progressively more challenging. We need an inventory of civic engagement practices by major.
- What are the resources to encourage this among faculty? What are the rewards for students (badges? Co-curricular transcript?)
- Use existing forums: International Forum, Anthro Forum for engagement. Start new Forums: Civic, Sustainability, Diversity?
- Encourage the development of Saturday field experiences.
- Study Local: immersive experiences locally similar to Study Abroad.
- Limitations of the semester. Need new course codes for teaching these courses (activity). Or up the number of units to 4 or 5 to reflect greater faculty and student work.

- Make it a requirement, require a certain minimum number of hours of volunteer experience
- Add more service learning courses

1.2.2 Sustainability: Similar to Civic Engagement, need an inventory by major.

- Ongoing attempts to survey students to see how sustainability education is impacting their attitudes and behaviors.

1.2.3 Ethics + Academic Integrity: An ethics course is not the best way to address this.

Providing experiences, like civic engagement, that put students in morally complex situations and helping them develop principles for reasoning through these is more effective.

Notions of academic integrity are changing: “everything is a remix.” Need a consensus on what is permissible in the cut and paste age. Need to distinguish inadvertent violations of (changing?) norms of academic honesty. Versus sophisticated cheating: goggle searching quizzes. Cutting and pasting Tumblers.

- Establish an anonymous hotline to let profs know when cheating is occurring. Cheating hurts honest students who don’t come forward for fear of being denounced by fellow students.
- Increase student expectations
 - Change policy around D grades, course repeats These are CO policies
 - Have evening and weekend classes Didn’t work well for U-Course. Needs a broader commitment across campus re scheduling.
 - Greater student accountability (writing quality, turning in assignment on time, attendance, etc.)

1.3 Diversity and Globalization

1.3.1 Inclusive excellence

- Extend the Chico Experience to an increasingly diverse study body Demographics of our student body are changing – we WILL become more diverse. How do we ensure success of traditionally underserved students: minority, first generation, lower income? **Mentorship** was viewed by many as important for success of these students. Provide opportunities for peer, faculty and staff mentorship. This should be formalized, but informal mentorship – being helpful and sensitive – is also important.

1.3.2 Diversity: need to maintain, improve diversity education in the curriculum. But that is not enough.

- Expand diversity in Academic Affairs workforce: students need to see, interact with, faculty that “look like them.” But there are challenges to diversifying the faculty at Chico State. Need clarity on effective, legal recruiting practices to diversify hiring pools. Avoid faculty “replicating themselves.”
- Recruit and retain a diverse student body
- Expand and promote multicultural values Provide faculty development opportunities, beyond workshops, to increase diversity awareness. Needs to be experiential and approach US and Global diversity issues.

- Send faculty to recruit students in diverse regions high schools to raise awareness of the conditions and barriers to success that characterize “new majority” students.
- Require a diversity component to classes. Have guest speakers to offer different perspectives

The commitments made include: None

Additional moderator / reporter observations:

Good discussion of role of mentorship for student success, especially for underserved students. Recognition of the importance of curriculum for addressing civic, sustainability, ethical diversity and globalization – but also the limitations of the curriculum, at least as traditional, semester-based 3 unit classes. Need to enrich the possibilities for learning outside the classroom. Create more flexible structures for student learning.