Leadership Retreat Meeting Notes

October 8, 2014: 8:30 am - 12:00 pm
Number of Attendees: approximately 130

Question 1: What are your group's top three characteristics for successful strategic planning?

- Thorough research.
- Inclusive process.
- Smart goals.
- Practical structure, balances flexibility and timeliness.
- Responsive to discovery.
- Inclusive, open discussion, and engaging all stakeholders.
- Not everyone agrees to it; ensure that everyone has a voice (all levels: students, faculty, staff, and community).
- Clearly definable and assessable goals.
- Need to know who we are and who we want to be as an institution.
- Needs to be a living document that evolves with community, students, etc.
- Aspirational, no limits, realistic.
- Be inclusive and ensure everyone has a voice while we know not everyone will agree to it.
- Widespread consultation with transparency.
- Definition of a clear mission statement.
- Data-driven discussions.
- Historical perspective that informs the present and shapes the plans for the future.
- Benchmarking: action plan with milestones; accountability and responsibilities; and objectives that are timely, measurable and achievable.
- Good strategic planning should inform: resource allocation; decision making; and our direction.
- Inclusive.
- Recursive.
- Transparent and complete.
- Goals: attainable; realistic; and plan.
- Measurable metrics now and in the future and reflects community buy-in and support.
- Aware of context: trends; forces; and resources which leads to prioritization. Also have a method of implementation.
- Inclusiveness.
- Ambitious vision/aspirational.
- Transparency/clear communication.
- Our vision.

- Achievable/flexible/measurable/responsive objectives and goals. Consider incentives and buy-in culture.
- Accessible.
- Assess and evaluate.
- Broad representation and participation along with buy-in from the top as well as the entire organization.
- Realistic goals along with a realistic implementation plan.
- Involvement of surrounding community and stakeholders.
- Transparency.
- Intentionally representative and inclusive.
- Iterative, linear, and connected process.
- Everyone has opportunity for input; invitation to contribute.
- Well communicated.
- Collaboratively achievable across all divisions and defines accountability.
- Participation and "buy-in" from all stakeholders.
- Identify core values and beliefs as an institution.
- Accountability, metrics, time frames, and resources needed.
- Input from all constituencies (faculty, staff, students, and community) in varied formats.
- Comprehensive, brief, futuristic, and bold.
- Measurable and do-able implementation plan.
- Relevant goals.
- Share responsibility.
- Futuristic.
- Goals, mission, vision.
- Cooperative effort and input from everybody.
- Focused on internal and external customers.
- Values-based and authentic; evidence-based and measurable.
- Inclusive process and vision (vertical and horizontal).
- Ambitious, but reasonable and attainable.
- Aspirational.
- Mission-centered.
- Participation/buy-in commitment.
- Recognize obstacles.
- Aspirational.
- Timeline (should have a start and finish).
- Collaborative.
- Inclusive.
- Institutional buy-in.
- Good spelling.
- Simple and direct; to the point.
- Awareness of community and cultural needs.

- Realistic and attainable.

Question 2: What do you think are the three most important strategic priorities/challenges that CSUSB faces in the next five years?

- Structure to rapidly respond to the 21st century changing global environment (basic skills).
- Branding.
- Graduation rates.
- Attract, keep, and expand high-caliber faculty.
- Streamline internal processes so that we provide high quality service for students, faculty, and staff.
- Focus on qualitative and quantitative indicators of student success.
- Resources: financial, staffing.
- Student success; retention/graduation; access; college readiness; a K-college pipeline.
- Retain/maintain/attract talented personnel, salary increases for faculty and staff.
- Financial resources/facilities; central policy challenges at Chancellor's Office and state; demographic changes; student access/success; faculty/staff success; diversified funding.
- Aim to be the best, adding value for students; region of intellectual, cultural, and economic engine; grow reputation in the region, state, and country; enrollment, funding, and space.
- Ensure student success; collaborative campus culture; adoption of strategic plan; accessibility to campus; and branding.
- Priorities: building the CSUSB image; identifying sources of support; and strategic partnerships.
- Challenges: resources; San Bernardino stigma and commuter campus; and infrastructure.
- Diverse characteristics of student population.
- Staying competitive.
- Community relationships and active partnerships.
- Priorities: commitment to assessment and continued improvement; student success, support, engagement, and retention; and resource allocation to maintain and promote excellence.
- Student success - challenges include: terrible student/faculty ratio; admit unprepared students; and low numbers of tenured faculty.
- Faculty and staff development - challenge is low morale in tough budget times.
- Resources and funding - challenge is raising money in depressed economic times.
- Improve relations with community by improving college readiness.
- Maintain retention and improve completion rates.
- Continue to recruit and retain diverse, committed faculty and staff.
- Recruitment of qualified, full-time faculty and staff in a timely manner.
- Budget/external funding.

- Brand identity and vision for the CSUSB - negative perception.
- Priorities: graduation rates - 4 and 6 years; understanding who we are (mission/branding); relevance which equals a destination university.
- Challenges: aligning our mission, duties and responsibilities with how faculty are rewarded and supported (our mission is teaching, but we are judged and measured by other metrics, i.e., number of publications); resources - tenure track faculty; and faculty burnout - large classes, more advisees.
- Priorities: space (facilities); and become a college of choice (branding).
- Challenges: space; and willing to make difficult decisions.
- An increase in other educational institutions that compete with CSUSB.
- State resources are shrinking, so have to increase efforts in finding other resources.
- Making students career-ready through curricular programs.
- Continuous reinvestment in our people (employees and students).
- Embracing change.
- Access/outreach/resources (equipment, space, funding infrastructure).
- Branding and identity.
- Budget stability and intentional.
- Student preparation.
- Excellence in teaching and scholarship.
- Visibility/reputation.
- Building a connected community.
- Revised concept of value-added excellence: enhance K-12 to reduce need for remedial action; and enhance career readiness skills (increase student success).
- Innovative and disruptive technology for increased economics of education.
- Tenure track faculty and capital planning.
- Funding - seeking/dependency on other funding sources.
- Quality of education and scholarship.
- Constraints/limitations on achieving goals.
- Affordable education (local economy is struggling).
- Realistic resources to support the major, aggressive technological changes that will be needed: staffing for faculty and staff (competitive salaries); financial (hardware/software infrastructure); and space (available buildings to expand to accommodate more students and programs).
- Managing expected growth of student enrollment at both the San Bernardino and Palm Desert campuses.
- Challenges: resources, funding, and space; retention of students, staff, and leadership; image and location; regional growth, increase enrollment, and Inland Empire's education level; and millennial impact - pedagogy, learning, and blended.

Question 3: Looking to the years ahead, as if peering into a crystal ball, what do you see as the ideal future for CSUSB?

- CSUSB is the campus of choice; academic excellence; E-service/convenience; thriving student life; and well known for campus and student achievements.
- CSUSB is an institution of higher learning that graduates diverse students who contribute locally, nationally, and globally.
- CSUSB is a premiere comprehensive university of choice for students; graduates of CSUSB will be ambassadors and supporters of our university and will prepare and inspire success and leadership.
- CSUSB is a leader in higher education.
- A learning community - smaller, focused, with personalized education.
- Offers quality, personalized education where faculty knows you even though you are in a class with 100+ students.
- Where the success of every student and alum matters.
- High retention from freshman to sophomore.
- Where faculty are given resources and support to offer personalized lectures.
- Staff is given resources to provide support and personalized service to students and faculty.

Question 4: You've been asked to talk to a small group of individuals who are considering attending CSUSB about the things that they will get here that are truly different from other schools. What do you wish you could say, but can't?

- CSUSB is an institute of higher learning providing outstanding educational programs giving students access to excellent instructors, advisors, and support programs at an affordable price.
- We have an engaging student experience, on- and off-campus. We need to educate families and communicate opportunities.
- We have a much higher level of high-impact practices: deeper faculty/staff interactions; national/global connections; and student research/participation in centers of excellence.
- Smart/interactive classrooms and social spaces to enhance student experience and promote collaboration.
- Be the number 1 choice for students in the region and thrive because of academics, traditions/school pride, resources, and caring campus community.
- Not a commuter campus: have limited opportunities for student engagement (i.e., come to class, then go home) and co-curricular activities are a valuable part of the student experience.
- Need to verbalize a safe environment for diverse student population: inclusivity for sexual orientation, students with disabilities, and ethnicity.
- Lack of student preparation for: coursework - large population of first-time college attendees, some with no role models; and workforce - how to interview and prepare a resume, and how to dress for the workplace.
- Advising and course offerings leads to a sequence.

- Rich traditions and campus pride.
- Thriving campus life/activity on weekends.

Question 5: You have the opportunity to talk with donors considering a very large unrestricted gift to CSUSB. What ideas would you pitch to them that build off CSUSB's areas of strength and promise, or that address a need that would be extraordinarily exciting to work on and would better serve students and community (e.g., programs, special initiatives)?

- CSUSB is known for distinct academic programs that align with local, national, and global issues and needs.
- Honors Innovation College: faculty space, restaurants, attract high achieving students; incubator of ideas, tutoring dorms, classrooms, lounge, home base speakers, inter-disciplinary interaction of all students.
- Scholarships, tuition waivers, endowment.
- Collaborative learning spaces: common areas to study and lounge.
- Endowed chairs: endowed professorships for nationally renowned teachers/scholars.
- Degrees of excellence program: PAES scholars and beyond.
- Areas of programmatic excellence: security and justice; sustainability; and strategic language program.
- Foundation of pitch: CSUSB is a beacon of hope; transformative.
- Use of donor funds: comprehensive paid internship program; integrative center to build comprehensive global student success plan; and intentional and collaborative development of a university hour.

Question 6: What are the traditions, commitments and places that tie us together and are uniformly held dear by the CSUSB community?

- Traditions: Convocation, Commencement, facilities breakfast, and university picnic.
- Places: Arena, Devil's Canyon, RAFFMA, Camphor Walkway, and campus mall.
- Commitments: San Manuel - Powwow, UCLA, Stater Bros., Veterans' Success Center, DisAbility Sports Festival, and Palm Desert Campus in Coachella Valley.
- Definition of CSUSB community: our faculty and their families, students, staff and families, alumni, native community, and school children from the County.
- Traditions: initially there was silence; why would anybody stay after work; don't have a place to gather; no overarching pride that we rally around (like a football team, tailgate parties, annual ceremony); don't have any symbolic traditions; need to create traditions that bring alumni back to campus and create reasons to stay on campus.
- Commitments: to first generation students, "we change lives," and we facilitate emancipation for students.
- Recommendations: create capacity so that we have places to gather and create symbolic traditions that inspire, engage, and transform.

- Committed to student success/each other as a campus community; diversity; and community services.
- Extremely proud of our beautiful campus.
- No universal long-term unique traditions, but are starting to create them: Late Night with Rec Sports, Homecoming, and Coyote Fest.
- Traditions: Convocation and Commencement.

Question 7: What are the major and subtle forces or issues – global, national, regional, and local – that will affect the future of the campus?

- Changing demographics: aging, first-generation, socioeconomic, and international students.
- Challenge of technology and innovation: STEM field and others, and online education and training.
- Political and economical forces: investment in education and public perception.
- Growing competition for students: increasingly mobile students, cost, and choices - private, non-profit, online, and community colleges offering baccalaureate degrees.
- K-12 preparation: high school completion rates; strengthen general education; and preparing students for jobs that do not exist.
- Stagnant regional economy: workforce preparation.
- Technology/digitalization; globalization; demographics; economic/business models; location; public institution status; physical versus virtual location; and CSU System requirements (such as RQD/limited number of students).
- Dealing with "at risk" student population.
- Technology.
- International mobility.