

Chairs #1 Meeting Notes

October 9, 2014: 10 am

Number of Attendees: 13

Question 1: If you could identify critical, strategic issues for CSUSB, what would they be?

- Facilities: We need more classrooms and they are aging. There is a lack of faculty office space and we don't have offices for adjunct faculty. Some colleges have 3-4 people per office. Campus is lacking a faculty lounge to meet together, resulting in feelings of isolation and being siloed. There is a low capacity for students, classroom and lab space. Master Plan warrants attention.
- Lack of strong brand identity. We don't market ourselves and don't know what we stand for.
- Faculty are treated as slave labor, primarily because of previous Chancellor. Possibility the new Chancellor values human contact with students.
- For some disciplines, capacity and faculty are concerns. Classes increased, but faculty stayed the same or were reduced. Need additional faculty and ones with formal training in their discipline (one discipline currently has 1 faculty member that has graduated in the field they're teaching). Need additional resource allocation for specialized disciplines such as information security.
- Personnel issues: Some real, some perceived, but feeling of not taking care of own faculty; boils down to salary structure. Perception that faculty treated as slave labor and see student and administration numbers increasing, but faculty numbers staying flat or decreasing. Can't tell student-to-faculty ratios.
- New faculty hires are at higher starting rate so when they're tenured, their salaries are much higher than other faculty who've been there for longer. Leads to senior faculty having little incentive.
- Have influx of international students (from 30 students/year initially to 800 students/year now). Once regular students get their classes, the international students come in and they can't get the classes they need. Not fair to international students who have limited time.
- Advising: Need care and attention. It impacts student success and graduation rates. High numbers of students/quarter to advise (some at 105/quarter) and students need career advising.
- Biology classes are at maximum capacity and service courses are offered that take up majors courses. Considered impaction for biology, but political pushback from community as well as changing impaction rules.
- Need to change to semester system to streamline what we do.
- Need for new tenure track faculty. University is dependent on adjunct faculty and is dramatic (over 2/3 of some classes are taught by adjuncts). Faculty are involved in professional activities and university is moving more towards teaching and research, where both are valued. Faculty release is needed to do research, but the downside is

they're leaving the classroom and need to replace them with, and dependent upon, adjuncts. Adjuncts aren't equivalent to full time faculty.

- Need culture change of no model oversight on how WTU's are assigned. Currently engaged in 12 WTU's and very hard to engage in scholarly work, lab work, etc. This cuts across all colleges.
- We're drifting into a 4-year community college, with faculty not doing cutting edge research. When recruiting faculty, they ask about research opportunities and want a career of scholarship. Currently, the amount of scholarship is minimal - \$4500 buyout mini-grant. Possible to search for external funds, but grant writing is enormous task. Senior administration does not put a priority on scholarship and research.

Question 2: Think about CSUSB and the experience here from the standpoint of a student. What are the strategic issues that the university faces that are most consequential for students?

- Parking.
- Student success, including their ability to get the classes they need.
- Students need advising or go down rabbit trails. Some seniors have never been advised.
- If we can't offer them the classes they need and don't give them the right advising, we're not doing our job.
- Access to tenure track faculty. Students don't bond with faculty early on and don't build relationships with faculty until it is too late.
- Access to the classics: it is easy to measure graduation rates, but harder to measure the quality of graduates. The quality goes away by being taught by part-time employees. Students don't question the quality - they just want to get a degree.
- SOAR Program is making a difference. It brings incoming freshman in and helps students bond with each other, shows them where resources are, exposes them to majors, etc., but need more of these types of programs.
- Students need mentorship and less dependence on adjunct faculty.
- Competing school schedules: semester students are out by May 15 and obtain internships. Our quarter students can't get internships because they're still in school. Similar problem with starting too late; some internships begin before our students are back in school and this is a disadvantage.
- Students come with need for remediation. If we have to give them the basics that they don't have, it isn't the best academic experience. Some students don't know how to write, have never read a chapter on their own and it is embarrassing for the university when they are out in the job market and don't have basic skills.
- Complaints of general ed classes.
- Philosophical change needed: can't take in as many students as we do when capacity doesn't support it.

Question 3: What does Dr. Koester need to know to advise the Strategic Planning Advisory Committee appropriately about the university's next five years?

- Cynicism about the strategic planning process. If the President can edit the presented Plan, why bother going through this process?