

## How can we ensure that implementation of the Strategic Plan supports faculty in promoting student success?

- Increase tenure density
- Security for full time lecturer
- That count as tenure density
- Help them seriously teach
- Part time faculty mostly have primary job
- Can we fill the full time faculty?
- Create a track for full time lecturer (not expect to research)
- Crack the myth dept can't find full time/tenure track faculty
- Benefit cost between full time/part time
- Scheduling preference
- Project class needed for upcoming semester/fiscal year
- 93 fulltime lecture has terminal degree, can be a driving conversation to entice for tenure track

- Colleges do not have contact with students before they declare majors
- Show students how to study, learn, time management
- First year experience within the college
- Large courses in 100-200, then smaller sections of 300-400
- First time freshmen need more attention but get lost in the larger classes
- University 100 course should be within the college's discretion
- Encourage students to take University 100 course
- Each campus can set up campus requirements – that each first year students take a University course as required by CSUF
- Address bottleneck courses
- More peer to peer support in the library to assist in student learning

- Often the strategies are focused on intervention/enhancement in instruction/research engagement, the critical actor, 'the faculty' is missing out in action.
- Implementation of Strategic Plan should be integrated with the faculty success as well. If the faculty perception is that the engaging in student success initiative likely affect their chances of tenure and promotion then there is no 'buy-in' for the faculty.
- Faculty recognition should be explicitly spelled to make sure that the faculty are committed, incentivized and energized. Faculty recruitment for strategic plan implementation should align with potential reward. Engagement in High-Impact-Practices, prior demonstrated results should be the criteria.
- Course curriculum restructuring to enhance student success should be promoted, recognized and celebrated. More structured approach towards dealing with student conduct and should be enforced strictly.

- Continue to make data available to faculty to help in making decisions (curricular, structural, etc.) that lead to student success.
- While striving to achieve the numeric gains in the Strategic Plan, keep in the forefront that numbers are only one indicator, and there are other types of success (e.g., overcoming first-generation obstacles, career success, etc.)
- Continue emphasis on diversity in hires so faculty reflect student population.

- Mental health issues, especially for 16-18 units. If we want students to take more units, how do we support them?
- Advising needs to be improved. Advisors are telling students to just take the units.
- When students start at CSUF, each entering student should be required to take 15 units their first semester. If you make that something they accomplish, then they can graduate in four years.
- If we follow first semester up with some kind of support (advising, etc), we could get them through 15 units per semester.
- Something like BUAD 300 – it's time management, but a curricular support.
- In engineering, there is a flow chart to guide students to finish in 4. Prereqs are not in the engineering college's hands, once student get delayed in prereqs, they drop off.
- Why is it that we allow students to take 6 units? We need to cultivate a culture of 4 years, just 30 units a year.
- Recommendation is 15 units

## **What specific support would help faculty in the classroom (graders, technology, etc.)?**

- Need time
- Reduce class size (less stress, able to reach out to students)
- Teaching assistance
- Problem solving, hire student as tutor, mentor
- Help dept hire student on campus, they graduate faster.
- Peer tutor, tie with class
- Promote enhance teaching,
- need move teaching related grant/improvement,
- innovative ideas to try
- teacher assistant
- student assistant help with grading homework
- investigate how dept can hire grader

- Supplementary instructors in the classes
- Schedule for supplementary instructors should be provided to students and campus
- Peer mentoring within courses and within the college

- Technology, reduced class size, promote research activities, internships, spend course fee on classroom instructional supplies. Quality teaching through course restructuring should be encouraged. Course releases should be awarded to reshape/revamp the course that was taught five or more times.

- Enhanced technology. We know money is an issue, but
- Classrooms that are not broken
- Smaller classrooms – graders.
- Space is an issue.
- Scheduling is a major issue
- We could offer online support services (i.e. - advising, chat apps, etc.)
- Student assistants (including peer mentoring, work study, etc.)
- Students used to type up exams, reports, etc.
- Funding prevents this.
- Independent study 495/499 covers student assistants in some departments, if this could be more widespread to support faculty that would make a huge difference.

- Reduce class sizes; lower SFR to increase faculty engagement.
- Students identify more with major than with GE, so get them into major classes earlier, simultaneously with GE classes.
- Students required to meet with a faculty member at least once per semester. One instructor requires students in his class to meet with him 15 minutes per week. If they have nothing they want to discuss about the class, they can tell him what kind of food they like or anything. They get extra credit for this, regardless of what they talk about. By mid-semester, they are over their hesitations and shyness to go to a faculty office, and they are more likely to engage in deeper discussion about the class than the more superficial comments during the first weeks of the semester.
- FDC should incentivize faculty to engage in improving teaching (e.g., best practices workshops, etc.). Offering workshops is great; need to get more faculty to engage.

- Students don't attend office hours
- Students don't buy books, download syllabus, etc.
  - How can we give them the resources that they need to be successful?
  - Creating a culture shift around the negative stigma of loans to help get the students through
  - Most faculty do not look at the cost of textbooks
  - Are a leading industry that can push the textbook industry to update their practices
  - Order books from instructional resources to rent out to the students
  - How do we get the students to buy in on textbooks? Students don't do as well without the book, why can't we share and get the books sooner
- I want to know why a student who has completed 4 years of high school math needs to be tutored in 3rd and 4th grade math
- Titanium Engagement
  - See how students who don't engage on Titanium start to fall behind quickly after week 6
- Students map out their classes so tightly and don't realize that they need to study outside of the classrooms
  - Commuter campus culture
- First experiences on campus and orientation need to work on changing the culture of the students so that they can adjust to what it is to be a college student
- The perception of online classes needs to change
  - Students take online classes because they think that they don't need to put time in it
- Books for all classes would be on reserve in the library for students to use, and they don't even check it
- Quiz and supplements related to the book that made them engage with the content every week
- Has there ever been a campus conversation of requiring students to take a class that shows them "how to do college"?
- Students love a certain type of exam (oral exam) but the university doesn't allow it
- Is there a status distinction that makes students feel uncomfortable with sharing and working with faculty members?
- Graduate classrooms can use conference rooms to encourage more of a roundtable discussion
  - Why can't we do this across campus for graduate student courses?
- Can every major have a course that has limited class size?
- Having second semester students take a 300 level course to be more engaged with the curriculum and their majors
- Figuring out a way to help the students adjust their mindset to a University setting!!! Students need to meet faculty halfway so that they can really assist them.

## Are you aware of any instances of student success? What can be done to assist faculty in helping such instances occur more often?

- More instance you can engage
- Smaller class size
- More frequent meeting
- How to manage large class
- Space to hire more faculty

- Our student design teams and those who are participating in research often did an excellent job but those are few and far. These students and faculties were self-motivated and without any incentives they were able to accomplish it. Faculties who take additional students through independent research, thesis should be rewarded or recognized.

- In a campus that's diverse like ours, our students come from all walks of life – the Sense of Being is the #1 issue we need to address. Students need to feel the sense of investment we have in them. Sense of belonging, sense of place can be the difference between success and failure. Decreasing the TT faculty ratio can help address this by allowing more engagement between faculty and students.
- Lecturers aren't making any money, it's telling on their priority. Making a bigger investment in them would absolutely help.
- Investment on being at the institution – temporary faculty can be fired year over year. How do you get lecturers to invest in students when we aren't investing in them, and not giving them job security. Sense of belonging connection is real. 15 units for success are self selected, most ambitious and well prepared, this isn't indicative of every experience. From experience advising, its not a one size fits all approach, they are cutting down on the amount of days they come to school, etc. Bigger cultural issue that we have to deal with if any solutions are going to be realistic, because the students must prioritize their education and taking the time to invest in it. Many students do not even respond to the outreach.
- Two day a week classes in order to work tends to limit the experience and success of our students. Limits students to what they can take, meeting their requirements in time, class availability, and taking classes out of sequence. The parking does add to the difficulty in regards to staying on campus longer. Lecturers are paid so little, they are teaching 30 units in order to survive.
- Lecturers are a permanent academic underclass. Engagement can be limited when they are strapped for time between universities.
- Lecturers are only showing up for their classes and office hours, which limit the social interactions and ability to attend department meetings, engagement with student activities. Sense of belonging for faculty is equally important and useful – by valuing lecturers more, this can help support this goal.
- Office Hours are a ghost town unless they are forced to come in.
- Senior faculty are engaged, despite not having any pay raise or incentive to want to stay here. The workload keep going up, conditions deteriorating, investment in faculty in the CSU and CSUF especially in close to zero. Engaging with students can absolutely make a huge difference in success and retention.
- Investing in HIPs for seniors is great, but those who are already seniors are more likely to graduate anyways. Unit wise, it should be 12-6-12 model – that's 30 for the entire year rather than 15 and 15. If there was a financial model that allowed for summer and intersession, state supported, we would have more ability to keep students on track. Students have been savvy consumers and they

are very aware and terrified of being saddled with debt. 12 units fall and spring, 6 units GE at a community college during the summer and intersession.

- Students who know how to game the system can also attain the same amount of units, just space them out between colleges. If funds were built in at the department level for activities that would build community and sense of place that wouldn't necessarily cost too much. Five pizzas, etc. to help engagement is worth it.
- UNIV 100 at the department level is more useful for students than acclimating them to the university. Engaging students with department level planning and advising from the beginning.
- The earlier we can engage with freshman, sophomore, the easier it will be to advise them on what community colleges, etc. for hitting their teaching requirements.
- First time student engagement experience at the department level would help address that problem. If we set up two different checkpoints, one for incoming freshman (one credit, discussion course) and one for the 300 level, it would catch the students who change majors or transfer in.
- Every college should have their own version of UNIV 100 – since the undecided majors aren't really undecided. Taking a UNIV 100 based in engineering might help direct them to what major they really want to be in.
- One unit add on model is helpful for first semester (welcome to college) first 300 level (welcome to the major) and would help engage with students more at risk for retention or a lack of advisement.
- This all goes back to student belonging, engaging with faculty, forming a community and relationships on campus. This has to start early in their experience, not just when they are juniors.
- Marketing campaign on the theme that CSUF is not a commuter campus, we are aiming to be a community driven campus. More affordable and available on campus options, also. Commuting from Temecula and Chatsworth is not a good experience.

## Miscellaneous Questions/Comments

- Tech support regarding titanium and more (24 hrs)
- Support around the pedagogical use of technology (tech support consultant who can help you execute a pedagogical wish or idea)
- Opportunities for students to get into groups (faculty-student ratios in classrooms; co-teaching with undergraduates/apprentices; graders) (via \$\$\$ stipend)
- Infrastructure / class size making it difficult for faculty to walk among student desks
- Increasing tenure-track faculty. (We always have the money for stuff like technology but not for increasing faculty density)
- Lack of adequate office space for faculty or lecturers
- Some sort of orientation / introduction to the campus for transfer students (this is being addressed by student affairs with making transfer student orientation mandatory)
- Students don't take the fifth class because it's full. (is this because it's not the course they want or there's not just one available)

- GI 2025 funds should be allocated according to what faculty say they need and how that will align with the strategic plan. Clearer guidelines and processes should be given to faculty.
- Faculty need more clarity on what will be funded in call for proposals for GI 20125.. Some feeling like they are wasting their time because of lack of guidance.
- FDC needs more funding as faculty numbers increase. Also need more funding to support faculty in years 2-5, and not just the first year.
- How can we stimulate mentoring of faculty, since it is no longer a requirement? There is information on mentoring groups, as opposed to one-on-one mentoring. Luncheons around topics are currently being utilized to stimulate those connections.
- How do we support faculty in being more authentic because that is when students connect with faculty.
- Have a forum (some sort of support) for how faculty can talk to/with students because that affects the quality and type of the connection created between faculty and students.
- There should be a culturally responsive/informed pedagogy that relates to students life.

- Faculty need support both in the classroom and out of the classroom to promote student success. Advising support is a big part of that. We had a bit of a disagreement at our table. Some felt that faculty should do less in advising and send folks to the student success centers. Others felt that there was no way that we could send all students to the SSC. Advising varies by college and department.
- How do we engage faculty in service when folks are disengaged and there are feelings of workload encroachment?

- Projector in each classroom--asbestos issues
- Smaller class sizes (upward of 240 students in bottle-neck courses)
  - Students need more faculty time (improve the student-professor ratio in classrooms)
  - More students means not knowing students' names in class (which makes students feel connected to the classroom and their university)
- Community colleges make more money than 4-year lecturers--4-year institutions are not as monetarily competitive.
- More conversations with faculty/administration--such as in this retreat: sparks excitement, which in turn sparks change!
- 140 SI leaders currently in 5 colleges on campus, which has been a great success.
- Hire engaged faculty, no naysayers who are in line with the university's mission
  - Faculty have to spend their own time to engage student's in research--this is outside of time they are paid for, so after 5-6 years faculty gets burned out. Compensate faculty for their research time with students (e.g. in labs)
- 4-5 unit class make teaching 4 classes difficult (i.e. Natural Sciences & Mathematics)
- Post-tenure=burned out. Associate professors get stuck there because of burnout and lack of publications--which they need to advance, but they are busy with student research
  - Solution: reduce course load, from 8 to 7 courses in a year, for instance
- Faculty bringing up concerns in their depts is rare because they feel it will affect their course load
- Lecturers turn in SOQs part of evaluations--lecturers are teaching to the SOQs and grade distribution sheets in some depts to keep their grades in a certain range.
  - In some depts faculty can justify why they are outside the range
- Involve part-time (PT) in dept decisions, not just the tenured faculty
  - (Similar to wanting students to be engaged in class by involving them, we should involve PT in dept issues--ask their input, involve them!)

- What's our ratio to tenure-track and PT faculty?
- Issue surveys to faculty to see what is causing faculty burnout
- Tenure-track issues: retention is being kept track of (but do it for PT, too)
  - Solutions
    - Search for more tenure-track faculty than what we need (i.e. 60, find 70)
    - Contact lecturers with terminal degrees--seek them out for a tenure-track position.
    - Re-evaluate our finances, where our money is going. Look at your budget (deans)--cut out 5% but then it will be re-allocated (use it for student success, research opportunities, etc.). Take a holistic financial viewpoint.
    - Lenders Program: for faculty to be able to afford housing (Schools First)