Faculty Retreat Executive Summary
Morning Session
Friday, May 10th, 2019

On Friday, May 10th, 2019, members of CSUSB's faculty senate met for a one-day retreat to discuss the current equity gaps that exist within the university's system. The forum provided an opportunity for faculty and administrators to discuss the future direction of CSUSB and how to address inequities that affect unrepresented students as well as faculty, with the overall goal of fostering a more inclusive environment for everyone.

Approximately 65 members of the faculty senate, deans, department chairs and other faculty participated. A total of (8) questions were discussed, most were student-focused while others were more faculty-focused and geared toward current processes. Below is a summary and emerging themes of the morning session roundtable discussion.

Results

What can faculty/chairs/administrators do to increase the yield rate of our underrepresented students?

Overall, faculty feel that increasing student engagement and student connectedness can increase the yield rate of underrepresented students. The overall goal is to increase customer service across all communication channels and build an EARLY relationship between students, chairs, deans, program coordinators, and faculty, and sustain that relationship for the duration of their attendance.

Recommendations:

Improve overall communications
- Create more personalized touch points with students to help gain student commitment and enhance their experience at CSUSB early on in the acceptance and registration process.
- Review current communication processes and develop a student outreach plan with an emphasis on customer service (with student ambassadors, admissions, chairs, program coordinators, and other faculty.) Extend a more personalized welcome. This method of communication can be done with a letter, emails, or phone calls from department chairs, faculty and other student representatives.
- Engage Alumni in recruiting processes. Highlight alumni connections. Utilize alumni networks to provide "real life" CSUSB experiences with campus programs and faculty. Engage alumni who are K-12 teachers to recruit students.
- Get current students of similar interests involved to connect with applicants. Ensure each accepted student of color has at least 3 communications with another student of color. Create a peer to peer "Friend Network".
- Give departments access to the contact information of admitted students in their major.

Maintain accessible and updated information online
- The CSUSB website is the entry point. Content on the website needs to be easily accessible, and updated with fact sheets and processes for students.
- Utilize social network sites to send welcome messages to students. consider the use of a live chat feature on the website.

- Create an app for applicants which we can use to track applications and those who are accepted but don't end up selecting CSUSB.

Create more opportunities for campus visits and community networking
- Focus on building relationships with local community colleges to recruit transfer students. Utilize community events held on campus as a way of building familiarity and comfort with the campus and its resources.
- Meet with current URM students and host more social events (e.g., Coyotes Connect).
- Host events with high school teachers and students to discuss benefits of CSUSB enrollment.
- Current students can make presentations to local high schools.

Survey applicants and Data Collection
- Survey applicants to understand why students from some URMs are not coming. Find out what is driving their decision.
- Survey students at SOAR regarding why they chose to enroll after being admitted.
- Survey students who were admitted and did not enroll to find out why.
- Survey students to see what other familiar and personal challenges they have to enroll.

Improve the quality of student programs
- Utilize summer programming to encourage underrepresented students to commit to CSUSB.
- Build the CSUSB campus community by way of student groups, academic-based clubs, and affinity groups.
- Offer better financial incentives.

Expected Outcomes
- Increase the yield rates of prepared students by each department.
- Increase the number of students from under-represented groups.
- Better understand reasons why applicants are not coming to CSUSB and address them by developing a strategic plan.
- Increase engagement with faculty and current students in the entire outreach process.

How can faculty/chairs/administrators help students transition to college life?

The transition to college can be supported by faculty who promote academic success and provide "road maps". Faculty feel that students need advising with more department/college and career advising activities. The goal is to provide resources for students as they adjust to a new environment and build upon this culture of service and inclusion.

Recommendations:

Validate and affirm students as members of the CSUSB community.
- Create department-based communities.
- Strengthen academic-based clubs.
- Promote social belonging and immediately connect and engage students of color to faculty.

Develop and strengthen student to student network.
- Connect new students within a department with current students.

- Host more gatherings for students of the same majors.
- Identify student ambassadors to increase the comfort level of new students.
- Connect them to student clubs and organizations to enhance the first year experience.
- Expand peer mentoring opportunities for incoming students. Consider a well-designed app/information portal. Information could be rolled out progressively.
- Identify ambassadors to represent various departments and expand peer-mentoring.
- Engage and involve more current students at SOAR.

Strengthen mentorship and advising programs
- Identify ambassadors to represent various departments and expand faculty-mentoring.
- Develop college/department career advising activities.
- Facilitate more mentoring programs with students and faculty.
- Create virtual communities for students who are unable to attend in person meetings.
- Increase personal connection with students and make an intentional attempt to ask students if they need help.
- Improve training for advisers.
- Provide day-long chat advising service that students can access easily through the website or through their phones.
- To increase equity for PD students, have faculty go to PD and teach once in a while so students can meet their faculty to have direct high impact practices like study abroad programs and research projects.
- Ensure all URMs have at least one touch point with a tenure track faculty member during the first term outside the classroom.
- Assign faculty mentors to students. Students should know at least one tenure-line faculty by name by the end of their first quarter and have visited that faculty member in his/her office.
- Have a variety of faculty co-teach introductory courses.
- Create "roadmaps" for processes.
- Provide transition information/resources for students in many modalities to help make the transition from high school or community college more seamless.

Improve information dissemination
- Improve information dissemination about student support services at the start of enrollment and throughout the year.
- Improve coordination between the Academic Affairs and Student Affairs efforts during the "Weeks of Welcome."
- Distribute a list of transition FAQs for the first few weeks to all staff and faculty so anyone can provide an answer to a student instead of sending them around campus to various offices.
- Provide a sticker or sign for display outside of an office stating that it is a place to find answers to questions.
- Develop various videos and post them on the website to provide answers to common questions for first time students. Provide specific videos for both the San Bernardino and Palm Desert campuses.
- Equip front line staff of various offices with a short list of phone numbers they can call if they don't know the answers to student questions. If they are sending students to other offices, they should provide the name(s) of the person/people who they are referring to.
- Making sure that students are aware of resources regarding food and housing.
- Make use of college-specific advising centers.

- Make use of freshman seminars. Provide a list of "things wish I had known" to new students.

Expected Outcomes
- Increase a sense of social belonging on campus and help new students in their first year.
- Improve the experiences for students so that they can participate in more activities.

What practices can faculty do in the classroom to reduce inequities?

To foster a welcoming and inclusive environment, it was discussed that the CSUSB community (students, staff, faculty) should have access to resources, professional development opportunities, mentorships, networking opportunities, and transparent processes/guidelines.

Recommendations:

Focus on early intervention and outreach
- Create systems to ensure students know how they are doing *before* the end of the course.
- Identify students who are in high risk groups using EAB and provide intervention from the start of the class.
- Enforce pre-requisites.
- Ask students what they need to be successful in class.
- Develop a midterm evaluation system so students can make a decision to determine if they are passing.
- Let students know early about out-of-classroom mentoring opportunities such as research and internships.

Increase communication, understanding, and appreciation between faculty and students.
- Develop academic support services specifically designed to assist students to be successful to the course.
- Encourage faculty to work with students to make sure that they are in the right major and are taking the sequence of classes they need to ensure success.
- Constantly encourage students to talk with faculty and encourage faculty to reach out to students to enhance communication and understand students' situations.

Incorporate diversity and equity in curriculum
- Focus on issues of bias/access/belonging.
- Have tenure track faculty teach some of the GE classes to get to know the students and show that the department is committed to the student success.
- Focus on culturally responsive and cultural capital-based teaching.
- Add class materials to which URM students can relate (written by women/minority authors) and that help other students to expand their perspective.
- Use more evidence-based teaching that has been proven to help more URM students.
- Review course materials for bias.
- Encourage more faculty to use open-source materials.
- Incorporate collaborative assignments/team-based learning.
- Provide more opportunities for intellectual life activities. Bring in speakers from diverse backgrounds and make them more accessible to students.
- Engage students with streaming videos.

- Incorporate conversations about structures of inequity in classes where appropriate and include strategies for dismantling those structures.
- Learn to pronounce students' names.
- Improve recognition of all cultures, abilities.
- Look for ways to incorporate race, gender, and social justice in teaching.
- Engage all students to monitor unconscious bias in class sessions.
- Recognize the unique differences among students in your teaching approaches and pedagogy
- Utilize technology to monitor student attendance. Give students the ability to follow up on missed information.
- Ask students what they need in order to be more successful in class and why they don't come to class.
- Teach with active learning methods (e.g., clickers think-pair-share).
- Understand what URM students are facing and sympathize.
- Focus on what each student has to bring to the classroom as a learning community.
- Incorporate supplemental instruction and encourage wider participation in classroom discussions.

Expected Outcomes

- Improve success rates and academic outcomes of all students but particularly URM students.
- Identify students at risk before they become at risk.
- Increase student engagement, persistence and timely graduation.

What efforts can faculty/chairs/administrators make to increase student connectedness on campus?

Overwhelmingly, responses focus mainly on building the CSUSB campus community by way of student groups, academic-based clubs, and affinity groups. Faculty feel that students who are involved in various student groups or campus activities have more of an appreciation for the university, thus an increased feeling of student connectedness on campus.

Recommendations:

Focus on strengthening student clubs, affinity groups, and organizations
- Facilitate more employment-based and academic-based events. Offer incentives to participate.
- Empower students to create activities to engage other students (i.e. honor society).
- Engage and recruit students earlier.
- Support student ambassador-type programs and student clubs.
- Encourage ASI representatives to meet with chairs to talk about activities and ways CSUSB can promotion these activities.
- Continue to support and advertise tutoring services.
- Create more student lounges/spaces close to the faculty.
- Create cohorts within departments.
- Host open house events with faculty and students.
- Provide opportunities for students to participate in campus related activities where they can connect with campus entities so they can feel to be a part of the campus community.

- Offer more programs like Model UN that are interdisciplinary so students can interact with students from other majors. Include faculty from other programs to participate.
- Offer a "Study Away" program in addition to study abroad to go to a local area from campus to get different experience (i.e. whale watching, dolphins sighting trip, geology/geography field trips. Use instructionally related program funds to fund these programs.
- Emphasize relationship-building and mentoring particularly with students of color in colleges and departments.
- Make sure there are designated safe/study spaces for students within colleges and departments.
- Take additional measures to make faculty available to students, such as open air "Student Hours".
- Offer more student employment/assistant opportunities.

Increase faculty visibility
- Make sure faculty keeps doors open and lights during office hours to invite student interaction.
- Sit with students at various events (not in the front at the "administrator" or "faculty" table.)
- Change the mindset of faculty/staff as a commuter campus.

Host more student events to increase overall support among the community.
- Host a "take your parents to college" day for first generation students.
- Host alumni speakers within each major to bring students and faculty together.
- Host events that allow first generation faculty to "tell their story".
- Connect students with faculty in their area of interest. Involve students in research and engagement with the community as relevant to their major.

Expected Outcomes

- Increase connectedness among underrepresented student groups, faculty, and administration.