

**Data Collected at the Academic Affairs Division Community
Meeting
for Strategic Planning on Friday, October 31, 2003**

CULTURE

Curriculum

1. Liberal Arts and Sciences
2. Selected professional and graduate Programs
3. General Education and strong disciplines
4. Community-based learning experiences
5. Disagreement on G.E. issues
6. Alternative G.E. program is proposed
7. Educational Mentoring Team Program
8. Cross-disciplinary initiatives vs. strong disciplines
9. Undeclared (largest category) major allows students to explore
10. Lifelong Learning Institute – people of a “certain age”
11. Graduate Programs:
 - Provide regional professional degrees
 - Provide academic degrees that qualify students for Ph.D. programs
 - Provide TAs, Researchers for the university
 - Enrich academic programs
 - Attract faculty
12. Students in love with G.E. (divided opinions among faculty about this statement)
13. Perception among students – SSU is “white and rich”
14. Strong student support
 - Tutorial
 - LSS
 - Advising
15. Liberal arts vision, but not a liberal arts pocketbook
16. G.E. program is a disaster – Cafeteria style (disagreement on what G.E. is)
17. G.E. courses capture FTES
18. Change from small classes to larger classes
19. Developing new engineering programs to fulfill technical educational needs in our areas
20. Business Administration is overwhelmingly the most popular major
21. Global issues increasingly part of curriculum

Students

1. SSU increasingly appealing to non-local students
2. Students defined as customers and commercial opportunities
3. We need to support students of color
4. Increased # of freshmen may negatively impact majors

5. Students not from Sonoma County – destination campus
6. Transfer: 2/3 local, 1/3 statewide students
7. 1991 – 2001, 72-64% white, 11-17% unknown, due to multiracial?
8. Among our students: (last 2 weeks)
 - 1/3 don't drink
 - 1/3 drink sometimes
 - 1/3 consume 85% of the alcohol
9. Student suicides very rare
10. Freshmen:
 - 25% local
 - 75% statewide
11. Transfers:
 - 33% statewide
 - 66% local
12. Graduate Students:
 - 100% local
13. Graduate class almost 100% local
14. Students don't understand the values of a liberal arts education, they're here to make \$
15. View students as profit centers (e.g., buy food on campus for Enterprises profit vs. for students)
16. Move to a more traditional student population of a “younger” age and perception that they can be successful without studying/doing homework
17. Includes students with disabilities, embracing students with disabilities
18. Nothing to do on weekends for students – they leave campus
19. Students not feeling welcome in Rohnert Park and community
20. Large resident population

Faculty

1. Workload increasing
2. Dedicated, hardworking faculty
3. Pressure on faculty to bring in \$ due to budget problems
4. Poor rate of recruitment and retention of faculty of color
5. Inadequate resources for faculty professional development
6. Expectation for research has increased even for old-timers
7. 4-3 unit courses teaching load:
 - Some 3 unit courses – large classes
 - Internship units – department decisions
 - Sacrifice from majors for G.E.
8. Varying teach/workload based on dept./school
9. Faculty contact re: advising/mentoring is declining
10. Faculty outstanding _ creativity and scholarship
11. Our students are a satisfying part of our job, but less so when in large classes
12. 2/5 faculty are structurally invisible: 219 lecturers vs. 297 tenure
13. Increase emphasis on research for new faculty

14. Very high union membership, but don't participate
15. Age distribution within faculty has evened out
16. No TAs – faculty probably do all teaching
17. Faculty recruitment
 - Difficult – don't stay, cannot afford it
 - Easy to get here in comparison with other CSUs
 - Recruitment rate very high

Staff

1. Staff members are wonderful! Support all efforts (but are not appreciated and staff's morale is often bad)

Community

1. Success with public/private partnerships
2. Increasing involvement with local community
3. Expectation that faculty will work with local community
4. Quality graduate programs that connect with the community

Structure

1. Increased paperwork and bureaucracy makes P.I. difficult
2. 5 schools and library share buildings except Science/Technology
3. Hierarchy that creates a class structure – Structures support this class division
4. Small classes
5. CSU/SSU funded projects: mini-grants/travel – not enough money

Facilities/Equipment

1. Library and Inst. Technology are appreciated (also, some believe that they are well-supported)
2. Need to address for faculty housing (plans in the works)
3. We don't have enough large classrooms (limits ability to offer large classes that would increase FTES)
4. Progress on faculty/staff housing – a bid on land
5. Not enough classroom space
6. IT and library are under funded
7. We live in a beautiful place, high quality of life that we all value very much
8. Not much of a cultural life here on campus – binge drinking increasing

General

1. Human Scale
2. Collegiality (Unions, Faculty, Staff)
3. Teaching Institution stretching to Research

4. Business Admin. is the most popular major
5. Politically progressive and tolerant environment
6. A&R now has limited contact with students
7. Meetings civil and professional
8. Our campus loves process:
 - Collegial governance process
 - Lots of information provided
9. Seed \$ for grants is a positive
10. Green Music Center – pet project
11. Culture of Ø sum resources – pressure and tension
12. High ratio of administrators to faculty (only Monterey Bay has a higher ratio)
13. More of a corporate organization, less of a “family”
14. High value on literacy – unfounded
15. President states that we are a public ivy, but it has never been discussed
16. Funding Decisions: Who? How? Source?
17. Mistrust among faculty and administration
18. Small faculty/student interaction
19. Reflect Sonoma County, but not like urban areas
20. 1900 – 2001, 4m _ 29m grant funding increased
21. Support of student retention through student support services
22. We have goals (e.g., diversity) but few involved in recruitment – need community support
23. Business practices don’t support/aren’t in sync with our stated diversity goals
24. Relationship with K-12 community and Hutchins - integrated/seamless continuum
25. A lot of people with beautiful visions for the campus
26. Funding outside of student fees include instructional-related out-of-classroom activities: Largest fund in system
27. Development efforts more centralized – not as much in the schools
28. Enhanced grant activities centralized
29. Leadership by attempting to pit groups against each other (all sectors)
30. Sonoma regional and civic democracy – state
31. Declining diversity

VALUES

Personal Values

1. Diversity in all forms
2. Sense of humor and irony
3. Civic engagement
4. Honesty – academic, colleagues, administration
5. Fairness
6. Generosity of spirit
7. Civility
8. Sense of conscientiousness
9. High aspirations

10. High expectations
11. Individuality, self-knowledge
12. Work/life balance
13. Tolerance of viewpoints
14. Acceptance of social and ethnic diversity
15. Participation
16. Work/life are not separate things
17. Individual beliefs – respect for individual
18. Aspirations above accomplishments
19. Hard work
20. Generous with our time
21. Equity

Academic Values

1. Classroom autonomy/independence
2. Critical view of the use of technology in education
3. High academic standards
4. Teaching – diversity of languages
5. Intellect – life of the mind
6. Studying and learning
7. Personalized education
8. Academic freedom and shared governance
9. Class discussion vs. lecture
10. Interdisciplinary programs
11. Student-oriented
12. Research
13. Cross-department communication and work
14. Lifelong Learning
15. Student input to our teaching
16. Life-long relationships with students
17. Student development
18. Critical thinking and education
19. Intense teaching
20. Spirit of inquiry
21. Good collaboration
22. Technology in classrooms
23. Mentoring of faculty and students
24. Student leadership
25. Student development

Other Values

1. Create civic engagement, involvement
2. Staff collegiality

3. Sense of community
4. Culture of all arts
5. Small
6. Communication among community group
7. Environmental consciousness
8. Integration into the larger community
9. Respect – faculty, students, staff
10. Public service/education
11. Commitment to mission – staff commitment
12. Life-long relationships with students
13. Flexibility in our time to get the job done
14. Dialogue
15. Always connecting with the world
16. Fairness
17. International experience