



**Data Analysis Team:**

- Rona Halualani, Professor, Communication Studies, College of Social Sciences, Academic Affairs Division
- Camille Johnson, Associate Professor, Organization and Management, College of Business, Academic Affairs Division
- Dorothy Poole, Assistant Vice President, Administration & Finance Division



## SJSU's Future: A Report on Town Hall Forum Responses

Data Analysis Team  
(Halualani, Johnson, & Poole)

### Purpose

- To present key findings and areas of significance from the town hall forum data
- To help provide useful information for the strategic planning process

### Methodology

- Info/data collected from forums & online survey
- Grounded theory approach
- Independent coding by team members, then group
- Hand coding & qualitative software analysis (NVIVO, QDAMiner)

### Reminder

- Response Rate/Sampling Error (?)
- Focus should be:
  - Is the full range of significant perceptions present with our sample?
  - Have we reduced the chances of discovery failure?

### Results & Findings

- Overall Demographics:**
- 1,112 total participants (49 forums & online survey)
  - .03% response rate (out of population size)
  - 53% (590) males, 38 (421) females
  - 67% 10 years+, 15% At least 6 years, 18% 18 years+
  - Admin & Finance (31%), Academic Affairs (26%), Student Affairs (19%)
  - Students (11%)

### Results & Findings

- **Details:**
- 280,409 words in total
- 2,526 total responses/utterances
- 1,105 responses for Question #1
- 1,574 responses for Question #2



**Key Findings and Areas of Significance of Town Hall Forums  
Fall 2011 (10/11/11)**

Prepared by the Strategic Planning Forum/Data Analysis Team

**A) Areas of Significance (Based on “Recurrence” and “Spread” Through Comments) (Verified through Interrater Comparison; 50% verification by NVIVO and QDAMiner):**

**1. Eliminating Procedural Obstacles to Campus Processes (Ease Processes for Campus Members) (24%):**

This area refers to the view among participants that San Jose State University possesses too many bureaucratic obstacles in order to facilitate necessary procedures, processes, operations (from simple, everyday tasks to new, innovative collaborations) and student success. As such, respondents expressed the desire for such obstacles to be removed and for processes to be eased for all campus members.

**2. Need to Build Advanced Technology Infrastructure (21%):**

This area refers to the felt sentiment by respondents that San Jose State University needed to become an advanced technological campus where all processes, communications, operations (for all employees) and student curricula/learning are based in and embedded by cutting-edge technology and digital services (and fosters a new sense of place, space, and community).

**3. Create a Campus Environment of Updated Facilities and Gathering Spaces (18%):**

This area refers to the perception of respondents that San Jose State University needed to become a vibrant, clean, and safe environment that includes updated facilities (buildings that are clean, green, consistent across campus with smart classrooms) and gathering spaces that facilitate learning.

**4. Elevate Who We Are (Internally and Externally) (Spartan Pride, Brand SJSU) (12%):**

This area represents the felt sentiment among respondents that San Jose State University needed to better promote and elevate itself internally to campus members and externally to the public (stakeholders, constituencies). Participants highlighted how the university needs to actively build Spartan pride and a sense of community and team spirit from student experience and continue through alumni and leverage the SJSU brand.

**5. Academic: Create More Student Out-of-the-Classroom Experiences (10%):**

This area refers to view among participants that San Jose State University needed to create and promote (via incentives, resources) more out-of-the-classroom experiences (internships, campus life activities, research with faculty, study abroad, local experiences, community connections) for students for maximum student engagement, application, and achievement. This area was denoted as being essential for the academic and intellectual development of our students.

**6. Academic: Enable Curricular/Pedagogical Innovations That Prepare Students for Future Success (10%):**

This area refers to the desire among respondents that San Jose State University enable and create new and exciting types of instruction and courses for our students (for e.g., team-teaching across disciplines, interdisciplinary studies, curricular bundles and packages around “contemporary themes,” infusion of online instructional models, postgraduate degree programs). Enabling these innovations requires incentives, resources, and a flexible, eased infrastructure for a different way of “doing business” at the university (especially on the academic side) as well as a different reward and motivational system for faculty.

**B) Emergent Response Patterns (from NVIVO, QDAMiner):**

- *Areas (above) stem from recurrences (frequency and comprehensiveness).*

- **Areas of resonance (salient emphasis and strength/intensity of sentiment):**
  - **Poor retention and graduation rates of and outcomes for historically underrepresented students** (specifically African Americans, Latinos, Asian Pacific Islanders) – (Strongest negative language and terms – “absurd,” “unjust,” “wrong,” “horrible,” “disgraceful” – 72% negative word associations through related comments)
    - 90% shared sentiment across the board by all campus roles (student, community members, faculty, alumni, administrators, non-instructional employees, stakeholders)
  - **Historical issues** (negative impressions of campus members towards SJSU based on past experiences related to work experiences, pathways to graduation, long-standing and unnecessary paperwork, relationships with administrators, mistreatment of faculty and non-instructional employees) (63% negative word associations through related comments)
    - Problems
  - **Inadequate compensation, valuation, and worth on the part of employees** (faculty and non-instructional) (sentiment that they are not monetarily or socially compensated, valued, or rewarded based on their worth) (63% negative word associations through related comments)
    - Comments reveal a “presumption” of holding back such compensations and rewards (“won’t,” “don’t but can”)
  - **Bureaucratic obstacles (related to Area of Significance #1) and challenges related to employees’ and students’ experiences on campus** (and “getting what they need done”) – (54% negative word associations through related comments)
- **Other Response Patterns:**
  - 41% of responses (forum and survey) reflected the notion of what SJSU “has not and cannot do”; meaning, the future of SJSU was based (and seemingly determined) on respondents’ past experiences (NVIVO, QDAMiner).
    - Visioning did not occur in the affirmative tense for the future; only in the negative, predetermined tense of the past
    - Robust semantic association (57%) made between the terms “future” and “can’t” and “has never.”
  - **Longest, continuous threads of conversation** (keeping on the same topic) among at least three to five participants, occurred around the issue of “sustainability” and “greening the campus” (22% of comments).
  - There was a **positive word association** (61%) between the “SJSU pride” and “experience” for respondents who had been at SJSU for at least 8 years.
  - **On a scale of specificity**, respondents were the most specific [15% specification rate (10% is the standard)] when describing their past experiences with SJSU bureaucracy than on any other topic in the forums/survey.
  - There is a **positive semantic relationship** (32%) between the concept “innovation” and “courses”; 22% of these comments also emphasized “technology” in this relationship.
  - A **“broad context” analysis** identified respondents’ interest in “diversity” as it relates to faculty recruitment/retention and a set of actions by SJSU built around diversity (QDA Miner) (32 base emphasis; 25 base emphasis, with a norm of 15 base emphasis).

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- For non-instructional employee respondents, a **positive conceptual linkage relationship test** reveals that they interpreted “need” to be equivalent to the following (38-41% emphases):
  - Compensation
  - Resources
  - Better processes and equipment to do their jobs
  - Professional development
- For faculty respondents (across ranks and job status), a **positive conceptual linkage relationship test** reveals that they interpreted “need” to be equivalent to the following (43-67% emphases):
  - Resources for teaching & research
  - Recognition
  - Professional development
  - Compensation
- For student respondents (across all class levels and majors), a **positive conceptual linkage relationship test** reveals that they interpreted “need” to be equivalent to the following (29-46% emphases):
  - Stable student fees
  - Needed courses and advising
  - Better facilities
  - Time with faculty
- There was a **robust word semantic relationship** (79%) between “SJSU” and “university of choice” (NVIVO, QDA Miner). By “university of choice,” respondents detailed the following concepts and adjectives: “good at what SJSU does,” “competitive,” “student-friendly,” “connected to the real world,” “skills and applications,” and “careers.”

### Subcommittee Areas (Findings from NVIVO, QDA Miner)

#### Overall:

- “Integrative Learning” yielded the most comments from respondents – 37% (with Inclusive Excellence coming a close second – 35%; Community Connections – 28%).
  - “Inclusive Excellence” comments had the most strongly felt and emotionally charged language embedded in their responses (46%).
  - “Integrative Learning” had the most continuous and verbally productive comment threads (averaging over 4 respondents at a time, with utterances on average of 65 words+).
  - “Integrative Learning” responses possessed the most positively framed adjectives (“innovative,” “new,” “possibilities,” “exciting”) and phrasings (52%).
  - “Inclusive Excellence” responses possessed the most negatively framed adjectives (“tragic,” “horrible,” “declining,” “at a loss”) and phrasings (68%).
- 1) **Inclusive Excellence:** Respondents highlighted the following in this topical area (and in this particular order):
- Retention and graduation of underrepresented student groups (38%)
  - Need to diversify tenure-track faculty (recruitment and retention) (31%)

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- Leverage SJSU's diversity and that of the surrounding region to external constituents (12%)
  - Re-activate the "momentum" of diversity efforts in the last five years (10%)
  - The terms "inclusive excellence" and "diversity" had a close semantic correlation (71% of all comments; used interchangeably, parallel meaning structure).
- 2) **Community Connections:** Respondents highlighted the following in this topical area (and in this particular order):
- Actively connect faculty and their curricula into current and unexplored community partnerships (39%)
  - Leverage current partnerships to the public, stakeholders (20%)
  - Resource and incentivize efforts to infuse current curricula with community connections (18%)
  - Utilize alumni more for community connections (18%)
- 3) **Integrative Learning:** Respondents highlighted the following in this topical area (and in this particular order):
- Rethink curricula (across departments, colleges, campus) and how to present coursework (online, in the community, professional involvement, study abroad, internationally and locally) (42%)
  - Reframe "learning" across a variety of dimensions (experience, identity, whole person, broad based, skills, perspectives) (18%)
  - Change institutional processes and operations to allow for more integration in curricula and instruction for students (16%)
  - Resource and incentivize efforts for departments and faculty to take up integrative projects (16%)
  - As an impressive note, there was 65% meaning/conceptual agreement among respondents on this topical area, with a 54% repetition of the same words "exciting," "outside the box" "appealing," and "dynamic" (QDA Miner).

### Key Analytical Terms to Understand in Qualitative Research Analysis

Composed by Dr. Rona T. Halualani

While most of us are highly familiar with the key analytic terms and phrases with respect to quantitative analysis, the terms utilized for a detailed qualitative analysis may be new. The following are the key analytic methodologies utilized with regards to interpreting qualitative analysis when used with qualitative analysis software programs:

- **Conceptual Agreement:** A close match in meaning and association between or among two or more concepts and themes/nodes
- **Conceptual Linkage:** A relational connection between or among two or more concepts and themes/nodes in either a positive (converging) or negative (diverging) direction
- **Context Analysis:** An examination of the usage of a concept or theme in relation to the surrounding 1,000 words (either preceding or succeeding), as well as the entire data transcript
  - **Broad:** Refers to an analysis of the linguistic context for 1,000 words around a concept or theme
  - **Narrow to Broad:** Refers to a close- to far-range analysis of the linguistic context around a concept or theme examining transcript segments of varying lengths (e.g., 50, 100, 150, 200, 250, 300, 500, or 1,000 words)
- **Coverage:** In the qualitative analysis software program, NVIVO, coverage refers to the conceptual emphasis of a theme within and across provided responses. Thus, "coverage" factors in more than the quantitative amount or presence of a theme but the recurrence of a theme in relation to its conceptual/thematic emphasis within and across responses (among words and statements from respondents). Usually, the upper range of comprehensive coverage is 25-30% for a theme/node

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- **Emphasis and Source Analysis:** A test that examines the usage of a concept or theme in the first ten to thirty words of a response. Such a test reveals a potential source of focus for interpreting or understanding a concept or response to a posed question
- **Specificity:** A test that measures the level of detail or “concreteness” present in a theme or in relation to a concept
- **Semantic Relationship:** A validity test that measures the usage and context of a meaning of a concept, theme, or word. This test is used to validate the agreement or connection of a meaning/definition between or among two or more concepts or themes
- **Word Association:** Refers to a correlational relationship (either positive or negative) between two or more “words” in the context of their usage and implied meanings



**“Areas of Significance” Matrix Provided to SPB**

<b>Key Themes:</b>	<b>Inclusive Excellence</b>	<b>Community Connections</b>	<b>Integrative Learning</b>
<b>Academic: Create More Out-of-the-Classroom Experiences</b>	<ul style="list-style-type: none"> <li>Engage students in meaningful activities</li> <li>Informal faculty-student-staff interactions</li> </ul>	<ul style="list-style-type: none"> <li>Internships</li> <li>Service to community</li> </ul>	<ul style="list-style-type: none"> <li>Real world skills</li> <li>Research</li> </ul>
<b>Academic: Enable Curricular/Pedagogical Innovations That Prepare Students For Future Success</b>	<ul style="list-style-type: none"> <li>Facilitate learning for students with diverse needs</li> </ul>	<ul style="list-style-type: none"> <li>Tapping into community needs for continuing education</li> </ul>	<ul style="list-style-type: none"> <li>Curricular bundles around themes for students</li> <li>Interdisciplinary studies</li> <li>Broad-based preparation for the whole person</li> <li>Equip faculty with needed resources, incentives, and recognition</li> </ul>
<b>Eliminating Procedural Obstacles</b>	<ul style="list-style-type: none"> <li>Advising (knowing &amp; getting courses to graduate)</li> <li>Flexibility in requirements &amp; substitutions</li> <li>Staff POV: Better service with less bureaucracy</li> </ul>	<ul style="list-style-type: none"> <li>Easier to make connections</li> <li>Improve reputation as a professional organization</li> </ul>	<ul style="list-style-type: none"> <li>Easier to create interdisciplinary courses and studies</li> <li>Easier to create innovative courses and class structures</li> </ul>
<b>Need to Build Advanced Technology Infrastructure</b>	<ul style="list-style-type: none"> <li>Easy and effective digital services</li> </ul>	<ul style="list-style-type: none"> <li>Central calendar: Increase awareness and engagement</li> <li>Broaden definition of “community” to be more global</li> </ul>	<ul style="list-style-type: none"> <li>Facilitates integration and collaboration and provides real-world job skills</li> </ul>
<b>Create a Campus Environment of Updated Facilities and Gathering Spaces</b>	<ul style="list-style-type: none"> <li>Gathering spaces for peer support, student activities, and faculty-student mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Up to date and physically comfortable learning spaces</li> <li>Smart classrooms</li> </ul>
<b>Elevate Who We Are (Spartan Pride, Brand SJSU)</b>	<ul style="list-style-type: none"> <li>Increased belonging that leads to student retention</li> </ul>	<ul style="list-style-type: none"> <li>Increased visibility and presence</li> <li>Team spirit</li> </ul>	<ul style="list-style-type: none"> <li>Retention of faculty and staff</li> <li>Identify and promote major areas of excellence</li> </ul>

### Academic: Create Out-of-the-Classroom Learning Experiences

Inclusive Excellence	Community Connections	Integrative Learning
<ul style="list-style-type: none"> <li>• Engage students in meaningful activities</li> <li>• Informal faculty-student-staff interactions</li> </ul> <p>There's also the co-curricular experience, the out of the classroom learning and experiences. A lot happens within our student population, not only just with being a part of a club, creating bylaws, holding meetings, following rules, all of that kind of thing, but also, having their first job, not only just in associated students, all the auxiliaries, every other department in campus. It's key for us to pay attention to that experience for the students as well. Hopefully, they're in a job that actually matches their field of study. But, again, that's a challenge.</p>	<ul style="list-style-type: none"> <li>• Internships</li> <li>• Service to community</li> </ul> <p>For example, we have students in social work and justice studies working together on different projects in the community that have to do with intersections between child welfare, dependency courts and addiction treatment. And that really prepares them to work in a meaningful way in those collaborative contexts when they get out there in the real world. So I think looking at those kinds of opportunities, showcasing things that we already have going. It's so exciting to hear about those things, but again, we're all so busy that sometimes those very models that we have in our own university, we don't even know -- we don't know about.</p>	<ul style="list-style-type: none"> <li>• Real world skills</li> <li>• Research</li> </ul> <p>I'm very eager to speak about the opportunities for students to engage in virtual internships as part of the integrative learning aspect. We have more people working online now. Tele-work is being supported in not only the US but other countries. It would be very good for our students to learn how to operate in that environment. I think we need to support them, though. It's different from a physical internship. Both are useful. It could be an addition. But I appreciate the fact that it had a summer grant to pursue this and I hope that we will continue to get support for virtual internships, not only in SLIS but beyond.</p>
<p>If we have stronger connections then we will understand the community better, we'll understand the parents better, we know some of the barriers with the student being the first in a family going to college and the difficulties of parents really understanding what's involved with that. So I think this really all starts with these connections. We have a whole education department and these students are out teaching in the communities and their students will eventually hopefully go to college and maybe choose San Jose State.</p>	<p>Create internships or some kind of projects for students. I noticed that students feel much more motivated if they find that it makes more sense to learn about something when it's applying it in some work condition. Biology students with maybe a biotech firm or business students with the business communities out here. And if it were even smaller projects, you know we could definitely connect ourselves to the business community and when I say business community I mean the technology firms, the biology, science field, all of the other areas out there, maybe that will help us first brand ourselves and maybe also help us communicate with the communities so that we can have a two-way conversation with them</p>	<p>I think people should come to realize that studying abroad, you know, is something that they should do and that it's not just, you know, something that, you know, is optional. I think it really, it broadens you, your whole learning experience. If you're just studying here I mean you can, but you're only going to learn so much out of a book. I mean if you actually go to different places and see them I mean it's going to make you appreciate them more. You know if they emphasized the whole study abroad thing more.</p>

**Academic: Create Out-of-the-Classroom Learning Experiences**

Inclusive Excellence	Community Connections	Integrative Learning
<p>And how I see San Jose State would be in 5 to 7 years, is really be more inclusive and a lot more collaboration between all the major groups on campus which would be administrators, staff, faculty, students, alumni, and the community. It's just that there is a divide of who's more important and who's not. But I would see more of an inclusion of the -- that we equally contribute to our students' success because that's our main goal, is to graduate students, to be successful, and to be contributing individuals in our society and in our community and in our country. And it kind of reminded me with a story in NASA where there's the tour and there's a custodian that's just cleaning the elevator and they needed some directions, but they actually ask the custodian as to what does he do for NASA. And typically, the answer would be, you know, I clean and I contribute that way. But actually, the custodian said that, you know, we help people fly to the moon. And it's like a success story. It's like a culture that we are all here for one purpose. And it's not one better than the other.</p>	<p>The leadership San Jose State has shown in terms of working in community based settings, is terrific, is exemplary, and I guess my comments were just going to be to encourage us to go further in that direction. The record clearance project has people who are getting internship credit...going into the community. They're giving presentations to community groups regarding how people can clear their criminal convictions from their records, and that of course gives them great leadership opportunities and public speaking opportunities. They're also working on one on one interviews with people who have records who need to be cleared. So they're developing their understanding of interviewing skills, legal skills, legal research, interpersonal relations and that's really powerful for them to see what they can do. And then sort of ultimately, and finally, the students are working on drafting petitions for the clients that they're helping to state from the client's point of view, in their own words, sort of what the circumstances were for those clients.... It gives them the sort of hands-on understanding that this is something that they're able to do and of course it motivates them to learn more so that they can be competent for their, for their clients and the people that they're working with. And it, they see directly the effect on the clients that they're involved. And there are, I think, tremendous opportunities to build on the community connections that we have already established.</p>	<p>Sometimes students feel like they're not empowered and it's my message right now to the teachers and faculties to allow--you have to work together to allow these students to expand their knowledge. You must work together in inspiring courage because you cannot learn by discouragement. If you have a teacher who grades based on failure, it just sets you up to failure. You guys right now, teachers, faculties, are the leaders of our generation. Well, not leaders of our generation but you guys have created the structure for our generation. What example do you plan to set by your actions? You must practice what you preach. By connecting and inspiring with your colleagues to create a community we see this as an example for ourselves to create a community to work together and to create a system that works.</p>

### Academic: Create Out-of-the-Classroom Learning Experiences

Inclusive Excellence	Community Connections	Integrative Learning
<p>And I'm not sure if you all feel that way in administration and finance but I don't know how often you're invited to actually go and help with certain things... like for example an orientation happens in the summer for the students, a big deal checking them in. I thought well gee, maybe there are people who don't normally see students day to day who might go check them in. It's just that whole sense of wow you know that's our incoming students, they'd love to see, you know somebody, they think, there are people who work here who aren't faculty but it would just be this bigger community of we're all here as educators for students, for our fellow employees and I'm not sure we really have that sense here, perhaps not even among the faculty that were all broader educators of all the students here.</p>	<p>I'm here to pitch that program CommUniversity because for the last four years I've been working very, very closely with your staff and your students in that program. I can't say enough about the work that they do in our neighborhoods. They're almost an extension of our office and our staff. They've helped our residents connect even closer with the council office, with their city services, with their representatives from after school or during school tutoring programs to sort of large scale visioning the village project. Well, I think the BART planning and things of that nature. So right now, I mean, as many of you know they city's cutting back, we need help from wherever we can get it and especially from our partner here at San Jose State, the business community, but I just wanted to make that pitch again that it's very important the work that your students are doing and they're learning. I mean we want to keep them here. As a city employee I would love to see some of your students end up working at the City of San Jose. They're very creative, they're hard workers</p>	<p>And, what that means is not a teaching lab but an actual research lab. When my students ask me to write a letter of recommendation for them, I will do that. And, usually, the companies or the medical schools or the PHD programs will call me and they'll say, the first question they ask is did this student work in your research lab, not a teaching lab but a research lab. And so, why is that? Why is that distinction made and why is it important? A teaching lab gives them something that's canned and cooked up that should work every time. And that allows them to build the confidence that they need to feel good about themselves and that they've done something. A research lab, just like it says right here, is based on real world problems.</p>
<p>It would be great to see further involvement from the staff at the university level within the university activities. We see the faculty component and the student component and the staff which are many times intermediaries between the two. And it could be a sign of the times, of the budgets, of the layoffs, of the furloughs, and all of that. But I think we need to reenergize that base. Sometimes the turnover, is very high. So really invest more in terms of being able to maintain the staff, developing the staff, and have them be more effective and efficient in assisting the students and the faculty.</p>	<p>You know, service learning it's not just volunteering . It's about growing yourself with the community and reflecting on the issues that are present when you are doing your service at that site and I think having that requirement would encourage more courses to be made that integrates that community learning.</p>	<p>I think that there's also additional ways that we can extend that virtual learning into other formats such as through colloquia, conferences, workshops, all different kinds of approaches, and we can use illuminate and other online media to support that. Here at SLIS we are already doing these kinds of things, we offer colloquia fully online. We are hosting library 2011 global international conference. There are ways we can do this ... to reach out to students of all different levels and really become part of the fabric of what the university offers.</p>

**Academic: Create Out-of-the-Classroom Learning Experiences**

Inclusive Excellence	Community Connections	Integrative Learning
<p>Maybe in one way we could have big projects that everyone is engaged in that we can all know that we all work on. One of those things is possibly rock the vote. Having students become better citizens, having admin promote that, having everyone get together on one big project, one big vision for all of San Jose State that everyone can participate in rather than just some students doing this and everyone doing their own individual entities. Something that will tie us together as a community.</p>		<p>And I think everybody here, everybody wants to feel like they can compete and I think that everything surrounding the out of the classroom experience needs to be really looked at in conjunction with what we have to offer educationally. Five to seven years, I'd like to think that this is a vibrant campus where everybody wants to be here, wants to do these kinds of things, graduate, be proud that you're an alumni, mentor new students, etcetera.</p>
<p>Kind of the challenge to doing that is I mean you realize we're a very large university, it seems like this year we got even a little bit larger and a large number of faculty and a particularly large number of students so I think the question is how can we at the same time that we are so large how can we in a sense become small. I know one of the high impact practices that's been discussed lately is communities, learning communities and I mean I know that we've made some efforts with housing to kind of bring students and maybe staff and some faculty together but again when you've got a large institution how can at the same time we can make it small by maybe developing some of these communities of learning communities of faculty and students.</p>		

## Academic: Enable Curricular/Pedagogical Innovations That Prepare Students For Future Success

Inclusive Excellence	Community Connections	Integrative Learning
<ul style="list-style-type: none"> <li>Facilitate learning for students with diverse needs including digital learners</li> </ul>	<ul style="list-style-type: none"> <li>Tapping into community needs for continuing education</li> </ul>	<ul style="list-style-type: none"> <li>Curricular bundles around themes for students</li> <li>Interdisciplinary studies</li> <li>Broad-based preparation for the whole person</li> <li>Equip faculty with needed resources, incentives, and recognition</li> </ul>
<p>One of the things that's missing is not just the delivery of content using technology mediation, but actually the experience of the student and learning how to use the technologies for educational purposes. We say they're technologically sophisticated but actually they use them for games, for social connections and so forth. How do we transform that level of use, that kind of practical every day basically childish level of use to something that's more sophisticated so that actually the technologies themselves become ways of learning how to learn in the 21st century, and that's something that's not just content related.</p>	<p>I think we need some more curriculum flexibility in how we create curricula. I don't think we can just keep adding on to old things, I think we have to come up with new ways of doing things, so that goes with what people have said. Given where we sit and the global focus we need to have, some of the large problems-- we face poverty and health and sustainability-- I think we ought to be known for our ability to contribute to at least one of those areas. I don't think you can be perfect or outstanding in all of them but I think given where we sit, we ought to pick one that, given the affordances and opportunities in region where we really stand out for that.</p>	<p>SJSU needs to move beyond piecemeal experimental efforts which impact only a tiny number of students and classes and which never seem to move much beyond the experimental stage and consider restructuring both the lower division GE program as well as creating many upper division opportunities for students to collaborate across disciplines to impact both Silicon Valley, the nation and the world. Such a curricular change would both enable SJSU to play a significant role as a cutting edge member of the Silicon Valley community (in the same way as high tech companies now enjoy such a status) but would also make education a far more meaningful experience for SJSU students</p>
<p>I'd also like to see more flexible models of degree completion so that students who have to drop out for one reason or another have a way to come back in that's easier and that doesn't require them to jump through as many hurdles as we currently do, and there have been a number of models discussed that could work in that way.</p>	<p>I like to see us incorporate more online venues, more online not just classes but I'd like to see us with what Library and Information Sciences has done, see us do more of that on this campus as well so that we reach not just to our local community but to our global community as well to really put San Jose State on the maps so we're not forgotten.</p>	<p>Where we really have the opportunity to help our students is how they might fit into the workforce. Increasingly...the sort of classic job descriptions are falling down and you look at how rapidly things are changing. I mean the information technology industry turns over every few years. We have this whole green tech industry which wasn't there 5 years ago. Just the opportunity to be able to expose students to the connections between fields that don't necessarily seem intuitive at first. That's really where I think we can make a lot of impact and we've got the faculty who have the collaborative spirit.</p>

**Academic: Enable Curricular/Pedagogical Innovations That Prepare Students For Future Success**

Inclusive Excellence	Community Connections	Integrative Learning
<p>I don't want to lose the value part so that we get so caught up in the technology and the new paradigms and new methodologies and the new pedagogies and so forth that we've lost the values of who we are, and the types of students that we attract here. Students come here for a reason. Economic? Yes. But a sense of diversity. A sense that you care for me. A sense you respect me. A sense that I have an identity here. A sense that I can speak to you in your office, outside your office and be a part of your life. And I think that community value is most important. That's what keeps me here. That's what keep faculty here. It's not so much they can come here and teach and do their research, it's also about what makes them feel intrinsically good about being here.</p>		<p>I think we need to have a flexible and multi-disciplinary and interdisciplinary curriculum that also brings research into the curriculum in a more active way so that we're not only teaching within our disciplines and doing research within our disciplines but teaching in collaboration with those in other disciplines and also doing research in collaboration with those in other disciplines, and, obviously, bringing students into that.</p>
<p>We're going to have to be smarter about what kind of programs we develop, what kinds of offerings we're able to make in terms of online versus blended and in easily accessible time blocks, flexible scheduling. All of those things are going to be important. Also in line with that as we get more and more digital learners being of college age we're going to really have to learn how to adapt our education, our pedagogy to those people which will involve more online delivery of basic content and in class focus on mentoring and group projects. So I think we have the potential to do this but it's going to really require some fundamental changes in the way we do business. Universities as entities are not going be business as usual.</p>		<p>We could think about developing some institutional systems to support innovation and change. I think that is at 2 levels. One is specifically technology. So for example, there are going to be lots of little experiments that faculty do with the use of the technology. And then the question is, how does that spread through the community? And oftentimes it doesn't because these particular sets of expertise that the faculty who has done those experiments had that it's not easy to transfer. So, if there could be support structures that if those experiments work, the deployment of those new technologies can be facilitated.</p>

**Academic: Enable Curricular/Pedagogical Innovations That Prepare Students For Future Success**

Inclusive Excellence	Community Connections	Integrative Learning
		<p>I would like SJSU to have 4 levels of undergraduate instruction, 100, 200, 300 and 400 as opposed to the 0-1 system we have, no other CSU to my knowledge has. It's sort of very difficult to get students to understand how we wish for them to accumulate knowledge in a university setting.</p>
		<p>So, I'm also the technician. I don't see how we can be innovative in any arena because we're just running like hell to keep up. And, ultimately, the fix is money to either systematically reduce teaching loads for everybody and increase staffing support or, I don't know what else. But, there has to be some recognition that our workloads simply don't permit us to be innovative.</p>
		<p>I don't feel like in most cases the faculty are supported in creating those kinds of curricula to have integrative learning at those upper levels because it's a labor intensive process to teach in that way, and it's a fantastic way to teach, but we would need to see, as faculty, support for us to actually do that, and then actually get rewarded for doing it in our RTP process.</p>
		<p>I hate it when my classrooms aren't smart, but everyone who's ever been in front of a classroom knows that education is a human, social interaction and it's about me and that student and connecting with them. And technology is not going to save us. Having the newest technology in the room does not make the education better.</p>

## Eliminating Procedural Obstacles

Inclusive Excellence	Community Connections	Integrative Learning
<ul style="list-style-type: none"> <li>• <b>Advising (knowing and getting courses to graduate)</b></li> <li>• <b>Flexibility in requirements &amp; substitutions</b></li> <li>• <b>Staff POV: Better service with less bureaucracy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Easier to make Connections</b></li> <li>• <b>Improve reputation as a professional organization</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Easier to create interdisciplinary courses and studies</b></li> <li>• <b>Easier to create innovative courses and class structures</b></li> </ul>
<p>I'd like to add something to the inclusive excellence bit in regards to breaking down barriers of communication and collaboration especially within the university interdepartmental both academic and student support services. The other day I had a student who was trying to add an English class and she needed to get at a certain amount of units to maintain her immigration status. She was being directed to three different departments and they were all telling her three different things and this student was so frustrated by the time she got to me and I think there needs to be more of a collaboration within our own departments and clear communication just to break down those barriers because students feel shut out, you know, they feel that they don't have any more options, they feel that kind of like what you were saying that they're just, they're not cared about and I understand this is a large university, it's a public university, the focus might not be on that one-on-one attention all the time, they're adults, but if we're going to promise this to the students we need to also act on that promise by proper collaboration.</p>	<p>There are people who, I mean they're, what I found was a real lack of pride in what people do. And I'll say that and then conversely there are people here who are just incredible. You know you go there, they give you information, and another group gives you, sends you to a web page and says here, look it up here. That's, it's really just so dissimilar, I have a hard time rationalizing it. And coming from, coming new, it was just a real shock to have that attitude, and it's, what you do is you work outside the formal system. You have people who do have the knowledge and are willing to help you and that's how you get things accomplished here. If you try to go through the formal system, you end up spending an inordinate amount of time just trying to get things done. And it's, it just, I mean that kind of permeates. I'll give you an example and this is one of my pet peeves. If I as a faculty want to engage and use a pool and take a shower here and engage in athletics, I've got to pay an additional fee in order to do that. That makes me feel like I'm not a member of this community. It makes me feel like I'm external to the school. I'm very much a part of it. I spend 50 plus hours a week here. I don't just teach. I mentor students, I find them jobs, I'm part of the community. It'd be nice if the school, you know made us feel that way.</p>	<p>And so we got an LPP grant....so we both got course releases to develop the course, but then when it came time to teach the class, we weren't able to coordinate the two departments to provide a time slot for both of us to teach it. So we basically had to schedule the classes separately in separate departments in the same room at the same time and then we had to have enough students in both the classes combined, and one of them did not have enough students to make that section of the course so then the course was cancelled. So it's again it's resources, we're certainly I think ready to collaborate but we need the support to do that.</p>

## Eliminating Procedural Obstacles

Inclusive Excellence	Community Connections	Integrative Learning
<p>There's an issue with students being sent back and forth all over campus when they want to get something done, whether they're having to drop all of their classes because of an emergency or just do some kind of paperwork change, we'll send them over to the student services center by the garage for one thing and then send 'em over to Clark Hall downstairs for another thing and then send 'em over to the library for a third thing and then, and they're just crisscrossing campus just trying to get one thing resolved.</p>	<p>I think we need...some more curriculum flexibility in how we create curricula. I don't think we can just keep adding on to old things, I think we have to come up with new ways of doing things. Given where we sit and the global focus we need to have, some of the large problems-- we face poverty and health and sustainability-- I think we ought to be known for our ability to contribute to at least one of those areas. I don't think you can be perfect or outstanding in all of them but I think given where we sit, we ought to pick one that, given the affordances and opportunities in region where we really stand out for that.</p>	<p>Innovations in recruitment, admissions, and retention are necessary to meet changing and expanding educational needs. Procedures and policies need to be evaluated and updated as necessary to reflect student needs. Most staff truly want to help students succeed, but are overloaded with work. An evaluation and update of work flow and procedures can relieve staff of some issues while focusing more on student needs. In addition, staff morale needs boosted and strong ties to the community encouraged. Lastly, national, state, and regional professional development opportunities for staff would be great ways to stimulate innovation and possibilities.</p>
<p>We need to be known for being a place that is welcoming the students, that, when students arrive here, we've put in place mechanisms, and I know that there are other state universities in the country that have done this that really make students feel that they are welcomed and that they are taken care of as opposed to what currently exists which is basically they come in and it's good luck. And, we hope you make it through, but you're really going to have to learn how to work the system. And, we've got students who do not have the families behind them that necessarily know how to work the system. And, I think, that, if we could in part amongst all these other goals that are also very important, have be very, very explicit and systematic in how we welcome and sustain students here as they move here.</p>	<p>So I really would like to see us do much better on the student experience, the whole side. So from the registration, from the recruitment, through their time here, in housing, in their activities, and the interaction with the families, a lot has changed over the years in terms of the involvement of the families with their students now. So some of the things we have in place actually sort of distance families rather than include them. So I'd like to see us change in that way also and really get a good, full student experience.</p>	<p>I think we should mirror where we are, I think we should walk and talk, we should be innovative, I mean why could we not be the most innovative university in the country that did not, is not strangled by bureaucracy 'cause then you would attract all kinds of interesting people who want to come here. That means if we could -- if we were like the Silicon Valley, I just think that would be very exciting and motivating for people and cause a lot of changes.</p>

## Eliminating Procedural Obstacles

Inclusive Excellence	Community Connections	Integrative Learning
<p>The students would have access to resources that would help them think through what it is they wanted but then they would also have the capability within their majors to create a program that was actually integrated and that brought in their own learning and then we talked about this a bit in the college of social sciences that we would have then around that much more flexibility around what a class looks like. You know every class wouldn't necessarily look like two hours a week, one hour and fifteen minutes here and there or three hours at a chunk, some classes might have online components and in class components, some classes might be really intensive for a couple of weeks and have you know in class, in person and very experiential and other stuff</p>		<p>I'd like to add another thing. I have a mantra about reducing the bureaucracy. And we've been talking at our college about this for the last couple of years. We have a relatively new dean and we have discussed very specific issues about bureaucracy and how it could be eliminated, how layers could be flushed out. But what I'm really seeing and we're all seeing, at our college at least, is actually an increase in bureaucracy and we're not sure if it's associated with risk management or exactly, you know, what's happening, but the bureaucracy certainly is not being reduced.</p>
<p>I happen to have a daughter here now... And now she's back in grad school here. The bureaucracy here is maddening. It's absolutely frustrating for students to navigate and the tears and the territoriality of being here is just -- it's embarrassing as a faculty member to have to acknowledge that, that's what happens here.</p>		<p>I too would like us to be more nimble in our processes. It shouldn't take us months to hire somebody. It shouldn't take us weeks to get somebody admitted on, as a student. And when you ask to have a picture hung on a wall, that shouldn't take a whole semester to have done. So there are lots of processes that I would like to see us simplify, streamline, make more efficient.</p>
<p>the customer service in the bursar's office or in the financial aid office is somewhat I guess you could say lacking because you hear people going, you know, I didn't get my financial aid because of this, this and this and it all could have been avoided if they went through certain steps but the customer service wasn't so clear.</p>		<p>San Jose needs to revisit its system for return of indirect costs to departments and investigators. The administration of grants should be customer oriented where the departments and the PI's are the customers. Grant administration should be maximally transparent to encourage efficiency and build customer confidence.</p>

## Eliminating Procedural Obstacles

Inclusive Excellence	Community Connections	Integrative Learning
<p>Even with the bursar's office I know a lot of my friends had all their classes dropped because there was a discrepancy on their paperwork for one of the payments, they did pay it but they didn't have any proof. I feel if we want to be a better university we want people to not come back from the student service center and be like, oh, I don't like the bursar's office, I don't like the financial aid office. They should have a great experience.</p>		<p>I was trying to get some students out of the engineering program to work with the business program but it was like trying to cure cancer. Nobody knows how to even go approach it, and there are different programs and various things ... But in the real world you do have to collaborate</p>
<p>So I hope in the future when we do get a fee increase, when we do get regulations about housing that it could be sent to us as students and also our parents, in their own language as well. Because right now it's only being sent either to my SJSU which some parents don't have full access to, or don't know how to access it. So they could be aware of what's going on with the tuition, with the budget crisis, with the new president coming in. And these town hall meetings as well, because they're not only our issue, but their issue as well. So I hope that it can be addressed to not only the students, but the parents, faculty and everyone. Just, and I guess, different languages as, I mean of course in different languages, so everyone can be included into this dialogue as well, since we are a diverse community and that needs to be addressed in the way we do outreach to everyone.</p>		

## Technology Infrastructure

Inclusive Excellence	Community Connections	Integrative Learning
<ul style="list-style-type: none"> <li>• <b>Easy and effective digital services</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Central calendar: Increase awareness and engagement</b></li> <li>• <b>Broaden definition of “community” to be more global</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Facilitates integration and collaboration and provides real-world job skills</b></li> </ul>
<p>Many people that have "graduated" from San Jose State University, walked across the stage, received a certificate and then failed to graduate. They received a notice from the bursar's office saying that they are missing maybe 3 credits. That's as simple as one class, that's as easy as taking an on-line class over superseding all the other classes that you take in your last semester. This could be remedied easily if caught sooner, but this is a real issue that a lot of students are struggling to meet ... there has to be an easier way to solve this issue. What that stems from is really a discrepancy between transcripts on MySJSU, the degree progress of whatever your major is, your advisors as well as the bursar's office. These are three different sources of what it means to get a certain major. Your degree progress is different between these three sources and that needs to be remedied stat.</p>	<p>I'd like the university be known or branded as a place of innovation in education and that would happen through the successes in integrating digital technologies into the educational objectives in a way that's more successful than our competitors are able to do, and in some way initiating changes elsewhere in the integration of digital technologies into the educational objectives. But I also think it entails an identity that is global, that our relationship to a community is actually a relationship to a network of communities worldwide and we are unique in that respect insofar as the way we think about the relation between technology and education attracts t his global audience.</p>	<p>I see a real dearth of technological resources on the campus. I fight with 67 other professors teaching composition to get one day a semester in a computer lab. That's not teaching our students 21st century writing, you know. ... But there isn't enough infrastructure to really support the kind of innovation that we're imagining. You know, when I can only get my students in front of the computer one day out of 30 class meetings. And yes, they can bring their own laptops to campus but not all of our students are in a position to own laptops. I think I have to be realistic about that and not all of them are in a position to buy the software that will really maximize their education and help them be really flexible communicators in many, many different writing situations.</p>
<p>I'd like to see more training for staff members because we're usually the first ones called in line to help and we need to know what's available for our departments.</p>	<p>And one thing I'd really like to see, like first and foremost, is one calendar. Like I never know what's going on campus and I'm a student and I'm a staff and I still don't know. And that's really always boggling to me that there isn't one central place to look and say oh, there's people in the quad, what are they doing? And you can't find out because you don't know where all of the calendars exist.</p>	<p>I think we have an excellent dedication to education and I think that that can be expanded like the previous speakers said, is if we leverage technology to do remote access so that we can bring our knowledge and our educational programs to a wider audience using YouTube type of technology, and also have it go both ways. Not just our knowledge going out but also knowledge coming in and I think that will strengthen us.</p>

## Technology Infrastructure

Inclusive Excellence	Community Connections	Integrative Learning
<p>I wish there was something in the system, even if we have to now be with PeopleSoft that would allow us to that whenever they request from...reporting data...that it would be easier for us to extract the data without having to do a lot of manual input or extraction or, you know, we don't need this, we have to adjust it for this, these are budgeted, these are not budgeted, so forth. It has to be something where our university, we're training students to become leaders in technology and everything, yet we, ourselves, are way behind on that.</p>	<p>So I would like to see us, whatever the technology may end up being, to provide an infrastructure for our alum staff, and faculty to be able to stay connected so that we do better alumni relations. We have better donor relations eventually. So overall strengthening student affairs to make sure that comprehensively we give great experiences, good intervention, have them be gainfully employed, keep in touch with them through better infrastructure, technology infrastructure and also improve the academics to be able to compete with our surrounding universities.</p>	<p>I think we need to look at our infrastructure particularly around digital services in the short time that I've been here, we have 2 turnovers in leadership around digital services and a reduction in staff in digital services while we had a conversion and the introduction of desire to learn, so where does that make sense. So I think we need to really look at our digital infrastructure to figure out how we can be supportive, fair and put student pedagogy at the center but make sure we're providing resources that would be helpful to those people who are engaging in student pedagogy</p>
<p>Now it's very difficult currently for people to know (a) how to graduate and for people to know what to do to graduate. And I know that there are, have been a lot of people who have had their graduation forms either lost, misplaced, or who knows what. And that is a major problem, especially for a university that's trying to get students to graduate on time. And I think that it, it's basically unacceptable. That's what it is. And I think that can be improved by pushing the forms online, which I know the registrar has already said is one of their goals. But in the next five to seven years, it needs to be done. And there needs to be a more streamlined way of doing it. And also I think the university should put on programs to explain how to graduate. How to do that process. Because there is absolutely no way that the university reaches out to students to actually inform them to do the paperwork until it's too far past.</p>	<p>The issue of information, we all have websites. I think we are all aware that that's how students tend to become aware of our programs and yet our websites are not maintained. The website in my program was launched a number of years ago and then nobody's available to update it. There's no funding to keep this thing current. And so people looking for information on our program are emailing people who retired 5 years ago and this is very, very difficult for us to sort of reap the benefits of the very large recruitment efforts that we do in high schools and community colleges across the bay area.</p>	<p>I think in five to seven years, the university has to develop a formula in which you can fund the resources to go online because it's a major investment not only in technology but it's also a major investment in retraining the faculty, because a lot of faculty basically would do very well in a classroom but when you're talking about an online course that's effective, you need not only the studios, you need to basically--if you do distance education which the library system does on terms of their master's program, which is our model. So you need those resources to develop that online inclusiveness.</p>

## Technology Infrastructure

Inclusive Excellence	Community Connections	Integrative Learning
<p>I like to see our San Jose State University campus, the facilities recognize new technologies more immediate than we have in the past. I'll give you an example, our videos that we get for our staff--for our students and our faculty and teaching currently are in an outdated mode using DVDs, et cetera. We would like to move into streaming video which not only allows people to access this off campus but it's ADA compliant which many of the videos are not ADA compliant. However, our physical classrooms do not even come close to having the capability of taking these streaming videos. They're not internet capable, they don't have computers, the wireless on campus is minimal and that has made for students and faculty to be very upset about the situation. So that's just one thing. I'd like to see our facilities match the technology that is happening –especially since it's so compelling.</p>	<p>I'd like San Jose State to be seen as the sort of flagship university in the CSU and one of the ways I don't think we've served ourselves well nor represented Silicon Valley is, for us to make that case, we need to have better data. We need to be able to show... conclusively and in a compelling way to our community, the impact we have. So we need information systems that are sophisticated, that are wide ranging and that really capture a number of metrics that are important to us and not just in terms of graduation and retention.</p>	<p>One of the things that's missing is not just the delivery of content using technology mediation, but actually the experience of the student and learning how to use the technologies for educational purposes. We say they're technologically sophisticated but actually they use them for games, for social connections and so forth. How do we transform that level of use, that kind of practical every day basically childish level of use to something that's more sophisticated so that actually the technologies themselves become ways of learning how to learn in the 21st century, and that's something that's not just content related</p>
		<p>I would like to see all of classrooms and meeting spaces capable of being accessed from San Jose State so that we have video conferencing and fully enhanced classrooms</p>
		<p>I would like to see in the near future, between five, six years, is improving the lab equipment because a lot of the tools that we're using are pretty old and it's pretty embarrassing that some of the computers that we're using are so slow that our iPhones or whatever, Smartphones, have better processing speed than the computers that we're using in there. So I mean it takes longer to load something onto it than your phone. . So that's one</p>

## Technology Infrastructure

Inclusive Excellence	Community Connections	Integrative Learning
		<p>of the things that I would say, you know just the computers, some of the scopes are you know some of them are still analog and in the industry they're using digital scopes and stuff like that. So we're learning things in old equipment so I don't think that's, that's a great way to learn especially when they're using newer stuff in the industry.</p>
		<p>This is where Silicon Valley is being pushed forward, and that we had not only the reputation, but we had the equipment, we had the rooms, we had the technology so that the students really do become the next generation of leaders to push that forward. And in their internships, I would say students are getting that but they don't have the matching experiences here before they even go out and so with respect to technology in five to seven years it seems like we could take giant steps in that direction.</p>

## Campus Environment

Inclusive Excellence	Community Connections	Integrative Learning
<ul style="list-style-type: none"> <li>Gathering spaces for peer support, student activities, and faculty-student mentoring</li> </ul>	<ul style="list-style-type: none"> <li>Safety</li> </ul>	<ul style="list-style-type: none"> <li>Up to date and physically comfortable learning spaces</li> <li>Smart classrooms</li> </ul>
<p>I don't think if you don't know, okay, my daughter was at UC and they might have 800 people in a room and certainly she never met her professor, but the beauty here is we have small classes even at 45 it's small and if a student, if they know somebody cares about them, they're going to do better and to me in order to achieve academic excellence you have to be more than smart. In fact, you don't really have to be that smart quite frankly. You can work hard and you can achieve excellence if you know somebody cares about you and is willing to work with you and you have a support of university environment. So, what does that mean? If you need counseling, you don't have to wait three weeks to go to see a counselor. If you want to get healthy food, you can find it and it's not exorbitantly priced. We do have some of these things so I'm not going to say we don't, but I think we can improve.</p>	<p>There are many collaborative facilities projects that can be explored in the next few years. As our state funding diminishes, we can continue to pursue joint ventures with the city of San Jose using the KING Library as a model. This very successful joint venture provides a service campus would be unable to match on its own. But with the combined resources it offers an improved service to the campus community and city residents as well. Similar collaborations have been identified including a joint art gallery (before the SJMA was developed downtown) and the joint athletics facilities at south campus. Although current discussions have discontinued, there are still many needs that could be filled collaboratively. Another example is the bike pod pilot project being developed in conjunction with the City of San Jose and VTA. In addition, a pedestrian corridor between campus and the city hall would improve the perception of connectivity with the campus' namesake. Collaborative relationships with the city could lead to regularly offered internships with city departments.</p>	<p>What I'd like to say is when our motto reads powering Silicon Valley we all need to substantiate that vision with credible research opportunities on this campus and I touched on this in one of the other town halls I attended. This is more on the academic lines like we know all the student orgs, the engineering student clubs that are on campus strive real hard and give respect to the effort they put in we don't do all that good at state-level, regional-level or national-level competitions. We have certain engineering clubs and societies but there are just not enough opportunities or facilities for them to utilize or maximize so that we can really brand ourselves as a proud engineering school.</p>
<p>Students don't really own space on campus. When I was an undergraduate, there was always a student lounge and I teach at San Francisco State or I did as a part-timer for a number of years. And many of their departments have a room that's just for the students. It locks at night but it's got computers. It has little library in there for them. The books are all theirs to take. And so we don't make spaces as exciting and inviting as we could outside of the new academic success center</p>	<p>I think that if this campus is going to successfully create a residential campus I see it as being its own city kind of , expanding into the community, a warm inviting place, safe, well lit, very active both during the day and at night. Hopefully with the new facilities bringing more life and opportunities for the students and into the surrounding community. I think that ...the areas surrounding the community should be probably looked at as being purchased, owned, whatever and to expand it so that it's not just a residential campus on the campus but in the surrounding campus.</p>	<p>I'd also like to see us...have more smart rooms or I guess that's what they're called. Smart classrooms where instead of the university playing catch-up to technology, you know, we actually be a little bit more progressive with classrooms like talking about Dudley Moorhead. I remember those days and I mean sitting there uncomfortable, you know, there's no heat or no air conditioning and just--I mean, it's not a proper place like really learn when you're more concerned about the atmosphere than what the teachers are saying</p>

## Campus Environment

Inclusive Excellence	Community Connections	Integrative Learning
<p>And I think that kind of ties into the need for facilities. My office is in front of the Sport Club so I walk through there every day and that gym is crowded packed I think this year more than ever before. But, you know, people are waiting in line for the treadmills, waiting for elliptical machines and there's just -- there's just not enough facilities to serve all of our students on campus and I think we could really make an effort to provide them with better facilities, more space for them to meet for their club groups, and, perhaps, more programming for events for them to participate on campus so we can really bring some pride to San Jose State.</p>	<p>The track has pretty much remained in the same condition that I have seen over the past 20 some odd years. I think first and foremost that there must be a clear, good vision of the south campus facilities. This is highly visible to everybody. If you come out at 5 o'clock in the afternoon to the track, you will see hundreds of people throughout the day walking and jogging and we have a tremendous facility out there that is waiting to find its place among south campus</p>	<p>I work for facilities. I used to work for the UC system before I came here. I've been here almost seven years. I know it's a topic of money but infrastructure improvements are always a hot topic. When I came from UC Santa Cruz we had a very high tech science buildings and everything like that. I came here, it seems that most of the science buildings are about 20, 30 years behind the times. As far as students go, it hinders their learning if they go out in the real world and the technology and their usage of equipment is way beyond what they're using now. Again, it's all money so, but it would be a great thing to have.</p>
<p>I know that the student organizations I work with are having difficult time finding meeting room space, and so with 300 student clubs all looking for meeting space, it seems like on campus we need to do something to facilitate their meetings rather than put obstacles in front of them.</p>	<p>Space on campus is crazy. You know, student enrollment brags about having 390 student orgs on campus that are registered. Where are they going to meet? And where are we actually opening our doors for them without charging them, without, you know, questioning what is it they're doing, and making sure that they have an advisor with them? That's a whole other 390 staff and faculty that have got to give time above and beyond their classroom activities.</p>	<p>As pedagogy evolves, it would improve the students experience to convert all the outdated tablet armchair lecture classes with more versatile smart classrooms. The smart classrooms elevate regimented learning into more interactive and relevant experiences improving the quality of instructional programs.</p>
<p>The Student Union is going to be something just for the students but it is going to be, you know, one of the nicer buildings on campus and I think we should kind of continue to try to live up to that standard and build buildings, do things from a facilities and operations standpoint that we can be proud of, like, you know, we're turning on the recycled water irrigation loop. Actually we did already to get the aero funds that had to happen - or, no, it has to happen in the month of September, so, but, you know, we should be proud of these things, talking about these things, and continue to live up to them.</p>	<p>I'm a first year student and something I've noticed recently is just that students are really afraid to be out, like, at night. I don't know. It seems to be a problem more now. Like yesterday.. this girl posted on Facebook...she said that she went to visit her family, but she didn't want to come at night because she was afraid she was going to get assaulted or something. So, you know, I think that with all the things that's been happening, students are starting to get scared and like, now, more than ever, it's just more like panic, when they don't feel safe anymore.</p>	<p>You know I think that the surroundings that the students are in really reflects the value of what they're getting t- like it's really important the physical setting of which they are doing their learning in, so I know there's been some efforts on campus to, to build more facilities and things but the classrooms just seem to me to be a sacred space that we're not really paying that much attention to. And the equipment is outdated and, you know, I mean that's the room where we deliver the goods and, particularly my building is just horrifying.</p>

## Campus Environment

Inclusive Excellence	Community Connections	Integrative Learning
<p>In order to create a warm, supportive, inclusive campus climate, there are many changes we can take internally. I recommend a higher priority placed on signage both signage to find your way and building signage. In addition, public art and warm interesting colors can be introduced to improve the campus climate. These design features are simple changes that make an impression on students searching for inclusion, support and comfort. In addition, the students being housed off-campus could be further included in the campus community by offering shuttle buses or vans periodically that would provide more convenience and comfort than city transportation.</p>	<p>San Jose State University could be at the forefront of integration and sustainability. When you implement environmental solutions with business solutions and engineering solutions, civil engineering, how to design those bike carrying mechanisms upstairs with ease. Planning, how to plan out the different bike corridors on campus instead of having this mess of people just running into each other because there're no lanes, dedicated lanes for bikes and then that you get a lot of people just complaining, "Oh my goodness, these bicyclists and these skateboarders are in my way, oh we're going to stop the bicycle." No. If you could--if we have a sustainability trust fund, we could actually fund these projects or we can all have an option to walk, to bike, to skateboard, et cetera.</p>	<p>There really is no convenient, comfortable, gathering place for faculty to really come together so again as we talk about collaboration in interdisciplinary work I think we really need again a place for faculty can either formally or informally come together more often.</p>
<p>I would love to see San Jose State blossom in the following ways. First, the "bureaucracy" at a large, state university can be overwhelming to new students. This is particularly true of first generation students, students from other cultures, and those with different educational experiences. Navigating the ins and outs of the university can be daunting. The flow of communication to students needs to occur quickly and clearly. Secondly, one welcoming, centralized center of student services [with some general interdisciplinary staff training] could relieve some student anxiety. If staff are connected with one another, and are familiar with other department policies [in general], then they can better serve students. For growth and connection purposes, a new administrative building that houses all administration could further stimulate connections of students and staff, along with staff in different departments.</p>	<p>Have a much safer campus, stronger UPD presence</p>	

## Campus Environment

Inclusive Excellence	Community Connections	Integrative Learning
<ul style="list-style-type: none"> <li>• <b>Increased belonging that leads to student retention</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Increased visibility and presence</b></li> <li>• <b>Team spirit</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Retention of faculty and staff</b></li> <li>• <b>Identify and promote major areas of excellence</b></li> </ul>
<p>The other thing I think is important for us in the next five to seven years is to really concentrate on branding. We are in the Silicon Valley, whether we like it or not, and I think it's a real advantage that we haven't taken full advantage of, and that would help us to attract money, to attract people, to attract the attention of the world and would help to reinforce the reputation that we ought to have. We have fabulous faculty. We have terrific students. We have wonderful alumni. And now I'm learning just how wonderful our alumni really are with the fundraising that I'm doing. And somehow or another our reputation doesn't catch up with us. And so I would like to see us really concentrate on branding who we are and, and then what basking in the glory of the success that we are.</p>	<p>In 5 to 7 years or less I would like to walk into stores in our local community and have San Jose State sweatshirts, San Jose State memorabilia, things that are San Jose State. Not Cal, not Stanford. Perception is reality and I believe that is a community hindrance to us because, you know, when you go into the community, you go into stores, it's hard to get San Jose State things. Not enough people wearing San Jose State shirts in our community, things to that nature. I'd like to see that in the next few years, pride of being at this great university. It's a great university and more people should know that.</p>	<p>I would very much like to say every college on campus to identify potential programs on excellence. But I don't think we should deceive ourselves saying that every program can be excellent. If every program is excellent, then no program is excellent. So if you can identify now one or two programs at every college, you know, as potential, you know, for being excellent and being noticed by the rest of the scholarship community and the world, and try to encourage those programs and giving additional resources necessary to promote them. Then, we can easily become a center for excellence in different areas.</p>
<p>Well as we sit here you talked about what would the students in ten years be like that graduated in five and I think it gets back to that they would be Spartans. There is a connection, that they are now the people sitting around this table. They are giving back. So they have a continual connection to this school so that it becomes a part of them. And they come back. So I think there's a connection that you want. So ten years from now if all of this works you've got people who are proud to say I graduated from San José State.</p>	<p>So a big part of the public affairs job is developing the face and the voice for San Jose State. So what I would like to see as far as community connections go is for the university to really build a strong brand and have a real marketing strategy so that when we approach companies and organizations to build these partnerships, they're already thinking of us. I don't think that the university has ever had a really strong marketing strategy and I think that will also go toward building pride in our alumni, but it will help to build this community connection. So I guess build a stronger brand so that we are top of mind for our local community.</p>	<p>The second specific suggestion would be to have a top down plan for facilitating and increasing the level of research, scholarship and creative activity on this campus and the reasons for that are several. The first and most important is that in my opinion and in the opinion of many that is the best way to train our students to be effective problem solvers particularly for a technological job market which is where most of our students end up and it would also be a great way to engage, recruit and retain the highest quality faculty and the added benefit would be that in my opinion it would improve the reputation of San Jose State at the same time, so those are my suggestions.</p>

## Campus Environment

Inclusive Excellence	Community Connections	Integrative Learning
<p>When I first got here, I can tell you I had more pride than some people and I think that's something--a general scheme throughout that when something goes wrong, it's welcome to San Jose State or, you know, it's that when negative things happen, it's because we make excuses. We need to stop making excuses all over the place and start being great and I think that starts from an individual level and it starts from a vision for what we can be at a national level, both in academics and athletics. We should be highlighting what our greatness can be in certain levels now so that we can elevate the profile of the university on a national level.</p> <p>I mean I think we really need to make the campus a vibrant place where students want to become members of organizations and participate in activities after hours and it actually really needs to be the kind of thing where faculty actually want to be here past five o'clock and attend athletic events and create the kind of atmosphere that I think everyone is talking about, you know a pride in the university.</p>	<p>Past students, you know, one of the questions that we ask alumni when we're speaking on the phone with them when we're trying to build rapport before we ask them for their donation is, you know, what did you enjoy about San Jose State and there definitely is a group or a time period where they don't have anything really great to say and that's really -- I don't know, for me that's hard to hear. I did not attend here as a student but there is that lack of pride that someone had mentioned earlier, so I'd like a way to be able to see how students from day 1 that pride is instilled in them and that they feel that someone from the time they walked in through our gates to the time they leave and after they leave that, you know, San Jose State is a place that they can go back to time and time again and if they do need information or something that we'll be able to provide it for them.</p> <p>We are not an R1 institution, but we are an A1 institution and we do incredible amounts of applied research and no one knows, and our faculty are winning awards all the time and recognition within academia. But that message needs to get out to the rest of the campus and the community.</p>	<p>I would very much like to say every college on campus to identify potential programs on excellence. But I don't think we should deceive ourselves saying that every program can be excellent. If every program is excellent, then no program is excellent. So if you can identify now one or two programs at every college, you know, as potential, you know, for being excellent and being noticed by the rest of the scholarship community and the world, and try to encourage those programs and giving additional resources necessary to promote them. Now, then, we can easily become a center for excellence in different areas.</p> <p>I'd like the university be known or branded as a place of innovation in education and that would happen through the successes in integrating digital technologies into the educational objectives in a way that's more successful than our competitors are able to do, and in some way initiating changes elsewhere in the integration of digital technologies into the educational objectives.</p>

## Campus Environment

### Inclusive Excellence

I would say I would like to see us present to the outside world a clearly defined image that is positive and it illustrates our best assets, and we kind of have a united front about those things that we think we clearly shine and that we want the rest of the world to know that and we hold our head up more and have more confidence. Because I came here from Stanford and even when they aren't the best in something they always say they are and even in a discipline I'm not kidding that they're weak at and, for instance, one of the sciences they would try to say they were better than Santa Barbara and they won all these Nobel Prizes. And when I came here I was struck with -- I think people here are very modest and it's part of what is nice about them; they're not arrogant but then again sometimes it is good to present to the outside world a confident image and really illustrate, you know, your strengths and what you think is great about you and whether it be in sports or academia to always try and support kind of what works and you're successful at.

### Community Connections

But I don't think we work so much on trying to develop a pride in the students that come here and graduate here. ... it almost just like, okay, graduated from San Jose State, cool, and move on. I sort of see other people that go to other universities... they say they're Wildcats or they're Tigers. They sort of talk is about the pride of their university and things like that and I, ... not too many people leave here usually and say, yeah, oh yeah, I'm a Spartan, you know. And I know it's sometimes hard to develop this kind of pride and stuff but I think that there are small things that the university could do, you know. A lot of universities focus a lot on--a bit on their sports and, sometimes having either rallies or get-togethers on campus during, ... regular hours to, ... advertise certain things. I know it like--we went to a ball game just a few years ago and it almost seem like it was nothing here on campus. While on other campuses, they would have been a huge deal and they would have had rallies and parties and things of that nature. And I think it helps because when you do stuff like this, you help to bring a certain pride to the students about their institution and then you make them also be proud alumni. Then they continue to not only support the university but want to take part in it, ... sports games or other kinds of things that take place on campus. And you also have more donations even for the university. So I think it would be nice in the next 5 to 7 years to find a way to work on making us not just a commuter college that people come to but a place that people are also proud and like to say, I'm a Spartan or I went to San Jose State. It's a big deal.

### Integrative Learning

I think San Jose State is uniquely positioned to become a leader in sustainability.....I think one of the reasons I think it's a key issue to address is that it provides an action items for students, for operations, for the faculty and staff, it's interdisciplinary, one of the key goals that we also want to do. I mean just by its very nature it combines different areas. So it could be, you know, business students working with engineering students that find programs that are profitable and meet sustainability goals. It could be design students working with environmental students on life cycle analysis. And in this way it's a way that would help prepare our students for one of the fastest growing areas of the economy. I also think that it provides the means for faculty to work with different colleges, something that I would really like to do a lot more. .... So in short I think sustainability provides a huge opportunity for the university, for its students and its faculty to help reduce cost and prepare our students for the future workplace and advance our professors' impact in education and I really think that that should be one of the goals in this five to seven-year process.

## Campus Environment

### Inclusive Excellence

I'd like to be empowered to have pride in the academics that exists here at San Jose State University. I think that that can be brought forth through innovative research and the funding of said research as well as bringing unique and diverse perspectives to our campus, not only within our student body, but...with our faculty. I mean we excel in diversity, do we not? [Applause] We have an exceedingly diverse campus and we have wonderful organizations that help support that diversity. However, I do find that occasionally, we are lacking in the diversity of ideas. [Applause] I think from here forth, we should seek to attract faculty and students interested in an array of subjects. We should seek to create opportunities that are unique to this area. We certainly have the resources available via companies that exist in this area that are so unique and functioning at such a different way comparatively to how things function on the East Coast...we are capable of offering something so empowering to students that they couldn't help but want to be here. Why aren't we doing that? I think also in looking through this academic diversity, it is important that we look to stability. Now, academics, good ones, don't typically hang out in places that aren't stable. They want to have things like families and jobs and health insurance for an extended period of time. Now, to attract good educators, I think that we would need to have more tenure track positions available that would also encourage our staff or our faculty to do more research and provide more of a knowledge base within our community and allow our name to be sung out

### Community Connections

We say this all the time, there's more San Jose State alumni working in Silicon Valley than any other school in the country. So we have that connection if we use it. I think twofold, what our issues are is number one, our alumni base is weak in giving back to the school. It's fundamentally been that way, I've learned for a long time and I think that's twofold. Number one is probably when we're contacting our alumni, we're only asking for money, which is a turnoff right away. And number two is are they having a great experience while they're here or are they just coming here to get an education because this is where they have to come because they can't afford anything else, and then they got in the community and they don't have that sense of pride of San Jose State? So I think if we can solve those two issues, if we can as they're here create a sense of pride so that they're not roaming around campus wearing another institution's sweatshirt. Can they take pride in San Jose State? Can we make it easier for them? And this kind of ties in to what was said earlier about it becoming easier and I know, you know, with the budget cuts and everything, everything is always a little bit difficult.

### Integrative Learning

## Campus Environment

Inclusive Excellence	Community Connections	Integrative Learning
into the academic world		
<p>I hope that you get the information you need so that we can go in that direction because I mean I go to different events, whether it's sporting events at different schools or other events, and I mean as soon as I see San Jose State, I see their eyes drop at me, and I hate that feeling. They go, oh well that's just San Jose State and, I'll start tearing up because that's how much care. It just hurts me, and you know as a staff and former student, I mean five years I hope these students don't have to go through what I go through.</p>	<p>You know, if we had a winning football team, you know we would be prominently displayed, as you know a good athletics program for the surrounding community so we would be participating in the local soccer games and the soccer leagues and providing sports camps and so we would be the place of first choice for the surrounding communities to come to college. I mean you would be, I mean it would elevate every aspect about the university.</p>	
	<p>I would love to see some Spartan pride in these sports in which we can have so much Spartan pride. In fact, we have Uchida Hall named after one of our top judo coaches. Why isn't that spoken about more? Why isn't that being celebrated? I know he is going to come speak at one of these--the speaker series led by the Cesar Chaves Community Action Center and I am excited pretty much. This is something we need to celebrate and will help bring together the campus community to celebrate what it means to be a Spartan and to speak on other teams, I myself that I'm a member of the SGSU forensics team. No, we don't go out and CSI stuff but we give speeches. It's speech and debate. And we had team members go to internationals and no one knows about it. We had a team of debaters win 2nd place in novice nationals, my partner and I and no one knows about it.</p>	
	<p>I think what really needs to happen is there needs to be an investment in media because you're on TV 10 times in the next 12 weeks and you don't have any platform. You don't have any media. You want to change the branding of this institution? Start getting commercials.</p>	

## Campus Environment

Inclusive Excellence	Community Connections	Integrative Learning
	Start getting on the radio. Start telling your story.	
	I'd like to be able to respond to people when they say what is San Jose State known for and I'd like to have three to five things that I could say this is this is our niche, San Jose State's niche in terms of academic programs and possibly you know valley connections with industry.	
	I would like to see a very, very clear brand and communication strategy for that brand for the entire university.	
	It is good to present to the outside world a confident image and really illustrate, you know, your strengths and what you think is great about you and whether it be in sports or academia to always try and support kind of what works and you're successful at.	



## KEY FINDINGS & RECOMMENDATIONS

### From Feedback Survey on *Draft SJSU Executive Summary Strategic Plan: Vision 2017*

#### Introduction

The draft SJSU Executive Summary Strategic Plan: Vision 2017 was communicated to the campus during the week of November 14, 2011. An email was sent thanking the university community for their participation in the strategic planning process, and encouraging their continued engagement by providing feedback on the draft document. A link to the strategic planning website was included which provided access to the draft document and an online survey.

#### Respondents

More than 100 respondents participated in the feedback survey. Compared to the initial data gathering effort, faculty, in general, were represented in greater proportion and senior faculty (21+ years) were represented in greater proportion.

<i>Classification</i>			<i>Division</i>			<i>Time at SJSU</i>		
Administrator	12	11.9%	Academic Affairs	53	52.5%	> 1 year	8	7.9%
Community Member	2	2.0%	Administration & Finance	13	12.9%	1-5 years	29	28.7%
Faculty	49	48.5%	Advancement	3	3.0%	6-10 years	23	22.8%
Staff	36	35.6%	Athletics	2	2.0%	11-15 years	7	6.9%
Student	2	2.0%	Student Affairs	11	10.9%	16-20 years	10	9.9%
						21+ years	23	22.8%

KEY FINDINGS & RECOMMENDATIONS

From Feedback Survey on *Draft SJSU Executive Summary Strategic Plan: Vision 2017*

**Summary of Responses**

Overall, most respondents felt that they understood the guiding principles and the goals and felt that the goals address the important issues facing SJSU.

Measurement Scale 1=not at all 2=a little 3=somewhat 4=mostly 5=very much	Average Response	Top Box % of responses 4,5	Low Box % of responses 1,2
1. Do you feel that you understand how these guiding principles will influence SJSU in the future?	3.70	65.3%	14.9%
2. Do you feel that you understand how these goals will influence SJSU in the future?	3.52	66.0%	19.0%
3. How easily can you imagine you taking actions, in your role at the university that could help the university achieve these goals?	3.42	51.5%	27.7%
4. Do you feel that if SJSU accomplishes these goals, it will have addressed the most important issues facing the university?	3.37	51.4%	21.8%

**Qualitative (open-ended) Responses on Feedback Survey:**

**A) Demographics of those who responded to the 4 open-ended items**

- 30 faculty (28% of total survey respondents; 42% of open-ended items)
- 23 staff (22% of total survey respondents; 32% of open-ended items)
- 11 administrators (10% of total survey respondents; 15% of open-ended items)
- 2 students (2% of total survey respondents; 3% of open-ended items)
- 2 community members (2% of total survey respondents; 3% of open-ended items)

**B) Response Rates**

- There were strong response rates on Questions #4 (examples of actions to be taken) and #8 (issues that are not addressed) (over 50%).
- Question #4 (“If answered question #3 with a 3-5 rating, what is an example of an action you might take to help the university achieve these goals?”) = 72/106=68% of the total survey respondents provided open-ended comments on this item.
- Question #5 (“If answered question #3 with a 1-2 rating, what obstacles might be in the way of you taking action to help the university achieve these goals?”) = 36/106=34% of the total survey respondents provided open-ended comments on this item.
- Question #7 (“Are there any issues that you feel these goals do not address?”) = 67/106=63% responded “Yes” to this item.
- Question #8 (“If answered yes, please specify the issues that are not addressed”) = 67/106=63% of the total survey respondents provided open-ended comments on this item.

KEY FINDINGS & RECOMMENDATIONS

From Feedback Survey on *Draft SJSU Executive Summary Strategic Plan: Vision 2017*

**C) Areas/Thematic Domains of Significance (Based on “Recurrence” and “Spread” Through Comments”  
(Verified through Interrater Comparison; 47% verification by NVIVO and QDAMiner):**

1. Areas/Thematic Domains of Significance for Question #4 (“If answered question #3 with a 3-5 rating, **what is an example of an action you might take to help the university achieve these goals?**):
  - Align specific program actions to strategic planning goals (62% of responses). Respondents gave examples of how they could tailor their current activities in their programs to the goals (Campus Reading Program, Student Services, among many others)
  - Provide better quality service to campus members in terms of the goals (22% of responses)
  - Streamline current processes to speak to goals (8% of responses)
  - Unsure of how to personally actualize goals (2% of responses)

***Excerpts of comments - examples of actions you might take***

- *Pursue interdisciplinary opportunities for students.*
- *Become an advisor to a student organization (to help students)*
- *More campus participation in events*
- *Participate in ... developing an improved culture of acknowledgment and appreciation of staff*
- *Integrate further global and diversity issues within my classes*
- *Using data collected from the National Survey of Student Engagement, I can write a report examining student responses and the sense of belonging and participation in out of classroom activities*
- *Continuing research in interdisciplinary fields, finding partnerships across campus, providing students opportunities to be involved through research assistant positions, internships, etc.*
- *Sharing campus activities in classroom discussions*
- *I see the library as a way to provide innovative learning environments.*
- *I would bring industry personnel into the classroom to share their insights and experiences which are interdisciplinary in nature, as well as to build awareness of SJSU and connections with their companies for our students for internships and future employment.*

## KEY FINDINGS & RECOMMENDATIONS

From Feedback Survey on *Draft SJSU Executive Summary Strategic Plan: Vision 2017*

2. Areas/Thematic Domains of Significance for Question #5 ("If answered question #3 with a 1-2 rating, what obstacles might be in the way of you taking action to help the university achieve these goals?):
  - Bureaucratic obstacles (64% of responses) – Respondents stated that there were too many bureaucratic obstacles and hurdles to help achieve the strategic planning goals.
  - Lack of funding or resources (36% of responses) – Respondents bemoaned that there would likely be no extra funding or resources (or incentives) to help carry out the goals.

### ***Excerpts of comments – obstacles that might be in the way***

- *Lack of funding to implement innovations resulting from changing technology.*
- *There's a culture of risk aversion—and that's hard to break.*
- *Need more paid staff dedicated to on-line instruction development - not just .2 release time with college reps. More support from instructional technology specialists. E-campus staff are working very hard - yet they have an impossible task.*
- *The language of the entire document is far too general to guide future actions. For instance: "ratio of tenure/tenure-track faculty to lecturers." What is the appropriate ratio? Without numbers, there are no goals ... The unspoken question behind the generalities of the Strategic Plan is: Who decides? What criteria drive decisions: "efficiency" (low-cost instruction) or actual student achievement (measured by learning outcomes).*
- *Time and money.*
- *I see the goals as empty words and they appear in opposite order from the areas of significance. Eliminating procedural obstacles and improving the technology infrastructure were the number 1 and 2 areas yet they were bounced down to the last goal and combined. This is backward as instilling Spartan Pride can only come after and as a result of all the other goals are achieved.*
- *The plan has little in the way of recognition for what is already happening on campus- I see SJSU, at least in my department, as incredibly student centered, supportive, and welcoming. I feel the plan should go beyond and help us reach the next level in terms of efficiency, innovative programming, i.e. cross discipline teaching, online delivery etc.*

## KEY FINDINGS & RECOMMENDATIONS

From Feedback Survey on *Draft SJSU Executive Summary Strategic Plan: Vision 2017*

3. Areas/Thematic Domains of Significance for Question #8 ("If answered yes, please specify the issues that are not addressed):
- Lack of focus on academic quality and preparedness of our students (31% of responses)
  - Lack of specific vision for graduation/retention rates (especially for underrepresented students) (21% of responses)
  - Lack of focus on key programs (First Year Experience, Service Learning, Sustainability) (16%)
  - Lack of focus on diversity for the future (10%)
  - Lack of focus on eliminating bureaucratic obstacles (10%)
  - Remaining 12% specify their own programs and initiatives

### ***Excerpts of comments - issues not addressed***

- *Deliberative attention and action on a comprehensive first year experience for frosh and transfers is needed. It helps students feel they belong to SJSU, it helps get them on a successful path to graduation and helps bind the campus community in welcoming and preparing the "whole" student.*
- *I would like to see better budget information on the website and better appreciation and retention of staff employees.*
- *Focus on pedagogical innovation can mask the need for remediation that many/many of our students have.... there is nothing in the strategic planning document that commits us to the overarching goal of cultivating highly educated, creative problem solvers. I didn't see anything about raising academic expectations, and thus seems devoid of a connection to the primary mission of the university.*
- *Major issues are how can we graduate students with degrees that are able to compete with students from other major universities for jobs ...I have heard that very few faculty came to (town hall) meetings and provided input. It would seem to me that if only 10% of the total faculty gave input into this, then that data is very skewed to non-academic concerns.*
- *I appreciate the goal, for example, of ensuring all underrepresented minority students graduate in 6 years (like all students) but it's not clear how we will get there given budget cuts, discrimination, and faculty discontent with how they're being compensated for their work*
- *The academic /quality teaching theme is our number one mission and should be emphasized more and should be listed as number one instead of number 6*
- *Presidential visibility with silicon valley*
- *The need for evaluation of the effectiveness of e-learning and web-based collaboration tools. ... Adding "accessible technology" as a sub-measure under the "Technology Infrastructure" measure aligns the SJSU Strategic Plan with the CSU-wide Accessible Technology Initiative (ATI) as well as acknowledges SJSU's commitment to inclusion. I would like to sincerely thank President Qayoumi, the Strategic Planning Board, and the Data Analysis Team for the comprehensive, inspiring Plan put forth as well as the ample opportunities that have been/are being provided to the campus community for participation as a key stakeholder in its development.*

## KEY FINDINGS & RECOMMENDATIONS

From Feedback Survey on *Draft SJSU Executive Summary Strategic Plan: Vision 2017*

- *Missing from all the charts and eloquent language: what does each individual student actually learn while at SJSU? How do we measure that?*
- *It is important to consider staff in the strategic plan given that staff provides tremendous support to students and faculty across the university.*
- *It is also hard to trust that "this time" efforts will actually yield results of true and expedient change. Broken promises, changing priorities, fizzed out goals, and staff layoffs have diminished morale and hope for real change.*
- *There is very little emphasis on the human capital strategy. How will SJSU attract and retain the best faculty and staff with the required skills for the future?*
- *Prioritizes school appearance and technological advancement over academics ... If the University wants to flourish in the future, start with academics.*
- *Affordability of a college education.*
- *Academic preparedness of some of our students*
- *Professional development of faculty needs support but faculty also need to be held accountable for this development*
- *Although they are implied, global leadership and competency are not explicit enough in the document.*
- *Funding*
- *Service-learning is not mentioned in the document.*
- *I felt there was limited discussion of sustainability (one minor mention) is this really important?*
- *I think that the goals should more strongly emphasize research and scholarly activity. Research is mentioned only briefly in the context of a number of other factors. Research increases the visibility ("brand") of the University and student success, so it should receive a more prominent role.*
- *The involvement of the library across disciplines is not specifically stated.*
- *Seems too non-specific and sets the same types of goals you would see anywhere? One of the discussion points centered around globalization, yet was not included here in any meaningful way.*

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### D) Emergent Response Patterns (from NVIVO, QDA Miner)

- Areas (above) stem from recurrences (frequency and comprehensiveness).
- Areas of resonance (salient emphasis and strength/intensity of sentiment):
  - 56% of all open-ended responses reflected disappointment (and negative-valent adjectives) that eliminating obstacles and correcting historical problems were not addressed in the strategic planning goals.
    - Robust semantic association (72%) made between the terms “missing” and “correcting bureaucracy” phrases
    - 44% of faculty respondents (the most out of all of the campus roles) used the most negative adjectives and terms in terms of this theme
  - There was a positive word association (54%) between the terms “integrative”, “innovation” and “future” for respondents.
  - On a scale of specificity, responders were the most specific (15% specification rate 10% is the standard) when describing what was missing from the goals (and these related to the absence of “support” for their programs).
  - A “broad context” analysis revealed that 61% of respondents on the open-ended items negatively perceived (by word choice and sentiment) the strategic planning goals and their hope for the future of SJSU.
  - According to a summative context analysis, respondents used the phrase “in the past” to describe actions or items that were deemed important and not included in the goals (71% resonance association)

### Recommendations

Suggested revisions to the Strategic Plan based on survey feedback:

- 1) To address a few concerns about the lack of specificity in the goals portion of the plan, include information about how the metrics will be established. For example, “Baseline measures and audits of existing resources and programs will be completed in 2012. Based upon these results, specific metrics will be established”.
- 2) To address concerns about lack of input by faculty, students, staff (all three were mentioned by different respondents), include explicit explanations of the intentions behind the strategic planning procedures. For example, “in order to tap into the collective wisdom and experience of the SJSU community, an exhaustive effort was undertaken together input. Forty nine town hall meetings were conducted, each of which was attended by the President and audio recorded for transcription purposes. A majority of these town hall meetings were open for all SJSU community members to attend, which special focus meetings (e.g., Moss Landing, emeritus faculty, students, on-line forum). In addition to the town hall meetings, individuals were invited to participate in an on-line survey. Transcripts of the town hall meetings in their entirety (consisting of 2416 individual utterances) as well as the survey results were then analyzed using empirically validated analysis protocols.”
- 3) To address concerns that the plan was not detailed or explanatory, include information about the next steps and explain that these goals will become the basis for a facilities plan, etc. For example “The purpose of the plan is to serve as a foundation for creating additional, and more focused, plans for the University, such as an academic plan that would also focus on student learning outcomes.”

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- 4) To address concerns about the relative important of the goals, eliminate the numbering from the listing of “areas of significance” in the appendix. Also, state that the goals are not listed in order of importance, but are seen as equally important. For example, “The Strategic Planning Board arrive at 6 goals, each seen independent and equally important to the overall success of the University’s core mission”.
- 5) To address concerns that important resources and accomplishments of the University have been overlooked, add wording that acknowledges that the plan is intended to build upon the successes of the University and bring recognition and support to those initiatives and programs.
- 6) To address concerns that specific programs, stakeholders, or groups have been left out of the plan, clearly explain that the goals are intentionally broad. For example, “In creating the plan, the SPB focused on the broader goals of the University, leaving space for divisions, departments, programs, and individuals to inhabit and work towards their goals in the ways most appropriate to them” or “The SPB viewed the goals as allowing SJSU to better accomplish our primary mission of educating students. Students, faculty, staff, and community members were viewed as integral assets to accomplishing the goals and providing a high quality educational and work environment.
- 7) To address concerns about the absence or lack of emphasis on sustainability in the plan, add information about sustainability as an underlying principle. For example “As these goals are pursued, the University will strive to act in sustainable ways”.
- 8) Consider adding a Wordle which illustrates the relative emphasis on different areas by word count in the guiding principles and goals.



