


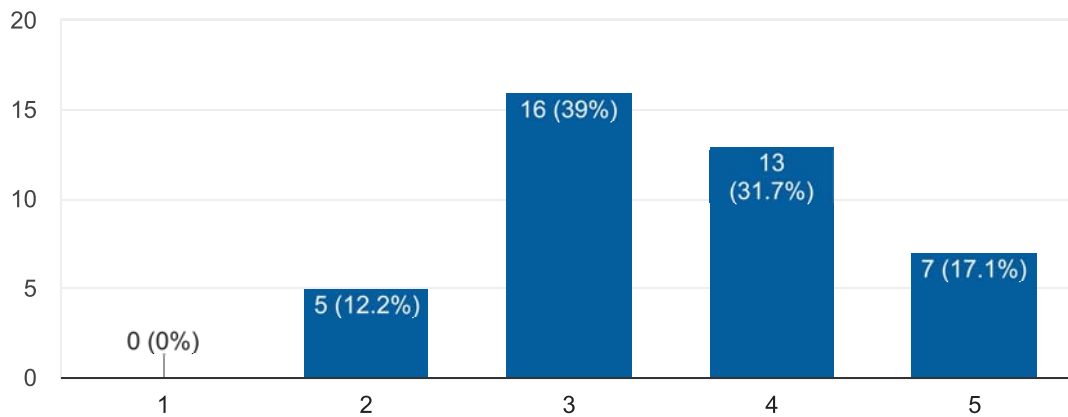
# SJSU's DRAFT Desired Outcomes: Academic Excellence and Leadership

42 responses

Academic Excellence and Leadership 

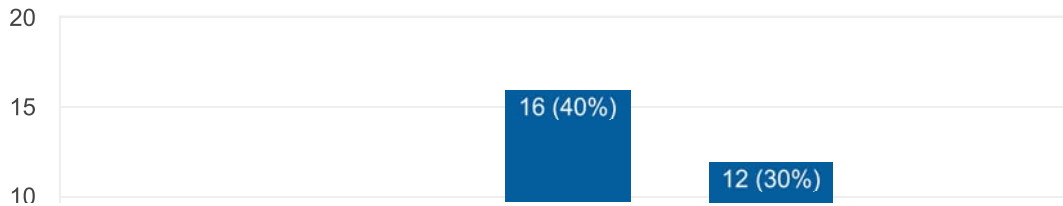
### As you review the 6 desired outcomes, do they make sense to you?

41 responses



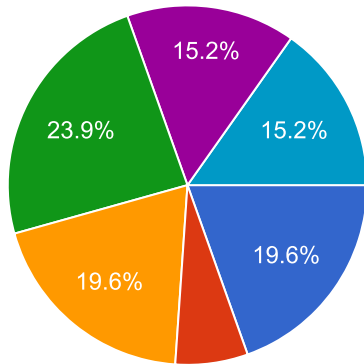
### Do you feel that these desired outcomes include you?

40 responses



### How would you prioritize the list of outcomes? Which outcome is MOST important?

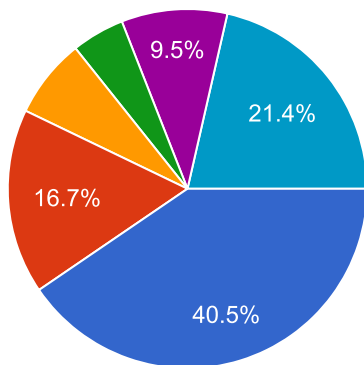
41 responses



- 1. SJSU achieves a Carnegie classification consistent wit...
- 2. SJSU will be the first choice for at least 70% of u...
- 3. SJSU is a leader in engagement of people fro...
- 4. SJSU engages (more) students at all levels in RSCA
- 5. SJSU has cross-disciplin...
- 6. SJSU students, faculty,...

### How would you prioritize the list of outcomes? Which outcome is LEAST important?

41 responses



- 1. SJSU achieves a Carnegie classification consistent wit...
- 2. SJSU will be the first choice for at least 70% of u...
- 3. SJSU is a leader in engagement of people fro...
- 4. SJSU engages (more) students at all levels in RSCA
- 5. SJSU has cross-disciplin...
- 6. SJSU students, faculty,...

## Keeping within the limit of 6 desired outcomes for each goal, how can we improve these desired outcomes? Is there anything missing from these desired outcomes? Can anything be removed?

30 responses

Offering the widest range of opportunities to our student is by far the most important outcome. Achieving a different ranking for the university is a bizarre goal. We are what we are, and we should strive to support our students and faculty in all ways possible. If these efforts lead to a change in our ranking, that is good. But a change in ranking should not be a primary goal.

The focus on doctoral program offerings -- this can be incongruent with a very strong service program (in which students then transfer) and may require SJSU to offer these "on the cheap". Our prior experiences with joint doctoral programs has sometimes been problematic (all the work, little recognition)

I don't understand what it means that SJSU would be a Carnegie classified "National University." What would it entail? I also don't understand #5.

I like the idea of cross-disciplinary institutes, but I'd like to know more about the options.

There doesn't seem to be much emphasis on fostering relationships between faculty. How do you expect to foster cross-disciplinary institutes without more collaboration between academic departments in different disciplines?

The goal is, "Be a premier university where faculty and staff are regional, national, and global leaders in their fields." Sadly Staff were virtually not mentioned in any way throughout the steps. The few items that said "staff" don't really relate to staff in any way relevant to their standing, role, or growth. The word staff should be removed from the goal (not ideal) or staff actually need to be addressed and discussed in a meaningful way that includes them in this goal. I found this to be a little tone def and sad that staff were glossed over entirely.

Make sure that you align hiring with these goals. For example, in order to hire in leaders in the field, it might be necessary to revise policies to allow for more service credit when hiring T/TT faculty (possibly this varies by college?)

The focus on the Carnegie classification seems to be a forced push. First increase graduation rates and increase the number of underrepresented people in positions of power. Additionally, with the national classification comes higher costs to maintain that position. For one example, prices for library subscriptions are often based on Carnegie classification. Could SJSU afford those higher costs? Is the focus on helping students or is it on gaining prestige? Could SJSU do this while relying heavily on adjunct faculty? The first outcome also relies heavily on PR, which seems to indicate that image is more important than substance. I would suggest that SJSU develop degree programs that are unique and cannot be had anywhere else in the region, neither at Stanford or Berkeley. If developing doctoral programs, ensure that they do not only focus on STEM subjects, but others as well. Finally, every global facing program should have a strong foreign language component included.

Learning is missing. Rhodes Scholars? Phi Beta Kappa? Peace Corps? Institutes seems undefined. Purpose of institutes? Research dollars? Patents & Licenses? Nobel, Pulitzer, other prizes among faculty and students.

Too much here. Must combine/reduce. Prioritize and drop some. We need to be able to channel better efforts to fewer outcomes/action items.

#6 is unclear

It is sadly telling that there is not even a choice for "supporting good teaching" on the list above. Hard not to see that as a disavowal of SJSU's basic mission. It is incredibly disappointing - academic excellence is defined in a way that leaves no room at all for a focus on undergraduate education, the appropriate mission of SJSU based on the California Master Plan. Furthermore, small colleges -- which by definition focus on teaching -- send a higher percentage of students on to higher degrees than universities do. If we actually care about our students and their success, something like teaching should show up on the choices above.

Remove "becoming an R1/National university" California already has multiple nationally recognized universities. There is neither need, nor is it appropriate for SJSU to divert attention and resources from undergraduate teaching to try to fill a role the UC system already fills in an excellent manner.

Remove the focus on RSCA and divert it to "supporting students". Some of that may be RSCA, but curricular improvements - and faculty time to teach well, and contemplate and execute periodic, continuing revamping of classes - deserve easily 80% off all institutional focus.

Remove Cross-disciplinary institutes: remove. Supporting teaching should trump efforts to create new institutes, with associated overhead, staffing, and institutional inertia.

Yes, excellence in teaching is missing! While RSCA is very important, these desired outcomes focus too heavily on RSCA. There is surprisingly little focus on teaching in these desired outcomes for so-called "Academic Excellence." The students should be the focus, that is our mission and purpose and the only real reason we exist as an institution. RSCA has its place in this of course, but these desired outcomes make it look like SJSU is trying to be a UC or R1, which I think misses the big picture.

Academic excellence in the classroom (i.e., excellence in teaching)

#6 doesn't seem to fit or be defined clearly - "ethic of exemplary service": how is this measured?

Why be a national university? We are Silicon Valley, we have our distinction nationally. Our mission is to serve California. RSCA can increase incrementally by continuing to provide support for RSCA faculty and if possible, decreasing teaching loads for faculty that are RSCA active.

Eliminate 1, 2, and 5

Add the Arts; remove #1 as a goal (if we are reclassified as a consequence of internal improvements, that's great). We don't need cross-disciplinary institutes as much as we need to invigorate (reinvigorate is too strong a term) the disciplinary areas we currently support—especially in the arts.

For outcome 1, everywhere it says "outward-facing", I would include "inward and outward" facing. We need to add staff to our university marketing and communications team and have staff and strategies focused on both internal and external marketing. This is key to increasing activity and engagement from within. The phrase "of our exceptional teacher" is not grammatically correct.

Outcome 2 doesn't seem to make sense (as worded) for this branch of the strategic plan (and I am guessing that is why the committee struggled with measurable action items). It is really a measure of the overall university. In reality, students do not make decisions on their university choice mainly on the reputation of RSCA or innovative programs.

For outcome 3, add a action item like "Increase engagement of RSCA as part of curriculum" (these strategies of having all students get some exposure to true RSCA in a class work for diversifying who thinks of RSCA as an option for them).

For both outcome 3 and/or 4, add an action item "Increase university level support for students engaged in RSCA including workshops and classes on RSCA practices and peer mentors in RSCA"

For the first action item in Outcome 4, "Reinforce" is too vague and does not convey the difficulty and work needed at the institutional level to not only communicate but effectively measure this. How about: "Assess and broadly communicate the value of student engagement..." The second action item has a capital for "Compile" (and the other sub-bullets are lower case. Add an action item for outcome 4: "Expand both high impact models of engaging students in RSCA (similar to McNair, MARC, RISE, etc.) and high volume models (such as integrating RSCA into curriculum)"

For outcome 5, I think we need an action item to decide who we are: "Define our signature strengths and communicate them internally and externally". "Consider a center..." is too weak a verb. How about: "Create a center..." Same with "Encourage and foster..." (too weak). How about "Build and sustain ties..."

By selecting leaders who are committed to assisting SJSU meet the goals.

You need to spell out all acronyms on first reference so that you audience understands your point.

#1 should be rewritten to clarify what's meaningful: "SJSU produces a high level of research and scholarship, at the level of a Nationally ranked University" or something.

Outcome #6 refers to an "ethic of exemplary service" but nowhere in the 5 Draft Goals is mentioned the inculcation of "ETHICS"!!! -- America is in crisis mode in regard to TRUTH and INTEGRITY. Perhaps 'ethics' is implicit in several desired outcomes, but ethics and integrity need to be explicit.

These are fine goals but there is no detail about how any will actually be accomplished.

True RSCA means low SFR. When I talk to chairs it still feels like a numbers game.

Pure RSCA for its own sake: let's focus on the quality of the work in each discipline, and not worry about tangents.

Is academic excellence defined by RSCA alone? Really no mention of excellence in teaching.

Leadership development for faculty, staff, and students

Remove 1 and 2, they are just admission numbers. Trying to achieve them could undermine the primary mission of SJSU, to give a college education to the citizens of California who would not otherwise get one if not for the CSU

Desired Outcomes 3 and 4 seem very similar. Perhaps they can be combined.

## What would convince you that we have achieved these desired outcomes?

32 responses

Measurably greater number of students engaged in RSCA (2)

When every single one of our undergraduates has opportunities to work one-on-one or in small groups on meaningful research with tenured and tenure-track faculty

professionalism in directing industry partners more effectively; we become the 'default' partner for local industry -- internship/fieldwork opportunities for our students "roll over" rather than having to be reinvented each time. and then, of course, the \$\$ metric (with comparisons to comparable universities by program)

The desired effect shows in impartial or media agencies that perform ranking of institutions. There are many searchable ranks among universities at various levels, usually college and major, or field of study and graduate school. It also shows in all news sources, mainstream publishers, public news and publishers, and by word of mouth. These are found at companies related to the university and its application targets, including partnerships in industry, and also between people who work at universities. And then lastly, it shows in casual conversation in family meetings, between people in public communities, and sense of the brand of the university.

That service is recognized more than scholarship at SJSU (for #6).

#6: how will exemplary service be determined; recognition should be equitable

Increased number of faculty and students participating in RSCA; Increase in the number of published work involving cross-disciplinary research; Creation of new cross-disciplinary institutes and/or degree programs; Publicity around RSCA activities that generate excitement among the campus community.

It seems the outcomes are measurable for the goals listed to date.

Less (or better paid) adjuncts, higher graduation rate, unique academic programs across all disciplines with a strong language-learning component, focus on student success instead of prestige, students who bypass Stanford and Berkeley because they don't offer the programs that SJSU has.

We would see a culture of grants and prizes, and departments would be assigned dollars to spend on most productive faculty to release them other obligations to focus on their area of excellence. Departments must be the center for instigating and rewarding faculty engagement--at most successful universities, that is the case.

deferred maintenance list for facilities MUCH smaller; recognition in CSU and more broadly for RSCA of faculty and students.

More students getting into highly competitive graduate programs.

I do not believe these will be achieved, but I do believe faculty morale will be damaged by the focus on unattainable goals, namely SJSU becoming an R1. Every other institution in the country wants to do the same, and there is insufficient NSF/NIH/etc funding for all to achieve it. Furthermore, many other institutions (e.g. the vastly better funded Santa Clara) are better positioned to get the scarce resources. Do not underestimate the damage that will be done by choosing to devalue teaching (yes, devalue -- note it's not even listed as a goal in this strategic plan!) and students over "research", especially when research must happen without facilities -- to be clear, the upcoming new science building has been needed for 40 years, and the need for it was literally a standing joke among SJSU personnel, some of whom waited for it their entire careers. The idea that a single building (or the next, quite possibly about 40 years from now) will suddenly make SJSU R1 competitive borders on the disingenuous. Why not actually focus on undergraduates -- faculty time for great teaching (literally nowhere truly valuing teaching runs a 4/4, or even a 3/3 teaching load if they can afford not to. Look at any private college), and facilities for good undergraduate experiences are far cheaper than R1 research time and facilities, and would have a greater impact on undergraduates -- those we, in fact, should be serving.

Accurate data

Students graduating in a timely fashion

All of our students are employable upon graduation.

The usual data

Increase in RSCA active faculty in the colleges (based on the metrics they have been working on defining already). We need to invest money/staff into assessment of student engagement in RSCA and create a

system to effectively track and assess this. Increase in mentions of SJSU in popular and technical publications and such.

Seeing more students with a "B" or better GPA

The silos would be gone. In their place would be meaningful, authentic educational pathways that connect students in self-selected cohort interest areas. These students would then be given the tools to interact and support each as they progress through campus-based social networking tools.

Valid measures of important goals defined, collected and reported upon regularly, with comparison to other institutions and our own baseline.

Perhaps some measure of a decrease in incidents of negative behaviors on campus (and in the community); perhaps some instrument to measure "value clarification" in challenging case scenarios of ethical issues.

First I would like to see how these goals will be accomplished. For the Carnegie classification goal, the outcome is pretty obvious. The others are hazy.

It is easy to get a good reputation, just be extremely selective. Then only high socioeconomic students will be able to come. (I do not recommend this.) I thought we were about access to excellence?

high rates of participation of students in cross-disciplinary activities that position them for career success. diverse student participation in these activities.

More funding and release time for faculty to pursue RSCA.

These appear to more aspirational goals than outcomes.

4 and 6 year graduation rate of students (ftf); 2-3 year graduation rate of transfer

When we see 100% of our students involved in RSCA activities by the end of their second year at SJSU

Solid data

I would be convinced that Desired Outcomes 1 and 2 have been achieved when we accomplish those items as described. Desired Outcomes 3 and 4 require additional clarification/details to be SMART goals/outcomes.

## As we continue to develop the outcomes and action items, who should we talk to at SJSU?

26 responses

The Deans! They constitute the real academic leadership.

McNair, MARC, etc. steering committees (and students), academic senate (faculty), deans and chairs

You could consult other universities and their academic leaders, both administrative or executive, as well as faculty who are leaders in their fields. You should also talk to representatives at an industrial partner, if a desire to increase the brand recognition is desired.

## FACULTY

Staff & faculty at the department and division levels, students in their home departments

Faculty should have the biggest voice in this conversation.

Staff and Administrators, ask them how they can be included in this and attain success and be leaders in their fields.

office of research and faculty in all depts to account for disciplinary differences and needs in balancing teaching and research

Adjuncts, staff, first generation students, students from underrepresented groups

Department Chairs, Deans, new faculty

folks maintaining various key components of web site. We need a more robust web presence.

## TT/Tenured Faculty

Anyone teaching in the intro science or engineering curriculum – ask them how well prepared students are, and whether focus on helping students succeed at the basic high DFW classes (EE98, Chem1A, Physics 50/51, Math 30/31) would be better than attempting to become an R1 at the expense of our undergraduate mission.

Students and faculty, especially junior faculty

Chairs and Directors.

Office of research, research foundation, advancement/ marketing and communications, associate deans for research in the colleges, center for faculty development, peer connections, Office of Student and Faculty Success, CommUniverCity, CCLL, ExcEL faculty in residences

Students who are juniors and seniors.

People who want to collaborate on breaking down the barriers in our institution and feel passionate about this important goal.

Students, about any barriers to participation in RSCA; faculty, same.

Certainly consult with the professors of ethics courses across disciplines, but also consult a "higher power" such as Campus Compact or AAC&U.

I believe everyone had a chance to comment on these goals, so I don't think we need to specifically reach out to engage anyone further.

students. Would be curious to know their thoughts and parent's thoughts on regional, emphasizing our connections to bay area vs National reputation

Faculty from each college(not only RSCA oriented faculty), students themselves- are they interested in RSCA?

faculty, students, administrators

## Young faculty

University Advancement should likely be involved for Desired Outcome 1 (for outward-facing publicity about RSCA output) and Desired Outcome 4 (since some faculty support of RSCA for students may require external funding, if appropriate).





This content is neither created nor endorsed by Google. [Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

Google Forms