

Mission Day 2006

THE AMO REPORT **Session I**

GROUP FACILITATORS Rhonda Gifford and Karen Primm

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme **“The Role of Faculty and Staff in the Implementation of the Career Advantage Plan”**? The comment section can be used to share some details that might help others understand the point being made.

1. Filing of plan in First Year Seminar is required; Career Service presentations
2. Internship Program and co-op/job shadowing opportunities and services (resume review, Career Net).
3. Require new students to take Introduction courses; expose students to professionals, explore career areas within the specific fields; students are matched with an advisor.
4. Career Planning Class (XCP194) and Career Readiness
5. Students get practical experience in work-study positions/training.

Comments:

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them **“The Role of Faculty and Staff in the Implementation of the Career Advantage Plan”**? The comment section can be used to share some details that might help others understand the point being made.

1. No incorporation of CAP process in advising/class; faculty promotion, new faculty/staff orientation.
2. Lack of opportunities for non-traditional/transfer students to get CAP information and access opportunities.
3. Lack of funds or scholarships for internships.
4. CAP not integrated into the curriculum
5. Students not taking advantage (not aware) of opportunitites on campus (i.e., Cal Times).

Comments:

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “**The Role of Faculty and Staff in the Implementation of the Career Advantage Plan**”? The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. Integrate CAP into the curriculum (i.e., as part of a general education menu or graduation requirement).
2. Develop and promote an on-line version of CAP for all students, including non-traditional, transfer, global online, and commuters.
3. Continue working with advancement to develop funding sources to offset the costs of internships.
4. Promote CAP to faculty and staff to gain buy-in: Incorporation of CAP into faculty and staff orientation programs: Devise a manual to assist advisors in talking about CAP during the advising process: Provide workshops and orientations.
5. More CAP information to University marketing materials, including where alumni are working by major; share information between departments and career services/internship center.

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

- 1.
- 2.
- 3.
- 4.
- 5.

Comments:

Mission Day 2006

THE AMO REPORT Session II

GROUP FACILITATORS: Ben Reuter, Loring Prest

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme “**How Can We Promote the Enhancement of Academic Integrity, Academic Excellence, Intellectual Rigor and Ethics in the Traditional On-Line Classroom?**” The comment section can be used to share some details that might help others understand the point being made.

1. First Year Experience
2. Core Values
3. Academic Integrity Policy 1998
4. Student Academic Support
5. Accreditation- including: Capstone Experience- specifically related to competency, terminal degreed faculty, technology in the classroom,

Comments: #5 refers to those accreditations that lloke at specific areas mentioned

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them “How Can We Promote the Enhancement of Academic Integrity, Academic Excellence, Intellectual Rigor and Ethics in the Traditional On-Line Classroom?”? The comment section can be used to share some details that might help others understand the point being made.

1. No Commitment to Academic Integrity- specifically related to online integrity issues (specifically cheating)
2. No Commitment to the Assessment of Student Educational Outcomes at the Program Level- face to face and online
3. Inability to Operationalize Statements Regarding Academic Integrity, etc.
4. Adoption of a Business Model vs an Academic Model- evidenced by: commitment to #'s (especially online), academic quality is given lip service; academic support/resource allocation primarily go to preferred programs (how are these identified?).

5. Reduced Rigor of Courses to Keep Students Happy- influenced by commitment to #'s, too much emphasis on student evaluations, dissimilar expectations between students and faculty, excessive non-teaching workload and lack of prerequisite enforcement

Comments:

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “How Can We Promote the Enhancement of Academic Integrity, Academic Excellence, Intellectual Rigor and Ethics in the Traditional On-Line Classroom?”? The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. Operationalize goals/objectives: Create an implementation plan that provides for better peer and student evaluations; and demonstrates budget allocations that are justifiable and transparent (what are the rules for allocations?)
2. Have student work be evaluated by outside faculty or advisory board
3. Balance large and small class sizes within departments; redefine student faculty ratios
4. Emphasize student/faculty support: provide reward for academically rigorous courses; provide grading support for large classes; proctor exams (especially online); provide outside faculty improvement support (assistance to faculty that improves teaching)
5. Implement the Academic Integrity Committee recommendations.

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

- 1.
- 2.
- 3.

THE AMO REPORT Session III

GROUP FACILITATORS: Howard Goldstein and Melanie Blumberg

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme “**How Can We Build Character and Careers by Utilizing the Tools of Leadership, Mentoring, Advising, Service-Learning, Extra Curricular Activities and Community Service?**” The comment section can be used to share some details that might help others understand the point being made.

1. Community - Student Development community services
2. extra curricular activities - Diverse opportunities available within student development and academic majors verified on CUE
3. service learning - Strong emphasis on Field Experiences and internships, professional development
4. mentoring/advising - Meaningful mentoring programs available to students and faculty
5. Leadership - Opportunities for student leaders exist including leadership minor, in residence halls, Emerging Leaders, student ambassadors, and CHAMPS program

Comments:

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them “**How Can We Build Character and Careers by Utilizing the Tools of Leadership, Mentoring, Advising, Service-Learning, Extra Curricular Activities and Community Service?**” The comment section can be used to share some details that might help others understand the point being made.

1. community - Establishing and publicizing better universities relationships
2. extra-curricular - need communication, funding and support between SAI and student organizations (especially new groups)
3. service learning - Maximize exposure and interaction with professionals at activities and departmental levels.
4. mentoring/advising - Overhaul of Advising process include training, resources, staffing, -

5. Leadership - Promote, foster and recognize student leadership including traditional, non-traditional, and commuter students

Comments:

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “**How Can We Build Character and Careers by Utilizing the Tools of Leadership, Mentoring, Advising, Service-Learning, Extra Curricular Activities and Community Service?**” The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. community service - create community service partnership program
2. extra curricular activities - establish better communication network between student organizations, SAI and student government
3. service learning - development one-to-one relationships between professionals and students within specific programs
4. mentoring/advising - establish a task force to review and restructure advising process for student and faculty and to expand the mentoring program
5. leadership -Utilize resources within student development services

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

1. Assign accountability and ownership to the misaligned items and suggestions
- 2.
- 3.
- 4.
- 5.

THE AMO REPORT Session IV

GROUP FACILITATORS: John Nass and Michele McCoy

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme “Diversity: How Does it Shape Character and Career Building at CALU? How Much Do We Value Diverse Perspectives at CALU?” The comment section can be used to share some details that might help others understand the point being made.

1. Organizations (Frederick Douglas Institute)

2. Recruitment of faculty, staff, students and scholarships (Board of Governors) and it is growing

3. Residence life programs and athletics

4. Cultural classes (needs growth)

5. Core Values

Comments:

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them “Diversity: How Does it Shape Character and Career Building at CALU? How Much Do We Value Diverse Perspectives at CALU?”? The comment section can be used to share some details that might help others understand the point being made.

1. Minimal support for diversity

2. Blending of cultures (culture shock)

3. Insufficient mention in classroom about diversity and connections

4. Maintaining and retaining students of diversity and connections

5. Definition of diversity and perception - beyond ethnic to include religion, sexual orientaion, etc.

Comments:

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “Diversity: How Does it Shape Character and Career Building at CALU? How Much Do We Value Diverse Perspectives at CALU?”? The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. Gen Ed. modifications to broaden diversity in appropriate classes
2. More diverse events on/off campus
3. FPDC to encourage diversity in the classroom by offering development of faculty
4. Alumni involvement in campus events (multi-cultural)
5. A "true" Multicultural office in the same building with other services, groups, etc.

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

1. Support from town
- 2.
- 3.
- 4.
- 5.

Comments:

THE AMO REPORT **Session V**

GROUP FACILITATORS: Andrae Marak and Patricia Milford

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme **“Role Models in Character Development: Can We Envision an Educational Environment Where We All “Model” the Values and Rights and Responsibilities of the University Community?”** The comment section can be used to share some details that might help others understand the point being made.

1. Civil behavior across board (based on individuals/department/office/division)
2. Classroom experience is extremely valuable, especially professional development off campus experience (internships/field experience) equals integrity and responsibility.
3. Top down modeling is evident and effective according to staff people in the room, though there was not total agreement.
4. Faculty promote tolerance and positive role modeling.
5. Some disciplines have external standards that encourage values modeling.

Comments:

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them **“Role Models in Character Development: Can We Envision an Educational Environment Where We All “Model” the Values and Rights and Responsibilities of the University Community?”** The comment section can be used to share some details that might help others understand the point being made.

1. Cannot mandate values, rights and responsibilities or ask for fledges, values come from home and family.
2. Excused absence policy is all over the board.
3. 6 union, different objectives.
4. Role models (i.e., professors drinking with students)
5. Students expect more out of professors

6. Students should expect more from themselves
7. Seems to be different standards for different people (athletes and other preferred groups).
8. Many students are entirely unaware of the values.
9. Is the problem of accepting the values generational?
10. Equality vs. equity
11. Need for orientation into the culture and the core
12. Core values are inconsistent and there is no consequence for violation
13. People do not know what each other do across the university
14. Tenure can create slackards (true or otherwise)
15. Accountability--work is not distributed equally

Comments:

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “**Role Models in Character Development: Can We Envision an Educational Environment Where We All “Model” the Values and Rights and Responsibilities of the University Community?**” The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. Make standards clear and evident defined
2. FOCUS (Freshmen offering caring unselfish service)
3. Have the conversation about values, rights and responsibilities at the most basic department levels, regularly, starting with basics to see if there is agreement, disagreement
4. Upholding standards and accountability
5. Establish common arena for discussion of core values

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?
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THE AMO REPORT

Session VI

GROUP FACILITATORS: Chris Harman and Kurt Kearcher

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme “**Providing a Foundation for Character and Career Building in the Curriculum--What Should We Do For New Students--Including Freshmen, Transfers, and Graduate Students?**” The comment section can be used to share some details that might help others understand the point being made.

1. First-Year Seminar
2. Points of Contact (student housing, extra-curricular activities)
3. Career Services/Experiential Learning
4. Covey Training
5. University Commitment to Accreditation (curriculum, technology)

Comments:

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them “**Providing a Foundation for Character and Career Building in the Curriculum--What Should We Do For New Students--Including Freshmen, Transfers, and Graduate Students?**” The comment section can be used to share some details that might help others understand the point being made.

1. Lack of implementation of Mission Day results/lack of communication regarding implementation
2. First-Year Seminar
3. Advisement Procedures
4. Linking students to career services.
5. Linking classroom experience and extra-classroom experience

Comments: .

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “**Providing a Foundation for Character and Career Building in the Curriculum--What Should We Do For New Students--Including Freshmen, Transfers, and Graduate Students?**” The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. Create a formal process for Mission Day to encourage greater participation, accountability, effect, etc. This process should include adequate resourcing, including personnel, promotion, etc.
2. Expand First-Year seminar curriculum: Create a 3-credit course that includes Covey training, addresses needs of a diverse student population, etc.
3. Evaluate and re-structure advising for students to create an articulated process.
4. Increasing student use of career support services.
5. Investigate "best practices" to improve the connection between classroom and extra-classroom learning.

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

- 1.
- 2.
- 3.
- 4.
- 5.

Comments:

THE AMO REPORT **Session VII**

GROUP FACILITATORS: Ron Wagner and Michael Hummel

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme “**Integrating Values Into the Curriculum: Can Character Development Be Part of What is Taught and Evaluated in a Course?**” The comment section can be used to share some details that might help others understand the point being made.

1. General education program
2. Syllabus
3. Student Success
4. Intercollegiate athletics
5. Covey training

Comments:

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them “**Integrating Values Into the Curriculum: Can Character Development Be Part of What is Taught and Evaluated in a Course?**” The comment section can be used to share some details that might help others understand the point being made.

1. Syllabus requirements
2. First year seminar
3. Class size
4. Technology
5. Student expectations

Comments: Syllabus requirements - course rigor should be consistent; more policy for course requirements - Student expectations - the University's policies and procedures lack high student expectations (i.e., pleasing the student at all costs)

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “**Integrating Values Into the Curriculum: Can Character Development Be Part of What is Taught and Evaluated in a Course?**” The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. **IMPROVE SYLLABUS POLICIES:** Develop policies that make all syllabus uniform, develop policy for attendance policy...grading policy, outcomes, objectives, goals, etc.
2. **REVAMP FIRST YEAR SEMINAR:** Redesign the course, hand select professors, increase from 1 to 3 credit hours, train faculty who teach the courses, stress code of expectations in course objectives, include competencies related to test and note taking.
3. **OPTIMIZE Class Size:** class sizes should be course specific, consider incentive and graduate assistants for faculty with larger classes, increase the class meeting time (2 hours).
4. **IMPROVE Technology:** Uniformity in building, faculty control (administrative access), increase the number of computer services staff, improve grants office, increase staff so that more technology related grants can be obtained, increase budgets for technology, other than computer technology.
5. **STRESS Student Expectations:** develop minimum uniform standards for student expectations.

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

1. Health Services: physicals for all students (not just certain groups)
2. Support for innovative pedagogy
3. Laptops for all faculty
4. Problem-based learning curriculum (general education program)
- 5.

Comments:

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THE AMO REPORT Session VIII

GROUP FACILITATORS: Chrissy Ruby and Ellie Nesser

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme **“How Do Our Core Values Prevent CALU From Being an “Assembly Line” University?”** The comment section can be used to share some details that might help others understand the point being made.

1. There is a high quality of faculty
2. Student and alumni services.
3. Accreditation
4. Student/staff/faculty relationships. Peer mentoring
5. 300 and 400 courses have high faculty/student ratio

Comments:

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them **“How Do Our Core Values Prevent CALU From Being an “Assembly Line” University?”** The comment section can be used to share some details that might help others understand the point being made.

1. Transfer students, and students who start out of sequence, have a hard time getting into classes and often are placed in inappropriate classes.
2. Procedures in various departments are not known or consistant
3. There is a push to increase enrollment, which leads to larger classes and there is pressure to move to online classes in place of other course selections
4. Tutors are missing or scarce in certain departments and supervision is lacking for opportunities to use labs outside of classroom hours. GA positions have been decreased.
5. "Career" mission overshadows "Character" mission. Curriculum in some disciplines is more skill focused than critical thinking focused.

Comments:

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “**How Do Our Core Values Prevent CALU From Being an “Assembly Line” University?**” The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. Accept volunteer tutors and have more GAs in appropriate positions
2. Reduce class sizes for freshman and sophomore courses for better character development and stimulate higher order thinking.
3. Promote intellectual rigour in the curriculum
4. Intra-department curriculum mapping
5. Increase communication and awareness about opportunities for students to study at other institutions.

Comments:

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

- 1.
- 2.
- 3.
- 4.
- 5.

Comments:

THE AMO REPORT **Session IX**

GROUP FACILITATORS: Lenore Angelone and Liz Gruber

ALIGNED: What processes, structures or activities in your topic are most aligned with supporting the current theme “**Building Careers: A Functional List of Job Titles**”? The comment section can be used to share some details that might help others understand the point being made.

1. Internship Program - Addresses major need of involving students in experiential learning during their college career.
2. Career Services: E Discover Program; Strong-Campbell Inventory test.
3. College of Education Model: Student Teaching, early Experiential Learning, Service Learning, Student Societies, Students attending conferences.
4. Print and website materials to support Career Information, Academic Programs and Admissions.
5. Co-curricular activities and student involvement outside of class. Cal U students have more input on governance and activities than the national norm, according to ACP survey.

Comments: College of Education is well aligned to Careers mission.

MISALIGNED: What processes, structures or activities in your topic are misaligned with supporting the current them “**Building Careers: A Functional List of Job Titles**”? The comment section can be used to share some details that might help others understand the point being made.

1. Student - Advisor Relationships relating to career issues. Need more Accountability links to mentoring function.
2. We seem to be moving from a career to a liberal arts focus, with several major ramifications. (Didactic instruction, larger class sizes, productivity at the expense experiential training, other career-related issues.)
3. Timing of Experiential Activities often comes at the wrong times - sometimes too late, or early - during a student's College Career.

4. Misaligned as a University in terms of focus on careers. College of Education and some departments are doing it right, but there needs to be a more uniform focus on careers across the University.

5. Lack of adequate facilities for Experiential Learning.

Comments: Deans do not have to include internships in their FTE calculations. mitigating against internships.

OPPORTUNITIES FOR ACTION: What 5 actions would your group recommend that might support the improvement in structures, processes, and activities that you believe are presently misaligned to the theme “**Building Careers: A Functional List of Job Titles**”? The opportunities should relate to the 5 priorities identified in the misaligned section of this report.

1. Faculty Advisors need to be made accountable for connecting students to mentors. Link advisors to career mentoring (faculty to student, alumni to student). Encourage more mentoring by alumni.

2. Create an endowment for Internship Scholarships. Many students cannot accept worthwhile internships because of lack of money for bare necessities such as travel, living expenses, etc .

3. Need to have a University-wide plan to develop and publish - in print and online - Lists of Job Titles with salaries and other information, on every academic program.

4. More experiential learning (service learning): include early in General Education sequence, use free electives.

5. Create software program reinforcing career opportunities linked to oncourse registration. Registration should become a three-part process. 1) On Course 2) Register for class 3) Go through the E Discover program each semester.

Comments: Today's more specialized careers require a more predictable linear career progression track, planning more emphasis on preparation for a career as part of the University experience.

OTHER SUGGESTIONS: What other suggestions would you make that your group believes would be valuable to the University to make the theme more effective?

1. University should form more partnerships with corporations to assist students with internships, interviews, and job placement.

2. Install internal productivity measures of career related activity..

3. Career development activities should be adequately budgeted.

4.

5.

Comments: