the question-and-answer period, and there seemed to be no doubt that Social Justice is alive and well at SF State and will be carried forward as a value in years to come.

The forum ended with reflections on the day by Dean Jacob E. Perea, Graduate College of Education. Dean Perea emphasized the breadth and depth of social justice and equity work being done on campus, stating that campus efforts are broadly representative, including access to education for underrepresented students, disability access, economic justice, environmentalism, and LGBTQQI concerns. Additionally, he was impressed by the diversity of disciplines represented on the panels. He cautioned the audience to not lose sight of the importance of service in public higher education. [CFR 4.6, 4.7, 4.8]

This essay demonstrates the educational effectiveness of social justice and civic engagement as a value at SF State. These issues are represented in both graduate and undergraduate curricula and are included in student learning outcomes at all levels. They are also included in the criteria for reporting in the Sixth Cycle of program review, and there is much evidence represented in both student activities and student work that these values are part of the educational programs at SF State. In addition, there is enormous evidence that faculty are deeply committed to social justice and civic engagement in their teaching and in their research. The WASC review has served as a welcome opportunity to reaffirm this commitment and to ensure that these values continue as Core Commitments of the University.

The project for the University in the coming years will be to measure these values as competences at the GE level, to develop institutional outcomes at the baccalaureate and graduate levels, and to benchmark our progress in attaining our goals.

Essay 2: Facing the Challenges of a Changing Faculty and Student Profile

2.0 Changing Student Demographics

SF State has seen a dramatic shift in the last 10 years in the student population driven largely by the number of first-time freshmen arriving each fall on our campus. The freshman population grew by 63% from Fall 2002 to Fall 2012 (Fall 2002 = 2,328; Fall 2012 = 3,804). This change in the profile of new students occurred at a time when both new transfers and new graduate students held steady or declined slightly, causing the overall student body to trend younger than in previous decades when SF State was known primarily as a commuter university.

A parallel trend during this time period was a significant increase in the number of freshmen coming to the campus from outside the local region. In 1992, 80% of all freshmen came from the six-county San Francisco Bay Area. By 2011, over 50% of freshmen came from counties outside the Bay Area. More freshmen choose SF State as a result of targeted marketing to students in Southern California where the State's largest population of high school graduates resides. The increase in out-of-area students has created a younger, more residential student body with all of the social and developmental needs that a younger population requires. [CFR 2.10]

Although it is still true that SF State enrolls many students who commute to campus while living at home with their parents or in apartments in the vicinity, our changing demographics are affecting the nature of our student body and their housing patterns. Currently, 48% of new first-year students live in campus-based housing or residence halls, and a total of 12% of all undergraduates live in campus housing. This year approximately 42% of current residents reapplied to live on campus for the 2012-

2013 academic year, compared to 37% who reapplied for on-campus housing the previous year. This increase in students choosing to live on campus is another testament to the success of recent campus initiatives to improve retention and the growing need for services and programming that will support an increasingly residential student population.

With this new, younger population, the need for additional campus support services and co-curricular activities has significantly grown. Both enrollment data and recent NSSE results reveal that SF State, while maintaining a sizable population of non-traditional students, now also has transitioned into a campus where many students work less, commute less, and are on campus for longer periods of the day and week. Campus support units have needed to reshape their identities and programs to respond to the demographic changes and serve the shifting numbers of the new student population.

Recently, Student Affairs/Enrollment Management (SAEM) restructured to focus more intentionally on the needs of our younger and more residential student population. A new Dean of Students (http://www.sfsu.edu/~life/) was designated with responsibility for leadership and student involvement, residential life, campus recreation, career services, and student conduct. In addition, the Dean serves as liaison to the Associated Students Incorporated and the Cesar Chavez Student Center. The Office of the Dean of Students has become a vibrant, coordinated unit that focuses on the developmental needs of the younger student population, while continuing to meet the needs of SF State's traditional older student population. [CFR 2.11, 2.13]

The reopening of the award winning J. Paul Library has also helped this situation by offering a welcoming space for both socializing and study, including individual and collaborative work. The library serves as a learning space outside the classroom and offers support for student group work in the group study rooms and spaces with movable furniture and whiteboards, technology enhanced collaborative tools like the Media:Scapes, extended hour spaces that are open 24/7 until 2:00 a.m., providing students with a safe place to study and congregate. (See Section 3.4. for more details.)

2.1 Co-curricular Program Development

In response to the changing demographics of the institution, SF State developed and implemented several new student initiatives and programs to enhance the student experience. These initiatives include the Student Life Initiative, the Mental Health and Wellness Initiative, and the Latino Educational Progress Initiative. [CFR 2.11, 2.13] (See *Appendix I: SFSU Student Mental Health Initiative Proposal*.)

Student Life Initiative (SLI) – This initiative focuses on events, programs, and resources that promote healthy living with a focus on personal health (physical and mental), academic and career excellence, and social/conduct success. The SLI develops resources, events, and programs to enhance student life. Specifically, SLI coordinates late night social events, student marketing, student assessment, event venue review, school spirit activities and programs, and arts and cultural events. (http://www.sfsu.edu/~life)

Mental Health and Wellness Initiative – This initiative was created in response to a demonstrated need created to address growing mental health concerns and create a "culture of care" on campus; heighten awareness of existing mental health and wellness programs and services available to faculty, staff and students; formalize protocols across a variety of campus units; mitigate liability; and develop a branding mechanism that emphasizes mental health and wellness as a community responsibility. (http://www.sfsu.edu/~life)

Latino Educational Progress Initiative – This initiative addresses the growing number of Latino students in California and at SF State and is working to identify specific areas of need, faculty research interests, and programs to support Latino student success. The backdrop to this effort is SF State's imminent designation as a federally recognized Hispanic Serving Institution (HSI) as SF State approaches the threshold of 25% of undergraduates identifying themselves as Hispanic/Latino. (http://www.sfsu.edu/~life)

SF State recently achieved the designation of Asian American/Native American/Pacific Islander Serving Institution (AANAPISI). Both designations (HSI and AANAPISI) carry with them opportunities for federal funding that will benefit all students for support of such things as labs, counselors, and tutors. Both HSI and AANAPISI status also require that institutions earning the designation serve a significant undergraduate population receiving Pell grants in recognition of their financial need. (See http://news.sfsu.edu/news/sf-state-earns-federal-distinction-service-diverse-populations).

Additional programs that are underway due to changing student needs include Welcome Days, Residential Life Learning and Theme Communities, Student Leadership programs, Recreation programs, and additional Wellness programs in the Residential Community. While many of these programs have been established for many years, they continue to evolve due largely to feedback received from students about their experience. (See *Appendix J: WASC Subcommittee Report on Student Demographics* for a brief overview of continuing and new programs.)

In addition to the Division of Student Affairs' co-curricular offerings, the Division of Undergraduate Studies offers academic support services to students, including tutoring and academic counseling and advising. Over the past few years, some of the focus on the work in these offices has evolved due to the changing demographics of our student body. One issue has been an increase in student demand for academic support services with no concomitant increase in funds. The tutoring and advising offices have had to find creative ways to meet student needs. The following are some examples of these creative approaches.

Our tutoring services, the Learning Assistance Center (LAC) and the Campus Academic Resource Program (CARP), offer tutoring in a wide variety of subjects. For example, LAC offers writing workshops designed to support multilingual and native English speakers in their first and second semester developmental English classes. CARP collaborates with a variety of SF State programs, departments, and faculty to provide services for a wide range of students. LAC is staffed primarily by faculty and graduate students, while CARP tutoring is provided entirely by graduate and undergraduate students. The tutoring services have made a real effort to meet the needs of our changing student population. An increasing amount of tutoring time over the past few years has been dedicated to helping students develop basic skills and to supporting students as they complete the Graduation Writing Assessment Requirement (GWAR) (see Section 2.3.3 below). Tutoring services have increased the number of group sessions they offer, have offered additional supplemental support to specific courses, and have tried to focus attention on courses where students appear to have the most difficulty and high rates of repeat (see *Appendix K: Learning Assistance Center Year-end Report, Appendix L: Campus Academic Resource Program Year-end Report 2011-12*).

The Undergraduate Advising Center (UAC) is staffed by professional counselors, interns, and peer advisors who are committed to providing guidance and information to help undergraduate students enjoy a successful college experience. The UAC offers new student orientation programs for freshmen and transfer students, serving over 11,000 new students and their family members last summer. Over the past few years, the UAC has increased its attention on student success in the first

years, particularly on undeclared sophomore students who in the past have had little attention paid to them, focusing on those deemed most "at risk." These students have GPAs below 2.1 and earned fewer than twelve units a semester (see *Appendix M-1: Undergrad Advising Center Assessment Report 2010, Appendix M-2: Undergrad Advising Center Assessment Report 2011*).

2.2 Development of Future Student Venues

In response to the need to provide healthy alternative activities for a younger student population, plans for several important new venues are underway. Finding space for campus-wide events hosted by student organizations and university departments continues to be a challenge at SF State. Oftentimes the existing venues do not meet the current programmatic needs of the campus. SAEM, in collaboration with Administration and Finance, is in the process of repurposing the former Library Annex 1 (now under the direction of SAEM) and making appropriate alterations to the venue to create an event center. This facility will provide a 900-seat capacity venue for events, including banquets, graduation celebrations, dances, performances, and expos. This facility is projected to open in Spring 2013. [CFR 3.5, 3.6]

Outdoor space is also a challenge at SF State. The limited open recreational area on campus does not allow for scheduling recreation events because Athletic Department teams have priority for the fields. With over 5,000 students living on or near campus and with the growth of Campus Recreation, a recreation field is essential to meet student needs for outdoor activities. With the recent acquisition of the former School of the Arts (SOTA) property, SAEM is working in collaboration with Administration and Finance to create a recreation area that will allow formal outdoor campus recreation as well as informal recreation for our students. The field is projected to open in early 2013 [CFR 2.11, 3.5]

SAEM is coordinating efforts among Administration and Finance, Campus Recreation, Associated Students Incorporated, and the Cesar Chavez Student Center to design and build a new Recreation and Wellness Center funded by an increase in local student fees (approved by students in 2010). In response to the needs of a younger, more residential student population, Campus Recreation offerings have expanded to the limit of the campus's physical and fiscal boundaries. When open in 2016, the center will provide all students with access to a state-of-the art facility where they will be able to gather, exercise, participate in wellness activities, socialize, and develop, while taking part in intramural sports, sport clubs, group fitness/wellness, and informal recreation. [CFR 2.11, 3.5]

2.3 The Changing Faculty

Research for the CPR report revealed that SF State has hired more than 50% of its current faculty since 2000. This fact led the CPR group to survey and hold focus groups with many of these junior faculty and faculty who were hired prior to 2000 to determine changing needs and perceptions among both groups. In the focus groups, the newer faculty noted a number of specific concerns. In particular, they pointed out the tension between the increased teaching and service expectations due to budget cuts and the greater emphasis on research and grants.

Similarly, the mentoring of new faculty has occurred unevenly, and previous attempts to create a university-wide program have not met with success. Because of these issues, the Office of Faculty Affairs has played an increasingly important role among faculty, mentoring them in the development of their academic portfolios [CFR 3.2, 3.4]. In addition, the Office of Research and Sponsored Programs has also played a crucial role in assisting faculty in the development of research agendas and publications. This essay provides an update on progress made in addressing the concerns of

faculty first noted in the CPR review. Detailed evidence of the involvement of these offices is described below.

Assessment of Needs

Based on the survey data and focus group findings from the CPR report, the Dean of Faculty Affairs and the Professional Development Council (PDC) initiated a collaborative project to bring together faculty from across the campus to talk about experiences that are central to faculty professional development and careers at SF State. The goal was to explore further the issues that had been raised in the Capacity and Preparatory research. The specific goals of the initiative were fourfold:

1. To address low faculty morale
2. To gather information about faculty's experience of support for their scholarship
3. To solicit suggestions and ideas for improving support for faculty scholarship
4. To engage faculty in the process

Three faculty groups participated in the initiative: the Professional Development Council, a Faculty Affairs working group, and the CTFD Advisory Council, as well as the Faculty Affairs and CTFD staff. Working together, the groups developed and facilitated eight faculty conversations during Fall 2011 and Spring 2012 with groups organized according to career level. Conversation groups addressed the following questions: [CFR 2.8, 2.9]

1. In what ways have you felt supported in your scholarship?
2. In what ways have you not felt supported in your scholarship? What barriers to successful scholarship have you faced?
3. What suggestions/ideas do you have for improving support for successful scholarship at SF State?

A detailed account of the process, methodology, findings, and recommendations for addressing the issues identified can be found in the PDC report to the Academic Senate (*Appendix N: Professional Development at SFSU PDC*). In general, recommendations fell into four categories:

1. articulating scholarship and expectations
2. "creating" community
3. "creating" time
4. "creating" resources

Based on these findings, the PDC and Faculty Affairs developed a short-term plan with a series of first steps. Some components were implemented in Spring 2012; other items form the basis of a plan to be implemented in 2012-2013. In the spring of 2012, Retention, Tenure, and Promotion workshops were held with an emphasis on expectations for scholarship, a central issue in the focus group conversations. In addition, the Office of Research and Sponsored Programs hosted a Post Award Forum to help address some of the questions that principal investigators (P.I.s) have been raising about the coordination of all the different aspects involved in administering grants. ORSP also organized a Symposium on Research, Scholarly, and Creative Works in which faculty who had received ORSP small grant and methodology awards presented their research. Finally, in an effort to promote better community among faculty, the faculty from PDC, CTFD, and the University Research Council held an Open House in the Faculty Commons in the newly renovated Library. There are also plans for a Faculty Research and Creative Activities Retreat in late January 2013 and a Book and Creative Works celebration in April 2013.

In the 2012-2013 Academic Year, the Office of Faculty Affairs made plans for the following activities in its continuing response to the needs of faculty: [CFR 2.8, 2.9, 4.2, 4.6]

- Streamlining Working Personnel Action Files (creating time)
- Offering College level RTP meetings with the Provost, UTPC Chair, and Dean of Faculty Affairs (articulating scholarship and expectations)
- Continuing the RTP workshops with a focus on expectations for scholarship (articulating scholarship and expectations)
- Offering new faculty orientation (creating community)
- Organizing and offering a professional development retreat (creating community)
- Expanding mentoring opportunities (creating community)
- Improving communication regarding professional development opportunities (creating community)
- Offering a graduate student research fellowship program (creating resources)

For more specific explanation of each of these activities, see *Appendix O: WASC Faculty Affairs Report 2012*.

2.4 The Center for Teaching and Faculty Development

The faculty focus groups from the CPR report also noted some concern over the attrition that has occurred in the Center for Teaching and Faculty Development. As recently as five years ago, CTFD had 5.5 staff members, while currently the Center is down to 1.5 staff members. In addition, the Dean of Faculty Affairs has taken over the directorship of the Center. While the number of services CTFD has been able to provide has decreased over the years, the Center continues to provide valuable support to faculty in the areas of teaching and scholarship. Especially useful have been individual and small group consultations, faculty learning communities, and new faculty orientations.
[CFR 4.6, 4.7]

2.5 Direction of CTFD

With the urgent need for support for research and scholarship expressed in the CPR focus groups and the professional development conversation groups of last year, the Center, with the guidance of the CTFD Advisory Board, has begun to explore ways to collaborate more closely with other units on campus and to expand its efforts to provide the kinds of support services that can reach a larger number of faculty in the areas of mentoring and scholarship [CFR 4.6, 4.7]. While the Center will continue to provide support in the area of teaching, going forward it will also direct its attention to the following efforts:

Improve communications among faculty across campus. Given that our campus has very limited resources to provide new training and support, one of CTFD's goals is to participate in the development of a university wide communication system or calendar that connects faculty to existing opportunities and services across campus. Currently there is no effective way for department chairs, deans, and faculty to communicate about or connect with opportunities across campus. Events such as professional colloquia, distinguished speaker series, teaching and grant writing workshops, gallery shows, creative and performing arts events, tenure and promotion workshops, and professional celebrations are not well communicated across campus. Although these events are often listed in the *CampusMemo*, the goal here is to develop a system that alerts faculty only to existing opportunities and services and does not include other news and announcements that are off topic.

Facilitate and develop mentoring opportunities. We plan to implement the CSU Institute for Teaching and Learning (ITL) supported mini grant on mentoring of mid-career faculty with the objective of developing a model of mentoring that can expand and continue in subsequent years.

Increase revenue stream through grant writing. We have already moved in this direction and plan to continue to expand grant-writing activities. Examples of three grant proposals CTFD worked on this past year are:

- *Magic in Mentoring*, Mid-Career Faculty Mini Grant – CSU Institute for Teaching and Learning, awarded $1000 for 2012-2013.
- *Student Mental Health Initiative* – California Mental Health Services Act (CalMHSA) via the CSU Office of the Chancellor, Award for $410,000. SF State's plan addresses: Curriculum Development and Training, Peer-to-Peer Programs, and Suicide Prevention.
- CTFD took a leadership role in the portion on *Curriculum Development and Training.*

For 2012-2013 the Center staff is working on grant proposal submissions for:

- *Faculty Learning Community* for new faculty on high impact teaching practices to support student learning and critical thinking – for submission to the Institute for Teaching and Learning, CSU.
- *Chair Development Mini Grant* – for submission to the Institute for Teaching and Learning, CSU.
- *Improving Teaching and Learning in Undergraduate STEM Courses* (Working Title) – funding source to be determined.

2.6 Staff Morale

The 2011 WASC CPR team report suggested that the University respond to issues of morale that have arisen largely as a result of the budget crisis. In response to this recommendation, the Human Resources Department commissioned a third-party vendor to implement a campus-wide Employee Assistance Program (EAP) (see http://www.sfsu.edu/~hrwww/Payroll_Benefits/benefits/eap.html). This program is comprehensive and addresses both professional and personal issues through individual counseling and group training seminars. This program will help employees feel empowered as they learn how to manage stress, financial, legal and familial matters, and work difficulties. The program is available to all employees and members of their households and is being rolled out during 2012-13.

Last year we implemented campus-wide change management programs and various leadership training opportunities on topics related to productivity. The Office of Human Resources, Safety, & Risk Management is also implementing a series of educational briefs on HR Intelligence (IQ) seminars to help employees and managers understand their roles and responsibilities within the workplace and make better work and life decisions. Educational briefs range from employee safety and ergonomics to employee relations and managing conflict.

With leadership from Student Affairs, SF State implemented a Community of Caring program to encourage all employees to be aware of signs of emotional distress of their colleagues and to inform designated campus representatives of potential issues that might require intervention. Approximately 40 employees across campus completed 40 hours of intensive training and will be certified as master trainers for the campus. This program is in the initial stages and has been well received to date.