Below you will find two transcripts from notes which were recorded at ID 2, Woodbury University’s second Identity Retreat:

ID2 Group Discussion Notes
Nathan Garrett

NDG: In several cases, the discussion veered back to talk about a previous point. In those cases, I went ahead and grouped the comments by topic rather than by linear time. The form of this document is rather terse, and I tried to capture the essence of what happened rather than the exact words, lightly editing for sensible grammar.

Abbreviations:
- BB: Barbara Bowley
- T1: Table 1
- … or ??? Unable to capture this section, usually from not being able to hear it.
- Q: A question from the audience.

BB: We will discussion items with more than 15 dots, 6 in total. Our goal here is to put together a document that will inform the master academic plan.

Q: What is a master academic plan?

BB: There are a variety of plans, this kind is known as a learning plan, a plan for the development of the instructional and academic resources of the university. It includes long range plan for growth and development of resources, and the support of the resources. Framework for those departments that are not directly involved instruction. It will include these 6 principles & suggestions from today. Plan informed by this group and by certain principles and determines way in which plan will work itself out. The map includes matters of social responsible, instructional support services, foster communication, innovation, creativity, etc…

BB: Principle 1. Social responsibility, we want recycling units throughout university (scattered applause).

T?: Recycling bins are a great idea, but are a tiny bit of what we should be doing as a university, we need organizational leadership, not just getting up to a position where everyone else is at. We need the new facilities to set an example to students (applause).

?: We are starting a new task force on sustainability that meet this month. It is open for staff, students, and professors to be involved.
BB: We need to walk the walk rather than talk the talk, and practice what we preach (summarized).

**BB: Principle 2: More IT resources / improved communication processes. Discussed by group 4.**

T4: We listed a few, student e-mail for central place to contact, pc programs for maintenance office & ? office, one master calendar for academic and student affairs, and websites – what we can put on there to provide for students (applause).

Steve: We have a technology committee with members across campus, calendars and such are on our agenda. If you have specific IT needs contact committee or me.

BB: Important to ?. (*talk with committees that inform president?)* If you want to commit your ideas to the group, need to work with groups so that those will bubble up to the people that make the decisions. That is a good part of what’s going on today, that it will inform the decisions made.

**BB: Principle 3: innovation and creativity table 11**

BB: Why are competitive salaries linked to innovation & creativity?

T11: The question was why competitive salaries are linked to innovation and creativity. One reason was that we need time to prep classes and devote to classes that we’re teaching. Better salaries bring better teachers, and allows us to better focus on class work. We also need to combine this with a lower student/staff ratio.

BB: To recap, if we ….

Norman: if we are in LA, we have to compete with other institutions. In architecture, we can only hold on to adjuncts only so long before they go elsewhere (after we have trained them). We have a hard time getting the best professors with these salaries.

BB: Academic quality?

Norman: Yes

T11: At least competitive salaries, reinforces commitment of university to quality. It reinforces commitment on behalf of individuals to the universities. This requires extra effort, which requires extra time and people. That costs money. Instead of being a subpar paying institution, we have an obligation to pay better than most places to get better results (applause).

BB: Let’s open this to staff salaries. Does anyone want to talk about staff salaries, and how they relate to innovation and creativity?
T?: In our area, we also ….. We also need increased part-time faculty pay; we rely on them for a tremendous part of the program. This is a very important area.

Dori: Particularly, as a new chair, I need to have enough day to day stuff covered so that I don’t have to worry about bookshelves. That way, I can spend time prepping my new class this semester. Having staff properly cover issues free up faculty who now have a lot of administrative jobs (both full-time and administrative adjuncts). We have a quality staff, but not enough of them. We will get a better staff if we pay them competitively. They need training as well. If we don’t pay or train them, they will disappear. I know how much work is involved, and what you can and can’t do if you don’t have adequate support.

BB: table of administrator, do you have anything to add?

Admin Table: We are all for it.

**BB: Principle 4: T5 talked about creating an ombudsman position.**

*Talks about T as a discipline.*

Sara Drucker: the school I attended had an ombudsman, who would figure out how to fix a problem without requiring the student to go back and forth to different offices. They knew how to fix any problem.

Seta: That’s me.

Sara: Instead do calling me and Seta.

BB: Good idea…. Important concept, we answer a lot of question in the library. That would be a good way to support transdisciplinarity in our structure.

**BB: Principle 5: Faculty support SAs, table 4, Faculty buy in to co-curricular activities.**

Table: Student affairs believes that students need opportunities for skill and social skill development. This is a goal for all of us. The strongest voices talking to students belong to faculty. Students participate in things the faculty think are important. We want to see more buy-in by faculty to have students do the co-curricular events.

T4?

… lost part of the discussion

**BB: Principle 6: Communicate, table 13 and Zelda Gilbert.**

??
Couldn’t hear most of what was said. Scattered comments included in hopes that they will prompt remembrance.
Zelda: That was the first thing, several issues. Job lost? We’re representative of the univ as a whole, w all know

Don’t know ??

??

IT opportunity to communicate, It newsletter, website, etc…

BB: I came from university where we had a newsletter about social / work, etc…

T9: The staff association tried to do that. No one in any department wanted to contributed. We can’t have a newsletter if no one will contribute.

T? Pay them to do that

BB: We did. We probably didn’t have the right structure to support that newsletter, we need to create a general consensus and leadership about this. The newsletter I’m thinking about is more community oriented and less towards the public. Community building opportunity. We need to understand who we are and how much we accomplish. Newsletters build a much larger sense of community. I support that.

BB: Principle 7: Table 8 talked about academic quality and the integrated student with a diagram of how all of the 6 principles contribute to those 2 meta principles.

T6? / Phil Pack: The more we talked about academic quality and the integrated student, the more we felt like they were two sides of the same coin. (couldn’t hear most of this)

T?: We decided at our table that we didn’t … Thought they were 6 sides of the same coin, no way to separate them. They’re part of transdisciplinarity. It’s a cube. (couldn’t hear most of this)

BB: Why we don’t have the master academic plan be a multidimensional cube instead of a normal document?

BB: Lets talk about interschool trandiscipline course, work shop, and cross-training employees. Doing real-life projects to spread word that Woodbury is committed to sustainability and community. Do we have questions about these? I see a link of advancement in human resources …… See a lot of innovative ideas breaking down walls between departments, making information more available… We’ll now capture all of that in a summary report for each table. When academic plan is competed, we can see how department mission fits in that plan. We will also get specific about how these principles mean to us, avenues for interpretation and implementation to make Woodbury
a model university that shapes students in a way consistent with our mission and identity. We have 15 minutes for a round-table, are there any questions about next steps? Other messages from the community?

Phyllis: we had a thing about real life experience… Would like to play on the part that students need to give back to the community. Those experiences ?? Trying to better their ?? What we’re saying is very superficial, we need to have a real impact. ?? Triangulation needs to happen to get change. ?

BB: the superficial level of the discussion is a result of the meta level of this discussion, will get more specific when this goes back to each group, at which point we get more detailed and real.

Randy: the link between co-curricular and academics will help if both sides realize opportunities,……. Because of the lack of human resources, it would be better if student affairs could research and help the departments with their internships. That’s where there is a disconnect, between the different programs/departments.

??: Randy has studios directed around community work. Examples (community garden). It is possible to fit this stuff with in the studios. (Carol Lee?)

BB: Issue for transdisciplinarity here, students can apply what they know about the world in their discipline. There is a natural affinity between Woodbury and the community surrounding it. Reviewing the 5th year architecture portfolios, only 1 of 20 didn’t deal directly with a project that wouldn’t improve a local neighborhood. ??Reality that we need to be more aware of. We need to understand how we can teach them in active learning.

?: We talked about transdisciplinarity with workshops mechanism. Mixed table. We don’t know what we are all doing. Student affairs need to sit with other people, we just don’t have a mechanism to connect various units, formal or informal.

BB: Propose to WRSC how to get instructional break / cross culturalization for this kind of communication.

Bob Schultz: We’re already doing a lot of this stuff separately, we more just need to connect ???? Something like a forum or bulletin board to find out what we’re all thinking about.

BB: That’s a neat idea, we can start with a step like that and make it a hallmark of our university. We should look for ways to pilot this kind of projects, not just keeping within the academic community but including other units as well. This is a challenge. What else would you like to talk about? We’re all done? No questions?

?: All of these issues need a systematic???? For example w projects? ????
BB: Different models, one of next steps in reaccreditation which we start today is to see to what degree we are actually making successful students as they graduate from Woodbury. We don’t have enough data, we are moving to hire an Institutional Researcher. 2nd issue is that it is true that we need to be integrated well into the community in projects and internships to give to community and bring back to the University new ideas and knowledge. These are principles that we believe in as a university.

BB: Thanks, we’re in phase 2 (applause).

ID2 DISCUSSION TRANSCRIPT
Karen Minnicks

SOCIAL RESPONSIBILITY

Recycling bins throughout university.  
Great idea but tiny beginning. University should adopt position of leadership. New facilities should set example for students and other institutions for sustainable buildings and organization.  
We do have a new task force on sustainability which will meet later this month. It is headed by E.B. Gendel.

TECHNOLOGY

Need more IT resources (improve communication).  
From Group 4: student email; computer programs for Student Affairs; one master calendar; website.  
Technology Committee invites requests for specific IT needs.  
Senior Administration support is needed behind these committees and for notions that rise to the surface today.

INNOVATION & CREATIVITY

From Group 11: competitive salaries.

Why linked to innovation & creativity? Provides time to further prepare classes, brings better teachers to the university and allows focus on classwork with lower student-faculty ratio.  
In Los Angeles, where we compete with other institutions, we can only hold on to adjuncts for so long. Perhaps we can be the best program with competitive salaries. It would reinforce commitment of adjuncts to the university. Extra effort requires extra time and extra people. This equates to $. The university has an obligation to students to pay better and attract better.
We need to compensate adjuncts better as well as full time. We also need to compensate staff better. Faculty need help with administrative duties to be freed up academically. We need to support quality staff. We need to retrain staff. We need to expand support staff.

From Group 5: Create ombudsman position to integrate students into community. Ombudsman helps student to fix problem. Cross-training is important concept. Need faculty buy-in to co-curricular activities which expand student. With partnership with faculty, students will buy in.

From Group 13: Need to be informed with other departments. IT opportunities – website. Previous Staff Association newsletter invited information from people. Nobody responded. There needs to be a general consensus about extracting information.

ACADEMIC QUALITY/INTEGRATED STUDENT
Two sides of the same coin – includes everything that contributes to those. Transdisciplinary, communication, innovation & creativity, and social responsibility. Actually six sides of the same coin. Cross-training employees. Doing real-life projects for students (e.g. sustainability). Linkage of academic quality to investment in human resources. Access to information. Social responsibility. Real-life experiences – students go back to their communities. We can have definite impact. Something about the content of today’s meeting feels superficial. WRSC talked about that. We want students to go back to their communities socially responsible. It should inform the Master Academic Plan. Buy-in between co-curricular and academic activities. Both sides should understand each other. Student Affairs could research community service opportunities. In Interior Architecture, studios revolve around community service. Possible in academics. Students can apply to cross-disciplines what they understand socially. 5th year architecture portfolios improve local neighborhood. Student Affairs discussed workshops of mechanism. We don’t know what we’re all doing. Informal or formal interaction between units is very helpful. Cross-discipline things are happening on an ad hoc basis. We need to have forum or bulletin board for transdisciplinary opportunities. We should not just keep it in academic arena – but also include co-curricular opportunities. How do projects affect the student’s world? We hear about successful alumni – but what about the rest? How does WRSC evaluate success of our alumni?
We are working toward analyzing how a successful university creates successful alumni. We will hire an Institutional Researcher shortly.

1/24/06