

President Karen S. Haynes' Convocation Address

Delivered Thursday, August 21, 2008

10:00am

California Center for the Arts, Escondido

Every academic new year brings fresh challenges to earlier successes, new solutions to old concerns, and the opportunity to renew our work together, energized, engaged, and ready to go

This morning, let me bring all of us onto the same page by reminding you that in my first Convocation address—way back in 2004—the one thing I wanted to make sure we all understood was that we would approach our work together, as a team. That holds true as much today as it did then; perhaps more so as we have grown, and our work has become more complex.

The following year, as a team, we laid out our campuswide strategic priorities of academic excellence, student life, campus climate, community partnerships, and educational equity. And overarching those priorities and their attainment, I asked everyone to adopt a university-first approach to decision-making.

As we moved forward in 2006 with a university first approach and strategic priorities in hand, I told you that our time is now to meet the

future and to claim our legacy. And last year, I told you we were a hot campus—one of the five hottest in the system.

I also shared with you my vision for 2010:

By 2010, Cal State San Marcos will be the region's driving force by leading initiatives and partnering to meet community needs.

Our graduates, prepared by relevant curricula and student-centered services, will reflect the region and be empowered to lead it.

As an engaged campus, we will become a best place to work and study.

Together, we are moving forward to make that vision a reality through our engagement with our mission as a California State University, and in our unique vision as the San Marcos campus. The Founding Faculty did not look to history but to the future when they created our mission, and they placed the education of students for the 21st century as our cornerstone. We would engage our students in order to transform them into global citizens. Our students would engage in community service; they would utilize the latest technology; they would collaborate and communicate in a multicultural, global, and hands-on learning environment. When they graduated, our students would be transformed—understanding their civic responsibility and the global, technology-rich world in which they live, prepared to lead the region.

Our historic mission has engaged our vision for the future, and the results are impressive! Let me tell you just some of the successes we have had this past year in engaging our learners.

Our community service learning was recognized for its outstanding engagement by achieving President Bush's Higher Education Community Service Honor Roll for the second year in a row, and by being listed as one of the "spotlight" programs in the National Guide to Service Learning Colleges.

Our Tutor Connection Program was recognized at the National Conference of the Corporation for National and Community Service by former President and Mrs. Jimmy Carter. The Tutor Connection Program is a first-of-a-kind workforce program that prepares future teachers to address the special needs of foster children.

We engaged our learners in the real worlds of business and non-profits through their Senior Experiences. This year, 87 teams of 394 students engaged with 76 partners in projects as diverse as customer analysis, new product launches, and developing a fixed asset inventory system.

Our students engaged in modern curriculum through innovative pedagogies and experiential opportunities. During the fall and spring semesters, nearly 1,500 courses of the 5,500 courses offered were available through WebCT—more than double the number from just two years ago.

Our new Masters of History program was developed with a focus on the history of media and the applied use of media and technology. This past year, students prepared substantial web-based projects, digitized databases, and videos. Their work included recorded testimony of one of the few remaining Japanese-Americans interned during World War II, and documentation of some of California's history in Dana Point and Carlsbad. Students even replicated historical media with a silent film and captions depicting the presidency of Calvin Coolidge.

Our Visual & Performing Arts students' creativity and use of digital arts to demonstrate learning were presented and honored in our Annual VPA Film Festival. In fact, the video you saw this morning by Kevin Bennett is one such example of our VPA student work.

And our psychology students garnered three awards at the statewide student research competition this year, engaging in research on autism,

behavioral sensitization to mood-altering prescription drugs, and the effects of oxycodone on rats.

This is real learning. And these are only a few examples of the 21st century, hands-on opportunities that engage our students. Learning doesn't stop when our students leave the classroom either. This year, as part of our American Democracy Project, many students, faculty and staff attended Primary Night at the Clarke Field House. In between watching coverage of the primary returns, they engaged in conversations and shared their views about health care, education, civil liberties, economic issues, and, of course, the upcoming Presidential election. And during Social Justice Month, students, faculty, and staff came together to watch videos, engage in conversations and discuss topics such as human rights violations occurring around the world.

Out on the track, field, and course, our students engaged and competed successfully. This year, our Women's golf team placed third in the NAIA National Championships. Women's soccer made it to the regional play-offs. Our softball team beat the number one NAIA team in the nation—and made it to the play-offs. And our very own Olympian and coach Steve Scott's track and field teams earned a record 12 All-American and two National Championships.

Our data tells our story and proves our success in engaging students in active learning. In a survey taken during Spring 2007, students were asked to rate how well the learning management system—WebCT—meets their needs as students, and 83% of them said it does. Our National Survey of Student Engagement—NSSE—findings continue to show that our seniors are much more likely to use electronic technology than their cohorts at other participating campuses. San Marcos respondents are much more likely than others to say they have often made a class presentation or participated in other active and collaborative learning modes.

The Collegiate Learning Assessment—which we will administer again this year—is telling us that our students are gaining skills necessary for success in the global environment: critical thinking, analytic reasoning, written communications, and problem solving.

We are also reaching out to and engaging learners whose pathways to higher education are not easy, and by doing so, raising the level of educational attainment in our region. This year we graduated our first ACE foster youth scholar. The ACE Scholars program also received a multi-year challenge grant to give foster youth an opportunity to attend our summer bridge program. We signed not one, but two historic Memoranda of Understanding—one with San Diego Health & Human Services and one with Riverside County—to bring our greatly underserved population of foster youth the possibility of higher education. These are the first such agreements in our system, and, we believe, in the nation.

We moved closer to our goal of achieving H.S.I. status by 2010. Recognizing that math remediation is a necessity for many Latino students and other at-risk populations, our H.S.I. Implementation Team, First Year Programs, and Math Department worked collaboratively to develop an innovative program which launches this year. The program supplements math remediation and provides a venue for direct communication with the record number of students served in the Math Lab.

To prepare our communities for the learners of tomorrow, we engaged with our children's future teachers and educational leaders, graduating 115 masters of education and 360 teaching credentials this year. Also, last May for the first time, we awarded seven educational doctorates to academic professionals who, in turn, will engage future generations of learners in California's classrooms and universities.

As part of our engagement of lifelong learners, our Osher Institute earned the Osher Foundation's one million dollar endowment this past

year—allowing us to continue engaging the community in lifelong learning opportunities. And our Leadership North County program added an alumni association to keep the leaders of tomorrow engaged with us, with each other, and with our region.

As we look toward 2010, we see there is still work to be done to continuously improve the learning experience, to transform our communities, and to raise educational attainment in the region. We will continue to work toward our goals for creating an environment at Cal State San Marcos in which all individuals can be successful.

With that goal in mind, the Social Justice and Equity spring symposium hoped to attract 80 scholars and staff. Instead it engaged over 175 individuals—including many students—and furthered important dialog and conversation about educational equity and diversity at Cal State San Marcos.

As Dr. Cutrer announced, we will establish the Social Justice and Equity Project this fall. Dr. Daoud will lead the initiative to achieve the objectives set out by the planning group in their proposal. They will engage faculty in conversations to foster a multicultural, global teaching and learning environment, and plan and organize activities, initiatives, symposia and forums aimed at creating dialogue.

We will increase our international student presence on campus, and encourage study abroad programs that add to the global and multicultural experiences and perspectives of our students. We will be an active participant in California's Troops to College initiative, and we will open a Veteran's and Active Duty student center this fall.

We will continue to deliver relevant curriculum that uses technology and hands-on learning to engage our digital age learners. And we will continue to keep civic and community service, global awareness and social justice infused throughout our academic and co-curricular programs.

There is more to our mission than engaging the learner. To achieve our mission, we must also engage you—our employees. You engage in important research and scholarly activity. You create and support our campus climate of service. And you, as individuals and team members, are using a university first perspective to advance us toward 2010.

Our faculty are not only part of, but in some cases, driving the national research agenda, receiving over \$5.5 million in research grants during the past year. To quote a recent article in the San Diego Union Tribune: “What’s happening in a research lab at Cal State San Marcos has the potential for paving the way for the development of an AIDS vaccine.” Dr. Bianca Mothé’s National Institutes of Health grant will study the immune system and will lead the nation in this important research.

Through a grant from the National Science Foundation, Dr. Katherine Hayden, College of Education and Dr. Youwen Ouyang, Computer Science, will develop and implement a design for professional development and classroom learning experiences. Their design incorporates cyber infrastructure to enhance the learning of earth systems in sixth grade science classrooms.

Dr. Russell Jackson, Psychology Department, performs research in how human evolution may have shaped perceptual and navigational mechanisms. He recently won the Human Behavior and Evolution Society Post-Doctoral Award in Kyoto, Japan.

Our Emergency Operations Center opened last September and quickly operationalized during the October fires. The EOC team did an outstanding job in responding not only on behalf of the campus but also as part of the local community response to the fires.

Our University Police Department received a grant from the Accreditation for Law Enforcement Agencies to begin their accreditation

process—a level of achievement held by less than one percent of campus police departments in the United States.

You also responded to the continued uncertainties and shortfalls of state funding with the bold entrepreneurial spirit that we are becoming known for in the CSU. For instance, next year we will have over 300 students in our School of Nursing—only 120 of them through state support. The other nursing students will have the opportunity to pursue their program thanks to partnerships with local hospitals developed by Dr. Judy Papenhausen, and through the development of innovative programs through Extended Learning developed by Dr. Jan Jackson.

As the first CSU to be accepted into membership in the Service Member Opportunity College of the Marine Corps, our Kinesiology Department will offer a B.S. in Kinesiology through Extended Learning at Camp Pendleton to reach out to and serve the military community.

And thanks to the generosity of Paul Garrett and others, and in partnership with the City of Temecula, we open an off-campus site in Temecula next week with program offerings through Extended Learning.

We are exploring partnerships to provide creative solutions for needed campus facilities that are not provided through state capital funding such as student housing, athletic facilities, and a student union.

As we look ahead, we will continue our entrepreneurial and creative approaches to old problems and new challenges. We will leverage and expand the opportunities provided through self-support degree programs. We will listen to the responses of our junior faculty to the Collaborative on Academic Careers in Higher Education Survey—who gave us one of just three national “exemplary” standings as a top academic employer. We stand tall with Stanford and Duke—commended for our clarity of tenure process and climate and collegiality by encouraging and supporting research and scholarly activities.

You may think that Cal State San Marcos is inland, but we’re part of important coastal research. Beginning this fall, we will be a member of

the newly created California State University Council on Ocean Affairs, Science and Technology. Our biology faculty member Dr. Vicky Fabry is a national leader on the effects of ocean warming, and has brought San Marcos into this statewide effort.

Raising the educational attainment rate in our region and expanding the diversity of our students, perspectives, and ideas requires a diverse faculty and staff. I have appointed Dr. Garry Rolison to serve as my Special Assistant for Educational Equity and Diversity. In this newly revised role, Dr. Rolison will advise me on strategies for recruiting a diverse faculty and staff and hiring and mentoring individuals committed to diversity and equity. Dr. Rolison will also monitor the progress of our diversity initiatives, and recommend benchmarks and best practices.

To meet the demands of our mission and vision, we have refined and restructured the CSUSM Foundation into what is now the University Auxiliary and Research Services Corporation to manage our auxiliary operations and grants and contracts. And we are creating a new, non-profit philanthropic Foundation for the purpose of generating private support for the public good and to set and reach campaign goals for the 25th anniversary.

To assist us in achieving our philanthropic goals and our mission as an institution of public higher education, we will continue to engage the community in important partnerships and continue to impact the social and cultural development of the region we serve.

This past year, our Visual & Performing Arts faculty presented “North County”—a play adapted from oral histories done by the National Latino Research Center’s Director Arcela Núñez-Álvarez with North County Latino residents. The play was so well received that they acquired external funding to present the play to public schools this fall.

The community has told us over the years, “you gotta have art”! Thanks to an anonymous donor who supported the artistic vision of

Luiseno artist Robert Freeman, we installed our first public art in over a decade—an abstract piece entitled “Focus”. Mr. Freeman named it after watching our students all summer “focused” on their path. The sculpture is now “focused” on the corner of Campus Way and Craven. We will unveil another work by Mr. Freeman—our tukwut—in the Tukwut Courtyard September 2.

Our Chamber Champions program now has 60 volunteers—including me!—partnering with 10 local chambers and three regional ones. Last year we filled over 230 seats at chamber events and attended over 80 chamber mixers. That’s a lot of engagement! On behalf of our university, I sent over 1,000 letters of congratulations and recognition to community members and students who are engaged in the pursuit of excellence.

And, in a very visual response to our engagement, seven couples in attendance at the Oceanside Museum of Art’s VIP event in June purchased a particularly wonderful acrylic abstract painting and donated it to us!

Perhaps the biggest challenge to our engagement with the community this year came from the Governor’s proposed budget cuts to higher education. As part of the Alliance for the CSU, you came together to educate the Governor, the legislature, and the community on the importance of public higher education. The Governor responded to your collective effort and restored some of our funding in his May Revise—which may end up in our budget—when we get one!

This coming spring, our WASC team will visit us for our Educational Effectiveness review. We will be ready. We will show how effective we are at engaging learners and transforming them into global citizens, critical thinkers, and leaders in their fields and communities.

I probably don’t have to tell you that we are, in so many areas, a model campus, a campus with best practices, and “firsts” not only

within our system, but nationally. You should all feel extremely proud to have brought us here! The vibrancy of this campus catches visitors' attention always; despite difficult times and serious state budget concerns, the "can do" atmosphere is palpable.

However long you have been with us – as a founding member, or new this year, it's time to think about why you came to this place; what you saw here, what you hoped you would experience here. I believe, like me, you chose this place because it was young and you could help contribute to its future; because it serves a diverse and growing region and you wanted to be part of serving that kind of a region and transforming it as you helped transform the learners who came to you.

You believed there would be opportunities for your growth and development even as you contributed to the university's growth and development. You hoped that you would feel fulfilled about your role; excited about the place you work; valued by that organization, and vital to the region.

I know you feel that way – you have demonstrated it over and over again. While we must, at this moment, accept the uncertainties of the state's fiscal situation and we will, at the same time, adapt to real external changes and challenges! Beyond accepting and adapting where necessary, you are and need to be innovative, creative—to continue to ask the question, "why can't we?", and to continue to respond, "we'll find a way".

You will, with your entrepreneurial spirit, push our university to cut through the red tape, to move beyond conversations about fiscal constraints and keep talking about what is important – maintaining a vibrant and engaged learning community and continually fostering partnerships of engagement.

This is the moment to be innovative, to be creative. This is your moment, and I am certain you will make it ours.