



C A L S T A T E
FULLERTON

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To: College Deans

October 16, 2006

From: WASC Planning Group *

Subject: Question for Faculty Discussion

Our regional, all-university WASC re-accreditation process begins in January 2007 and will last through Fall 2011. The initial part of the WASC process involves our selecting three or more topics that will frame our campus review process. While at least one topic, as per WASC instructions, must deal explicitly with student learning outcomes, all three should reflect the needs or priorities of our campus and be comprehensive topics that cut across several areas of campus life. We believe that in order for this process to work and have meaning for us, these topics should address the vision that we, as a faculty, have for our university.

To determine these topics, then, we are asking each department to respond briefly (no more than one page in total) to the following question:

What are the top three things that should matter most to our campus, or that we should pay closest attention to, as we look forward across the next decade? What key words might one use to designate those themes?

These lists will be compiled and used as the starting point for conversations at the Academic Affairs Forum on January 17, 2006

Please forward your departments' responses to Ray Young at ryoung@fullerton.edu on or before December 01, 2006. Feel free to share this memo with your chairs and faculty by way of introducing the request, and don't hesitate to call on any of us if you have any questions or concerns. Thank you very much.

C: Ephraim Smith, Vice President for Academic Affairs

* WASC Planning Group: Diana Guerin, Sheryl Fontaine, Chris Renne, Paul Levesque, Tony Rimmer, Sylvia Alva, Dolores Vura, and Ray Young.

FACULTY SENTIMENTS
"WHAT MATTERS TO ACADEMIC DEPARTMENTS"

| Core Sentiments <i>(listed in alpha order)</i> | |
|---|--|
| Academic Quality & Excellence | |
| Streamlining Degree Requirements | |
| Student Financial Aid | |
| Enhanced Support for On-Line Instruction | |
| On-Line Learning | |
| Fostering Student Centeredness | |
| Refocus Student Learning Skills & Knowledge | |
| Critical Thinking Skills | |
| Addressing Needs of Under-prepared Students | |
| Enhanced Resources for Graduate Programs | |
| Balancing Growth & Quality or Controlling Growth | |
| "Overcrowded, Overscheduled, Overused" | |
| Quality versus Quantity | |
| Space | |
| Campus Sense of Community | |
| Intra-University Communication / Collaborations | |
| New Employee Socialization | |
| Faculty Club | |
| Facilitating Students' Sense of Community | |
| Collegiality Among Faculty & Administration | |
| Capitalize on Distinctive Campus Assets | |
| Build on the Strength of Our Diversity | |
| Faculty Dedication | |
| Faculty Expertise & Professional Connections | |
| Draw Upon Alumni Successes | |
| Community Connections | |
| Targeting Specific Economic / Area Needs | |
| Relationships with Community Colleges | |
| Faculty Matters / Morale | |
| Faculty Professional Support | |
| Full-Time / Part-Time Mix | |
| Compensation | |
| Faculty Workloads | |
| Cumbersome RTP Process | |
| Institutional Bureaucracy & Inefficiencies | |
| Plethora of UPS Documents | |
| Climate of Micro-management | |

Notes: Based on submissions by 15 departments and programs, exclusively from colleges of Arts, ECS, Education, HHD, H&SS. Compiled by R. Young, November - December 2006