

What will we teach?

California State University, Fullerton (CSUF) offers degree and non-degree based programs that prepare students for success in a competitive community, regional, national, and global environment. CSUF offers a balanced academic and applied curriculum that is responsive to changes in academic disciplines, as well as professional, work force and community based needs. It delivers a student-centered curriculum through a mix of high impact curricular and co-curricular practices that engage students, faculty, and the community.

What will we teach? And Why will we teach it?

It is important to bear in mind the goal of higher learning: an intellectual community that aspires to encompass, enrich and expand the richness and breath of human knowledge. CSUF is a comprehensive public university, which means that we must also strike a balance between our commitment to a liberal arts education and to a professional education. With that in mind, the learning experience at CSUF must encompass the following:

- Teach critical thinking
- Provide tools/methods for problem solving
- Encourage independent thought, nurture creative ideas and innovative student research
- Enhance our commitment to freedom of thought, speech, and inquiry
- Prepare students for the workforce needs of the 21st century to address the changing needs of a diverse, technologically-driven, global society.

A few ideas/plans to consider:

- ***Strengthen existing undergraduate and graduate programs.***
Let's enhance and place more resources on the things we do well. We have a great Nursing program, a very prestigious Accounting program and countless other programs that are well regarded nationally and regionally.
- ***Offer new courses and programs***
Budget issues may have limited the ability of our campus in offering new courses and programs. Nonetheless, this should not hold back our commitment to improve and innovate. For example, in the strategic planning for the MCBE, an area where most courses/programs underperformed were in the global component. This is concerning particularly as we strive to have a "global outlook". New programs must: 1) address regional workforce needs, 2) be self-supporting, 3) align with the core mission of the University.
- ***Provide a rich academic and intellectual climate that challenges students***
Ensure that all courses have challenging learning outcomes. It is important to assist faculty in developing and creating new courses. This also mean that we might have to align enrollment and resources with best teaching practices (i.e., revisit the role of smaller

classes, program enrollment caps, promote and support faculty/student interactions outside classroom, promote learning communities).

- ***Promote a culture that honors and respects free thought, free speech and freedom of expression***

Freedom of thought and expression should be the foundation upon which a learning environment should be built. It should permeate everything we do. It should be the core mission of our university, where discovery and inquiry are pursued free from coercion and censorship. If we want to set ourselves up as a model public comprehensive university, we should reaffirm loud and clear our commitment to freedom of expression so that students and faculty know that speaking your mind at CSUF does not put your education or your career at risk. This should set us apart from recent disheartening trends at other institutions of higher learning.

- ***Make learning a transformational experience through experimental teaching, innovative pedagogical techniques, and technological advances.***

Support experiential learning, including undergraduate and graduate research, field studies, internships, service learning, etc. Increase the number of programs, courses and students with a multi-disciplinary component. Enhance the number of programs, courses and students with a study abroad component. We should also expand efforts to attract more international students, enhance partnerships with foreign universities, and provide opportunities for faculty and students to interact with counterparts abroad. Use cutting edge technologies to expand students' abilities to engage in critical thinking and problem solving. These are all important objectives if we want to position ourselves as an university with global outlook that is also on the cutting-edge of technology and innovation.

- ***Ensure excellence in teaching by supporting all faculty***

More support should be provided not only to TT faculty but also to lecturers. A large number of our courses are taught by contingent faculty, who are generally less supported in their activities and less rewarded for their efforts. A Northwestern University study found that students learn more from contingent faculty than TT in their first term courses. We need to think of ways to make contingent faculty less temporary and more permanent, perhaps by thinking of ways to get them more engaged. An idea worth exploring is offering clinical positions or a tenure-track "light" position which is more geared towards teaching.

What will we teach?

We will provide students with a liberal education founded on a General Education curriculum that also provides students with experiential and discipline specific learning opportunities. We will teach critical thinking, clear and effective written and oral communication, creative thinking and problem solving, cultural competency, quantitative reasoning, and information literacy from a wide range of disciplinary perspectives ensuring that students can readily apply these skills in diverse fields and from myriad perspectives. We will teach a breadth of disciplines spanning the arts, the humanities, the social sciences, the sciences, mathematics, and applied disciplines in business, engineering, and health sciences. In addition to discipline specific knowledge, students

will gain a sense of civic responsibility, ethical awareness, cultural sensitivity, and humanitarianism. We will teach all students this broad range of disciplines, perspectives, and modes of knowing, understanding, and creatively responding to the world.

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- Consider realignment or combining of departments across colleges. Are there natural connections between departments that currently are housed in different colleges?
- Examine courses that are similar, but in different departments to streamline curriculum, save resources, and offer more focused courses for major. For example are there courses in communication and English that offer essentially the same outcome – better writers. Kinesiology and biology. Math and engineering. Geology and geography.
- Examine the combining colleges, or aspects of colleges to leverage abilities and resources? NSM + ECS as example
- Reexamination of department courses to meet articulation with community college courses. For example, are there 300 level courses in CSUF departments that could be turned into 200 level courses that could be articulated at CC's?
- Consideration of job potential and employment history of alumni – this could help us focus what we teach.
- Think about cross department degrees – example physics degree that incorporates a business curriculum into the program.
- Critical thinking and problem solving
- Creative thinking
- In this technology era, it is critical that students obtain necessary math skills, in creative ways. Offer art (creative) courses that require some type of quantitative skills (math). There are incredible art faculty and incredible math faculty – how can we get them together. Can we combine “silos” to give students more holistic learning experiences?
- Surveys of graduates that might help guide what past students think are best practices, important courses, benefits HIP experiences, what mattered most for their degree and career objectives, etc, now that they are done.
- Is it time to revamp GE mission and course distributions?
- Are there ways of better developing graduate programs across CSUs that increase course offerings and enhance enrollments in the often small graduate courses.

What will we teach? – At CSUF, we will be offering a wide variety of degree programs located within eight major areas of thought: art, business/economics, communication, education, engineering/computer science, health/human development, humanities/social sciences, and natural sciences/mathematics. The variety of the degree programs offered at CSUF, ranging anywhere from liberal arts degrees to business to physics, reflects the diverse demands of today's students entering (or perhaps continuing?) their academic careers, from the initial bachelor's to the professional Ed.D. While pursuing their long term academic goals,

students will learn how to become better organized, understand alternative viewpoints, and how to think of a world beyond their immediate sphere of influence.

- What will we teach?
 - A broad curriculum with a strong liberal arts core
 - Programs that provide or are the basis for professional training in the context of a broad curriculum
 - An inclusive undergraduate curriculum and a more highly focused graduate curriculum
 - Discipline-based knowledge and skills
 - All major areas of study from a basis of all major areas of research
 - The value of knowledge for the sake of knowledge
 - Respect for and value of difference
 - The importance of collaboration and creativity, “chaos,” and order

- What will we teach?

If our goal as a state Institution is to prepare students for the workforce of today and tomorrow, I believe that we will need input from community leaders about their needs, trends, directions, and any current gaps that they see with our graduates. We might also look to data about projected needs of specific types of majors (information technology, nurses, engineers, business) that have been high-priority workforce needs. It may also be important to determine whether the increased need is anticipated to continue, level off, decrease, or change in some significant way and what new majors as reflected in workforce needs are emerging. General education is important in liberal studies, but we might ask whether the types of GE that are offered are enhancing the preparation of students for today's workforce needs or whether we should retire some and add others? I think that it is vitally important that we look outside our own doors for this information if we are to realistically determine what we will teach. We might look to institutions known for innovation for how they are positioning themselves for the future.

1. What will we teach?

We should remain committed to the goals of a liberal arts education by providing students with a breadth of courses through the GE program and electives, and specialized courses taken for the major. We should have strong schools across the spectrum of arts, humanities, and sciences. The university should remain attentive to the needs of students requiring extra help to attain competency in core areas such as writing and mathematics. In addition,

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we should develop or strengthen programs related to growth areas in the economy, such as health care and environmental services.

What will we teach?

What drives what we teach now? FTE?

A comprehensive GE package that compliments and brings breadth/depth to current degree programs. Do we have a comprehensive understanding of the current degree offerings?

Perhaps a strong look at current degree offerings; this is to have a better idea of what we are teaching. Are we willing to let some things go? How effective are our graduate programs?