CPR Survey - Faculty & Staff Survey Comments

This document contains the qualitative results of the 2007 Summer Faculty & Staff survey conducted as part of the WASC Reaccreditation process. It was assembled by Nathan Garrett, WU IR in July 2007. Each of the major sections in the survey (built off of the WASC Criteria for Review) had an area for comments and suggestions.

1.1-3 Comments for Institutional Purposes

The institution absolutely does NOT believe in responsibility and accountability with our students. It's a shame that students are graduating here who are immature reckless students. It's very sad. This is a huge hypocritical university with administration who are clearly unclear of what they want from our students. Let me rephrase that, all they want is money. They don't care how much learning a student actual gets.

Stop rewarding mediocrity
Better communication and more frequent discussion.
School should meet with ALL faculty annually (or more often) to discuss educational objectives and their fulfillment.
We need to reduce the number of part-time faculty members and we need to hire new full-time faculty members, not from the ranks of part-time faculty members, but from the ranks of those who have greater and more applicable experiences in higher education.
Try to emulate higher level U's in the region, or a major college like Vassar, or Boston College.

1.1-3 Suggestions for Institutional Purposes

Not currently teaching, so do not have adequate info to fully evaluate above
Is there 'clear recognition' of the objectives by adjunct faculty?
I am not involved with the academic side enough to answer those questions.
Part-time Faculty should be kept informed about plans and activities on a regular basis through publications/hand outs
MDC seems to lack coherence. Some of the programs have had clear leadership for years, whereas others are led by people with little academic experience. The opportunity for creating courses in MDC and ITS is enervating, but especially in MDC I feel the emphasis is going in the direction of vocational training rather than on academic study (with the exclusion of psychology, IA, FD). The leadership and vision of MDC is confusing, though it has potential.
WU's current work towards reaccreditation has put our focus on all of the above. It will be nice if we can sustain these attributes post-accreditation.
The mission is clear. The results vary widely per student, partly because of their appitude and especially their efforts. If Freshman Foundation is of any value, there needs to be an expectation at higher levels that this foundations experience is very important to a student's respective major.

1.3-9 Comments for Integrity

no
campus wide diversity awareness programs
no
The VPAA is often disingenuous. He changes his stance with each new audience.
Space continues to be a challenge (at least in the short term) in advising students about what they can expect. The adult students tend to be lumped together with the traditional students in terms of what they can expect at Woodbury.
The university as a whole needs to be very careful not to let a 'bottom line' mentality infuse decisions about curriculum, course offerings, etc. What is right for academic excellence is not always going to lead to a bigger profit margin. Sometimes, WU seems excellent in this regard, other times, less so.
Budgets also need to be concrete and consistent across a year to reduce faculty, staff, and administrator stress levels.
no
None
The school should openly discuss what 'academic freedom' means in a school of architecture.
I believe more general education courses on diversity topics will benefit the students and help create more cultural awareness for our students.
I think that institutional research needs to be developed, i.e., increase its staff. Also, and more importantly, I think that the academic advisement needs to be reconstructed. Presently, I think that students are receiving inconsistent advisement as one advisor is compared to another, that students
receive advisement more focused on a department's needs than than the student's, and that faculty members need to invest more in other pursuits besides advisement.

Could always improve. Should improve without prodding.

no

Policies are not written or when they are they are often ignored or 'unknown' to people.

1.3-9 Suggestions for Integrity

no

no

no

None

Is 'No Opinion' the same as leaving answers blank?

Presently, my perception of the student services being provided to first-generation college students is not robust in terms of how academic advisement, peer advisors, faculty mentoring, and SI may increase not only retention but recruitment. In addition, I wonder if a better effort to identify 'at risk' students may be completed. I make these comments in the spirit of seeking more information: I think that student services needs to be more public or known.

Nepotism is rampant in administration; performance of relatives and friends goes unchecked.

no

2.1-7 - Comments for Teaching and Learning

No

No

The achievement of transfer students has some gaps. Need to be fixed.

Students with significant writing problems are passed along from one course to the next.

No

None

Insufficient development of 'college-level' writing skills is a serious concern. Incoming students typically have poor writing skills and Woodbury probably can't do enough to remedy this. San Diego faculty and students do not use Writing Center enough. My school's programs are not staffed by a sufficient number of faculty. Action: Hire more faculty at a competitive salary.

Get Feedback from Graduates as to how they feel they were prepared for their career.

I think that my school MCD, which I think covers the Fashion dept, needs extra staff and space in order to be able to give the growing number of students an effective education.

Faculty-part-timers included should meet once each term to exchange experiences and ideas on improvement, to learn from each other and to develop 'world view' of their school and the University.

I agree for the most part with question 2.1. however the part that I disagree with is that it is adequately staffed with faculty.

I would like to see evidence that information literacy outcomes are embedded and reinforced more effectively throughout the curriculum.
### 2.1-7 - Suggestions for Teaching and Learning

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<tbody>
<tr>
<td>No</td>
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<tr>
<td>I cannot answer many questions as I am not faculty. I know the design programs give on-going feedback to students but I sometimes wonder if the students feel they get enough about their overall on-going abilities. Many are quite surprised when they learn at year 3 or 4 that they are not cutting it.</td>
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<td>No</td>
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<td>Need more involvement of the writing center in the courses across the university.</td>
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<td>None</td>
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<tr>
<td>It is difficult to give a single accurate answer to a compound question (such as 2.1). Don't know enough to comment only in the above box.</td>
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<td>I have been on sabbatical this semester and MDC is so new that I do not feel connected to it yet. Nor has it had a chance to establish and prove itself. The School of Architecture is seriously understaffed and adjunct faculty underpaid [at 50% of comparable pay at other private schools].</td>
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### 2.8-9 - Suggestions for Scholarship and Creative Activity

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<td>There aren't enough opportunities for San Diego (Adjunct) faculty to reasonably serve the University and the Architecture School (due to distance from Main Campus events and limited requests to participate on committees, etc.). The institution needs to put more resources into developing scholarship and creative activity among its faculty.</td>
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<td>I have worked as a tenure-track assistant professor previously and I have talked with off-campus colleagues often about the tenure process. While I am not so sure that we need tenure or tenure tracks here, I feel that the presence of or linkages between teaching, scholarship, and research that tenure committees inspire is needed. Here, I do not think we have a uniform understanding of what constitutes an appropriate level of scholarship and research in order to obtain rank advancement.</td>
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<td>Better recognition of excellence</td>
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<td>At present, financial support for faculty scholarship and development is minimal. I think that the college could involve the corporate world in student's scholarships. Question 2.8 could be achieved if the responsibility of faculty was taken off of administrative issues.</td>
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### 2.8-9 - Comments for Scholarship and Creative Activity

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<td>Our VP's support for academic initiatives and research encourages active scholarship and faculty growth.</td>
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<td>None</td>
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<td>Speakers, publications, event planning, curriculum, facility planning and SAFETY, etc. should allow faculty participation.</td>
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### 2.10-14 - Suggestions for Support for Student Learning

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<td>Better integration of curriculum and co-curriculum - lots of feedback that WU students don't have any time to participate in out of class experiences - everyone needs to be on board to find ways to make this happen better.</td>
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<tr>
<td>No</td>
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<tr>
<td>A better architecture library is critical! Students need to receive aid over the summer semester so they can complete their degrees in a realistic and timely fashion - otherwise, our support for them is excellent.</td>
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<td>2.14 I believe that the university must look at policies that may punish students for taking certain core general education requirements prior to attending the campus. Consistency with established IGETC policy and articulations should remain paramount to personal preferences and job preservation. 2.11 Co-curricular programs do not reach out into the larger SoCal community to have a Woodbury impact. 2.12&amp;2.13 Faculty need to understand financial aid in order to advise academically. More transparency from financial aid, perhaps? OASIS has been getting very busy during certain parts of the day it would be nice to have more space for students to study. I would agree that 'Institutions that serve transfer students...' but, in spite of assuming an obligation, I think that often time the reality is the transfer of some courses is equivalent to being under-prepared for study at the university level. Re2.12: I occasionally see students who are surprised in their last semester of their final year by not having yet fulfilled their information literacy requirement. However, I am doing what I can to help alleviate this problem and hope this will be less of a problem in the future.</td>
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2.10-14 - Comments for Support for Student Learning

no
i am not aware of satisfaction or needs assessment - it is needed

mid-year design transfers seem to face not enough course selection
no
It is unfair for students to retake mathematics courses because Woodbury has a cut-off for accepting such credit. I believe students should transfer in the credit regardless of when it was taken and the student seek tutoring if needed. They are adults let them make the choice. Also, generally speaking students that have earned AA degrees have done quite a bit of writing. The writing requirement for a student that has earned an AA is unfair to the student. Again, Woodbury provides tutoring in writing, if needed.
no
2.14 does not ask about Woodbury.
I believe we have setup strong academic support services and many students are learning to take advantage of them.
Because your students average 15 credit hours a semester--and often exceed that--I think that some co-curricular activities or other important educational related activities are downplayed; such activities may represent poor time management for a student. Besides class schedules, students are often working as well as attending the university.
I do believe that this institution has a strong commitment to and belief in student support. This is one of the reasons I enjoy working here!

3.1-4 - Comments for Faculty and Staff

no
Do not allow staff to become adjunct faculty. It takes their attention away from their duties as members of staff if they are focusing on their part-time teaching instead.
Yes, pay part-time architecture faculty MORE!!!! I cannot stress how important it is to compensate faculty fairly for their sacrifice in time. If you don't, you lose them AND the reputation of the school.
Very little is done regarding new faculty orientation, teaching workshops, etc. to help faculty improve and/or learn new teaching techniques.
The university needs to reconsider strongly its financial model in order to increase the number of full-time faculty.
How do we ask students to qualify their opinions on surveys? At times, their opinions seem suspiciously grade-related. An open discussion might generate ideas of how to make surveys as fair and accurate as possible.
no
More resources are needed to support faculty development.
Need Faculty development in specific discipline. Less General; more specific.
Need more fulltime faculty & fewer adjuncts.
Speaking from the staff side, there is 'room for improvement' in terms of evaluation, training, incentives and salary schedule upgrades. These aspects will be reopened as HR moves forward with the appointment of an Assistant HR Director who will be expected to take the lead in these areas.
I think that Adjunct Faculty and Instructors could greatly benefit from many more activities that would improve teaching within the classroom.
More faculty, less administrators; the institution is top heavy with administrators.

3.1-4 - Suggestions for Faculty and Staff

no
we don't have a consistent staff evaluation practice
no
What ever happened to the teaching and learning institute?
The lack of clear data in response to these criteria demonstrates the lack of capacity and resources in this area.
I am not a faculty. However, I am not aware of any faculty development activities.
no
The number of part-time faculty members and their qualifications is one problem. Another problem is that full-time faculty members are tasked with a lot of service and administrative work; therefore, they have less time to develop their scholarship/research and to link this development to their teaching.
Re:3.3a, I understand that sub-par incentive for adjuncts is a problem for other departments as well as my own.
3.5-7 - Comments for Fiscal, Physical, and Information Resources

No

The VP for information technology doesn’t listen to the users very well.
The needs and ambitions of students for a complete and challenging education are often
shortchanged due to the lack of resources. I'm in the Humanities, and I can't access the MLA
database—the library doesn't have access. That is a major hindrance to research in my field. Also,
we need MORE computerized classrooms—have to fight for them every semester, because so many
of us use them to prepare more cutting edge classroom activities.

No

School needs to take life safety on the San Diego ‘campus’ seriously. Students should learn the
relevance of building-code mandated exits and fire-rated enclosures (as well as health codes and
food service facilities).

At the architecture department we do not have the resources we need for designing contemporarily.
Today most of the design is done digitally. To have a physical output from the data generated in the
computer we need a 3d printer as well as a digitizer to bring physical models back into the virtual
realm.

No

IT at Woodbury is good, though instructors would benefit greatly from more support and education
(Smart classrooms).

3.5-7 - Suggestions for Fiscal, Physical, and Information Resources

no

The budget process continues to be opaque with significant resources diverted from present-day
needs to plan for the future.

The librarians are excellent in helping faculty with research. Can't praise them highly enough.
The IT group and the software are not being utilized to the full. I think there is still too much manual
labor going on. The student system can be better utilized for student services.

no

I think that the IT system here is confusing from a faculty perspective, if not a student perspective.
For instance, the division between ’admin’ and ’acad’ IT is baffling and inefficient, and creates
inaccessibility to solve problems as well as communication and accountability problems.

no

The School of Architecture utilizes its spaces in Hollywood for design studios and other courses.
While in principal the idea seems advantageous, the School did not commit to maintaining the space
even at the minimum. This renders teaching to be very difficult.

3.8-11 - Comments for Organizational Structures and Decision-Making Processes

no

The administrators do not care for the staff of Woodbury. All they care about is that the students are
appeased. The staff work hard to make sure the students mature and grow, but the administrations
impedes that tremendously.

Faculty governance has been weakened. The president’s cabinet is very insulated.

no

3.8-11 - Suggestions for Organizational Structures and Decision-Making Processes

no

The vision, composition and priorities of the Board of Trustees does not appear to be well aligned
with the present-day reality of the university.

The President is a good administrator. The VP’s and directors need to pay closer attention to the
staff. The staff in a few offices do not feel they have a supervisor that cares about the needs of the
staff and sometimes the needs of the students.

no

Because of so much change happening in the structure of schools/institute and in the curricula within
schools/institute, and because of several accreditation processes inspiring more institutional change,
and because of committee and governance structures evolving—organizational and decision-making
processes seem far from established. The questions in this section seem to suggest that change is
not so good.

no opinion

4.1-3 - Comments for Strategic Thinking and Planning

no

The strategic plan is invoked when convenient otherwise planning and decision-making is a free-for-all.
The strategic plan and its priorities which come out of the community ought to be binding on the
board and administration rather than a list they can cherry-pick.

no

We need a REAL QUALIFIED institutional researcher
4.1-3 - Suggestions for Strategic Thinking and Planning

no
Intensive planning and review measures need to result in effective and visible change or the momentum they generate is lost.

no
Woodbury lacks a strong history of institutional research and given that, lacks the data analyses of many kinds, for instance the impact of transfer credits on academic preparedness and student retention.

Re4.2: I've heard some concern that important technology decisions are being made prior to the formal statement of WU's Master Academic Plan. But certain immediate tech needs can't wait for the long process of formulating the MAP.

4.4-8 - Comments for Commitment to Learning and Improvement

No
The institutional researcher isn't an institutional researcher so data collection is not systematic and university-wide.
Would like to see more in-house IR to help us make decisions. Maybe it's out there--how do we get to see it?
No
Students should be given more options to evaluate faculty. The results from these evaluations should be made public, and noted to students so they can choose better instructors.
We had a faculty workshop with Mary Allen about outcome assessment. I think, however, we need a workshop about various ways to assess student learning...more down-to-earth assessment of assignments which include not only the various ways to assess but the various kinds of assignments, students may complete.
In 4.8 stakeholders should not be involved. If qualitative improvement needs to take place, there has to be a core group of highly qualified faculty and a chosen group of professionals, not alumni, with high level industry experience, periodically advising the SVP and President.
No
More involvement of part-time faculty in the planning process at all levels will be better.
There should be more help and involvement with part time instructors.

4.4-8 - Suggestions for Commitment to Learning and Improvement

no
again, i think we need better assessment tools for assessing campus environment
no
I am surprised often that my professorial colleagues seem to lack the 'know how' in terms of research models being linked to improving teaching and curricula: action research, teacher-as-researcher, and institutional research. I am also often surprised that colleagues are not better aware of various ways to assess student learning.
The University and all non-student personnel must keep up with the times. They seem to, but more should be done to become a better rated University, unless the status quo is acceptable. I see faculty with a yearning for professional respect, because they come from better academic backgrounds, and if it is quality we want for our students, alumni, stakeholders, etc. we have to heed those with higher quality academic experiences.

Final Comments

no
Faculty evaluations are scored in a very difficult to understand methodology. It is extremely difficult to implement improvements in teaching when the scoring of specific areas of teaching protocol is confusing.
It seems odd that the largest and most technology-intensive school on campus is working out of the oldest buildings.
Many of the questions/items covered more then one topic making it hard to agree, disagree, etc. to many of the questions.
WU people try very hard to be excellent and consistent--it's an honor to work among them.
Overall, Woodbury is a good University, but it can be a better one if everyone felt they had some important role here. Most staff see themselves as just coming to a job! Also, many processes are outdated. Many processes should be reevaluated for improvement and efficiency.

no
I have been teaching part-time at Woodbury for only a few semesters. Reading through parts of the committee input and supporting evidence has given me a much better overview of my own experience at Woodbury thus far, but I do not feel that my responses reflect a full knowledge of the issues involved.
I think this was a great idea to have a better understanding of the faculty and staff point of view. I hope students get a chance to look at the survey, because I believe they would have some valuable input on some of the resources.
I have responded 'No Opinion' in areas where I have insufficient data to comment.
Woodbury, from my experience and perspective is doing very well with good persons in Faculty, Students and Administration. Getting more involvement from each one is the basic and continuing challenge before administrators and leaders.
Thanks.